

**NATIONAL
FITNESS INDUSTRY TRAINING
PACKAGE SRF01**

Volume 3

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IMPORTANT

Training Packages are living documents. Changes are periodically made to reflect the latest industry practices.

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The Modification History is also visible on the website of the developer of the Training Package: <http://www.srtaustralia.org.au>

Changes in units of competency and packaging of qualifications are reflected on the National Training Information Service which only displays current information.

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MODIFICATION HISTORY

Please refer to the National Training Information Service for the latest version of Units of Competency and Qualification information. (<http://www.ntis.gov.au>)

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TABLE OF CONTENTS

SECTION 1:

COMPETENCY STANDARDS PREAMBLE.....

ASSESSMENT GUIDELINES

QUALIFICATIONS FRAMEWORK

SECTION 2:

Volume 1 SPORT AND RECREATION GENERIC UNITS OF COMPETENCY

GENERAL ADMINISTRATION (ADM)

COACHING AND INSTRUCTION (CAI)

CLIENT SERVICE (CLS)

COMMUNICATION (COM)

EMERGENCY RESPONSE (EME)

EVENTS (EVT)

FACILITY MANAGEMENT (FAC)

FINANCE (FIN)

ORGANISATION GOVERNANCE (GOV)

GROUPS (GRP)

HUMAN RESOURCE MANAGEMENT (HRM)

INDUSTRY/ENTERPRISE (IND)

Volume 2 SPORT AND RECREATION GENERIC UNITS OF COMPETENCY

INNOVATION (INN)

MARKETING (MKT)

OCCUPATIONAL HEALTH AND SAFETY (OHS)

ORGANISATION OF WORK (ORG)

PLANNING (PLA)

QUALITY (QUA)

RESOURCE MANAGEMENT (RES)

RISK (RIS)

TECHNOLOGY (TEC)

WORKING IN TEAMS (TEM)

WOKPLACE TRAINING AND ASSESSMENT (BSZ)

RETAIL (WRR)

Volume 3 FITNESS UNITS OF COMPETENCY

GROUP FITNESS	(AER)
WATER BASED FITNESS ACTIVITIES	(AQA)
AQUATICS	(AQU)
COACHING GENERAL PRINCIPLES	(COA)
COMMUNITY RECREATION DEVELOPMENT	(CRD)
COMMUNITY RECREATION OPERATIONS	(CRO)
FITNESS	(FIT)
INDIVIDUAL FITNESS INSTRUCTION	(GYM)
OFFICIATING GENERAL PRINCIPLES	(OFF)
OLDER ADULTS	(OLD)
PERSONAL TRAINING	(PTI)
STRENGTH AND CONDITIONING	(SAC)
SPECIFIC POPULATIONS	(SPP)
SPORTS TRAINER	(STR)

AQUATICS

AQU

Contents

SRC AQU 001A	Monitor pool water quality	1
SRC AQU 002A	Operate aquatic facility plant and equipment.....	5
SRC AQU 003A	Respond to an aquatic emergency using basic water rescue techniques.....	9
SRC AQU 004A	Maintain pool water quality.....	14
SRC AQU 006A	Supervise clients at an aquatic facility or environment .	19
SRC AQU 007A	Respond to an aquatic emergency using advanced water rescue techniques.....	26
SRC AQU 008A	Apply the principles of movement in water to aquatic activities	31
SRC AQU 009A	Instruct water familiarisation, buoyancy and mobility skills.....	37
SRC AQU 010A	Instruct water safety and survival skills.....	43

SRC AQU 001A MONITOR POOL WATER QUALITY

AQU

Aquatics

DESCRIPTION: This unit covers the skills and knowledge required to monitor the water quality of swimming pools/aquatic facilities according to health standards.

ELEMENT	PERFORMANCE CRITERIA
1. Conduct routine pool water tests according to regulations and respond to test irregularities	a. Routine pool water tests are completed in compliance with public health regulatory requirements and facility procedures b. Pool water test results are compared to public health regulatory requirements c. Pool water test irregularities are reported to the appropriate person for corrective action
2. Respond to contamination incidents	a. Visual checks for pool water quality are continually implemented and corrective actions are initiated
3. Record routine pool water tests	a. Pool water test results are recorded to aquatic facility specifications and meet the public health regulatory requirements

Range of Variables

MONITOR POOL WATER QUALITY

VARIABLE STATEMENT	CATEGORIES
1. Pool water quality	refers to pool water that is maintained within the limits set by public health regulations for microbiological, disinfectant, pH and clarity levels
2. Public health regulatory requirements	may vary according to state/territory regulations but includes <ol style="list-style-type: none"> a. Health Act b. infectious diseases regulations c. Dangerous Goods Act and Regulations d. Poisons Act e. metropolitan water supply, sewerage and drainage by-laws f. Occupational Health and Safety Act and regulations g. Environment legislation h. local government regulations
3. Routine pool water tests	may include tests for <ol style="list-style-type: none"> a. free chlorine b. total bromine c. total chlorine d. combined chlorine e. pH f. alkalinity g. cyanuric acid h. calcium hardness i. total hardness j. temperature

Evidence Guide

MONITOR POOL WATER QUALITY

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge of application of water testing and treatment procedures</p> <p>b. Assessment of performance should be over a period of time covering all categories of the range of variables statements that are applicable in the learner's environment</p> <p>c. In particular, assessment must confirm the ability to:</p> <p>c.1 Conduct regular pool water tests in compliance with public health regulatory requirements and correctly identify irregularities</p> <p>c.2 Work within organisation policy and procedures and</p> <p>c.3 Follow water treatment testing procedures governed by public health regulations for the treatment of public swimming pool water</p>
<p>2. Interdependent assessment of units</p>	<p>a. This unit must be assessed after attainment of competency in the following unit(s):</p> <p>a.1 Nil</p> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 Nil</p> <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):</p> <p>c.1 Nil</p>
<p>3. Required knowledge and skills</p>	<p>a. Underpinning knowledge</p> <p>a.1 Organisation's objectives, policies and procedures</p> <p>a.2 Procedures and processes for pool water testing</p> <p>a.3 Basic pool water chemistry</p> <p>a.4 Relevant Occupational Health and Safety, government and industry regulations and legislative requirements</p> <p>b. Underpinning skills</p> <p>b.1 Communication skills to record pool water test results and report irregularities</p> <p>b.2 Use of pool water testing apparatus</p> <p>b.3 Visual identification of pool water quality</p>
<p>4. Resource implications</p>	<p>a. Assessment of this competency requires access to an aquatic facility, an effectively simulated work environment or industry approved training centre</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>
<p>5. Consistency in performance</p>	<p>a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment</p>
<p>6. Context for assessment</p>	<p>a. Competency must be demonstrated in a real work environment</p> <p>b. In cases where the learner does not have the opportunity to cover all categories of client groups, client needs and program contexts from the range of variables statements in the learner's work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</p>

- c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
- d. Where performance is not directly observed and/or is required to be demonstrated over a “period of time” and/or in a “number of locations”, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	1	1	1	1	2	2

SRC AQU 002A OPERATE AQUATIC FACILITY PLANT AND EQUIPMENT

AQU

Aquatics

DESCRIPTION: This unit covers the skills and knowledge required to operate aquatic facility plant and equipment according to standard operating procedures.

ELEMENT	PERFORMANCE CRITERIA
1. Operate <i>aquatic facility plant and equipment</i>	a. <i>Aquatic facility plant and equipment</i> are operated according to facility procedures, manufacturer's specifications and statutory requirements
2. Conduct <i>routine checks of aquatic facility plant and equipment</i>	<ul style="list-style-type: none"> a. <i>Routine checks of electrical appliances</i> and systems are conducted to ensure they meet facility standards b. <i>Routine checks of plumbing appliances</i> and systems are conducted to ensure they meet facility standards c. Routine maintenance of <i>aquatic facility plant and equipment</i> is carried out according to facility procedures and manufacturer's guidelines d. Use and condition of equipment and facility is monitored using established routines and procedures
3. Identify faults in <i>aquatic facility plant and equipment</i>	<ul style="list-style-type: none"> a. Equipment and facility use is recorded and conditions requiring further action are identified and documented according to facility procedures b. Faults and irregularities are isolated and reported according to facility procedures
4. Initiate corrective procedures of <i>aquatic facility plant and equipment</i>	<ul style="list-style-type: none"> a. Faulty equipment and defective parts are removed and replaced or repaired according to facility procedures b. Defective equipment and/or facilities are taken out of operation according to facility safety procedures c. Defective equipment is moved according to facility and Occupational Health and Safety guidelines for safe lifting, in order to facilitate repair d. Appropriate aquatic facility or service personnel are notified of faults and corrective actions initiated e. Record action taken according to organisation and <i>public health regulatory requirements</i>

Range of Variables

OPERATE AQUATIC FACILITY PLANT AND EQUIPMENT

VARIABLE STATEMENT	CATEGORIES
1. Aquatic facility plant and equipment	<p>may include</p> <ul style="list-style-type: none"> a. circulation plant such as pumps, filters, disinfection systems, plumbing systems, pressure gauges and valves b. heating systems, space and water including saunas and spas c. lighting and ventilation systems d. electrical control units such as fuses and circuit breakers e. electrical appliances such as hair dryers, vacuum cleaners, audio equipment, video recorders, video monitors f. self contained breathing apparatus
2. Public health regulatory requirements	<p>may vary according to state/territory regulations but includes</p> <ul style="list-style-type: none"> a. Health Act b. infectious diseases regulations c. Dangerous Goods Act and Regulations d. Poisons Act e. metropolitan water supply, sewerage and drainage by-laws f. Occupational Health and Safety Act and regulations g. Environment legislation h. local government regulations
3. Routine checks of electrical appliances	<p>are limited to fundamental/basic actions of an unlicensed person</p> <ul style="list-style-type: none"> a. integrity of power supply and circuits, visible inspection b. testing electronic and mechanical operation c. reset circuit breakers d. replace batteries and fuses e. identify and report visible and electrical hazards
4. Routine checks of plumbing appliances	<p>are limited to fundamental/basic actions of an unlicensed person</p> <ul style="list-style-type: none"> a. integrity of water supply and drainage systems, visible inspection b. identifying and isolating water supply faults c. identifying water related hazards
5. Work environment	<p>varies with respect to</p> <ul style="list-style-type: none"> a. size of the organisation b. location c. organisational structure d. nature of services provided e. availability of resources, ie, human, financial, physical

Evidence Guide

OPERATE AQUATIC FACILITY PLANT AND EQUIPMENT

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge of application of testing and maintenance procedures to operate aquatic facility plant and equipment to appropriate standards</p> <p>b. Assessment of performance should be over a period of time covering all categories of the range of variables statements that are applicable in the learner's environment</p> <p>c. In particular, assessment must confirm the ability to:</p> <p>c.1 Conduct routine inspection of aquatic facility plant and equipment</p> <p>c.2 Operate aquatic facility plant and equipment according to facility procedures and manufacturer's instructions</p> <p>c.3 Correctly identify faults in plant and equipment</p> <p>c.4 Implement organisation policy and procedures and</p> <p>c.5 Correctly initiate corrective procedures to address identified plant and equipment faults</p>
<p>2. Interdependent assessment of units</p>	<p>a. This unit must be assessed after attainment of competency in the following unit(s):</p> <p>a.1 Nil</p> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 Nil</p> <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):</p> <p>c.1 SRC AQU 004A Maintain pool water quality</p>
<p>3. Required knowledge and skills</p>	<p>a. Underpinning knowledge</p> <p>a.1 Procedures and processes for plant and equipment operation</p> <p>a.2 Relevant occupational health and safety, government and industry regulations and legislative requirements</p> <p>a.3 Chemical handling procedures</p> <p>a.4 Backwash procedures</p> <p>a.5 Filtration processes</p> <p>a.6 Plant and equipment manufacturer's specifications</p> <p>a.7 Isolation procedures</p> <p>a.8 Standard of cleaning required</p> <p>a.9 Standard maintenance procedures</p> <p>a.10 Types of supplies available for cleaning and maintenance</p> <p>b. Underpinning skills</p> <p>b.1 First aid treatment procedures related to plant and equipment accidents</p> <p>b.2 Communication/interpersonal skills</p> <p>b.3 Identifying hazards/unclean area/pollution</p> <p>b.4 Using cleaning materials and equipment</p> <p>b.5 Use of relevant hand tools</p> <p>b.6 Operation of plant and equipment</p>
<p>4. Resource implications</p>	<p>a. Assessment of this competency requires access to the plant and equipment of an aquatic facility, an effectively simulated work environment or industry approved training centre</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>

<p>5. Consistency in performance</p>	<p>a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment</p>
<p>6. Context for assessment</p>	<p>a. Competency must be demonstrated in a real work environment b. In cases where the learner does not have the opportunity to cover all categories of client groups, client needs and program contexts from the range of variables statements in the learners work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</p>

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	1	2	1	-	2	2

SRC AQU 003A RESPOND TO AN AQUATIC EMERGENCY USING BASIC WATER RESCUE TECHNIQUES

AQU

Aquatics

DESCRIPTION: This unit covers the skills and knowledge to identify and evaluate an aquatic emergency and perform a basic water rescue. These situations will usually involve an individual response.

ELEMENT	PERFORMANCE CRITERIA
<p>1. Identify and evaluate aquatic emergencies which may require basic water rescue techniques</p>	<p>a. The factors that contribute to aquatic emergencies which may require basic water rescues are identified and explained</p> <p>b. The characteristics of a person in difficulty are identified and explained</p> <p>c. Initial assessment is communicated to appropriate personnel in accordance with the accepted best practice principles of aquatic rescues</p> <p>d. An appropriate emergency response for the situation and the people involved is identified and explained</p>
<p>2. Apply the principles of a basic water rescue when required</p>	<p>a. The factors involved in conducting a basic water rescue are assessed and a rescue plan is formulated</p> <p>b. The rescue plan considers self-preservation and the safety of bystanders</p> <p>c. The type of rescue required and rescue equipment needed are determined</p> <p>d. A basic water rescue is performed in accordance with accepted best practice principles of aquatic rescues</p>
<p>3. Assess the casualty and plan a course of action</p>	<p>a. The condition of the casualty is observed and described</p> <p>b. Appropriate first aid for the casualty's condition is identified and explained</p> <p>c. Treatment appropriate to the casualty's condition is provided in line with approved first aid techniques and standards</p>
<p>4. Record and report the incident</p>	<p>a. A record of the incident and the action taken is completed using appropriate forms and in line with organisational requirements</p> <p>b. Appropriate other personnel and statutory authorities are notified of the incident</p>

Range of Variables

RESPOND TO AN AQUATIC EMERGENCY USING BASIC WATER RESCUE TECHNIQUES

VARIABLE STATEMENT	CATEGORIES
1. Accepted best practice principles of aquatic rescues	<ul style="list-style-type: none"> a. accepted preventative practice adopted throughout the aquatic industry to minimise safety hazards or risks to casualty, bystanders and rescuer b. <i>Guidelines</i> and <i>Code of Conduct</i> policies developed by the peak bodies responsible for lifesaving, such as The Royal Life Saving Society Australia and Surf Life Saving Australia c. national organisation regulations and guidelines d. relevant national, state/territory or local government regulations and guidelines e. employer organisation's policies and procedures f. the culture of lifesaving g. current and past good practice demonstrated by self or peers in the same or similar situation
2. Basic water rescue techniques	<p>would be performed by an individual and may include</p> <ul style="list-style-type: none"> a. non-swimming rescues such as <ul style="list-style-type: none"> a.1 reach rescue a.2 rope throw rescue a.3 rowing rescue a.4 throw a flotation aid and b. swimming rescues which may include <ul style="list-style-type: none"> b.1 accompanied rescue b.2 wade rescue b.3 non-contact tow b.4 contact tow
3. Characteristics of a person in difficulty	<p>will vary according to their situation but may include</p> <ul style="list-style-type: none"> a. calling for help b. vertical body position c. minimal or non-supportive leg action d. vigorous arm movements e. head tilted up and back, face turned to safety or help
4. Factors that may contribute to minor aquatic emergencies which may require basic water rescues	<p>may include</p> <ul style="list-style-type: none"> a. swimming ability b. environmental conditions such as <ul style="list-style-type: none"> b.1 deep water b.2 shallow water b.3 river currents b.4 surf b.5 strong wind c. risk taking behaviour d. consumption of alcohol or use of illegal drugs e. condition of casualty
5. First aid techniques and standards	<p>may include</p> <ul style="list-style-type: none"> a. treatment for shock, choking or bleeding b. Danger, Response, Airway, Breathing, Circulation routine

	<ul style="list-style-type: none">c. Australian Resuscitation Council resuscitation standardsd. first aid benchmark competency standards
6. Minor aquatic emergencies	may include <ul style="list-style-type: none">a. bee stingb. gutter grabbersc. minor bleedingd. swimmer in difficultye. injured swimmerf. unexpected submersion
7. People involved	<ul style="list-style-type: none">a. casualtyb. bystandersc. rescuersd. staff
8. Rescue equipment	<ul style="list-style-type: none">a. reaching aidsb. ropesc. flotation aids
9. Rescue plan	the rescue plan considers the following factors <ul style="list-style-type: none">a. self-preservationb. awareness of personal capabilitiesc. available assistanced. selection of rescue aidse. nature of the areaf. condition of person in difficultyg. priorities of rescue

Evidence Guide

RESPOND TO AN AQUATIC EMERGENCY USING BASIC WATER RESCUE TECHNIQUES

<p>1. Critical aspects of evidence to be considered</p>	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge of responding to an aquatic emergency using basic water rescue techniques in the work environment b. Assessment of performance should be over a period of time covering all categories within the range of variables statements that are applicable in the learner's environment c. In particular, assessment must confirm the ability to: <ul style="list-style-type: none"> c.1 Identify the factors that contribute to an aquatic emergency c.2 Correctly identify and evaluate an aquatic emergency requiring basic water rescues c.3 Determine and implement a basic water rescue plan which minimises risk to self and other bystanders c.4 Assess the condition of the casualty and apply appropriate first aid treatment in line with approved first aid treatment techniques and standards and c.5 Accurately report the incident and notify other relevant personnel according to legislative, regulatory and organisation requirements
<p>2. Interdependent assessment of units</p>	<ul style="list-style-type: none"> a. This unit must be assessed after attainment of competency in the following unit(s): <ul style="list-style-type: none"> a.1 Nil b. This unit must be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> b.1 Nil c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> c.1 SRC AQU 007A Respond to an aquatic emergency using advanced water rescue techniques c.2 SRC AQU 009A Instruct water familiarisation, buoyancy and mobility skills
<p>3. Required knowledge and skills</p>	<ul style="list-style-type: none"> a. Underpinning knowledge <ul style="list-style-type: none"> a.1 Factors contributing to minor aquatic emergencies a.2 Characteristics of a person in difficulty a.3 Knowledge of potential dangers in a range of aquatic environments a.4 First aid techniques and standards a.5 Water rescue equipment a.6 Principles of basic water rescues a.7 Knowledge of relevant equipment and safety requirements, including occupational health and safety and legislative requirements b. Underpinning skills <ul style="list-style-type: none"> b.1 Skills and techniques required to perform basic water rescues b.2 Ability to identify factors leading to minor aquatic emergencies b.3 Monitoring/observation skills to identify aquatic emergencies requiring basic water rescues b.4 Assessment and treatment of casualties according to approved first aid techniques and standards b.5 Fitness and strength level to perform basic water rescues appropriate to the learner's work environment

<p>4. Resource implications</p>	<p>a. Assessment of this competency requires access to</p> <ul style="list-style-type: none"> a.1 a swimming pool/aquatic environment and rescue equipment a.2 suitable participants a.3 rules, policies and regulations of relevant peak bodies and/or employer organisations <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>
<p>5. Consistency in performance</p>	<p>a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment</p>
<p>6. Context for assessment</p>	<ul style="list-style-type: none"> a. Competency must be demonstrated in a real work environment b. In cases where the learner does not have the opportunity to cover all categories within the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, participants or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	1	-	2	-

SRC AQU 004A MAINTAIN POOL WATER QUALITY

AQU

Aquatics

DESCRIPTION: This unit covers the skills and knowledge to maintain the water quality of swimming pools/aquatic facilities according to health standards.

ELEMENT	PERFORMANCE CRITERIA
1. Ensure regular water quality tests are conducted according to regulations	a. Routine pool water tests results are monitored to ensure they are completed in compliance with public health regulatory requirements and facility procedures b. Schedules for pool water microbiological testing are developed and implemented to meet the public health regulatory requirements
2. Apply principles of pool water quality to adjust disinfectant levels and water balance	a. Bather loading is anticipated and corrective actions implemented to ensure pool water quality is maintained b. Processes are developed and implemented for the use of chemicals for maintaining disinfectant levels and chemical balance of pool water to meet public health regulatory requirements c. Water treatment procedures are carried out in accordance with the aquatic facility's operating plan for the treatment of pool water d. Safe handling of chemicals is observed d.1 Calculation of the amount of chemical required to correct chemical imbalances in pool water is undertaken and meets public health regulatory requirements d.2 Chemical dosing equipment for the treatment of pool water is used in accordance with the manufacturer's specifications and Occupational Health and Safety requirements
3. Record action taken	a. Pool water test results and corrective actions are recorded to aquatic facility specifications and meet public health regulatory requirements

Range of Variables

MAINTAIN POOL WATER QUALITY

VARIABLE STATEMENT	CATEGORIES
1. Pool water microbiological tests	may include determinations of <ol style="list-style-type: none"> a. standard plate count b. coliform count c. <i>Pseudomonas aeruginosa</i> d. <i>Legionella</i> e. <i>Staphylococcus</i> f. <i>Cryptosporidium</i>
2. Pool water quality	refers to pool water that is maintained within the limits set by public health regulations for microbiological, disinfectant, pH and clarity levels
3. Public health regulatory requirements	may vary according to state/territory regulations but includes <ol style="list-style-type: none"> a. Health Act b. infectious diseases regulations c. Dangerous Goods Act and regulations d. Poisons Act e. metropolitan water supply, sewerage and drainage by-laws f. Occupational Health and Safety Act and regulations g. Environment legislation h. local government regulations
4. Routine pool water tests	may include tests for <ol style="list-style-type: none"> a. free chlorine b. total bromine c. total chlorine d. combined chlorine e. pH f. alkalinity g. cyanuric acid h. calcium hardness i. total hardness j. temperature
5. Water treatment procedures	<ol style="list-style-type: none"> a. disinfection with chemicals or procedures including <ol style="list-style-type: none"> a.1 chlorine gas a.2 sodium hypochlorite a.3 calcium and lithium hypochlorite a.4 electrolytic generation of chlorine a.5 bromine a.6 sodium bromide with hypochlorite or ozone activator a.7 chlorine dioxide b. superchlorination c. shock dosing d. dechlorination e. chlorine stabilisation with cyanuric acid f. control of algae g. ozonation h. ultraviolet radiation i. pH balance j. alkalinity adjustments

- k. calcium and total hardness adjustments
- l. lowering total dissolved solids
- m. pool water filtration and recirculation
- n. backwashing
- o. manual removal of visible contaminants

Evidence Guide

MAINTAIN POOL WATER QUALITY

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge of application of pool water testing and treatment procedures to maintain pool water quality to public health regulatory requirements</p> <p>b. Assessment of performance should be over a period of time covering all categories of the range of variables statements that are applicable in the learner's environment</p> <p>c. In particular, assessment must confirm the ability to:</p> <p>c.1 Develop and implement processes to ensure regular water quality tests are conducted according to public health regulatory requirements</p> <p>c.2 Develop and implement processes for the use of chemicals for maintaining the correct chemical balance of pool water as governed by public health regulatory requirements</p> <p>c.3 Implement organisation policy and procedures</p> <p>c.4 Correctly anticipate pool water loadings and take appropriate corrective action</p>
<p>2. Interdependent assessment of units</p>	<p>a. This unit must be assessed after attainment of competency in the following unit(s):</p> <p>a.1 Nil</p> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 Nil</p> <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):</p> <p>c.1 SRC AQU 002A Operate aquatic facility plant and equipment</p>
<p>3. Required knowledge and skills</p>	<p>a. Underpinning knowledge</p> <p>a.1 Procedures and processes for water testing and treatment</p> <p>a.2 Pool water chemistry</p> <p>a.3 Relevant occupational health and safety, government and industry regulations and legislative requirements</p> <p>a.4 Chemical handling procedures</p> <p>a.5 Backwash procedures</p> <p>a.6 Filtration processes</p> <p>a.7 Plant and equipment operation</p> <p>a.8 Plant and equipment manufacturer's specifications</p> <p>a.9 Isolation procedures</p> <p>a.10 Standard of cleaning required</p> <p>a.11 Standard maintenance procedures</p> <p>a.12 Types of supplies available for cleaning and maintenance</p> <p>b. Underpinning skills</p> <p>b.1 First aid treatment procedures related to pool water chemical accidents</p> <p>b.2 Communication/interpersonal skills</p> <p>b.3 Identifying hazards/unclean area/pollution</p> <p>b.4 Using cleaning materials and equipment</p>
<p>4. Resource implications</p>	<p>a. Assessment of this competency requires access to an aquatic facility, an effectively simulated work environment or industry approved training centre</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>

5. Consistency in performance	a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
6. Context for assessment	<p>a. Competency must be demonstrated in a real work environment</p> <p>b. In cases where the learner does not have the opportunity to cover all categories of client groups, client needs and program contexts from the range of variables statements in the learner's work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</p> <p>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</p> <p>d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</p>

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	1	2	1	2	2	2

SRC AQU 006A SUPERVISE CLIENTS AT AN AQUATIC FACILITY OR ENVIRONMENT

AQU

Aquatics

DESCRIPTION: This unit covers the knowledge and skills to supervise clients at an aquatic recreation facility or environment to minimise risk.

ELEMENT	PERFORMANCE CRITERIA
1. Identify <i>hazardous behaviours and situations</i>	<ul style="list-style-type: none"> a. Factors that contribute to problems that occur in an aquatic facility or environment are identified b. People at risk or those who have specific needs when they are in an aquatic facility or environment are identified c. Hazardous behaviour and activities to the individual and/or other clients is promptly identified d. Inspection of the aquatic facility or environment identifies potential hazards and risks in terms of the safety of staff and clients using the aquatic facility or environment and its services e. Knowledge of weather conditions is used to prepare for hazards associated with certain types of weather
2. Apply <i>supervision techniques to maintain a safe aquatic facility or environment</i>	<ul style="list-style-type: none"> a. Application of supervision techniques is appropriate to the nature of the facility or environment in accordance with the facility standards and occupational health and safety requirements b. Response to problems observed is appropriate to the situation and clients involved and in accordance with the policy and procedures of the organisation, facility or environment c. Communication is adapted to suit the specific characteristics of each aquatic environment and its clients and promotes compliance with safety rules and regulations d. Approaches are made in a non-threatening manner to individuals whose situations, behaviour or actions may be hazardous to themselves and/or others e. Action taken to remove clients when they do not comply with safety rules and regulations is in accordance with the policy and procedures of the organisation, facility or environment f. Safety check systems are complied with in accordance with the procedures of the organisation, facility or environment g. Distractions from active surveillance are minimised
3. Assess possible <i>emergency or rescue situations</i>	<ul style="list-style-type: none"> a. Information communicated to the individuals according to the Code of Practice of the aquatic facility b. Signs of possible casualty or those which indicate a person in difficulty are identified promptly c. Response to problems observed is appropriate to the situation and the clients involved d. Emergency situation is assessed and communicated according to the Code of Practice and emergency plan of the aquatic facility
4. Respond to <i>emergency situations</i>	<ul style="list-style-type: none"> a. Personal role in an emergency is understood and rehearsed to enable a confident, controlled and orderly response b. Evaluation of an emergency situation is explained in terms of assessing risk to personal safety c. Response to the emergency complies with the emergency plan or organisational emergency procedures for the aquatic facility or

	<i>environment</i>
5. Report and record incidents	<p>a. Reporting and recording procedures meet regulatory requirements and those of the emergency action plan for the <i>aquatic facility or environment</i></p> <p>b. Witness statements are obtained from <i>bystanders</i> other than staff to assist in preparation of reporting of incident when and where appropriate</p>

Range of Variables

SUPERVISE CLIENTS AT AN AQUATIC FACILITY OR ENVIRONMENT

VARIABLE STATEMENT	CATEGORIES
1. Aquatic facilities and environments	<p>may include</p> <ul style="list-style-type: none"> a. pools and spas b. wave pools c. pool surrounds d. play equipment/areas e. shower and changing areas f. lakes g. rivers h. beaches i. water slides j. dams
2. Casualty management	<ul style="list-style-type: none"> a. shallow and deep water rescues b. conscious and unconscious casualties c. individual rescue and team rescue d. without the use of equipment e. with the use of equipment f. using a spineboard g. using a spinal immobilisation collar
3. Clients	<p>may include</p> <ul style="list-style-type: none"> a. participants b. supporters c. sponsors d. members e. volunteers f. teams g. clubs h. facility owners i. spectators j. staff
4. Defensive techniques	<p>include</p> <ul style="list-style-type: none"> a. blocking b. blocking with an aid c. reverses d. escapes from grasps from the front, rear, wrist, leg
5. Flotation aids	<p>include</p> <ul style="list-style-type: none"> a. identified flotation aids that meet Australian Standards b. improvised flotation devices when no identified flotation aids are available
6. Hazardous behaviour and activities	<p>include</p> <ul style="list-style-type: none"> a. misuse of equipment b. swimming in areas that are unsafe c. behaving with disregard for the safety of others and/or self d. chewing gum while swimming e. activities that are not complementary f. diving into shallow water

	g. consumption of alcohol/illegal drugs
7. Information communicated	<ul style="list-style-type: none"> a. identification of the 'at risk' behaviour or activity b. identification of the risk to self and/or others c. explanation of modified behaviour required d. clarification of the individual's understanding of the explanation
8. People at risk	<p>may include those</p> <ul style="list-style-type: none"> a. under the influence of drugs or alcohol b. overweight c. elderly d. with a disability e. non-swimmers f. injured swimmers g. large groups of people visiting the aquatic facility or environment for the first time h. in poor health or with a medical condition i. young children j. flotation users k. weak swimmers l. inappropriately dressed m. two or more people clinging together or to an object
9. Relevant legislation and industry codes	<p>will vary according to state/territory regulations but may include</p> <ul style="list-style-type: none"> a. Occupational Health and Safety b. Dangerous Goods Act and regulations c. Health Act d. Industrial relations e. Environment legislation f. Equal Employment Opportunity g. Anti-discrimination legislation h. Local government regulations i. Child Protection Act j. industry guidelines and codes of practice
10. Rescue techniques	<ul style="list-style-type: none"> a. reach or throw rescues b. approaches to casualty c. contact tows d. rescues, deep water e. rescues, shallow water f. support in the water g. water entries h. non-contact tows i. removal of casualties from the water j. casualty recovery k. aquatic resuscitation l. use of rescue equipment
11. Signs of possible casualty	<p>may result from</p> <ul style="list-style-type: none"> a. accident b. illness c. injury d. medical conditions
12. Supervision techniques	<ul style="list-style-type: none"> a. communication b. positioning c. public relations/education d. recognition of clients in difficulty e. scanning f. facility analysis
13. Use of bystanders	<ul style="list-style-type: none"> a. applies when <ul style="list-style-type: none"> a.1 the safety of bystanders is secure

	<ul style="list-style-type: none"> a.2 bystanders have appropriate skills a.3 sufficient trained staff are not available b. may be appropriate to <ul style="list-style-type: none"> b.1 identify what happened b.2 bring rescue and first aid equipment b.3 summon emergency services b.4 assist with first aid b.5 assist with reassurance of casualty b.6 assist with individual or multiple casualty care b.7 provide information about casualty b.8 assist with crowd control b.9 assist with immobilisation of casualty b.10 assist with removal of casualty from the water b.11 supervise surrounding areas and activities
<p>14. Work environment</p>	<p>varies with respect to</p> <ul style="list-style-type: none"> a. size of the organisation b. location c. organisational structure d. nature of services provided e. availability of resources (human, financial, physical)

Evidence Guide

SUPERVISE CLIENTS AT AN AQUATIC FACILITY OR ENVIRONMENT

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge and application of the role and responsibilities of a lifeguard in an aquatic environment</p> <p>b. Assessment of performance should be over a period of time covering all categories of the range of variables statements that are applicable in the learner's environment</p> <p>c. All lifeguard skills must be performed in the water wearing a lifeguard uniform as specified by the aquatic facility, environment or organisation</p> <p>d. In particular, assessment must confirm the ability to:</p> <p>d.1 Apply supervision techniques to maintain a safe aquatic facility or environment</p> <p>d.2 Promote compliance with the safety rules of the aquatic facility or environment</p> <p>d.3 Identify and minimise hazards and risks associated with an aquatic facility or environment</p> <p>d.4 Adapt communication to suit the specific characteristics of each aquatic environment and its clients to promote compliance with safety rules and regulations</p> <p>d.5 Assess and respond appropriately to emergency situations</p>
<p>2. Interdependent assessment of units</p>	<p>a. This unit must be assessed after attainment of competency in the following unit(s):</p> <p>a.1 SRC AQU 007A Respond to an aquatic emergency using advanced water rescue techniques</p> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 Nil</p> <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):</p> <p>c.1 Nil</p>
<p>3. Required knowledge and skills</p>	<p>a. Underpinning knowledge</p> <p>a.1 Organisational emergency procedures</p> <p>a.2 Relevant Occupational Health and Safety, government and industry regulations and legislative requirements</p> <p>a.3 Identification of individuals who may be at risk</p> <p>a.4 Signs and symptoms of physical injury</p> <p>a.5 First aid techniques and procedures</p> <p>a.6 Crowd control in emergency situations</p> <p>a.7 Rescue equipment used in aquatic emergencies</p> <p>a.8 Hazardous behaviour that poses risks to clients</p> <p>a.9 Facility or environment hazards</p> <p>a.10 Role of a lifeguard</p> <p>b. Underpinning skills</p> <p>b.1 Ability to perform effective first aid and resuscitation following a rescue from an aquatic environment</p> <p>b.2 Communication/interpersonal skills to promote compliance with safety rules and regulations and respond to an aquatic emergency</p> <p>b.3 Problem solving skills to determine the appropriate course of action to minimise risks to clients and when required respond to an aquatic emergency</p> <p>b.4 Application of casualty management procedures</p> <p>b.5 Application of supervision techniques in an aquatic environment</p>

	<ul style="list-style-type: none"> b.6 Recognition and responses to aquatic emergencies requiring basic and advanced water rescue techniques b.7 Fitness and strength level, which may be demonstrated by <ul style="list-style-type: none"> b.7.1 swimming 200m in less than 6 minutes b.7.2 retrieving an object from the deepest water within the aquatic environment, no greater than 3 metres; if depth is greater than 3 metres assistance may be used, eg, fins b.7.3 completing a 25m swim and 25m tow in a pool in less than 60 seconds
4. Resource implications	<ul style="list-style-type: none"> a. Assessment of this competency requires access to an aquatic facility or environment b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5. Consistency in performance	<ul style="list-style-type: none"> a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
6. Context for assessment	<ul style="list-style-type: none"> a. Competency must be demonstrated in a real work environment b. In cases where the learner does not have the opportunity to cover all categories of rescue techniques, hazardous behaviour and casualty management contexts from the range of variables statements in the learner's work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	2	-	2	1

SRC AQU 007A RESPOND TO AN AQUATIC EMERGENCY USING ADVANCED WATER RESCUE TECHNIQUES

AQU

Aquatics

DESCRIPTION: This unit covers the skills and knowledge to identify and evaluate a major aquatic emergency and perform an advanced water rescue. These situations will usually involve a team response.

ELEMENT	PERFORMANCE CRITERIA
1. Identify and evaluate a <i>major aquatic emergency</i>	<ul style="list-style-type: none"> a. The factors that contribute to major aquatic emergencies are identified b. Initial assessment is communicated to appropriate personnel in accordance with accepted best practice principles of aquatic rescues c. An appropriate emergency response for the situation and the people involved is identified
2. Response to a <i>major aquatic emergency</i> is implemented	<ul style="list-style-type: none"> a. Person/s in difficulty are supported as quickly as possible b. Strategies for group control are implemented c. Clients, staff and other individuals are removed from danger d. Involvement of other individuals is determined e. Emergency systems are activated
3. Apply the principles of an <i>advanced water rescue</i>	<ul style="list-style-type: none"> a. The factors involved in conducting an advanced water rescue are assessed and a rescue plan is formulated b. The rescue plan considers self-preservation and the safety of bystanders c. The type of rescue required and rescue equipment needed are determined d. Hazards are identified and appropriate action taken to prevent further injury to the casualty e. An advanced water rescue is performed in accordance with accepted best practice principles of aquatic rescues
4. Assess the casualty and take an appropriate course of action	<ul style="list-style-type: none"> a. The condition of the casualty is observed and described b. Vital signs and symptoms of shock are assessed in accordance with accepted first aid procedures c. Appropriate first aid for the casualty's condition is identified and explained d. Treatment appropriate to the casualty's condition is provided in line with approved first aid techniques and standards
5. Organise further emergency care as required	<ul style="list-style-type: none"> a. Contact is made with emergency services as soon as possible b. Information provided is accurate in order to obtain the required assistance from emergency services c. Casualty is monitored or further treatment arranged until emergency response team assumes responsibility
6. Record and report the incident	<ul style="list-style-type: none"> a. A record of the incident and action taken is completed using appropriate forms and in line with legislative, regulatory and organisational requirements b. Appropriate other personnel and statutory authorities are notified of the incident

Range of Variables

RESPOND TO AN AQUATIC EMERGENCY USING ADVANCED WATER RESCUE TECHNIQUES

VARIABLE STATEMENT	CATEGORIES
1. Accepted best practice principles of aquatic rescues	<ul style="list-style-type: none"> a. accepted preventative practice adopted throughout the aquatic industry to minimise safety hazards or risks to casualty, bystanders and rescuer b. <i>Guidelines</i> or <i>Code of Conduct</i> policies developed by the peak bodies responsible for lifesaving, such as The Royal Life Saving Society Australia and Surf Life Saving Australia c. national organisation regulations and guidelines d. relevant national, state/territory or local government regulations and guidelines e. employer organisation's policies and procedures f. the culture of lifesaving g. current and past good practice demonstrated by self or peers in the same or similar situation
2. Advanced water rescue	<p>is generally performed in a team situation and may include use of</p> <ul style="list-style-type: none"> a. non-contact tow b. contact tow c. vice grip d. extended arm rollover e. spineboard f. spinal immobilisation collar g. water search procedures h. deep water resuscitation
3. Characteristics of a person in difficulty	<p>will vary according to the situation but may include</p> <ul style="list-style-type: none"> a. calling for help b. vertical body position c. diagonal body position d. minimal or non-supportive leg action e. vigorous arm movements f. head tilted up and back, face turned to safety or help g. submerged
4. Factors that may contribute to major aquatic emergencies	<p>may include</p> <ul style="list-style-type: none"> a. swimming ability b. environmental conditions such as <ul style="list-style-type: none"> b.1 deep water b.2 shallow water b.3 river currents b.4 surf b.5 strong wind c. risk taking behaviour d. consumption of alcohol or use of illegal drugs e. number and condition of victims

5. First aid techniques and standards	<p>may include</p> <ul style="list-style-type: none"> a. treatment for shock, choking or bleeding b. Danger, Response, Airway, Breathing, Circulation routine c. application of a spinal immobilisation collar d. Australian Resuscitation Council resuscitation standards e. first aid benchmark competency standards
6. Major aquatic emergencies	<p>any life threatening condition which may include</p> <ul style="list-style-type: none"> a. envenomation b. sudden unconsciousness c. spinal injured person d. drowning e. heart attack f. severe bleeding g. multiple victims h. epileptic seizures i. severe asthma attacks
7. People involved	<ul style="list-style-type: none"> a. casualty b. bystanders c. rescuers d. staff
8. Rescue equipment	<ul style="list-style-type: none"> a. reaching aids b. ropes c. flotation aids d. flippers e. rescue tube f. spineboard g. spinal immobilisation collar h. rescue board i. oxygen resuscitation equipment
9. Rescue plan	<p>the rescue plan considers the following factors</p> <ul style="list-style-type: none"> a. self-preservation b. awareness of personal capabilities c. available assistance d. selection of rescue aids e. nature of the area f. number of people in difficulty g. priorities of rescue

Evidence Guide

RESPOND TO AN AQUATIC EMERGENCY USING ADVANCED WATER RESCUE TECHNIQUES

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge of responding to an aquatic emergency using advanced rescue techniques in the work environment b. Assessment of performance should be over a period of time covering all categories within the range of variables statements that are applicable in the learner's environment c. In particular, assessment must confirm the ability to: <ul style="list-style-type: none"> c.1 Identify the factors that contribute to an aquatic emergency using advanced rescue techniques c.2 Correctly identify and evaluate an aquatic emergency using advanced rescue techniques c.3 Develop and implement an appropriate emergency response for the situation and the people involved, minimising risk to self and other bystanders c.4 Respond as part of a team to a major aquatic emergency which involves more than one casualty c.5 Determine type of rescue technique/s required, select the appropriate rescue equipment and carry out the rescue according to accepted industry best practice principles of aquatic rescues c.6 Assess casualty's condition and apply appropriate first aid treatment in line with approved first aid treatment techniques and standards c.7 Organise further emergency care as required c.8 Accurately report the incident and notify other relevant personnel according to legislative, regulatory and organisation requirements
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit must be assessed after attainment of competency in the following unit(s): <ul style="list-style-type: none"> a.1 Nil b. This unit must be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> b.1 Nil c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> c.1 SRC AQU 003A Respond to an aquatic emergency using basic water rescue techniques
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Underpinning knowledge <ul style="list-style-type: none"> a.1 Factors contributing to major aquatic emergencies a.2 Appropriate responses to major aquatic emergencies a.3 Characteristics of a person in difficulty a.4 Advanced first aid techniques and standards a.5 Types of water rescue equipment for advanced water rescues a.6 Principles of advanced water rescues a.7 Knowledge of relevant equipment and safety requirements, including occupational health and safety legislative requirements a.8 Roles of lifeguards and other personnel during major aquatic emergencies b. Underpinning skills <ul style="list-style-type: none"> b.1 Skills and techniques required to perform advanced water

	<p>rescues including the use of equipment such as rescue tube, spineboard, spinal immobilisation collar and rescue board</p> <p>b.2 Ability to identify factors leading to major aquatic emergencies</p> <p>b.3 Communication skills to signal other personnel, activate emergency systems and provide information to relevant others</p> <p>b.4 Ability to organise and delegate tasks to implement an aquatic emergency response plan as part of a team</p> <p>b.5 Assessment and treatment of casualties according to approved first aid techniques and standards including the use of oxygen resuscitation equipment</p> <p>b.6 Procedures for communicating with emergency services</p> <p>b.7 Fitness and strength level to perform advanced water rescues appropriate to the learner's work environment which may be demonstrated by completing a 50m swim and 50m tow in less than 3 minutes and 15 seconds</p>
4. Resource implications	<p>a. Assessment of this competency requires access to</p> <p>a.1 a swimming pool/aquatic environment and advanced water rescue equipment</p> <p>a.2 suitable participants</p> <p>a.3 rules, policies and regulations of relevant peak bodies and/or employer organisations</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>
5. Consistency in performance	<p>a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment</p>
6. Context for assessment	<p>a. Competency must be demonstrated in a real work environment</p> <p>b. In cases where the learner does not have the opportunity to cover all categories within the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</p> <p>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</p> <p>d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, participants or other appropriate persons</p>

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	2	3	2	1	3	2

SRC AQU 008A APPLY THE PRINCIPLES OF MOVEMENT IN WATER TO AQUATIC ACTIVITIES

AQU

Aquatics

DESCRIPTION: This unit covers the knowledge and skills required to apply the principles of movement in water to instruct clients to achieve efficient movements during aquatic activities in water.

ELEMENT	PERFORMANCE CRITERIA
1. Analyse the <i>principles of movement in water</i>	a. The <i>principles of movement in water</i> are identified, broken down into component parts and documented
2. Identify the effect of the <i>principles of movement in water on the body</i>	a. The <i>factors effecting the movement of a body in water</i> are identified b. The methods of increasing the efficiency of movement through water are identified and documented
3. Apply the <i>principles of movement in water to assist clients to develop more efficient movements</i>	a. Relevant information, explanations and demonstrations to develop efficient movements are delivered concisely and precisely b. Participant's movement through water is observed and feedback is given to improve movement on an individualised and/or group basis c. Where appropriate, technological aids are used to supplement presentations d. The skill is taught and the instructional method is monitored during the instruction and assessed following the instruction e. Clients are given the opportunity to comment and/or ask questions f. Aspects needing further emphasis and/or attention are identified for intervention in future sessions

Range of Variables

APPLY THE PRINCIPLES OF MOVEMENT IN WATER TO AQUATIC ACTIVITIES

VARIABLE STATEMENT	CATEGORIES
1. Best practice principles of aquatic activities	<ul style="list-style-type: none"> a. accepted preventative practice adopted throughout the aquatic industry to minimise safety hazards or risks b. Instructors <i>Code of Conduct</i> policies developed by the peak bodies responsible for the teaching of swimming and water safety such as AUSTSWIM Incorporated, Australian Swimming Incorporated, Australian Swimming Coaches and Teachers Association, The Royal Life Saving Society Australia and Surf Life Saving Australia c. national activity organisation regulations and guidelines d. relevant national, state/territory or local government regulations and guidelines e. employer organisation's policies and procedures f. the culture of swimming and water safety g. current and past good practice demonstrated by self or peers in the same or similar situation
2. Factors effecting the movement of a body in water	<ul style="list-style-type: none"> a. body alignment <ul style="list-style-type: none"> a.1 long and short axis a.2 smooth tapered shapes b. balance <ul style="list-style-type: none"> b.1 head alignment and movement b.2 balance of limbs in movement b.3 effects of rotation c. core power <ul style="list-style-type: none"> c.1 hip rotation to create torque/twisting forces
3. Factors which affect skill acquisition	<ul style="list-style-type: none"> a. individual considerations <ul style="list-style-type: none"> a.1 stage of development a.2 personality a.3 physical, intellectual and emotional characteristics a.4 physical fitness a.5 body type and composition a.6 cultural factors b. situational factors <ul style="list-style-type: none"> b.1 indoor/outdoor venue <ul style="list-style-type: none"> b.1.1 river b.1.2 dam b.1.3 sea b.1.4 swimming pool b.2 weather conditions <ul style="list-style-type: none"> b.2.1 cold b.2.2 rain b.2.3 wind b.2.4 heat b.3 water temperature b.4 background noise b.5 distractions b.6 class size b.7 water depth b.8 available water space

<p>4. Feedback</p>	<ul style="list-style-type: none"> a. can be <ul style="list-style-type: none"> a.1 verbal a.2 written a.3 visual a.4 tactile b. should be an information exchange between participant and instructor regarding progress towards performance goals
<p>5. Instructional methods</p>	<ul style="list-style-type: none"> a. instructional approaches adopted by the instructor to convey instructional content to the participant b. depending on the situation the instructor should be able to incorporate a range of combinations of the following approaches and/or any associated variations <ul style="list-style-type: none"> b.1 whole skill strategies b.2 whole, progressive-part, whole strategies b.3 progressive part strategies b.4 demonstration strategies b.5 command and response strategies b.6 directive approaches through specific set tasks b.7 reciprocal or peer tutoring strategies b.8 feedback and refinement strategies b.9 guided discovery strategies, setting problems and allowing clients to discover solutions b.10 experiential or problem solving strategies
<p>6. Instructional styles</p>	<ul style="list-style-type: none"> a. refers to the presentation style/s adopted by the instructor to communicate with the participant b. depending on the situation the instructor should be able to incorporate a range of combinations of the following styles and/or any associated variations c. friendly and approachable while maintaining a 'professional distance' d. clear, precise and, if appropriate, directive regarding not-negotiable issues, eg, safety factors e. humorous when appropriate f. laissez faire, or casual when appropriate g. organised and efficient h. motivational and encouraging i. disciplinarian, including modification of undesirable behaviours in clients
<p>7. Principles of movement in water</p>	<ul style="list-style-type: none"> a. buoyancy b. flotation c. hydrostatic pressure d. propulsion e. lift f. drag g. turbulence h. acceleration i. resistance j. balance and stability
<p>8. Resources</p>	<ul style="list-style-type: none"> a. human resources - a ratio of instructors to clients that allows for maximum participation in a safe environment b. equipment - a ratio of equipment to clients that allows for maximum participation in a safe environment c. access to first aid facilities/equipment d. appropriate facilities to conduct instruction in a safe environment
<p>9. Technological aids</p>	<ul style="list-style-type: none"> a. video cameras b. videos of other clients

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- 10. Work environment, organisational health and safety requirements, safe and appropriate dress, and equipment**
- a. appropriate swimwear and personal equipment
 - b. personal hygiene requirements
 - c. lifesaving equipment
 - c.1 ropes
 - c.2 reaching poles
 - c.3 flotation devices
 - d. pool safety equipment as listed in state/territory Occupational Health and Safety requirements for pools
 - e. other recommended safety guidelines are
 - e.1 instructional aids should be inspected before use
 - e.2 sun safety guidelines should be followed
 - e.3 hydration guidelines should be followed
 - e.4 designated pool area should be inspected before use
 - e.5 access to first aid facilities/equipment
 - f. conditions and external influences include
 - f.1 environmental/weather conditions
 - f.2 other facility users
 - f.3 spectators
 - f.4 parents
 - f.5 other instructors

Evidence Guide

APPLY THE PRINCIPLES OF MOVEMENT IN WATER TO AQUATIC ACTIVITIES

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge of the principles of movement in water to enable clients to achieve efficient movements b. Assessment of performance should be over a period of time covering all categories within the range of variables statements that are applicable in the learner's environment c. In particular, assessment must confirm the ability to: <ul style="list-style-type: none"> c.1 Identify and explain the principles of movement in water c.2 Accurately determine the factors effecting the movement of the body in water c.3 Evaluate the efficiency of a client's movement through water and provide feedback to improve client's performance
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit must be assessed after attainment of or in conjunction with competency in the following unit(s): <ul style="list-style-type: none"> a.1 Nil b. This unit must be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> b.1 Nil c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> c.1 Nil
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Underpinning knowledge <ul style="list-style-type: none"> a.1 Knowledge of the principles of movement in water a.2 Knowledge of the effect of the principles of movement in water on movement in water a.3 Knowledge of intervention strategies to achieve more efficient movements in water a.4 Knowledge of relevant equipment and safety requirements, including Occupational Health and Safety and legislative requirements b. Underpinning skills <ul style="list-style-type: none"> b.1 Skills used to instruct aquatic activities, eg, movement, voice, use of technical aids b.2 Ability to provide explanations and demonstrations, ie, self, other clients as models, videos b.3 Monitoring/observation skills b.4 Feedback and questioning skills b.5 Activities are conducted in accordance with the accepted best practice principles of aquatic activities
4. Resource implications	<ul style="list-style-type: none"> a. Assessment of this competency requires access to b. a swimming pool and other equipment, suitable clients and rules, policies and regulations of relevant peak bodies and/or employer organisations c. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5. Consistency in performance	<ul style="list-style-type: none"> a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment

6. Context for assessment

- a. Competency must be demonstrated in a real work environment
- b. In cases where the learner does not have the opportunity to cover all categories within the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
- c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
- d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	2	1	2	-

SRC AQU 009A INSTRUCT WATER FAMILIARISATION, BUOYANCY AND MOBILITY SKILLS

AQU

Aquatics

DESCRIPTION: This unit covers the knowledge and skills required to use drills, activities and games to instruct water familiarisation, buoyancy and mobility skills.

ELEMENT	PERFORMANCE CRITERIA
1. Identify preferred <i>instructional methods and styles to develop water familiarisation, buoyancy and mobility skills</i>	<ul style="list-style-type: none"> a. Instructional methods are identified and explained in the context of specific skills b. Explanation establishes the types and use of feedback during instruction c. Explanation establishes the use of demonstrations when instructing d. Explanation establishes the types and use of questions in the instruction process e. Explanation establishes the types and use of instructional styles in relation to a range of situations
2. Assess <i>client's readiness to acquire and perform water familiarisation, buoyancy and mobility skills</i>	<ul style="list-style-type: none"> a. The water familiarisation, buoyancy and mobility skills to be developed are identified b. New clients are introduced to the water in an appropriate manner c. Factors which affect acquisition of the water familiarisation, buoyancy and mobility skills are identified and described in relation to skill acquisition of clients d. Clients are assessed regarding their readiness to acquire the water familiarisation, buoyancy and mobility skills being taught or developed
3. Conduct drills, <i>activities and/or games to instruct water familiarisation, buoyancy and mobility skills</i>	<ul style="list-style-type: none"> a. Instructional methods are selected to match the client's readiness, the environment, the activity and the equipment available b. Sufficient space and resources are allocated for the activity and/or game c. Relevant information, explanations and demonstrations to ensure activities and/or games are delivered concisely and precisely and in accord with accepted best practice principles of aquatic activities d. Emphasis is placed on practical involvement while adjusting or refining skills on an individualised basis e. Modifications are made to the activity when necessary f. The skill is taught and the instructional method is monitored during the instruction and assessed following the instruction g. Group control is maintained to ensure the safety and enjoyment of the individual and group and a satisfactory outcome to the experience
4. Review and adapt the instruction of <i>water familiarisation, buoyancy and mobility skills in response to feedback</i>	<ul style="list-style-type: none"> a. Relevant points of emphasis are made before, during and/or after presentation/s b. Modifications to the instructional method are implemented in response to results of the monitoring c. Clients are given the opportunity to comment and/or ask questions d. Aspects needing further emphasis and/or attention are identified for intervention in future sessions

Range of Variables

INSTRUCT WATER FAMILIARISATION, BUOYANCY AND MOBILITY SKILLS

VARIABLE STATEMENT	CATEGORIES
1. Activities and games to develop water familiarisation, buoyancy and mobility skills	<ul style="list-style-type: none"> a. that are designed to develop water familiarisation, buoyancy and mobility b. such as those described in accepted industry training manuals c. should include <ul style="list-style-type: none"> c.1 activities to develop water familiarisation, buoyancy and mobility skills c.2 relevant modified games
2. Best practice principles of aquatic activities	<ul style="list-style-type: none"> a. accepted preventative practice adopted throughout the aquatic industry to minimise safety hazards or risks b. Instructors <i>Code of Conduct</i> policies developed by the peak bodies responsible for the teaching of swimming and water safety such as AUSTSWIM Incorporated, Australian Swimming Incorporated, Australian Swimming Coaches and Teachers Association, The Royal Life Saving Society Australia and Surf Life Saving Australia c. national activity organisation regulations and guidelines d. relevant national, state/territory or local government regulations and guidelines e. employer organisation's policies and procedures f. the culture of swimming and water safety g. current and past good practice demonstrated by self or peers in the same or similar situation
3. Communicate in a style appropriate to the clients	<ul style="list-style-type: none"> a. age b. preferred language c. sensory or intellectual impairment, eg, sight loss or hearing loss d. the <i>Swimming Teachers Code of Conduct</i> policy
4. Factors which affect skill acquisition	<ul style="list-style-type: none"> a. individual considerations <ul style="list-style-type: none"> a.1. stage of development a.2. personality a.3. physical, intellectual and emotional characteristics a.4. physical fitness a.5. body type and composition a.6. cultural factors b. situational factors <ul style="list-style-type: none"> b.1. indoor/outdoor venue <ul style="list-style-type: none"> b.1.1 river b.1.2 dam b.1.3 sea b.1.4 swimming pool b.2. weather conditions <ul style="list-style-type: none"> b.2.1 cold b.2.2 rain b.2.3 wind b.2.4 heat b.3. water temperature b.4. background noise

	<ul style="list-style-type: none"> b.5. distractions b.6. class size b.7. water depth b.8. available water space
5. Feedback	<ul style="list-style-type: none"> a. can be <ul style="list-style-type: none"> a.1 verbal a.2 written a.3 visual a.4 tactile b. should be an information exchange between participant and instructor regarding progress towards performance goals
6. Instructional methods	<ul style="list-style-type: none"> a. instructional approaches adopted by the instructor to convey instructional content to the participant b. depending on the situation the instructor should be able to incorporate a range of combinations of the following approaches and/or any associated variations <ul style="list-style-type: none"> b.1 whole skill strategies b.2 whole, progressive-part, whole strategies b.3 progressive part strategies b.4 demonstration strategies b.5 command and response strategies b.6 directive approaches through specific set tasks b.7 reciprocal or peer tutoring strategies b.8 feedback and refinement strategies b.9 guided discovery strategies, setting problems and allowing clients to discover solutions b.10 experiential or problem solving strategies b.11 techniques to encourage the reluctant participant
7. Instructional styles	<ul style="list-style-type: none"> a. refers to the presentation style/s adopted by the instructor to communicate with the participant b. depending on the situation the instructor should be able to incorporate a range of combinations of the following styles and/or any associated variations <ul style="list-style-type: none"> b.1 friendly and approachable while maintaining a 'professional distance' b.2 clear, precise and, if appropriate, directive regarding non-negotiable issues, eg, safety factors b.3 humorous when appropriate b.4 laissez faire, or casual, when appropriate b.5 organised and efficient b.6 motivational and encouraging b.7 disciplinarian, including modification of undesirable behaviours in clients
8. Participant readiness	<ul style="list-style-type: none"> a. cognitive development stage b. social and emotional development stage c. motor development stage
9. Resources	<ul style="list-style-type: none"> a. human resources - a ratio of instructors to clients that allows for maximum participation in a safe environment b. equipment - a ratio of equipment to clients that allows for maximum participation in a safe environment c. access to first aid facilities/equipment d. appropriate facilities to conduct instruction in a safe environment
10. Water familiarisation skills	<ul style="list-style-type: none"> a. entering, leaving and moving through the water b. getting the face wet, submerging and opening eyes under water c. regaining a standing position d. breathing activities e. safety and rescue skills

	<ul style="list-style-type: none"> f. front, back and side floating g. gliding h. torpedo i. sculling j. treading water k. stroke exploration
11. Work environment, organisational health and safety requirements, safe and appropriate dress and equipment	<ul style="list-style-type: none"> a. appropriate swimwear and personal equipment b. personal hygiene requirements c. lifesaving equipment <ul style="list-style-type: none"> c.1 ropes c.2 reaching poles c.3 flotation devices d. pool safety equipment as listed in state/territory Occupational Health and Safety requirements for pools e. other recommended safety guidelines are <ul style="list-style-type: none"> e.1 instructional aids should be inspected before use e.2 sun safety guidelines should be followed e.3 hydration guidelines should be followed e.4 designated pool area should be inspected before use e.5 access to first aid facilities/equipment f. conditions and external influences include <ul style="list-style-type: none"> f.1 environmental/weather conditions f.2 other facility users f.3 spectators f.4 parents f.5 other instructors

Evidence Guide

INSTRUCT WATER FAMILIARISATION, BUOYANCY AND MOBILITY SKILLS

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge of drills, activities and games to instruct water familiarisation, buoyancy and mobility skills in the work environment b. Assessment of performance should be over a period of time covering all categories within the range of variables statements that are applicable in the learner's environment c. In particular, assessment must confirm the ability to: <ul style="list-style-type: none"> c.1 Evaluate whether conditions are suitable to commence the session c.2 Introduce the beginner to the water appropriately c.3 Instruct water familiarisation, buoyancy and mobility skills c.4 Observe clients and recognise when and how intervention should take place to improve individual skill performance c.5 Conduct activities and games to develop water familiarisation, buoyancy and mobility skills in accordance with the accepted best practice principles of aquatic activities c.6 Modify instructional methods and activities on an individualised and/or group basis to improve skill performance
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit must be assessed after attainment of competency in the following unit(s): <ul style="list-style-type: none"> a.1 SRC CRD 008A Apply the principles of movement in water to aquatic activities b. This unit must be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> b.1 Nil c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> c.1 Nil
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Underpinning knowledge <ul style="list-style-type: none"> a.1 Water familiarisation, buoyancy and mobility principles a.2 Activities and games to instruct water familiarisation, buoyancy and mobility skills a.3 Relevant equipment and safety requirements, including Occupational Health and Safety and legislative requirements a.4 First aid and water rescue techniques b. Underpinning skills <ul style="list-style-type: none"> b.1 Application of principles of movement in water b.2 Ability to provide explanations and demonstrations, ie, self, other clients as models, videos to assist in the instruction of water familiarisation, buoyancy and mobility skills b.3 Monitoring/observation skills to analyse client's performance of water familiarisation, buoyancy and mobility skills b.4 Feedback and questioning skills to assist clients to acquire/improve technique b.5 Conducting activities and/or games in accordance with the accepted best practice principles of aquatic activities b.6 Ability to perform basic water rescue techniques
4. Resource implications	<ul style="list-style-type: none"> a. Assessment of this competency requires access to a swimming pool and other equipment, suitable clients and the rules, policies and

	<p>regulations of relevant peak bodies and/or employer organisations</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>
5. Consistency in performance	<p>a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment</p>
6. Context for assessment	<p>a. Competency must be demonstrated in a real work environment</p> <p>b. In cases where the learner does not have the opportunity to cover all categories within the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</p> <p>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</p> <p>d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</p>

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	2	-	2	1

SRC AQU 010A INSTRUCT WATER SAFETY AND SURVIVAL SKILLS

AQU

Aquatics

DESCRIPTION: This unit covers the skills and knowledge required to use drills, activities and games to instruct water safety and survival skills.

ELEMENT	PERFORMANCE CRITERIA
<p>1. Identify preferred <i>instructional methods and styles</i> to develop <i>water safety and survival skills</i></p>	<p>a. Instructional methods are identified and explained in the context of specific skills</p> <p>b. Explanation establishes the types and use of feedback during instruction</p> <p>c. Explanation establishes the use of demonstrations when instructing</p> <p>d. Explanation establishes the types and use of questions in the instruction process</p> <p>e. Explanation establishes the types and use of instructional styles in relation to a range of situations</p>
<p>2. Assess <i>client's readiness</i> to acquire and perform <i>water safety and survival skills</i></p>	<p>a. Water safety and survival skills to be taught or developed are identified</p> <p>b. New clients are introduced to the water in an appropriate manner</p> <p>c. Factors which affect acquisition of water safety and survival skills are identified and described in relation to skill acquisition of clients</p> <p>d. Clients are assessed regarding their readiness to acquire the water safety and survival skill being taught or developed</p>
<p>3. Conduct <i>drills, activities and/or games</i> to instruct <i>water safety and survival skills</i></p>	<p>a. Instructional methods are selected to match the client's readiness, the environment, the activity and the equipment available</p> <p>b. Sufficient space and resources are allocated for the drill, activity and/or game</p> <p>c. Relevant information, explanations and demonstrations to ensure drills, activities and/or games are delivered concisely and precisely</p> <p>d. Where appropriate, technological aids are used to supplement presentations</p> <p>e. Emphasis is placed on practical involvement while adjusting or refining skills on an individualised basis</p> <p>f. Clients are observed to see that the drills, activities and/or games are conducted in accord with the accepted best practice principles of aquatic activities</p> <p>g. Client's skill execution is observed and correction techniques applied to improve water safety and survival skill technique on an individualised and/or group basis</p> <p>h. Observation is undertaken with minimal disruption to the flow of the drill, activity or game</p> <p>i. Modifications are made to the activity when necessary</p> <p>j. The skill is taught and the instructional method is monitored during the instruction and assessed following the instruction</p> <p>k. Group control is maintained to ensure the safety and enjoyment of the individual and group and a satisfactory outcome to the experience</p>
<p>4. Conduct <i>drills and activities</i> to develop <i>survival stroke technique</i></p>	<p>a. Instructional methods are selected to match the client's readiness, the environment, the activity and the equipment available</p> <p>b. Client's skill execution is observed and correction techniques applied to improve survival stroke technique on an individualised and/or group basis</p> <p>c. Observation is undertaken with minimal disruption to the flow of the</p>

	<p>drill or activity</p> <p>d. The skill is taught and the <i>instructional method</i> is monitored during the instruction and assessed following the instruction</p>
<p>5. Review and adapt the instruction of <i>water safety and survival skills</i> in response to <i>feedback</i></p>	<p>a. Relevant points of emphasis are made before, during and/or after presentation/s</p> <p>b. Modifications to the <i>instructional method</i> are implemented in response to results of the monitoring</p> <p>c. Clients are given the opportunity to comment and/or ask questions</p> <p>d. Aspects needing further emphasis and/or attention are identified for intervention in future sessions</p>

Range of Variables

INSTRUCT WATER SAFETY AND SURVIVAL SKILLS

VARIABLE STATEMENT	CATEGORIES
1. Best practice principles of aquatic activities	<ul style="list-style-type: none"> a. accepted preventative practice adopted throughout the swimming/aquatics industry to minimise safety hazards or risks b. Instructors <i>Code of Conduct</i> policies developed by the peak bodies responsible for the teaching of swimming and water safety such as AUSTRALIAN SWIMMING Incorporated, Australian Swimming Incorporated, Australian Swimming Coaches and Teachers Association, The Royal Life Saving Society Australia and Surf Life Saving Australia c. national activity organisation regulations and guidelines d. relevant national, state/territory or local government regulations and guidelines e. employer organisation's policies and procedures f. the culture of swimming and water safety g. current and past good practice demonstrated by self or peers in the same or similar situation
2. Client readiness	<ul style="list-style-type: none"> a. cognitive development stage b. social and emotional development stage c. motor development stage
3. Communicate in a style appropriate to the clients	<ul style="list-style-type: none"> a. age b. preferred language c. sensory or intellectual impairment, eg, sight loss or hearing loss d. the <i>Swimming Teachers Code of Conduct</i> policy
4. Drills, activities and games to instruct the survival strokes	<ul style="list-style-type: none"> a. that are designed to develop the survival strokes of swimming b. such as those described in accepted industry training manuals c. should include <ul style="list-style-type: none"> c.1 water safety and survival skill correction drills c.2 relevant modified games
5. Factors which affect skill acquisition	<ul style="list-style-type: none"> a. individual considerations <ul style="list-style-type: none"> a.1 stage of development a.2 personality a.3 physical, intellectual and emotional characteristics a.4 physical fitness a.5 body type and composition a.6 cultural factors b. situational factors <ul style="list-style-type: none"> b.1 indoor/outdoor venue <ul style="list-style-type: none"> b.1.1 river b.1.2 dam b.1.3 sea b.1.4 swimming pool b.2 weather conditions <ul style="list-style-type: none"> b.2.1 cold b.2.2 rain b.2.3 wind b.2.4 heat b.3 water temperature b.4 background noise

	<ul style="list-style-type: none"> b.5 distractions b.6 class size b.7 water depth b.8 available water space
6. Feedback	<ul style="list-style-type: none"> a. can be <ul style="list-style-type: none"> a.1 verbal a.2 written a.3 visual a.4 tactile b. should be an information exchange between participant and instructor regarding progress and their perceived well-being c. addresses <ul style="list-style-type: none"> c.1 agreed and evolving program objectives c.2 information pertinent to technical adjustments
7. Instructional methods	<ul style="list-style-type: none"> a. instructional approaches adopted by the instructor to convey instructional content to the participant b. depending on the situation, the instructor should be able to incorporate a range of combinations of the following approaches and/or any associated variations <ul style="list-style-type: none"> b.1 whole skill strategies b.2 whole, progressive-part, whole strategies b.3 progressive part strategies b.4 demonstration strategies b.5 command and response strategies b.6 directive approaches through specific set tasks b.7 reciprocal or peer tutoring strategies b.8 feedback and refinement strategies b.9 guided discovery strategies, setting problems and allowing clients to discover solutions b.10 experiential or problem solving strategies
8. Instructional styles	<ul style="list-style-type: none"> a. refers to the presentation style/s adopted by the instructor to communicate with the participant b. depending on the situation the instructor should be able to incorporate a range of combinations of the following styles and/or any associated variations <ul style="list-style-type: none"> b.1 friendly and approachable while maintaining a 'professional distance' b.2 clear, precise and, if appropriate, directive regarding not-negotiable issues, eg, safety factors b.3 humorous when appropriate b.4 laissez faire, or casual when appropriate b.5 organised and efficient b.6 motivational and encouraging b.7 disciplinarian, including modification of undesirable behaviours in clients
9. Resources	<ul style="list-style-type: none"> a. human resources - a ratio of instructors to clients that allows for maximum participation in a safe environment b. equipment - a ratio of equipment to clients that allows for maximum participation in a safe environment c. access to first aid facilities/equipment d. appropriate facilities to conduct instruction in a safe environment
10. Survival strokes	<ul style="list-style-type: none"> a. sidestroke b. lifesaving backstroke c. breast-stroke
11. Technological aids	<ul style="list-style-type: none"> a. video cameras b. videos of other clients

12. Water safety and survival skills	<ul style="list-style-type: none"> a. hazards of aquatic environments b. hazards associated with aquatic activities c. entering and exiting the water d. floating, sculling and treading water e. removal of clothing f. use of personal flotation devices (PFD), including HELP and huddle g. casualty recognition h. self-preservation i. non-swimming rescue techniques <ul style="list-style-type: none"> i.1 reach i.2 throw i.3 wade i.4 row j. swimming rescues <ul style="list-style-type: none"> j.1 accompanied rescue j.2 non-contact j.3 contact tow k. approach, recovery, defensive and landing techniques l. spinal injury management
13. Work environment, organisational health and safety requirements; safe and appropriate dress; and equipment	<ul style="list-style-type: none"> a. appropriate swimwear and personal equipment b. personal hygiene requirements c. technical equipment, whiteboard, clipboards etc d. lifesaving equipment <ul style="list-style-type: none"> d.1 ropes d.2 reaching poles d.3 flotation devices e. pool safety equipment as listed in state/territory Occupational Health and Safety requirements for pools f. other recommended safety guidelines are g. instructional aids should be inspected before use <ul style="list-style-type: none"> g.1 sun safety guidelines should be followed g.2 hydration guidelines should be followed g.3 designated pool area should be inspected before use g.4 access to first aid facilities/equipment h. conditions and external influences include <ul style="list-style-type: none"> h.1 environmental/weather conditions h.2 other facility users h.3 spectators h.4 parents h.5 other instructors

Evidence Guide

INSTRUCT WATER SAFETY AND SURVIVAL SKILLS

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge of drills, activities and games to instruct water safety and survival skills in the work environment</p> <p>b. Assessment of performance should be over a period of time covering all categories within the range of variables statements that are applicable in the learner's environment</p> <p>c. In particular, assessment must confirm the ability to:</p> <p>c.1 Evaluate whether conditions are suitable to commence the session</p> <p>c.2 Determine the range and type of activities, drills and games required to develop water safety and survival skills appropriate to client readiness</p> <p>c.3 Instruct water safety and survival skills appropriate to the particular clients</p> <p>c.4 Observe clients and recognise when and how intervention should take place to improve individual skill performance</p> <p>c.5 Conduct drills, activities and games to develop water safety and survival skills in accordance with the accepted best practice principles of aquatic activities</p> <p>c.6 Analyse client's survival stroke technique and provide feedback in order to improve client's stroke technique</p> <p>c.7 Modify instructional methods and activities on an individualised and/or group basis to improve skill performance</p> <p>c.8 Structure a session to meet instructional aims by correct sequencing of activities, drills and games</p>
<p>2. Interdependent assessment of units</p>	<p>a. This unit must be assessed after attainment of competency in the following unit(s):</p> <p>a.1 SRC CRO 007A Operate in accordance with accepted instructional practices, styles and legal and ethical responsibilities</p> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 Nil</p> <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):</p> <p>c.1 SRC AQU 011A Instruct the strokes of swimming</p>
<p>3. Required knowledge and skills</p>	<p>a. Underpinning knowledge</p> <p>a.1 Water safety and survival skills</p> <p>a.2 Drills, activities and games to develop water safety, survival skills and survival strokes</p> <p>a.3 Knowledge of relevant equipment and safety requirements, including Occupational Health and Safety and legislative requirements</p> <p>a.4 Learning styles</p> <p>a.5 First aid and water rescue techniques</p> <p>b. Underpinning skills</p> <p>b.1 Skills used to instruct water safety and survival, eg, movement, voice, use of technical aids, etc</p> <p>b.2 Application of principles of movement in water</p> <p>b.3 Ability to provide explanations and demonstrations, ie, self, other clients as models, videos, etc</p>

	<ul style="list-style-type: none"> b.4 Monitoring/observation skills to analyse client's performance of water safety, survival skills and survival strokes b.5 Ability to provide instruction to improve survival strokes of swimming b.6 Ability to perform basic water rescue techniques b.7 Feedback and questioning skills to assist clients to acquire/improve technique b.8 Conducting aquatic drills, activities and games to develop water safety, survival skills and survival strokes in accordance with the accepted best practice principles of aquatic activities b.9 Ability to perform basic water rescues to assist clients in difficulty
4. Resource implications	<ul style="list-style-type: none"> a. Assessment of this competency requires access to <ul style="list-style-type: none"> a.1 a swimming pool and other equipment a.2 suitable clients a.3 rules, policies and regulations of relevant peak bodies and/or employer organisations b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5. Consistency in performance	<ul style="list-style-type: none"> a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
6. Context for assessment	<ul style="list-style-type: none"> a. Competency must be demonstrated in a real work environment b. In cases where the learner does not have the opportunity to cover all categories within the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	2	-	2	1

COACHING

COA

Contents

SRS COA 005A	Include special interest groups or people with special needs	1
SRS COA 008A	Customise coaching to include children.....	8
SRS COA 009A	Customise coaching to include mature aged athletes... 	15
SRS COA 010A	Customise coaching to include athletes with a disability	22

SRS COA 005A INCLUDE SPECIAL INTEREST GROUPS OR PEOPLE WITH SPECIAL NEEDS

COA

Coaching general principles

DESCRIPTION: This unit covers the use of inclusive teaching practices to involve special interest groups or people with special needs.

ELEMENT	PERFORMANCE CRITERIA
<p>1. Identify preferred teaching methods and coaching styles to include <i>special interest groups or people with special needs</i></p>	<p>a. Teaching methods and coaching styles are selected and implemented in the context of specific skills being developed and the needs of the individual</p> <p>b. Feedback is provided to the athlete and other support personnel in accord with the best practice principles of the sport/activity</p> <p>c. Relevant information, explanations and demonstrations to teach or develop specific skills are delivered concisely and precisely in accord with the best practice principles of the sport/activity</p> <p>d. Questioning and communication skills are demonstrated in accord with the best practice principles of the sport/activity</p>
<p>2. Assess athletes readiness to acquire and perform the activity specific skill/s</p>	<p>a. The skill or skill/s to be developed are identified</p> <p>b. Cultural or physical factors which affect the acquisition of the intermediate skills of special interest groups or people with special needs are identified and described in relation to skill acquisition of athletes</p> <p>c. Athletes needs are assessed regarding their readiness to acquire the skill being taught or developed</p>
<p>3. Conduct drills, activities and games to teach or develop the skills of <i>special interest groups or people with special needs</i></p>	<p>a. Teaching methods and coaching styles are selected to match the athletes readiness, cultural or physical factors, the environment, the activity specific skill/s and the equipment available</p> <p>b. Sufficient space and resources are allocated for the drill, activity and/or game</p> <p>c. Relevant information, explanations and demonstrations to conduct drills, activities and/or games are delivered concisely and precisely, specific to the athletes needs, and cultural or physical factors</p> <p>d. Where appropriate, special presentation techniques or activities are used to comply with the needs of special interest groups or people with special needs</p> <p>e. Emphasis is placed on practical involvement while adjusting or refining skills on an individualised basis</p> <p>f. Athletes skill execution is observed and correction techniques applied to improve skill execution on an individualised and/or group basis</p> <p>g. Observation is undertaken with minimal disruption to the flow of the drill, activity or game</p> <p>h. The skill is taught and the teaching method and coaching/instructing style are monitored during the instruction and assessed following the instruction</p> <p>i. Group control is maintained to ensure the safety and enjoyment of the individual and group, and a satisfactory outcome to the experience</p>
<p>4. Review and adapt the teaching of an intermediate skill in response to feedback</p>	<p>a. Relevant points of emphasis are made before, during and/or after presentation/s</p> <p>b. Modifications to the teaching method and coaching style are implemented in response to results of the monitoring</p> <p>c. Athletes are given the opportunity to comment and/or ask questions</p>

	<p>d. Aspects needing further emphasis and/or attention are identified for intervention in future training sessions</p>
<p>5. Demonstrate an understanding of the specific needs of each athlete</p>	<p>a. The skills taught are specifically related to the <i>special interest groups or people with special needs</i></p> <p>b. The safety and medical considerations of the athletes specific needs are implemented</p>

Range of Variables

INCLUDE SPECIAL INTEREST GROUPS OR PEOPLE WITH SPECIAL NEEDS

VARIABLE STATEMENT	CATEGORIES
1. Best practice principles of the sport/activity	refers to <ol style="list-style-type: none"> a. the sport/activity's Coaches or Instructors <i>Code of Conduct</i> policy b. the Australian Coaching Council's <i>Coaches Code of Conduct</i> policy c. national activity organisation regulations and guidelines d. relevant national, state/territory or local government regulations and guidelines e. employer organisations policies and procedures f. the culture of the sport/activity g. accepted preventative practices adopted by self or peers to minimise safety hazards and risks in the same or similar situations h. current and past good practice demonstrated by self or peers in the same or similar situation
2. Coaching/instructional styles	<ol style="list-style-type: none"> a. refers to the presentation style/s adopted by the instructor or coach to communicate with the client/athlete b. depending on the situation the coach or instructor should be able to incorporate a range of combinations of the following styles and/or any associated variations <ol style="list-style-type: none"> b.1 friendly and approachable while maintaining a 'professional distance' b.2 clear, precise and, if appropriate, directive regarding not-negotiable issues, eg, safety factors b.3 humorous when appropriate b.4 laissez faire or casual when appropriate b.5 organised and efficient b.6 a "critical friend" b.7 motivational and encouraging b.8 disciplinarian, including modification of undesirable behaviours in clients
3. Communicate in a style appropriate to the athletes	<ol style="list-style-type: none"> a. age b. preferred method of communication c. physical or cultural factors d. sensory or intellectual impairment, eg, vision or hearing loss
4. Cultural or physical factors	<ol style="list-style-type: none"> a. cultural values b. family structures <ol style="list-style-type: none"> b.1 extended family responsibilities b.2 family ideals c. religious beliefs d. place of sport within the community <ol style="list-style-type: none"> d.1 traditional ethnic community d.2 Australian community e. type of disability f. communication strategies g. level of literacy and numeracy
5. Feedback	<ol style="list-style-type: none"> a. can be <ol style="list-style-type: none"> a.1 verbal

	<ul style="list-style-type: none"> a.2 written a.3 visual a.4 tactile b. should be an information exchange between client and practitioner regarding treatment progress and their perceived well-being c. addresses <ul style="list-style-type: none"> c.1 agreed and evolving program objectives c.2 information pertinent to technical adjustments
6. Monitoring	<p>is through</p> <ul style="list-style-type: none"> a. questioning and discussions before, during and after training sessions or competitions b. observations before, during and after training sessions or competitions c. cross-referencing with session and/or agreed program objectives, and/or d. ongoing functional assessments of skill performance, physical performance and athlete/client well-being as part of the formative evaluation of training program e. consultation with other personnel or specialists
7. Organisational health and safety requirements; safe and appropriate dress; and equipment	<ul style="list-style-type: none"> a. technical and personal equipment as outlined by the specific sport. b. appropriate environmental safety considerations including: <ul style="list-style-type: none"> b.1 safe playing area b.2 disability access b.3 protective equipment, eg, knee and elbow pads, b.4 the sport specific <i>Coaches Code of Conduct</i> policy b.5 the Australian Coaching Council's <i>Coaches Code of Conduct</i> policy
8. Resources	<p>may include</p> <ul style="list-style-type: none"> a. human/physical b. equipment c. materials d. health and safety provisions e. indoor/outdoor facilities
9. Special interest groups or people with special needs	<ul style="list-style-type: none"> a. people with a disability b. indigenous people c. non-English speaking background
10. Support personnel	<ul style="list-style-type: none"> a. administrators b. other coach/es c. sports scientists d. sports medicine providers e. agents f. other health professionals g. parents/guardians h. other involved/appropriate personnel
11. Teaching methods	<ul style="list-style-type: none"> a. instructional or coaching approaches adopted by the instructor or coach to convey instructional content to the client/athlete b. depending on the situation the coach or instructor should be able to incorporate a range of combinations of the following approaches and/or any associated variations c. whole, part, whole approaches d. shaping approaches e. modelling approaches f. command and response approaches g. directive approaches through specific set tasks h. reciprocal or peer tutoring approaches i. feedback and refinement approaches j. guided discovery approaches, ie, setting problems and allowing athletes to discover solutions, and/or

- k. experiential or problem solving approaches

Evidence Guide

INCLUDE SPECIAL INTEREST GROUPS OR PEOPLE WITH SPECIAL NEEDS

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge of inclusive teaching practices to involve special interest groups or people with special needs in a coaching setting</p> <p>b. Assessment of performance should be over a period of time covering all categories within the range of variable statements that are applicable in the learners environment</p> <p>c. In particular, assessment must confirm the ability to:</p> <p>c.1 Identify preferred teaching methods and coaching styles to include special interest groups or people with special needs</p> <p>c.2 Assess athletes readiness to acquire and perform the activity specific skill/s</p> <p>c.3 Conduct drills, activities and games to teach or develop the skills of special interest groups or people with special needs</p> <p>c.4 Review and adapt the teaching of an intermediate skill in response to feedback</p> <p>c.5 Demonstrate an understanding of the specific needs of each athlete</p>
<p>2. Interdependent assessment of units</p>	<p>a. This unit must be assessed after or in conjunction with attainment of competency in the following unit(s):</p> <p>a.1 SRS COA 001A Operate in accord with accepted coaching practices, styles and legal and ethical responsibilities</p> <p>a.2 relevant sport specific coaching units of competency</p> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 Nil</p> <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):</p> <p>c.1 SRX CAI 004A Plan a sport and recreation session for clients</p> <p>c.2 SRS COA 002A Plan individualised training programs to improve skills</p> <p>c.3 SRS COA 003A Conduct, monitor and adjust an individualised program of training sessions to improve skills</p> <p>c.4 SRS COA 004A Evaluate, analyse and modify the conduct and outcomes of individualised training programs to improve skills</p> <p>c.5 relevant sport specific coaching units of competency</p>
<p>3. Required knowledge and skills</p>	<p>a. Underpinning knowledge</p> <p>a.1 Relevant activity/sport specific knowledge</p> <p>a.2 Relevant modified rules and regulations</p> <p>a.3 Relevant equipment and safety requirements. This may include Occupational Health and Safety and legislative requirements for some sports</p> <p>a.4 Special needs and requirements of</p> <p>a.4.1 People with a disability</p> <p>a.4.2 Indigenous people</p> <p>a.4.3 People from a non-English speaking background</p> <p>b. Underpinning skills</p> <p>b.1 Written and verbal communication skills in order to effectively coach people or groups with special needs</p> <p>b.2 Ability to analyse and interpret information appropriate to effectively coach people or groups with special needs</p>

	<p>b.3 Interpersonal skills in order to build rapport with people and groups with special needs</p> <p>b.4 Delivery skills in order to effectively communicate information and tasks to people or groups with special needs</p>
4. Resource implications	<p>a. Assessment of this competency requires access to genuine clients, ie, not the peers of the learner, sport/activity equipment and sport/activity facilities in a coaching setting</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>
5. Consistency in performance	<p>a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to a coaching setting</p>
6. Context for assessment	<p>a. Competency must be demonstrated in real/actual coaching/instructional situations with genuine clients, ie, not the peers of the learner</p> <p>b. In cases where the learner does not have the opportunity to cover all relevant categories within the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</p> <p>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</p> <p>d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</p>

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	1	2	2	2	1

SRS COA 008A CUSTOMISE COACHING TO INCLUDE CHILDREN

COA

Coaching general principles

DESCRIPTION: This unit covers the customisation of teaching methods and coaching programs to meet the needs of children.

ELEMENT	PERFORMANCE CRITERIA
<p>1. Identify preferred teaching methods and coaching styles to meet the needs of children</p>	<p>a. Teaching methods and coaching styles are selected and implemented in the context of specific skills being developed and the needs of the child</p> <p>b. Feedback is provided to the athlete and other support personnel in accord with the best practice principles of the sport/activity</p> <p>c. Relevant information, explanations and demonstrations to teach or develop specific skills are delivered concisely and precisely in accord with the best practice principles of the sport/activity</p> <p>d. Questioning and communication skills are demonstrated in accord with the best practice principles of the sport/activity</p>
<p>2. Assess readiness of the child to acquire and perform the activity specific skill/s</p>	<p>a. The skill or skill/s to be developed are identified</p> <p>b. Physical and psychological factors which affect the acquisition of the skills of children are identified</p> <p>c. The individual child is assessed regarding their readiness to acquire the skill being taught or developed</p>
<p>3. Conduct drills, activities and games to teach or develop the activity specific skills of children</p>	<p>a. Teaching methods and coaching styles are selected to match the needs of the child, physical and psychological factors, the environment, the activity specific skill/s and the equipment available</p> <p>b. Sufficient space and resources are allocated for the drill, activity and/or game</p> <p>c. Relevant information, explanations and demonstrations to conduct drills, activities and/or games are delivered concisely and precisely, specific to the needs of the child and, physical and psychological factors</p> <p>d. Where appropriate, special presentation techniques or activities are used to comply with the needs of children</p> <p>e. Emphasis is placed on practical involvement while adjusting or refining skills on an individualised basis</p> <p>f. Athletes skill execution is observed and correction techniques applied to improve skill execution on an individualised and/or group basis</p> <p>g. Observation is undertaken with minimal disruption to the flow of the drill, activity or game</p> <p>h. The skill is taught and the teaching method and coaching/instructing style are monitored during the instruction and assessed following the instruction</p> <p>i. Group control is maintained to ensure the safety and enjoyment of the individual and group, and a satisfactory outcome to the experience</p>
<p>4. Review and adapt the teaching of a skill in response to feedback</p>	<p>a. Relevant points of emphasis are made before, during and/or after presentation/s</p> <p>b. Modifications to the teaching method and coaching style are implemented in response to results of the monitoring</p> <p>c. Children are given the opportunity to comment and/or ask questions</p> <p>d. Aspects needing further emphasis and/or attention are identified for intervention in future training sessions</p>

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| 5. Demonstrate an understanding of the specific <i>needs of children</i> | <ul style="list-style-type: none">a. The skills taught are specifically related to the <i>needs of the child</i>, and <i>physical and psychological factors</i>b. The specific safety and medical considerations of children are implemented |
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Range of Variables

CUSTOMISE COACHING TO INCLUDE CHILDREN

VARIABLE STATEMENT	CATEGORIES
1. Best practice principles of the sport/activity	refers to <ol style="list-style-type: none"> a. the sport/activity's Coaches or Instructors <i>Code of Conduct</i> policy b. the Australian Coaching Council's <i>Coaches Code of Conduct</i> policy c. national activity organisation regulations and guidelines d. relevant national, state/territory or local government regulations and guidelines e. employer organisations policies and procedures f. the culture of the sport/activity g. accepted preventative practices adopted by self or peers to minimise safety hazards and risks in the same or similar situations h. current and past good practice demonstrated by self or peers in the same or similar situation
2. Coaching/instructional styles	<ol style="list-style-type: none"> a. refers to the presentation style/s adopted by the instructor or coach to communicate with the client/athlete b. depending on the situation the coach or instructor should be able to incorporate a range of combinations of the following styles and/or any associated variations <ol style="list-style-type: none"> b.1 friendly and approachable while maintaining a 'professional distance' b.2 clear, precise and, if appropriate, directive regarding non-negotiable issues, eg, safety factors b.3 humorous when appropriate b.4 laissez faire or casual when appropriate b.5 organised and efficient b.6 a "critical friend" b.7 motivational and encouraging b.8 disciplinarian, including modification of undesirable behaviours in clients
3. Communicate in a style appropriate to children	<ol style="list-style-type: none"> a. age b. preferred method of communication c. varying communication strategies
4. Cultural or physical factors	<ol style="list-style-type: none"> a. cultural values b. family structures c. extended family responsibilities d. family ideals e. religious beliefs f. place of sport within the community g. traditional ethnic community h. Australian community i. type of disability j. communication strategies k. level of literacy and numeracy
5. Feedback	<ol style="list-style-type: none"> a. can be <ol style="list-style-type: none"> a.1 verbal a.2 written a.3 visual a.4 tactile

	<ul style="list-style-type: none"> b. should be an information exchange between client and practitioner regarding treatment progress and their perceived well-being c. addresses <ul style="list-style-type: none"> c.1 agreed and evolving program objectives c.2 information pertinent to technical adjustments
6. Monitoring	<p>is through</p> <ul style="list-style-type: none"> a. questioning and discussions before, during and after training sessions or competitions b. observations before, during and after training sessions or competitions c. cross-referencing with session and/or agreed program objectives, and/or d. ongoing functional assessments of skill performance, physical performance and athlete/client well-being as part of the formative evaluation of training program e. consultation with other personnel or specialists
7. Needs of children	<ul style="list-style-type: none"> a. modification of equipment and rules b. reasons for children's participation in sport c. fun and enjoyment d. maximum participation e. when to emphasise competition f. parent/guardian involvement
8. Organisational health and safety requirements, safe and appropriate dress and equipment	<ul style="list-style-type: none"> a. technical and personal equipment as outlined by the specific sport. b. appropriate environmental safety considerations including <ul style="list-style-type: none"> b.1 safe playing area b.2 modification of equipment and rules b.3 protective equipment, eg, knee and elbow pads, b.4 the sport specific <i>Coaches Code of Conduct</i> policy b.5 the Australian Coaching Council's <i>Coaches Code of Conduct</i> policy b.6 weather conditions
9. Physical and psychological factors	<ul style="list-style-type: none"> a. physical factors <ul style="list-style-type: none"> a.1 growth rates a.2 developmental stages a.3 safety factors, eg, heat tolerance and hydration b. psychological factors <ul style="list-style-type: none"> b.1 developmental stages b.2 social characteristics b.3 attention spans b.4 behaviour modification
10. Resources	<p>may include</p> <ul style="list-style-type: none"> a. human/physical b. equipment c. materials d. health and safety provisions e. indoor/outdoor facilities
11. Support personnel	<ul style="list-style-type: none"> a. administrators b. other coach/es c. sports scientists d. sports medicine providers e. agents f. other health professionals g. parents/guardians h. other involved/appropriate personnel
12. Teaching methods	<ul style="list-style-type: none"> a. instructional or coaching approaches adopted by the instructor or coach to convey instructional content to the client/athlete b. depending on the situation the coach or instructor should be able to

- incorporate a range of combinations of the following approaches and/or any associated variations
- c. whole, part, whole approaches
 - d. shaping approaches
 - e. modelling approaches
 - f. command and response approaches
 - g. directive approaches through specific set tasks
 - h. reciprocal or peer tutoring approaches
 - i. feedback and refinement approaches
 - j. guided discovery approaches, ie, setting problems and allowing athletes to discover solutions
 - k. experiential or problem solving approaches

Evidence Guide

CUSTOMISE COACHING TO INCLUDE CHILDREN

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge of how to customise teaching methods and coaching programs to meet the needs of children in a coaching setting</p> <p>b. Assessment of performance should be over a period of time covering all categories within the range of variable statements that are applicable in the learners environment</p> <p>c. In particular, assessment must confirm the ability to:</p> <p>c.1 Identify preferred teaching methods and coaching styles to meet the needs of children</p> <p>c.2 Assess readiness of the child to acquire and perform the activity specific skill/s</p> <p>c.3 Conduct drills, activities and games to teach or develop the activity specific skills of children</p> <p>c.4 Review and adapt the teaching of a skill in response to feedback</p> <p>c.5 Demonstrate an understanding of the specific needs of children</p>
<p>2. Interdependent assessment of units</p>	<p>a. This unit must be assessed after or in conjunction with attainment of competency in the following unit(s):</p> <p>a.1 SRS COA 001A Operate in accord with accepted coaching practices, styles and legal and ethical responsibilities</p> <p>a.2 relevant sport specific coaching competency units</p> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 Nil</p> <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):</p> <p>c.1 SRX CAI 004A Plan a sport and recreation session for clients</p> <p>c.2 SRS COA 002A Plan individualised training programs to improve skills</p> <p>c.3 SRS COA 003A Conduct, monitor and adjust an individualised program of training sessions to improve skills</p> <p>c.4 SRS COA 004A Evaluate, analyse and modify the conduct and outcomes of individualised training programs to improve skills</p> <p>c.5 relevant sport specific coaching competency units</p>
<p>3. Required knowledge and skills</p>	<p>a. Underpinning knowledge</p> <p>a.1 Relevant activity/sport specific knowledge in relation to coaching children</p> <p>a.2 Relevant rules and regulations for coaching children</p> <p>a.3 Relevant equipment and safety requirements. This may include Occupational Health and Safety and legislative requirements for some sports</p> <p>a.4 Physical and psychological characteristics of children in order to effectively customise coaching to include children</p> <p>a.5 Needs of children participating in sport in order to effectively customise coaching to include children</p> <p>b. Underpinning skills</p> <p>b.1 Written and verbal communication skills in order to understand the differing needs of children in a coaching situation and communicate your desired coaching outcomes in a manner appropriate to children</p> <p>b.2 Varying communication strategies in order to adjust coaching style to meet the needs of individuals</p> <p>b.3 Ability to interpret and analyse information appropriate coaching</p>

	<p>children in order to ensure clients receive correct and relevant information</p> <p>b.4 Interpersonal skills in order to build rapport with children and ensure the desired coaching outcomes are understood and agreed upon</p>
4. Resource implications	<p>a. Assessment of this competency requires access to genuine clients, ie, not the peers of the learner, sport/activity equipment and sport/activity facilities in a coaching setting</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>
5. Consistency in performance	<p>a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to a coaching setting</p>
6. Context for assessment	<p>a. Competency must be demonstrated in real/actual coaching/instructional situations with genuine clients, ie, not the peers of the learner</p> <p>b. In cases where the learner does not have the opportunity to cover all relevant categories within the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</p> <p>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</p> <p>d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</p>

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	3	2	2	1	2	1

SRS COA 009A CUSTOMISE COACHING TO INCLUDE MATURE AGED ATHLETES

COA

Coaching general principles

DESCRIPTION: This unit covers the customisation of teaching methods and coaching programs to meet the needs of mature aged athletes

ELEMENT	PERFORMANCE CRITERIA
1. Identify preferred teaching methods and coaching styles to meet the <i>needs of mature aged athletes</i>	<ul style="list-style-type: none"> a. Teaching methods and coaching styles are selected and implemented in the context of specific skills being developed and the needs of mature aged athletes b. Feedback is provided to the athlete and other support personnel in accord with the best practice principles of the sport/activity c. Relevant information, explanations and demonstrations to teach or develop specific skills are delivered concisely and precisely in accord with the best practice principles of the sport/activity d. Questioning and communication skills are demonstrated in accord with the best practice principles of the sport/activity
2. Assess readiness of the athlete to acquire and perform the activity specific skill/s	<ul style="list-style-type: none"> a. The skill or skill/s to be developed are identified b. Physical and psychological factors which affect the acquisition of the skills of mature aged athletes are identified c. The individual athlete is assessed regarding their readiness to acquire the skill being taught or developed
3. Conduct drills, activities and games to teach or develop the activity specific skills of mature aged athletes	<ul style="list-style-type: none"> a. Teaching methods and coaching/instructing styles are selected to match the needs of the mature aged athlete, physical and psychological factors, the environment, the activity specific skill/s and the equipment available b. Sufficient space and resources are allocated for the drill, activity and/or game c. Relevant information, explanations and demonstrations to conduct drills, activities and/or games are delivered concisely and precisely, specific to the needs of the mature aged athlete and, physical and psychological factors d. Where appropriate, special presentation techniques or activities are used to comply with the needs of mature aged athletes e. Emphasis is placed on practical involvement while adjusting or refining skills on an individualised basis f. Athletes skill execution is observed and correction techniques applied to improve skill execution on an individualised and/or group basis g. Observation is undertaken with minimal disruption to the flow of the drill, activity or game h. The skill is taught and the teaching method and coaching/instructing style are monitored during the instruction and assessed following the instruction i. Group control is maintained to ensure the safety and enjoyment of the individual and group, and a satisfactory outcome to the experience
4. Review and adapt the teaching of a skill in response to feedback	<ul style="list-style-type: none"> a. Relevant points of emphasis are made before, during and/or after presentation/s b. Modifications to the teaching method and coaching style are implemented in response to results of the monitoring c. Athletes are given the opportunity to comment and/or ask questions d. Aspects needing further emphasis and/or attention are identified for

5. Demonstrate an understanding of the specific <i>needs of mature aged athletes</i>	intervention in future training sessions a. The skills taught are specifically related to the <i>needs of mature aged athlete</i> , and <i>physical and psychological factors</i> b. The specific safety and medical considerations of mature aged athlete's are implemented
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Range of Variables

CUSTOMISE COACHING TO INCLUDE MATURE AGED ATHLETES

VARIABLE STATEMENT	CATEGORIES
<p>1. Best practice principles of the sport/activity</p>	<p>refers to</p> <ul style="list-style-type: none"> a. the sport/activity's Coaches or Instructors <i>Code of Conduct</i> policy b. the Australian Coaching Council's <i>Coaches Code of Conduct</i> policy c. national activity organisation regulations and guidelines d. relevant national, state/territory or local government regulations and guidelines e. employer organisations policies and procedures f. the culture of the sport/activity g. accepted preventative practices adopted by self or peers to minimise safety hazards and risks in the same or similar situations h. current and past good practice demonstrated by self or peers in the same or similar situation
<p>2. Coaching/instructional styles</p>	<ul style="list-style-type: none"> a. refers to the presentation style/s adopted by the instructor or coach to communicate with the client/athlete b. depending on the situation the coach or instructor should be able to incorporate a range of combinations of the following styles and/or any associated variations <ul style="list-style-type: none"> b.1 friendly and approachable while maintaining a 'professional distance' b.2 clear, precise and, if appropriate, directive regarding not-negotiable issues, eg, safety factors b.3 humorous when appropriate b.4 laissez faire or casual when appropriate b.5 organised and efficient b.6 a "critical friend" b.7 motivational and encouraging b.8 disciplinarian, including modification of undesirable behaviours in clients
<p>3. Communicate in a style appropriate to the athletes</p>	<ul style="list-style-type: none"> a. age b. preferred method of communication c. cultural or physical factors d. sensory impairment, eg, vision or hearing loss
<p>4. Cultural or physical factors</p>	<ul style="list-style-type: none"> a. cultural values b. family structures c. extended family responsibilities d. family ideals e. religious beliefs f. place of sport within the community g. traditional ethnic community h. Australian community i. type of disability j. communication strategies k. level of literacy and numeracy
<p>5. Feedback</p>	<ul style="list-style-type: none"> a. can be <ul style="list-style-type: none"> a.1 verbal a.2 written a.3 visual

	<ul style="list-style-type: none"> a.4 tactile b. should be an information exchange between client and practitioner regarding treatment progress and their perceived well-being c. addresses <ul style="list-style-type: none"> c.1 agreed and evolving program objectives c.2 information pertinent to technical adjustments
6. Monitoring	<p>is through</p> <ul style="list-style-type: none"> a. questioning and discussions before, during and after training sessions or competitions b. observations before, during and after training sessions or competitions c. cross-referencing with session and/or agreed program objectives, and/or d. ongoing functional assessments of skill performance, physical performance and athlete/client well-being as part of the formative evaluation of training program e. consultation with other personnel or specialists
7. Needs of mature aged athletes	<ul style="list-style-type: none"> a. modification of equipment and rules b. social needs
8. Organisational health and safety requirements; safe and appropriate dress; and equipment	<ul style="list-style-type: none"> a. technical and personal equipment as outlined by the specific sport b. appropriate environmental safety considerations including <ul style="list-style-type: none"> b.1 safe playing area b.2 modification of equipment and rules b.3 first aid programs b.4 protective equipment, eg, knee and elbow pads, b.5 the sport specific <i>Coaches Code of Conduct</i> policy b.6 the Australian Coaching Council's <i>Coaches Code of Conduct</i> policy
9. Physical and psychological factors	<ul style="list-style-type: none"> a. physical factors <ul style="list-style-type: none"> a.1 aging processes a.2 safety factors a.3 recovery techniques b. psychological factors <ul style="list-style-type: none"> b.1 social characteristics b.2 participation Vs competitive motivations
10. Resources	<p>may include</p> <ul style="list-style-type: none"> a. human/physical b. equipment c. materials d. health and safety provisions e. indoor/outdoor facilities
11. Support personnel	<ul style="list-style-type: none"> a. administrators b. other coach/es c. sports scientists d. sports medicine providers e. agents f. other health professionals g. parents/guardians h. other involved/appropriate personnel
12. Teaching methods	<ul style="list-style-type: none"> a. instructional or coaching approaches adopted by the instructor or coach to convey instructional content to the client/athlete b. depending on the situation the coach or instructor should be able to incorporate a range of combinations of the following approaches and/or any associated variations c. whole, part, whole approaches d. shaping approaches e. modelling approaches

- f. command and response approaches
- g. directive approaches through specific set tasks
- h. reciprocal or peer tutoring approaches
- i. feedback and refinement approaches
- j. guided discovery approaches, ie, setting problems and allowing athletes to discover solutions, and/or
- k. experiential or problem solving approaches

Evidence Guide

CUSTOMISE COACHING TO INCLUDE MATURE AGED ATHLETES

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge of how to customise teaching methods and coaching programs to meet the needs of mature aged athletes in a coaching setting</p> <p>b. Assessment of performance should be over a period of time covering all categories within the range of variable statements that are applicable in the learners environment</p> <p>c. In particular, assessment must confirm the ability to:</p> <p>c.1 Identify preferred teaching methods and coaching styles to meet the needs of mature aged athletes</p> <p>c.2 Assess readiness of the athlete to acquire and perform the activity specific skill/s</p> <p>c.3 Conduct drills, activities and games to teach or develop the activity specific skills of mature aged athletes</p> <p>c.4 Review and adapt the teaching of a skill in response to feedback</p> <p>c.5 Demonstrate an understanding of the specific needs of mature aged athletes</p>
<p>2. Interdependent assessment of units</p>	<p>a. This unit must be assessed after or in conjunction with attainment of competency in the following unit(s):</p> <p>a.1 SRS COA 001A Operate in accord with accepted coaching practices, styles and legal and ethical responsibilities</p> <p>a.2 relevant sport specific coaching units of competency</p> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 Nil</p> <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):</p> <p>c.1 SRX CAI 004A Plan a sport and recreation session for clients</p> <p>c.2 SRS COA 002A Plan individualised training programs to improve skills</p> <p>c.3 SRS COA 003A Conduct, monitor and adjust an individualised program of training sessions to improve skills</p> <p>c.4 SRS COA 004A Evaluate, analyse and modify the conduct and outcomes of individualised training programs to improve skills</p> <p>c.5 relevant sport specific coaching units of competency</p>
<p>3. Required knowledge and skills</p>	<p>a. Underpinning knowledge</p> <p>a.1 Relevant activity/sport specific knowledge in relation to coaching mature aged athletes</p> <p>a.2 Relevant modified rules and regulations for coaching mature aged athletes</p> <p>a.3 Relevant equipment and safety requirements. This may include Occupational Health and Safety and legislative requirements for some sports</p> <p>a.4 Physical and psychological characteristics of mature aged athletes in order to effectively customise coaching</p> <p>a.5 Needs of mature aged athletes participating in sport in order to effectively customise coaching</p> <p>b. Underpinning skills</p> <p>b.1 Written and verbal communication skills in order to understand the differing needs of mature aged athletes in a coaching situation and communicate your desired coaching outcomes in a manner appropriate</p> <p>b.2 Ability to interpret and analyse information appropriate coaching</p>

	<p>mature aged athletes in order to ensure clients receive correct and relevant information</p> <p>b.3 Interpersonal skills in order to build rapport with mature aged athletes and ensure the desired coaching outcomes are understood and agreed upon</p>
4. Resource implications	<p>a. Assessment of this competency requires access to genuine clients, ie, not the peers of the learner, sport/activity equipment and sport/activity facilities in a coaching setting</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>
5. Consistency in performance	<p>a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to a coaching setting</p>
6. Context for assessment	<p>a. Competency must be demonstrated in real/actual coaching/instructional situations with genuine clients, ie, not the peers of the learner</p> <p>b. In cases where the learner does not have the opportunity to cover all relevant categories within the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</p> <p>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</p> <p>d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</p>

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	2	3	3	3	3

SRS COA 010A CUSTOMISE COACHING TO INCLUDE ATHLETES WITH A DISABILITY

COA

Coaching general principles

DESCRIPTION: This unit covers the use of drills, activities and games to teach or develop intermediate/advanced skills of athletes with a disability.

ELEMENT	PERFORMANCE CRITERIA
1. Demonstrate an understanding of specific considerations that may be relevant to coaching Athletes with a Disability	<ul style="list-style-type: none"> a. Factors that may affect the acquisition of skills by athletes with a disability are described and explained b. Safety and medical considerations that may influence to involvement of athletes with a disability are described and explained c. The purpose and philosophy of classification systems that have been developed to assist the involvement of athletes with a disability in sport are described and explained
2. Assess the athlete's readiness to acquire and perform sport specific skill/s	<ul style="list-style-type: none"> a. The sport specific skill/s to be developed are identified through consultation with the athlete and relevant support personnel b. In the first instance, sport specific assessment tools are used to assess athlete's functional ability and readiness to acquire the inter skill being taught or developed c. In instances where the sport specific assessment tools are not applicable to the individual athlete with a disability then the basic principles of biomechanics are used to assess the movement patterns of the athlete/s in relation to the specific sports skill/s to be developed d. Observable body movements are identified for each stage of the skill in priority of importance to the performance of the skill
3. Identify preferred teaching methods and coaching styles	<ul style="list-style-type: none"> a. Teaching methods and coaching styles are selected and implemented in the context of specific skills being developed and factors that may affect the acquisition of skills by athletes with a disability
4. Conduct drills, activities and games to teach or develop the intermediate skills of athletes with a disability	<ul style="list-style-type: none"> a. Factors that may affect the acquisition of skills by athletes with a disability are identified and modifications and/or adjustments to address them are trialled b. Teaching methods and coaching styles are selected to match the athletes readiness, the environment, the available equipment and the skill/s to be developed c. Feedback is provided to the athlete and other support personnel in accord with the best practice principles of coaching Athletes with a Disability d. Relevant information, explanations and demonstrations to teach or develop specific skills are delivered concisely and precisely in accord with the best practice principles of coaching Athletes with a Disability and the best practice principles of the sport/activity e. Questioning and communication skills are demonstrated in accord with the best practice principles of the sport/activity f. Sufficient space and resources are allocated for the drill, activity and/or game g. Technological aids are used where appropriate h. Emphasis is placed on practical involvement while adjusting or refining skills on an individualised basis

	<ul style="list-style-type: none"> i. Athletes are observed to see that the drills, activities and/or games are conducted in accord with the rules, regulations, policies and accepted best practice principles of the sport/activity j. Athletes skill execution is observed and correction techniques applied to improve skill execution on an individualised and/or group basis k. Observation is undertaken with minimal disruption to the flow of the drill, activity or game l. The skill is taught and the teaching method and coaching style are monitored during the instruction and assessed following the instruction m. Group control is maintained to ensure the safety and enjoyment of the individual and group, and a satisfactory outcome to the experience
<p>5. Review and adapt teaching methods and coaching styles</p>	<ul style="list-style-type: none"> a. Modifications to the teaching methods and coaching style are implemented in response to results of the monitoring b. Aspects needing further emphasis and/or attention are identified for intervention in future training sessions

Range of Variables

CUSTOMISE COACHING TO INCLUDE ATHLETES WITH A DISABILITY

VARIABLE STATEMENT	CATEGORIES
1. Athlete with a disability	<ul style="list-style-type: none"> a. sensory impairment <ul style="list-style-type: none"> a.1 loss of vision a.2 deafness or hearing loss a.3 could be congenital or acquired b. physical disability <ul style="list-style-type: none"> b.1 congenital (Note: This is not an exclusive list) such as <ul style="list-style-type: none"> b.1.1 cerebral palsy b.1.2 spina bifida b.1.3 birth deformity b.2 acquired (Note: This is not an exclusive list) such as <ul style="list-style-type: none"> b.2.1 spinal cord injury b.2.2 amputation b.2.3 some head injuries which result in reduced locomotor function c. intellectual disability d. psychological disorder
2. Basic principles of biomechanics	<ul style="list-style-type: none"> a. centre of gravity b. base of support c. levers d. fulcrums e. major muscle actions
3. Best practice principles for coaching athletes with a disability	<ul style="list-style-type: none"> a. the <i>sport specific Coaches Code of Conduct</i> policy b. the Australian Coaching Council's <i>Coaches Code of Conduct</i> policy c. <i>sport and disability specific policies, eg, Anti doping policy, etc</i> d. Australian Sports Commission Harassment free sport policy e. Disability Discrimination Act, Federal and State legislation f. Practices and approaches such as those outlined in the Australian Coaching Council's <i>Coaching Athletes with a Disability: General Principles</i> manual
4. Best practice principles of the sport/activity	<p>refers to</p> <ul style="list-style-type: none"> a. the sport/activity's Coaches or Instructors <i>Code of Conduct</i> policy b. the Australian Coaching Council's <i>Coaches Code of Conduct</i> policy c. national activity organisation regulations and guidelines d. relevant national, state/territory or local government regulations and guidelines e. employer organisations policies and procedures f. the culture of the sport/activity g. accepted preventative practices adopted by self or peers to minimise safety hazards and risks in the same or similar situations h. current and past good practice demonstrated by self or peers in the same or similar situation
5. Classification systems	<ul style="list-style-type: none"> a. can be <ul style="list-style-type: none"> a.1 sport specific a.2 medically based b. classification systems that have 'usually' been developed by

	<p>International Sports Organisations for the Disabled to enable equitable competition among athletes with similar</p> <p>b.1 functional ability, or</p> <p>b.2 medical condition, or</p> <p>c. National or local organisations often modify or combine these classification groupings to enable competition at a local level</p>
6. Coaching/ instructional styles	<p>a. refers to the presentation style/s adopted by the instructor or coach to communicate with the client/athlete</p> <p>b. depending on the situation the coach or instructor should be able to incorporate a range of combinations of the following styles and/or any associated variations</p> <p>b.1 friendly and approachable while maintaining a 'professional distance'</p> <p>b.2 clear, precise and, if appropriate, directive regarding not-negotiable issues, eg, safety factors</p> <p>b.3 humorous when appropriate</p> <p>b.4 laissez faire or casual when appropriate</p> <p>b.5 organised and efficient</p> <p>b.6 a "critical friend"</p> <p>b.7 motivational and encouraging</p> <p>b.8 disciplinarian, including modification of undesirable behaviours in clients</p>
7. Communicate in a style appropriate to the athletes	<p>a. age</p> <p>b. preferred method of communication</p> <p>c. physical or cultural factors</p> <p>d. sensory or intellectual impairment, eg, vision or hearing loss</p>
8. Modifications and adjustments	<p>unlimited range of options such as</p> <p>a. modified games and variations including</p> <p>a.1 sitting on court, eg, seated volleyball for people with lower limb dysfunction</p> <p>a.2 reduced court dimensions</p> <p>a.3 rule modifications</p> <p>a.4 introduction of zones</p> <p>a.5 scoring modifications</p> <p>a.6 ball with a bell inside is rolled into the opponent's goal area, i.e. for athletes with vision impairment</p>
9. Factors that may affect the acquisition of skills by athletes with a disability	<p>a. previous experience and understanding</p> <p>a.1 athletes with acquired conditions may have developed an understanding of the movements and objectives of the activity prior to their injury or onset of their condition</p> <p>b. limited range of movement, which may result in the need to modify or adjust how the athlete performs the skill/s</p> <p>c. difficulty with interpreting the concept and or purpose of the skill in relation the overall sport</p> <p>d. inability to observe demonstrations or hear instructions which may require the adoption of non-traditional teaching methods, in relation to the culture of the sport, that use alternative senses and modalities</p>
10. Feedback	<p>a. can be</p> <p>a.1 verbal</p> <p>a.2 written</p> <p>a.3 visual, and/or</p> <p>a.4 tactile</p> <p>b. should be an information exchange between client and practitioner regarding treatment progress and their perceived well-being</p> <p>c. addresses</p> <p>c.1 agreed and evolving program objectives</p> <p>c.2 information pertinent to technical adjustments</p>

11. Functional ability	the athletes ability to a. see b. hear c. move d. interpret instructions e. interpret demonstrations
12. Monitoring	is through a. questioning and discussions before, during and after training sessions or competitions b. observations before, during and after training sessions or competitions c. cross-referencing with session and/or agreed program objectives, and/or d. ongoing functional assessments of skill performance, physical performance and athlete/client well-being as part of the formative evaluation of training program e. consultation with other personnel or specialists
13. Organisational health and safety requirements; safe and appropriate dress; and equipment	a. technical and personal equipment as outlined by the specific sport b. appropriate environmental safety considerations including b.1 safe playing area b.2 disability access b.3 protective equipment, eg, knee and elbow pads b.4 the sport specific <i>Coaches Code of Conduct</i> policy b.5 the Australian Coaching Council's <i>Coaches Code of Conduct</i> policy
14. Resources	may include a. human/physical b. equipment c. materials d. health and safety provisions e. indoor/outdoor facilities
15. Rules and regulations	a. current edition of the laws of the sport specific handbook along with the relevant disability specific rules and regulations
16. Sport specific assessment tools	sport specific approaches, based on sport specific knowledge, used by coaches to assess the skill and readiness of athletes to progress such as a. observation b. video analysis c. sport specific functional tests d. competitive performances
17. Support personnel	a. administrators b. other coach/es c. sports scientists d. sports medicine providers e. agents f. other health professionals g. parents/guardians h. other involved/appropriate personnel
18. Teaching methods	a. instructional or coaching approaches adopted by the instructor or coach to convey instructional content to the client/athlete b. depending on the situation the coach or instructor should be able to incorporate a range of combinations of the following approaches and/or any associated variations b.1 whole, part, whole approaches b.2 shaping approaches b.3 modelling approaches

- b.4 command and response approaches
- b.5 directive approaches through specific set tasks
- b.6 reciprocal or peer tutoring approaches
- b.7 feedback and refinement approaches
- b.8 guided discovery approaches (setting problems and allowing athletes to discover solutions), and/or
- b.9 experiential or problem solving approaches

Evidence Guide

CUSTOMISE COACHING TO INCLUDE ATHLETES WITH A DISABILITY

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge and ability to customise coaching to include athletes with a disability in a coaching setting</p> <p>b. Assessment of performance should be over a period of time covering all categories within the range of variable statements that are applicable in the learners environment</p> <p>c. In particular, assessment must confirm the ability to:</p> <p>c.1 Appreciate specific considerations that may be relevant to coaching Athletes with a Disability</p> <p>c.2 Assess the athlete's readiness to acquire and perform sport specific skill/s</p> <p>c.3 Identify preferred teaching methods and coaching styles to coach an athlete with a disability</p> <p>c.4 Conduct drills, activities and games to teach or develop the intermediate skills of athletes with a disability</p> <p>c.5 Review and adapt teaching methods and coaching styles</p> <p>c.6 Review and adapt coaching methods to improve effectiveness</p> <p>c.7 Observe a athlete and recognise when and how intervention should take place to improve individual skill performance</p> <p>c.8 Adapt sport specific knowledge to the specific needs of an athlete with a disability</p>
<p>2. Interdependent assessment of units</p>	<p>a. This unit must be assessed after or in conjunction with attainment of competency in the following unit(s):</p> <p>a.1 SRS COA 001A Operate in accord with accepted coaching practices, styles and legal and ethical responsibilities</p> <p>a.2 relevant sport specific coaching units of competency</p> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 Nil</p> <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):</p> <p>c.1 SRX CAI 004A Plan a sport and recreation session for clients</p> <p>c.2 SRS COA 002A Plan individualised training programs to improve skills</p> <p>c.3 SRS COA 003A Conduct, monitor and adjust an individualised program of training sessions to improve skills</p> <p>c.4 SRS COA 004A Evaluate, analyse and modify the conduct and outcomes of individualised training programs to improve skills</p> <p>c.5 SRS COA 005A Include special interest groups or people with special needs</p> <p>c.6 relevant sport specific coaching units of competency</p>
<p>3. Required knowledge and skills</p>	<p>a. Underpinning knowledge</p> <p>a.1 Knowledge of the intermediate skills relevant for the specific sport</p> <p>a.2 Knowledge of drills, activities and games to teach the intermediate skills of the specific sport</p> <p>a.3 Knowledge of the rules and regulations of the given sport</p> <p>a.4 Knowledge of the relevant modified rules and regulations of each sport and disability</p> <p>a.5 Knowledge of relevant equipment and safety requirements. This may include Occupational Health and Safety and legislative requirements for some sports</p> <p>a.6 Knowledge of the disability of the given athlete</p>

	<ul style="list-style-type: none"> a.7 Knowledge of assistive devices relevant for the given athlete b. Underpinning skills <ul style="list-style-type: none"> b.1 Skills used to apply the rules of the given sport, eg, movement, voice, use of technical aids, judgement, reporting b.2 Ability to provide demonstrations, ie, self, other athletes as models, brailing, videos b.3 The ability to implement effective coaching techniques in relation to the given sport and the specific needs of the athlete with a disability
4. Resource implications	<ul style="list-style-type: none"> a. Assessment of this competency requires access to genuine clients, ie, not the peers of the learner, sport/activity equipment and sport/activity facilities in a coaching setting b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5. Consistency in performance	<ul style="list-style-type: none"> a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to a coaching setting
6. Context for assessment	<ul style="list-style-type: none"> a. Competency must be demonstrated in real/actual coaching/instructional situations with genuine clients, ie, not the peers of the learner b. In cases where the learner does not have the opportunity to cover all relevant categories within the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	2	3	3	3	3

COMMUNITY RECREATION DEVELOPMENT

CRD

Contents

SRC CRD 005A	Apply the principles and issues of volunteering.....	1
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**SRC CRD 005A APPLY THE PRINCIPLES AND ISSUES OF
VOLUNTEERING**

CRD

Community recreation development

DESCRIPTION: This unit covers the skills and knowledge required to respond effectively to volunteers in a recreation organisation or environment.

ELEMENT	PERFORMANCE CRITERIA
1. Identify the issues in relation to <i>volunteers</i>	<ul style="list-style-type: none">a. The details of individual and group issues in relation to volunteers are identified through appropriate research and consultationb. Societal trends that impact on <i>volunteers</i> and <i>volunteering</i> are identified
2. Identify particular requirements of <i>volunteers</i> in a recreation organisation context	<ul style="list-style-type: none">a. Reasons why organisations involve <i>volunteers</i> in their operations are identifiedb. Appropriate <i>roles for volunteers</i> within an organisation or project are identified and documentedc. <i>Factors which affect the participation</i> of <i>volunteers</i> in recreation are identifiedd. <i>Motivations</i> of <i>volunteers</i> and <i>for volunteering</i> are determined
3. Respond to particular requirements of <i>volunteers</i> in a recreation organisation context	<ul style="list-style-type: none">a. Organisation policy is translated into procedures that address <i>factors affecting participation</i> and meet both organisation needs and <i>volunteer motivations</i>b. Lines of communication and information sharing are identifiedc. Suitable working conditions and resources are sourced to meet <i>volunteer job role</i> requirementsd. Record keeping systems are utilised for storage of <i>volunteer</i> records

Range of Variables

APPLY THE PRINCIPLES AND ISSUES OF VOLUNTEERING

VARIABLE STATEMENT	CATEGORIES
1. Factors which affect participation	<ul style="list-style-type: none"> a. cultural values b. extended family responsibilities c. religious belief d. ability to meet organisation needs of volunteer role e. disability f. level of literacy and numeracy g. transport h. confidence i. motivation for volunteering j. time available
2. Motivation for volunteering	<ul style="list-style-type: none"> a. socialisation b. enjoyment c. loyalty d. desire to do something different e. support of family members and/or friends f. meet new people g. break from routine h. sense of involvement i. learn new skills j. increased self esteem k. pathway to employment l. travel m. acknowledgment n. status
3. Role of volunteers	<ul style="list-style-type: none"> a. coach b. fundraiser c. instructor d. judge e. umpire f. referee g. administrator h. organiser i. leader j. catering k. team support l. management of events m. projects n. finance o. administration of facilities p. administration of equipment/uniforms q. assist with marketing/promotions r. technical assistance s. maintenance t. run events u. supervision of children v. activity leaders w. transport x. support person

- y. first aid
- z. medical staff

Evidence Guide

APPLY THE PRINCIPLES AND ISSUES OF VOLUNTEERING

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge of addressing volunteer issues and needs in the work environment</p> <p>b. Assessment of performance should be over a period of time covering all categories of all range of variables statements that are applicable in the learner's environment</p> <p>c. In particular, assessment must confirm the ability to:</p> <p>c.1 Ensure the learner's work practices and procedures address the requirements of the organisation's volunteers in accordance with organisation policy</p> <p>c.2 Distinguish between appropriate and inappropriate tasks for volunteers within an organisation</p> <p>c.3 Understand the motivational patterns of volunteers and address factors that may limit their contribution to the organisation</p>
<p>2. Interdependent assessment of units</p>	<p>a. This unit must be assessed after attainment of competency in the following unit(s):</p> <p>a.1 Nil</p> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 Nil</p> <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):</p> <p>c.1 Nil</p>
<p>3. Required knowledge and skills</p>	<p>a. Underpinning knowledge</p> <p>a.1 Anti-Discrimination and Equal Opportunity legislation</p> <p>a.2 Social, political, cultural, historical issues that affect volunteering</p> <p>a.3 Contribution made by volunteers to the sport and recreation industry</p> <p>a.4 Motivational patterns of volunteers</p> <p>b. Underpinning skills</p> <p>b.1 Written and verbal communication skills in order to effectively communicate with volunteers</p> <p>b.2 Ability to analyse and interpret information appropriate to determine strategies to overcome factors which affect the participation of volunteers</p> <p>b.3 Interpersonal skills in order to build rapport with volunteers</p>
<p>4. Resource implications</p>	<p>a. Assessment of this competency requires access to genuine volunteers, ie, not the peers of the learner, in a community recreation setting</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>
<p>5. Consistency in performance</p>	<p>a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment</p> <p>b. The candidate must be able to demonstrate competence in working with volunteers over a number of assessment situations and through a number of assessment tools</p>
<p>6. Context for assessment</p>	<p>a. Competency must be demonstrated in a real work environment</p> <p>b. In cases where the learner does not have the opportunity to cover all categories of the range of variables statements in the work</p>

- environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
- c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
 - d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	2	1	1	1

COMMUNITY RECREATION OPERATIONS

CRO

Contents

SRC CRO 007A Operate in accordance with accepted instructional practices, styles and legal and ethical responsibilities	1
SRC CRO 009A Conduct a recreation program for older persons.....	9

SRC CRO 007A OPERATE IN ACCORDANCE WITH ACCEPTED INSTRUCTIONAL PRACTICES, STYLES AND LEGAL AND ETHICAL RESPONSIBILITIES

CRO Community recreation operations

DESCRIPTION: This unit covers the application of instructional practices and styles necessary to operate in accord with the legal and ethical responsibility of an instructor. Personnel undertaking this unit would be instructing clients in a community recreation setting. This unit is based on SRS COA 001A but altered to suit the community recreation context.

ELEMENT	PERFORMANCE CRITERIA
1. Access ongoing professional development	<ul style="list-style-type: none"> a. Further education/training opportunities that will enhance the learner's professional development are researched and documented b. Professional development activities to enhance instruction skills and knowledge are accessed c. Ability to access ongoing instructor education resources and information is demonstrated
2. Operate in accordance with the legal responsibilities of a instructor	<ul style="list-style-type: none"> a. The legal responsibilities of an instructor are described and explained b. The legal responsibilities of an instructor are applied to the specific instructional situation, environment and client group c. The principles of risk management as they relate to an instructor are described and explained d. A risk management plan is developed and implemented for the specific instructional situation, environment and client group e. The principles of natural justice are described and explained
3. Operate in accordance with the ethical responsibilities of a instructor	<ul style="list-style-type: none"> a. The ethical responsibilities of an instructor in relation to rules, policies and regulations of their activity or organisation are determined b. The ethical responsibilities of an instructor in relation to rules, policies and regulations of the activity or organisation are implemented c. The principles of client confidentiality are implemented d. Best practice principles of the activity or organisation are implemented
4. Operate in accordance with accepted instructional practices	<ul style="list-style-type: none"> a. Session plans are developed prior to the conduct of each session b. Common instructional styles are identified c. Appropriateness and application of each of these instructional styles is explained and justified in relation to a particular activity, situation and/or client group d. The adopted instructional styles comply with best practice principles of the activity or organisation e. The responsibilities of a role model are explained and demonstrated

5. Working with colleagues and support personnel	<ul style="list-style-type: none">a. Communication is conducted in a way that engenders respect between all partiesb. Strategies for advancing an activity or organisation through working in a collaborative manner with colleagues and other support personnel are identified and pursuedc. Clear non-judgmental communication techniques are demonstrated
6. Develop a philosophy of instruction	<ul style="list-style-type: none">a. The appropriateness of activities are determined in relation to each client's stage of developmentb. Personal philosophies relating to winning/losing and holistic development of the client are articulated and justified in relation to particular situations and client groupsc. The role of the instructor in regard to required activity specific skills and knowledge are identified according to accepted practices and the culture of the activity

Range of Variables

OPERATE IN ACCORDANCE WITH ACCEPTED INSTRUCTIONAL PRACTICES, STYLES AND LEGAL AND ETHICAL RESPONSIBILITIES

VARIABLE STATEMENT	CATEGORIES
1. Activity specific skills	refers to skills specific to the activity which may include <ol style="list-style-type: none"> a. physical/motor skills b. tactical/mental skills c. a combination of physical and tactical, forming a sequence of skills
2. Best practice principles of the activity or organisation	refers to <ol style="list-style-type: none"> a. the activity's Coaches or Instructors <i>Code of Conduct</i> policy b. the Australian Coaching Council's <i>Coaches Code of Conduct</i> policy c. national activity organisation regulations and guidelines d. relevant national, state/territory or local government regulations and guidelines e. employer organisation's policies and procedures f. the culture of the activity g. accepted preventative practices adopted by self or peers to minimise safety hazards and risks in the same or similar situations h. current and past good practice demonstrated by self or peers in the same or similar situation
3. Client confidentiality	<ol style="list-style-type: none"> a. information regarding client status and/or well-being should not be passed on to other individuals without the permission of the client b. refer to best practice principles of the activity or organisation
4. Clients	<ol style="list-style-type: none"> a. experienced b. inexperienced c. adults d. children e. infants f. school or youth groups, tourists, club members and general public g. variety of cultural groups h. clients with specific requirements
5. Equipment	can include <ol style="list-style-type: none"> a. fixed pieces of apparatus for use by all clients b. individual equipment required by each client in order to undertake the activity, eg, kickboard c. personal protective or non-protective clothing or attire d. technical e. audio-visual f. safety
6. Ethical responsibilities	<ol style="list-style-type: none"> a. refers to behavioural requirements set down by various peak bodies which govern the way in which an instructor interacts with their client/s and conducts an instructional session b. incorporates <ol style="list-style-type: none"> b.1 harassment b.2 sexual harassment b.3 sexual abuse

	<ul style="list-style-type: none"> b.4 physical abuse b.5 client/instructor relationships b.6 cheating b.7 inclusive/non-discriminatory practices b.8 bullying b.9 child protection
<p>7. Information</p>	<ul style="list-style-type: none"> a. includes <ul style="list-style-type: none"> a.1 expectations and aspirations of clients a.2 numbers, ages and gender of clients a.3 previous experience and developmental stage of clients, their background, special requirements, available time, expectations or organisations a.4 activity national organisation codes and rules as they apply to the range of clients a.5 staff and financial resources a.6 cultural and political influences a.7 involvement and interest of parents a.8 details on time a.9 necessary equipment, clothing and footwear a.10 materials and provision a.11 precautions and other health and safety information b. is collected through <ul style="list-style-type: none"> b.1 activity specific performance tests b.2 physiological procedures profiling protocols b.3 psychological profiling procedures and protocols b.4 discussions b.5 observation c. sources include <ul style="list-style-type: none"> c.1 clients c.2 parents c.3 organisations c.4 recorded information d. is imparted <ul style="list-style-type: none"> d.1 through demonstrations and explanations d.2 through tactile input d.3 through self-exploration activity/ies, tasks or projects d.4 in writing d.5 verbally
<p>8. Instructional styles</p>	<ul style="list-style-type: none"> a. refers to the presentation style/s adopted by the instructor to communicate with the client b. depending on the situation the instructor should be able to incorporate a range of combinations of the following styles and/or any associated variations <ul style="list-style-type: none"> b.1 friendly and approachable while maintaining a 'professional distance' b.2 clear, precise and, if appropriate, directive regarding non-negotiable issues, eg, safety factors b.3 humorous when appropriate b.4 laissez faire, or casual, when appropriate b.5 organised and efficient b.6 a "critical friend" b.7 motivational and encouraging b.8 disciplinarian, including modification of undesirable behaviours in clients
<p>9. Legal responsibilities</p>	<p>refers to issues such as</p> <ul style="list-style-type: none"> a. duty of care b. negligence c. waivers and exclusion clauses d. insurance e. natural justice

	<ul style="list-style-type: none"> f. contract negotiations g. restraint of trade h. operating in accord with accepted Occupational Health and Safety standards i. complying with local, state and national government legislation and/or requirements
10. Natural justice	<ul style="list-style-type: none"> a. right of appeal b. right to an explanation, particularly in relation to <ul style="list-style-type: none"> b.1 selections b.2 suspensions c. notice of charges d. right to be heard e. act without bias
11. Philosophy of instruction	<ul style="list-style-type: none"> a. refers to a set of personal beliefs and practices associated with instruction in relation to issues where there is no clear cut rules, policies or regulations
12. Principles of risk management	<p>in relation to instruction, refers to issues such as</p> <ul style="list-style-type: none"> a. risk identification <ul style="list-style-type: none"> a.1 relevant activity specific safety requirements, including safety equipment a.2 Injury prevention a.3 first aid requirements, including cardio-pulmonary resuscitation and life saving skills required for aquatic activities a.4 hygiene requirements a.5 accident records and reporting a.6 medical conditions a.7 safety requirements for spectators and competition b. risk assessment <ul style="list-style-type: none"> b.1 supervision requirements/ratios b.2 medical clearances b.3 manageable risks b.4 emergency plan
13. Resources	<p>include</p> <ul style="list-style-type: none"> a. human b. Physical c. equipment d. materials e. health and safety provisions f. indoor facilities g. outdoor facilities h. provisions for sessions i. supporting material j. grants and/or sponsorship
14. Responsibilities as a role model	<ul style="list-style-type: none"> a. clients b. spectators c. parents d. administrators e. colleagues f. other support personnel
15. Risk management plan	<p>refers to a plan of action to reduce the risks associated with the particular activity and assist the instructor to reduce the chance of breaching their duty of care; it includes</p> <ul style="list-style-type: none"> a. risk identification b. risk assessment c. design of risk elimination or reduction plan d. implementation of the plan

	<ul style="list-style-type: none"> e. constant evaluation and modification of the plan
16. Rules, policies and regulations	<p>refers to</p> <ul style="list-style-type: none"> a. current edition of the relevant national activity organisation's rules b. national activity organisation's rules, policies and procedures regarding competent and ethical instructing, dress requirements and protocols, health and safety and other values underpinning the activity c. current edition of the relevant recreation organisation's rules
17. Session plan	<p>should include</p> <ul style="list-style-type: none"> a. aim of the session b. sequence of tasks and activities designed to meet the session aim c. tasks and activities to match client needs and abilities d. resources required to conduct the session
18. Support personnel	<ul style="list-style-type: none"> a. administrators/managers b. other coaches or instructors c. assistants d. attendants e. other health professionals f. parents/guardians g. other involved/appropriate personnel

Evidence Guide

OPERATE IN ACCORDANCE WITH ACCEPTED INSTRUCTIONAL PRACTICES, STYLES AND LEGAL AND ETHICAL RESPONSIBILITIES

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm the knowledge of accepted practices, styles and ethics of instruction and the ability to explain, justify and operate in accordance with them b. Assessment of performance should be over a period of time covering all categories within the range of variables statements that are applicable in the learner's environment c. In particular, assessment must confirm the ability to: <ul style="list-style-type: none"> c.1 Access ongoing professional development c.2 Operate in accordance with the legal responsibilities of an instructor c.3 Operate in accordance with the ethical responsibilities of an instructor c.4 Work with colleagues and other support personnel c.5 Identify, explain and justify common styles of instruction in relation to particular situations and client groups c.6 Determine the appropriateness of activities in relation to each client's stage of development c.7 Develop session plans that select and sequence tasks or activities to meet both the session aim and the client's needs c.8 Articulate and justify personal philosophies relating to winning/losing and holistic development of the client in relation to particular situations and client groups c.9 Implement the best practice principles of the activity
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit must be assessed after or in conjunction with the attainment of competency in the following unit(s): <ul style="list-style-type: none"> a.1 Nil b. This unit must be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> b.1 Nil c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> c.1 Nil
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Underpinning knowledge <ul style="list-style-type: none"> a.1 Relevant activity specific knowledge to instruct the skills being included in the session or program a.2 Fundamental principles of group management a.3 Fundamental principles of growth and development a.4 Learning styles a.5 Principles of risk management a.6 Principles of lesson plans a.7 Instructional styles and responsibilities a.8 Legislation relevant to instructors a.9 Organisation policies and procedures related to instructors b. Underpinning skills <ul style="list-style-type: none"> b.1 Ability to communicate effectively in order to pass on appropriate information to clients in regard to responsibilities as an instructor b.2 Ability to convey and interpret information in order to effectively receive information and pass this on to clients in a manner that is correct and applicable

	<ul style="list-style-type: none"> b.3 Adequate numeracy and literacy skills in order to effectively and efficiently receive and convey information relevant to clients b.4 Planning skills to develop session plans that meet organisation/instructor aims and match client needs and abilities b.5 Ability to conduct basic risk assessment and implement a risk management plan for the specific instructional situation/environment b.6 Supervision and group control skills to manage a group of clients in an instructional situation/environment b.7 Ability to organise resources and equipment appropriate to the session and/or activity
4. Resource implications	<ul style="list-style-type: none"> a. Assessment of this competency requires access to genuine clients, ie, not the peers of the learner, recreation equipment and recreation facilities in an instructional setting b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5. Consistency in performance	<ul style="list-style-type: none"> a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to an instructional setting, ie, at all times throughout training and the assessment process
6. Context for assessment	<ul style="list-style-type: none"> a. Competency must be demonstrated in real/actual instructional situations with genuine clients, ie, not the peers of the learner, b. In cases where the learner does not have the opportunity to cover all relevant categories within the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	3	1	2	1

SRC CRO 009A CONDUCT A RECREATION PROGRAM FOR OLDER PERSONS

CRO Community recreation operations

DESCRIPTION: This unit covers the skills and knowledge necessary to conduct a recreation program consisting of a range of suitable physical recreation activities for older persons.

ELEMENT	PERFORMANCE CRITERIA
<p>1. Prepare for recreation program</p>	<p>a. Older person's status and condition is assessed as suitable for participation in the recreation program prior to commencement</p> <p>b. The range of activities to be utilised in the recreation program is determined in conjunction with clients</p> <p>c. Resources required for the recreation program are identified and sourced prior to commencement</p>
<p>2. Establish effective communication</p>	<p>a. Instructions are communicated in a manner suitable to the older person and are clear, accurate and contain all relevant information</p> <p>b. Older persons are encouraged to seek clarification of information when necessary</p> <p>c. Feedback on activity technique and correct usage of equipment is communicated to the older persons at an appropriate time</p>
<p>3. Assist the older person to meet physical welfare and social needs through a recreation program</p>	<p>a. Older person's self esteem and confidence are fostered</p> <p>b. The recreation program is modified, where necessary, based on an assessment of the conditions, older person's status, facilities and equipment</p> <p>c. Activities within the recreation program are conducted at a level and pace to suit the capabilities of individuals and/or the group</p> <p>d. Activities within the recreation program are selected to take into account the structural and functional alterations to the human body as a result of the ageing process</p> <p>e. Activities within the recreation program are selected to take into account the social interaction needs of older persons</p> <p>f. Assistance with the provision and use of aids is provided as appropriate</p> <p>g. Older persons are briefed on safe and responsible behaviour and are made aware of rules, codes, organisational/health and safety requirements, restrictions and the need to minimise damage to equipment and the environment</p> <p>h. Older persons are "warmed up" through the use of safe and appropriate exercises relevant to the proposed activity or session</p> <p>i. Appropriate techniques are utilised to motivate clients to maintain an appropriate work rate</p> <p>j. Advice on general recreation issues concerning older persons is provided in response to enquiries from participants</p> <p>k. Sufficient time is allocated for "cooling down" and discussions with older persons</p> <p>l. Issued equipment is collected and checked for damage and wear</p> <p>m. Older persons are given the opportunity to provide feedback and identify further needs</p>

Range of Variables

CONDUCT A RECREATION PROGRAM FOR OLDER PERSONS

VARIABLE STATEMENT	CATEGORIES
1. Communication strategies	a. verbal b. modelling/demonstration of activities/movements c. hand/arm signals
2. Emotional well-being	a. feelings b. state of mind c. perception of risk d. self-esteem e. self confidence
3. Feedback may be qualitative and quantitative	a. evaluation forms b. asking people c. numbers d. surveys e. complaints f. reaction g. feedback from staff h. financial information
4. Older persons	a. frail b. moderately active
5. Program	a. a sequence of individual sessions running sequentially or simultaneously, for individuals or groups in which the extent of instruction covers that which is required to allow the client to participate safely and effectively to maintain physical well being b. does not include movements, tasks and activities with the aim of physical skill enhancement in order to perform competitively
6. Range of activities	should include a variety of drills, tasks, games, exercises and activities to facilitate physical well being of the older person in the following areas a. stretching b. strengthening c. back care d. balance e. mobility f. posture g. coordination
7. Resources	a. staff b. equipment c. venues/facilities d. paperwork e. transport and logistical arrangements f. funds g. music

<p>8. Session</p>	<ul style="list-style-type: none"> a. a selection of tasks, games, activities or exercises in which the extent of instruction is to allow the older person to participate safely and effectively b. may be a component of a sequenced recreation program of individual activities c. does not include movements, tasks and activities with the aim of skill development or enhancement in order to perform competitively d. of up to a day's duration, ie, no overnight component
<p>9. Status</p>	<p>may vary according to</p> <ul style="list-style-type: none"> a. impact of medication/pharmaceuticals b. chronological age c. physiological age d. disability e. cultural issues f. psychological condition g. social state h. special needs and considerations such as <ul style="list-style-type: none"> h.1 arthritis h.2 osteoporosis h.3 dementia h.4 diabetes h.5 orthopaedic h.6 continence issues h.7 cardiorespiratory h.8 medications h.9 neurological conditions h.10 musculoskeletal conditions
<p>10. Work environment</p>	<p>varies with respect to</p> <ul style="list-style-type: none"> a. size of the organisation b. location c. organisational structure d. nature of the program/s provided e. availability of resources and technology

Evidence Guide

CONDUCT A RECREATION PROGRAM FOR OLDER PERSONS

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge of the factors influencing the conduct of a recreation program for older persons</p> <p>b. Assessment of performance should be over a period of time covering all relevant categories within the range of variables statements that are applicable in the learner's work environment</p> <p>c. In particular, assessment must confirm the ability to:</p> <p>c.1 Determine the range of safe and suitable physical activities and exercises for older persons, both frail and moderately active</p> <p>c.2 Instruct older persons in the correct technique/guidelines for undertaking physical activities and improving functional ability</p> <p>c.3 Confirm prior screening of older persons prior to participation in a recreation program</p> <p>c.4 Provide older persons with appropriate advice on recreation issues within the confines of the program</p>
<p>2. Interdependent assessment of units</p>	<p>a. This unit must be assessed after attainment of competency in the following unit(s):</p> <p>a.1 SRC CRO 007A Operate in accordance with accepted instructional practices, styles and legal and ethical responsibilities</p> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 Nil</p> <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):</p> <p>c.1 Nil</p>
<p>3. Required knowledge and skills</p>	<p>a. Underpinning knowledge</p> <p>a.1 Ageing process and the limitations and abilities of older persons</p> <p>a.2 Awareness of screening of older persons for entry into recreation programs</p> <p>a.3 Precautions for older persons in recreation programs</p> <p>a.4 Stretching and mobility exercises and activities for older persons</p> <p>a.5 Strengthening exercises and activities for older persons</p> <p>a.6 Posture, back care and coordination exercises and activities for older persons</p> <p>a.7 Chair based, floor work and balance exercises and activities for older persons</p> <p>a.8 Occupational Health and Safety legislation relevant to the provision of recreation services</p> <p>a.9 Use of music in activity programs</p> <p>a.10 Special needs, conditions and considerations of older persons</p> <p>b. Underpinning skills</p> <p>b.1 Monitoring of physical activity within the confines of the recreation program</p> <p>b.2 Organisational skills to coordinate resources necessary to conduct a recreation program</p> <p>b.3 Communication skills to provide instructions to facilitate the participation of older persons in recreation programs</p> <p>b.4 Selection and instruction of an appropriate range of activities and exercises for older persons</p> <p>b.5 Modifying activities for risk minimisation to older persons participating in recreation programs</p>

4. Resource implications	<ul style="list-style-type: none"> a. Assessment of this competency requires access to older persons to conduct a recreation program b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5. Consistency in performance	<ul style="list-style-type: none"> a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
6. Context for assessment	<ul style="list-style-type: none"> a. Competency must be demonstrated in a real work environment b. In cases where the learner does not have the opportunity to cover all categories of administration, new circumstances and resources and any categories from the remaining range of variables statements that are applicable in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	2	-	2	1

FITNESS

FIT

Contents

SRF FIT 001A	Provide orientation to clients prior to undertaking a fitness program	1
SRF FIT 002A	Apply basic exercise science to fitness activities	6
SRF FIT 003A	Undertake client induction and screening	12
SRF FIT 004A	Develop basic fitness programs	17
SRF FIT 005A	Apply basic exercise science to exercise instruction	23
SRF FIT 006A	Use and maintain core fitness industry equipment	30
SRF FIT 007A	Undertake advanced exercise planning and programming	35
SRF FIT 008A	Utilise a broad knowledge of exercise science in exercise planning, programming and instruction	41
SRF FIT 009A	Undertake postural screening and appraisal	49
SRF FIT 010A	Utilise a broad range of fitness equipment.....	55
SRF FIT 011A	Provide exercise for fitness industry clients with special requirements.....	61
SRF FIT 012A	Utilise an understanding of motivational psychology with fitness clients	66
SRF FIT 013A	Provide information and exercise related to nutrition and bodyfat.....	71

SRF FIT 001A

PROVIDE ORIENTATION TO CLIENTS PRIOR TO UNDERTAKING A FITNESS PROGRAM

FIT

Fitness

DESCRIPTION: This unit develops the knowledge and skills to identify clients' general fitness requirements, provide a basic screening form to clients, and advise client on fitness facilities and services.

ELEMENT	PERFORMANCE CRITERIA
1. Establish rapport with <i>client</i>	a. <i>Client</i> is greeted in a friendly and courteous manner b. The general service the client wishes to access is established
2. Identify general <i>client</i> fitness requirements	a. The requirements and expectations of <i>clients</i> are assessed b. The available services and facilities relevant to the client's wishes are explained c. The <i>client</i> is advised on activities to meet identified needs
3. Advise <i>client</i> on the benefits and procedures of fitness appraisal and exercise prescription	a. The specific benefits of the fitness activities relevant to the needs of the <i>client</i> are explained b. The benefits of a fitness appraisal and exercise program are advised to the <i>client</i> c. An <i>appointment</i> for an appraisal or programming session is made, if required
4. Deliver and process a basic health screening questionnaire	a. The benefits of a pre-exercise <i>health screening</i> is briefly explained b. An industry standard <i>health screening</i> questionnaire is administered c. The <i>health screening</i> questionnaire is reviewed d. The <i>procedure</i> to be followed before commencing an exercise program when there are health concerns is explained to the client e. Information on the exercise program the client has selected is provided to them f. The <i>client</i> is booked in for an <i>appointment</i> with an instructor if an appraisal or program is required g. Health concerns are reported to a supervisor and/or instructor, if required h. The <i>screening</i> questionnaire is <i>processed</i> and/or filed

Range of Variables

PROVIDE ORIENTATION TO CLIENTS PRIOR TO UNDERTAKING A FITNESS PROGRAM

VARIABLE STATEMENT	CATEGORIES
1. Appointment	<ul style="list-style-type: none"> a. the appointment is booked, with the following details entered <ul style="list-style-type: none"> a.1 date a.2 time a.3 client's name a.4 purpose of appointment a.5 name of instructor b. the client is provided with an appointment card with the following details <ul style="list-style-type: none"> b.1 name of client b.2 date b.3 time b.4 purpose of appointment b.5 name of instructor
2. Basic health screening	<ul style="list-style-type: none"> a. advise a client of the appropriate action, normally a visit to a medical practitioner, when <ul style="list-style-type: none"> a.1 an existing medical condition is identified a.2 an injury is identified or a.3 a client is taking prescribed medications b. the client would normally be advised by the medical practitioner of the guidelines for participation in fitness industry activities, and take these guidelines to a suitably credentialled allied health professional
3. Client	<ul style="list-style-type: none"> a. screened b. adult
4. General	<ul style="list-style-type: none"> a. the client's fitness experience b. whether the client has previously undertaken a screening questionnaire c. the client's fitness goals
5. Procedures	<ul style="list-style-type: none"> a. where a client has not previously undertaken a fitness appraisal or had a prescribed program <ul style="list-style-type: none"> a.1 advise the client of the benefits and need for completing a health screening questionnaire a.2 advise a client of the appropriate action when an existing medical condition or injury is identified, or when a client is taking prescribed medications b. where a client has recently been assessed and programmed <ul style="list-style-type: none"> b.1 advise the client of the most appropriate facilities and services relevant to their fitness goals and current level of fitness
6. Process	<ul style="list-style-type: none"> a. the client completes a screening questionnaire <ul style="list-style-type: none"> a.1 oral a.2 written b. staff review the client responses and take appropriate action c. staff take reasonable measures to make services and facilities available in a non-discriminatory way

7. Rapport	a. formal a.1 provide written information on the organisation's facility, products, and services a.2 place the client in a comfortable position a.3 place yourself in a position with clear access to the client and any materials required b. informal b.1 provide a friendly and courteous greeting b.2 introduce yourself and your position to the client
8. Reporting procedure	may include a. timeframes for reports b. regular reports c. one-off reports
9. Strategies to meet client requirements	a. modifications to current services and resources b. additions to services and resources c. potential problems and solutions d. monitoring services and resources e. upgrading services and resources

Evidence Guide

PROVIDE ORIENTATION TO CLIENTS PRIOR TO UNDERTAKING A FITNESS PROGRAM

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge of the processes involved in developing rapport with clients, identification of client requirements, understanding of the nature of the fitness services offered by an enterprise, referring a client to a particular service, and reviewing and processing a basic screening questionnaire b. Assessment of performance should be over a period of time covering all categories of client, client requirements and strategies from within the range of variables statements and any categories of formal and informal assessment/monitoring that are applicable in the learners work environment c. In particular, assessment must confirm the ability to: <ul style="list-style-type: none"> c.1 Accurately assess client requirements c.2 Develop appropriate strategies to maintain communication with clients and address their requirements c.3 Quickly and accurately complete and review a screening questionnaire c.4 Match client needs with available services
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit must be assessed after attainment of competency in the following unit(s): <ul style="list-style-type: none"> a.1 SRX CLS 002A Deliver service to clients b. This unit must be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> b.1 Nil c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> c.1 Nil
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Underpinning knowledge <ul style="list-style-type: none"> a.1 Sources of information on client needs and expectations a.2 Processes to determine needs and expectations of clients and changes in client base and requirements a.3 Understanding of the content of basic health screening questionnaires and the process of referral if required a.4 Ability to provide the client with details of their appointment b. Underpinning skills <ul style="list-style-type: none"> b.1 Research skills to determine client needs and future requirements b.2 Planning skills to determine resourcing requirements to meet identified needs b.3 Communication skills to enable consultation with internal and external clients b.4 Problem solving in order to resolve issues with respect to client service and/or resourcing b.5 Numeracy skills to conduct statistical analysis of research b.6 Literacy skills to enable production of reports and recommendations
4. Resource implications	<ul style="list-style-type: none"> a. Assessment of this competency requires access to a work environment with clients b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines

5. Consistency in performance	a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
6. Context for assessment	<p>a. Competency must be demonstrated in a real work environment</p> <p>b. In cases where the learner does not have the opportunity to cover all categories of client, client requirement and strategy from within the range of variables statements and any relevant categories of formal and informal assessment/monitoring in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on “What if?” scenarios</p> <p>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</p> <p>d. Where performance is not directly observed and/or is required to be demonstrated over a “period of time” and/or in a “number of locations”, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</p>

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	2	3	2	2	2	2

SRF FIT 002A

APPLY BASIC EXERCISE SCIENCE TO FITNESS ACTIVITIES

FIT

Fitness

DESCRIPTION: This unit develops skills to apply the basic principles of exercise science to fitness activities within the fitness industry.

ELEMENT	PERFORMANCE CRITERIA
1. Apply basic exercise science to fitness activities	<ul style="list-style-type: none">a. The components of fitness and the structure and function of body systems are applied to common fitness activitiesb. The basic physiological responses to exercise are measured in a range of people during fitness activitiesc. The results of a screening and fitness appraisal are discussed with a supervisord. The results of the fitness appraisal are used to develop a basic personal exercise plan which is approved by a supervisore. A basic fitness program for use in a weights gym is developed for application in a commercial fitness centre and is undertaken in consultation with a supervisorf. A basic range of group fitness skills are applied in both commercial and community fitness settingsg. Further fitness appraisals are arranged with a supervisor, in order to monitor personal fitness changes as a result of undertaking long-term weights gym and group fitness class programs
2. Report on the fitness outcomes	<ul style="list-style-type: none">a. Movement terminology is used when describing exercises and movement and discussing personal fitness programs with a supervisorb. A report on the application of exercise science to fitness and personal fitness adaptations and responses is provided to the appropriate supervisor

Range of Variables

APPLY BASIC EXERCISE SCIENCE TO FITNESS ACTIVITIES

VARIABLE STATEMENT	CATEGORIES
1. Basic physiological responses	<ul style="list-style-type: none"> a. heart rate b. blood pressure c. body temperature d. fatigue
2. Basic range of group fitness skills	<ul style="list-style-type: none"> a. good form and posture b. ability to follow the directions and cueing of the instructor c. ability to stay on the beat in classes with music d. fitness to maintain the intensity of the activity
3. Body systems	<ul style="list-style-type: none"> a. musculoskeletal system b. joints <ul style="list-style-type: none"> b.1 types b.2 structure b.3 function in exercise b.4 ligaments c. muscles <ul style="list-style-type: none"> c.1 structure c.2 function in exercise c.3 connective tissue <ul style="list-style-type: none"> c.3.1 fascia c.3.2 tendons c.4 types <ul style="list-style-type: none"> c.4.1 involuntary c.4.2 cardiac c.4.3 skeletal c.5 major prime moving muscles <ul style="list-style-type: none"> c.5.1 origin c.5.2 insertion c.5.3 prime moving role d. nervous system <ul style="list-style-type: none"> d.1 structure d.2 function in exercise d.3 proprioception e. cardiovascular system <ul style="list-style-type: none"> e.1 structure e.2 function in exercise f. respiratory system <ul style="list-style-type: none"> f.1 structure f.2 function in exercise g. digestive system <ul style="list-style-type: none"> g.1 structure g.2 function in exercise h. urinary system <ul style="list-style-type: none"> h.1 structure h.2 function in exercise i. lymphatic system <ul style="list-style-type: none"> i.1 structure i.2 function in exercise

4. Components of fitness	<ul style="list-style-type: none"> a. aerobic endurance b. anaerobic endurance c. strength d. power e. reflexes f. flexibility g. mobility h. agility i. coordination j. balance k. activity specific (skill)
5. Exercise plan	<p>may include</p> <ul style="list-style-type: none"> a. personal details of the learner b. fitness goals, such as but not limited to strength, flexibility, aerobic endurance, muscle endurance and power c. exercise types that reflect goals and preferences d. intensities that reflect current fitness levels and suggested monitoring methods e. frequencies and duration's for each type of exercise on a weekly basis f. a diary showing current commitments and times dedicated to fitness activities
6. Fitness appraisal	<ul style="list-style-type: none"> a. height b. weight c. body mass index d. girths e. waist/hip ratio f. body fat <ul style="list-style-type: none"> f.1 skinfold thickness f.2 electronic g. heart rate response to submaximal workloads h. strength i. flexibility
7. Fitness program	<ul style="list-style-type: none"> a. an exercise plan is developed in consultation with fitness instructor or fitness trainer <ul style="list-style-type: none"> a.1 preparation, conditioning, recovery and adaptation phases appropriate to personal goals and fitness a.2 specific exercises a.3 loadings a.4 equipment details b. programs are developed and implemented in a commercial fitness environment <ul style="list-style-type: none"> b.1 an aerobic/cardio fitness program <ul style="list-style-type: none"> b.1.1 electronic b.1.2 air braked b.2 a muscle endurance program using resistance machines <ul style="list-style-type: none"> b.2.1 hydraulic b.2.2 pin loaded b.3 a strength program using free weights <ul style="list-style-type: none"> b.3.1 barbells b.3.2 dumbbells b.3.3 benches b.3.4 racks b.4 a muscle flexibility and stretching program
8. Group fitness classes	<p>may include</p> <ul style="list-style-type: none"> a. aqua fitness b. aerobics c. step d. spin e. bars

9. Movement terminology	<ul style="list-style-type: none"> a. planes of movement <ul style="list-style-type: none"> a.1 frontal a.2 lateral a.3 horizontal b. levers types c. movement description <ul style="list-style-type: none"> c.1 flexion c.2 extension c.3 adduction c.4 abduction c.5 rotation c.6 circumduction c.7 pronation c.8 supination d. correct muscle names
10. Range of people	<ul style="list-style-type: none"> a. screened, with no identified health risks b. a range of <ul style="list-style-type: none"> b.1 ages that reflect normal fitness participants b.2 males and females b.3 fitness levels b.4 experience levels in fitness activities
11. Report	<ul style="list-style-type: none"> a. written b. content <ul style="list-style-type: none"> b.1 satisfaction with the fitness industry facilities b.2 satisfaction with fitness industry services <ul style="list-style-type: none"> b.2.1 induction and administration b.2.2 appraisal b.2.3 instruction b.2.4 motivation b.3 personal effectiveness of the fitness plan and exercise programs b.4 monitoring and recording of personal physiological responses to the various fitness activities b.5 changes in personal components of fitness as an adaptation to the fitness programs, demonstrated through <ul style="list-style-type: none"> b.5.1 program record cards b.5.2 comparisons of fitness appraisals b.6 personal goal achievement
12. Screening	<ul style="list-style-type: none"> a. medical conditions b. injuries c. medication d. recommendation for a visit to a medical doctor
13. Supervisor	<ul style="list-style-type: none"> a. competent instructor b. registered fitness instructor

Evidence Guide

APPLY BASIC EXERCISE SCIENCE TO FITNESS ACTIVITIES

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge of the processes involved in understanding and measuring the physiological responses to exercise in the fitness industry in a range of settings, the structure and function of the human body as it relates to exercise, skill in participating in a range of fitness industry activities, and skilled use of common fitness industry equipment</p> <p>b. Assessment of performance should be over a period of time covering strategies from within the range of variables statements and any categories of formal and informal assessment/monitoring that are applicable in the learners work environment</p> <p>c. In particular, assessment must confirm the ability to:</p> <p>c.1 Objectively monitor and record physiological responses to exercise of various types</p> <p>c.2 Shadow an instructor in a range of group fitness classes</p> <p>c.3 Develop and follow a long term exercise program in a weights gym using a range of fitness industry equipment</p> <p>c.4 Use appropriate exercise science and fitness industry terminology</p>
<p>2. Interdependent assessment of units</p>	<p>a. This unit must be assessed after attainment of competency in the following unit(s):</p> <p>a.1 Nil</p> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 Nil</p> <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):</p> <p>c.1 SRF FIT 001A Provide orientation to clients prior to undertaking a fitness program</p>
<p>3. Required knowledge and skills</p>	<p>a. Underpinning knowledge</p> <p>a.1 Nil</p> <p>b. Underpinning skills</p> <p>b.1 Nil</p>
<p>4. Resource implications</p>	<p>a. Assessment of this competency requires access to a work environment with clients</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>
<p>5. Consistency in performance</p>	<p>a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment</p>
<p>6. Context for assessment</p>	<p>a. Competency must be demonstrated in a real work environment</p> <p>b. In cases where the learner does not have the opportunity to cover all categories of strategies from within the range of variables statements and any relevant categories of formal and informal assessment/monitoring in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</p> <p>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</p>

- d. Where performance is not directly observed and/or is required to be demonstrated over a “period of time” and/or in a “number of locations”, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	2	3	2	2	2	2

SRF FIT 003A UNDERTAKE CLIENT INDUCTION AND SCREENING

FIT

Fitness

DESCRIPTION: This unit prepares an instructor to take a client through a process of screening, a discussion of fitness goals, and a basic fitness appraisal in preparation for writing a fitness program.

ELEMENT	PERFORMANCE CRITERIA
<p>1. Conduct a pre-test screening procedure to identify whether a medical appointment should be recommended to clients</p>	<p>a. A basic screening interview, using an industry standard fitness screening tool is conducted</p> <p>b. If the client reports no current injuries, no medical conditions, or that they are not taking any prescribed medication, they are directed to a fitness appraisal</p> <p>c. If the client has current injuries, a medical condition, or if they are taking any prescribed medication/s, recommend to the client that they make an appointment with a medical practitioner</p> <p>d. The process of screening and appraisal does not threaten the client</p> <p>e. The process of screening and appraisal and, their relevance to the development of an individualised exercise program is understood by the client</p> <p>f. Client confidentiality and privacy is assured</p>
<p>2. Determine the fitness goals and current physical activity patterns of clients</p>	<p>a. The perceived benefits clients see themselves deriving from exercise programs are determined</p> <p>b. The client's fitness goals are recorded</p> <p>c. The client's current fitness and lifestyle activities are discussed and recorded</p> <p>d. Basic information on the impact of poor lifestyle behaviours on health and fitness are provided to the client</p> <p>e. The client's short term and long term goals are developed</p> <p>f. The fitness goals are related to products and services available in the fitness industry</p> <p>g. Recommendations to the client on the likelihood of adherence and techniques that may increase their adherence to exercise are made</p>
<p>3. Motivate and encourage clients to adhere to exercise programs</p>	<p>a. The clients habits, lifestyle, family situation, likes and dislikes, and individual personality differences which might be relevant to the prescription of an appropriate exercise program are discussed</p> <p>b. The physical and the psychological characteristics that apply to each stage of fitness are determined</p> <p>c. Clients are directed to understand and change their behaviours to overcome their own barriers to the continuation of an exercise program</p> <p>d. The steps involved in establishing a behavioural change that results in long term adherence to an exercise program are identified</p>
<p>4. Conduct a basic fitness appraisal</p>	<p>a. Appropriate, valid and reliable basic fitness appraisals, based on the clients fitness goals and current fitness capacity are chosen</p> <p>b. Basic fitness appraisals are conducted ensuring the safety of the client</p> <p>c. The results of the fitness appraisals are explained to a client</p> <p>d. Recommendations for a safe program for the client, according to their desired outcomes and demonstrated ability level are recorded</p>

5. Interpret and apply the results of a basic fitness appraisal to the fitness program for a client	<ul style="list-style-type: none">a. Describe to the client how their fitness appraisal results can be applied to a fitness programb. The client's health and injury status, including recommendations from a medical practitioner, health professional or physiotherapist, are considered when developing an exercise programc. The client's demonstrated level of fitness is considered when developing an exercise programd. A client profile that can be used to write an individualised, safe and effective fitness program is developed
6. Motivate the client	<ul style="list-style-type: none">a. The client is motivated and enthused after a basic screening and fitness appraisalb. The clients level of commitment to behavioural strategies is determined and a behavioural contract is established

Range of Variables

UNDERTAKE CLIENT INDUCTION AND SCREENING

VARIABLE STATEMENT	CATEGORIES
1. Client	<ul style="list-style-type: none"> a. experienced or inexperienced b. adults c. screened
2. Fitness screening	<ul style="list-style-type: none"> a. questionnaire b. interview c. clearance letter from a physician, physiotherapist, or other medical professional
3. Fitness appraisal	<p>a basic sub maximal appraisal of fitness capacity, which may include parameters such as</p> <ul style="list-style-type: none"> a. cardio-vascular response <ul style="list-style-type: none"> a.1 heart rate, such as tri-level aerobic response a.2 blood pressure b. range of movement c. strength d. anthropometric, such as <ul style="list-style-type: none"> d.1 girth measurements d.2 skinfolds
4. Fitness goals	<ul style="list-style-type: none"> a. physical b. mental c. social d. spiritual
5. Fitness program	<p>a listing of exercise for a specific client, to include</p> <ul style="list-style-type: none"> a. motivational strategies for a client b. realistic goals c. a program structure, such as preparation phase, conditioning phase, recovery phase, and adaptation phase d. specific exercises e. expected outcomes f. a professional presentation
6. Perceived benefits	<ul style="list-style-type: none"> a. cosmetic b. health c. social/recreational d. athletic
7. Stages of fitness	<p>the appropriate form of motivation is used at each level of experience of a client</p> <ul style="list-style-type: none"> a. beginner b. relatively fit c. advanced

Evidence Guide

UNDERTAKE CLIENT INDUCTION AND SCREENING

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge of fitness screening and assessment in the work environment</p> <p>b. Assessment of performance should be over a period of time covering all categories of the range of variable statements that are applicable in the learners environment</p> <p>c. In particular, assessment must confirm the ability to:</p> <p>c.1 Work effectively with a range of clients based on gender, age, physical capacity, fitness goals and level of motivation</p> <p>c.2 Make effective recommendations to a client that they make an appointment with a medical practitioner</p> <p>c.3 Utilise a range of fitness assessments based on the fitness goals and physical capacity of the client</p>
<p>2. Interdependent assessment of units</p>	<p>a. This unit must be assessed after attainment of competency in the following unit(s):</p> <p>a.1 SRF FIT 001A Provide orientation to clients prior to undertaking a fitness program</p> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 SRF FIT 004A Develop basic fitness programs</p> <p>b.2 SRF FIT 005A Apply basic exercise science to exercise instruction</p> <p>b. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):</p> <p>c.1 SRF FIT 006A Use and maintain core fitness industry equipment</p>
<p>3. Required knowledge and skills</p>	<p>a. Underpinning knowledge</p> <p>a.1 Nil</p> <p>b. Underpinning skills</p> <p>b.1 Ability to apply written and oral communication skills effectively with a range of new fitness industry clients on issues directly related to the commencement of a fitness program</p>
<p>4. Resource implications</p>	<p>a. Assessment of this competency requires access to industry standard screening tool(s), fitness centre, fitness assessment equipment and a representative range of industry clients</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>
<p>5. Consistency in performance</p>	<p>a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment</p>
<p>6. Context for assessment</p>	<p>a. Competency must be demonstrated in a real work environment</p> <p>b. In cases where the learner does not have the opportunity to cover all categories of the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</p> <p>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</p> <p>d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations",</p>

any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	2	3	2	2	3

SRF FIT 004A DEVELOP BASIC FITNESS PROGRAMS

FIT

Fitness

DESCRIPTION: This unit covers the knowledge, skills and motivation needed to develop basic fitness programs for fitness industry clients.

ELEMENT	PERFORMANCE CRITERIA
<p>1. Gather pre-programming information, including a <i>client's</i> current <i>fitness level</i></p>	<p>a. A <i>client's</i> fitness level is identified from their fitness screening and appraisal</p> <p>b. A range of exercises to target specific fitness components are identified</p> <p>c. Factors that will effect a <i>client's</i> ability to perform in an exercise program are identified</p> <p>d. Medical or injury problems stated by the <i>client</i> during the appraisal, exercise screening, and recommendations from a medical practitioner to an allied health professional are considered when a program is developed for a <i>client</i></p> <p>e. The <i>client's fitness level</i> in a range of areas is considered when developing a <i>client</i> exercise profile</p> <p>f. A program that would create a balanced fitness profile, or meets the specific <i>client</i> needs is designed</p>
<p>2. Develop a basic exercise plan of general activities suited to <i>client's</i> needs, lifestyle and exercise preferences</p>	<p>a. A general activity program for a <i>client</i> to maximise the positive aspects of their environment and personal attributes for long term adherence to a program is planned</p> <p>b. Motivation techniques are incorporated to maximise exercise program adherence</p> <p>c. A general activities plan is developed</p> <p>d. Recommendations to the <i>client</i> in terms of safety and adherence are recorded</p> <p>e. The <i>client's</i> agreement to the exercise plan is gained</p>
<p>3. Develop a fitness program for <i>clients</i></p>	<p>a. Principles of exercise program design are utilised to develop fitness programs for <i>clients</i> given all relevant information regarding the <i>client</i></p> <p>b. The relative contribution to aerobic and anaerobic fitness of a variety of activities relevant to the <i>client</i> are outlined</p> <p>c. Programming guidelines are applied to developing aerobic, strength, endurance and stretching programs relevant to <i>client's</i> goals and fitness and, the relative benefits desired from the program</p> <p>d. Appropriate aerobic fitness, strength, endurance, and stretching programs are developed for <i>clients</i></p>
<p>4. Give clear and effective instruction ensuring effective services provision and vocal effectiveness</p>	<p>a. An effective instructional model is demonstrated</p> <p>b. A set of exercises is instructed so that they can be accurately copied</p> <p>c. Appropriate <i>client</i> interaction skills and techniques are used to show a caring attitude</p> <p>d. Aspects of one's performance as an instructor are self-evaluated Strategies for voice projection and communication that prevent vocal damage in the gymnasium, aqua and/or exercise to music situation are demonstrated</p>

<p>5. Supervise fitness activities and <i>fitness appraisals</i> in a manner that makes the <i>client</i> feel at ease, safe and motivated</p>	<ul style="list-style-type: none"> a. Effective and efficient instructor supervision is provided b. Gymnasium rules and etiquette are applied c. Negative attitudes and personal difficulties that clients might experience in a <i>fitness appraisal</i> situation are dealt with appropriately d. Appropriate behaviour and strategies to assist <i>clients</i> in a variety of situations where <i>clients</i> might feel embarrassed, competitive or aggressive are used e. Appropriate behaviour and strategies to ensure easy and effective <i>fitness appraisals</i> are utilised f. Time management strategies are displayed during <i>fitness appraisals</i> and <i>program instruction</i>
<p>6. Review and adapt a client's exercise <i>program</i> in accordance with their progress</p>	<ul style="list-style-type: none"> a. Parameters of the <i>fitness level</i> being developed in the <i>program</i> are evaluated b. Feedback from <i>clients</i> is obtained on their own personal progress and their degree of satisfaction with service provision at the centre c. Relevant <i>fitness appraisals</i> are undertaken to monitor a <i>client's</i> fitness development d. The clients amended/adapted exercise program is written up and entered on to a <i>program</i> card
<p>7. Display an appropriate instructional style</p>	<ul style="list-style-type: none"> a. The personal qualities of an effective instructor are demonstrated, using styles and behaviours that encourage clients and recognise behaviours that intimidate <i>clients</i> b. Relationship and task-oriented <i>instructional</i> styles are utilised, appropriate to the instructors own personality, while relating to <i>clients</i> in a caring, approachable and energetic manner

Range of Variables

DEVELOP BASIC FITNESS PROGRAMS

VARIABLE STATEMENT	CATEGORIES
1. Allied health professionals	<ul style="list-style-type: none"> a. dietitians b. counsellors c. psychologists d. exercise scientists e. physiotherapists
2. Client	<ul style="list-style-type: none"> a. experienced or inexperienced b. adults c. screened
3. Client goals	<p>the instructor considers the following client aims when providing exercise advice</p> <ul style="list-style-type: none"> a. current activity status b. preferences c. health details d. fitness results
4. Fitness appraisals	<ul style="list-style-type: none"> a. basic sub maximal appraisals of fitness capacity, which may include parameters such as <ul style="list-style-type: none"> a.1 cardio-vascular response a.2 heart rate, such as tri-level aerobic response a.3 blood pressure a.4 range of movement a.5 strength b. anthropometric, such as <ul style="list-style-type: none"> b.1 girth measurements b.2 skinfolds
5. Fitness level	<ul style="list-style-type: none"> a. physical fitness b. motivation c. psychological d. emotional
6. Fitness screening	<ul style="list-style-type: none"> a. initial screening should determine whether the client <ul style="list-style-type: none"> a.1 has a medical condition a.2 has an injury a.3 is taking prescribed medication b. initial screening may consist of a <ul style="list-style-type: none"> b.1 questionnaire b.2 interview b.3 clearance letter from a physician, allied health professional, or other medical professional
7. Instruction	<p>instructing a client in a fitness activity, including</p> <ul style="list-style-type: none"> a. a simple explanation to the client b. a demonstration of effective exercise technique c. setting of intensity and loading d. clear communication with client e. reinforcement of correct technique and attitude

8. Medical Professionals	<ul style="list-style-type: none"> a. general practice doctors b. medical specialists
9. Principles of exercise program design	<ul style="list-style-type: none"> a. FITT formula <ul style="list-style-type: none"> a.1 Frequency a.2 Intensity a.3 Time a.4 Type b. program phases <ul style="list-style-type: none"> b.1 preparation phase b.2 conditioning phase b.3 recovery phase b.4 adaptation phase c. program types <ul style="list-style-type: none"> c.1 sets and reps c.2 circuit c.3 single set to failure c.4 split routines c.5 matrix
10. Program	<ul style="list-style-type: none"> a. a listing of exercise for a specific client or client group, to include <ul style="list-style-type: none"> a.1 motivational strategies for a client <ul style="list-style-type: none"> a.1.1 realistic goals a.2 a program structure, such as preparation phase, conditioning phase, recovery phase, and adaptation phase a.3 specific exercises a.4 expected outcomes a.5 a professional presentation b. exercises for a specific fitness session matched to an exercise plan, incorporating components of fitness such as <ul style="list-style-type: none"> b.1 aerobic fitness b.2 body fat reduction b.3 cardiovascular endurance b.4 stretching <ul style="list-style-type: none"> b.4.1 range of movements b.4.2 flexibility b.5 strength b.6 power, activity or sports specific b.7 muscle endurance b.8 muscle hypertrophy

Evidence Guide

DEVELOP BASIC FITNESS PROGRAMS

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge of planning for instruction and reviewing an exercise program in specific fitness work environments b. Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment c. In particular, assessment must confirm the ability to: <ul style="list-style-type: none"> c.1 Develop and deliver a program specific to the client needs
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit must be assessed after attainment of competency in the following unit(s): <ul style="list-style-type: none"> a.1 SRF FIT 003A Undertake client induction and screening b. This unit must be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> b.1 SRX CAI 004A Plan a sport and recreation session for clients b.2 SRX CAI 005A Conduct a sport and recreation session for clients c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> c.1 SRF FIT 003A Undertake client induction and screening c.2 SRF FIT 005A Apply basic exercise science to exercise instruction c.3 SRF FIT 006A Use and maintain core fitness industry equipment c.4 SRF FIT 007A Undertake advanced exercise planning and programming c.5 SRF AER 001A Plan and instruct an aerobic class c.6 SRF GYM 001A Instruct fitness activity skills to a client using fitness equipment c.7 SRF AQA 001A Instruct water based fitness classes for the general population
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Underpinning knowledge <ul style="list-style-type: none"> a.1 Familiarity with common fitness terminology b. Underpinning skills <ul style="list-style-type: none"> b.1 Experience in the appropriate fitness activity to be programmed, including the ability to perform the programmed exercise correctly with the available equipment and experience in following a long term exercise program
4. Resource implications	<ul style="list-style-type: none"> a. Assessment of this competency requires access to a fitness centre with the appropriate facilities and equipment for the context of delivery such as a weights gym, exercise to music room and/or pool and/or community fitness environment and/or an outdoor environment such as a running track and clients able to give information regarding progress in their fitness programs b. Assessment of this competency will require resources consistent with those outlined in the Assessment Guidelines
5. Consistency in performance	<ul style="list-style-type: none"> a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
6. Context for assessment	<ul style="list-style-type: none"> a. Competency must be demonstrated in a real work environment b. In cases where the learner does not have the opportunity to cover all categories of the range of variables statements in the work environment, the remainder should be assessed through realistic

- simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
- c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
 - d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	3	3	3	1	2	1

SRF FIT 005A

APPLY BASIC EXERCISE SCIENCE TO EXERCISE INSTRUCTION

FIT

Fitness

DESCRIPTION: This unit provides the basic applied exercise science required for fitness instructors.

ELEMENT	PERFORMANCE CRITERIA
<p>1. Anatomical terminology and descriptions of the musculoskeletal structure of the body are used when instructing clients</p>	<p>a. Anatomical terminology is used when movements of the body are described and demonstrated to clients</p> <p>b. The location and function of the major bones of the upper and lower extremities and axial skeleton are related to movement when instructing clients</p> <p>c. The structure and function of the major joints of the body related to exercise are related to movement when instructing clients</p> <p>d. The gross structure of skeletal muscle and its relationship to movement are related to movements when instructing clients</p> <p>e. Major muscles and their prime moving movements at major joints in the body are related to movement when instructing clients</p> <p>f. The neural control of skeletal muscle contraction are related to movement when instructing clients</p> <p>g. Basic types of neural feedback involved in the coordination of movement are related to movement when instructing clients</p> <p>h. The relationship between muscle size and strength are measured and related to movement when instructing clients</p>
<p>2. Relate the functioning of the cardio-respiratory system to exercise instruction</p>	<p>a. The structure and function of the various parts of the cardio-respiratory system, related to exercise, are identified and explained to clients</p> <p>b. The process of transport and exchange of oxygen and carbon dioxide during exercise are related to fitness outcomes when instructing clients</p> <p>c. Client heart rates and blood pressure responses are measured during submaximal aerobic activity and used to set training loads to target specific client energy system involvement</p> <p>d. Ratings of perceived exertion during submaximal aerobic activity, muscle endurance activities, lactate endurance and maximal strength activities are used to measure and adjust the work intensity of clients</p> <p>e. Symptoms and effects of specific muscular fatigue and blood lactate accumulation during muscle endurance activities are recognised and used to adjust exercise intensity</p>
<p>3. Use a knowledge of the lever systems of the human body and resistance equipment to set safe and effective exercise intensities</p>	<p>a. The common terms used to qualify the basic principles of biomechanics are used when instructing fitness activities</p> <p>b. The basic lever systems in both anatomical and mechanical lever systems are identified and explained to clients</p> <p>c. The lever systems in the human body and their role in movement and stability are used to provide safe and effective exercises for clients</p> <p>d. The use of levers and cams in resistance equipment to alter the force required by muscles and affect joint stability are taken into account when developing programs and instructing fitness activities</p> <p>e. The effect of changes in lever length on muscle force output in both anatomical and mechanical lever systems is taken into account when instructing fitness activities</p>

<p>4. Support fitness industry clients to adopt the fundamental principles of healthy eating</p>	<ul style="list-style-type: none"> a. The various techniques for estimating body fat are used to monitor fat loss progress b. Industry standards for giving healthy eating information in the fitness industry and types of conditions where a visit to a medical practitioner is advisable, are described to clients c. Dietary and exercise recommendations are provided to clients d. Basic dietary and exercise recommendations are provided to clients e. Commercial diet and exercise analysis software appropriate to an instructor in the fitness industry are used to provide appropriate exercise for clients
<p>5. Demonstrate and apply an understanding of the factors that motivate people to commence and stay with a long term fitness program</p>	<ul style="list-style-type: none"> a. The factors that encourage people to adhere to exercise programs are recognised and used when instructing clients b. Habits, lifestyle, family situation, likes and dislikes which might be relevant to writing an appropriate exercise program are discussed with a client c. The physical and the psychological characteristics that apply to each stage of fitness, and the most appropriate form of motivation at each level are used when instructing clients d. Clients are directed to understand and overcome their own barriers to the continuation of an exercise program e. The steps involved in establishing a behavioural change that results in their long term adherence to an exercise program are identified to a client and used when instructing clients f. People's idiosyncrasies and behavioural patterns are taken into account when instructing clients

Range of Variables

APPLY BASIC EXERCISE SCIENCE TO EXERCISE INSTRUCTION

VARIABLE STATEMENT	CATEGORIES
1. Anatomical terminology	a. flexion b. extension c. rotation d. abduction e. adduction f. horizontal flexion g. horizontal extension
2. Cardio-respiratory system	a. heart b. lungs c. arteries d. capillaries e. veins
3. Dietary and exercise recommendations	a. fuel for exercise b. fuel for minimising post exercise fatigue and maximising recovery c. nutritional content of foods, ie, labelling d. diet supplements in common use in the fitness industry e. food grouping systems and diet recommendations for healthy eating, such as e.1 the diet pyramid
4. Estimating body fat	a. 'Ideal weight', ie, height Vs weight charts b. body mass index c. skinfolds d. girth ratios, such as d.1 waist/hip ratio
5. Industry standards	a. professional associations b. government legislation
6. Joints	a. joint functions a.1 weight bearing a.2 movement b. joint types b.1 ball and socket b.2 hinge b.3 vertebral c. synovial joints c.1 ligaments c.2 articular cartilage c.3 capsule c.4 synovial membrane c.5 synovial fluid c.6 bone
7. Lever systems	a. 1 st class a.1 force arm a.2 resistance arm a.3 axis of rotation

	<ul style="list-style-type: none"> b. 2nd class <ul style="list-style-type: none"> b.1 force arm b.2 resistance arm b.3 axis of rotation c. 3rd class <ul style="list-style-type: none"> c.1 force arm c.2 resistance arm c.3 axis of rotation
8. Major bones	<ul style="list-style-type: none"> a. skull b. cervical vertebrae c. thoracic vertebrae d. lumbar vertebrae e. sacrum f. clavicle g. scapula h. humerus i. radius j. ulna k. carpals l. digits m. pelvis n. femur o. patella p. tibia q. fibula r. tarsals
9. Major muscles	<ul style="list-style-type: none"> a. trapezius b. sterno cleido mastoid c. latissimus dorsi d. erector spinae e. rectus abdominus f. oblique abdominii g. quadratus lumborum h. pectoralis major i. rhomboids j. deltoidius k. biceps brachii l. triceps brachii m. forearm flexors n. forearm extensors o. gluteals p. quadriceps <ul style="list-style-type: none"> p.1 vastus medialis p.2 vastus lateralis p.3 rectus femoris q. hamstrings r. gastrocnemius s. soleus t. tibialis anterior
10. Major joints	<ul style="list-style-type: none"> a. elbow b. shoulder c. pectoral girdle d. inter-vertebral e. sacro-iliac f. hip g. knee h. ankle
11. Neural feedback	<ul style="list-style-type: none"> a. proprioception b. reflex loops

12. Principles of biomechanics	<ul style="list-style-type: none"> a. mass b. force c. speed d. acceleration e. work f. energy g. power h. strength i. momentum j. force arm k. resistance arm l. axis of rotation m. cam n. pulley
13. Resistance	<ul style="list-style-type: none"> a. pin loaded b. hydraulic c. air d. water e. free weights f. electronic/magnetic g. resisted/assisted
14. Stages of fitness	<ul style="list-style-type: none"> a. beginner b. relatively fit c. advanced fitness level d. specific to the individual and the activity
15. Submaximal aerobic activity	<ul style="list-style-type: none"> a. intensity b. duration
16. Types of conditions	<ul style="list-style-type: none"> a. bulimia b. anorexia nervosa c. nutritional deficiencies d. dehydration

Evidence Guide

APPLY BASIC EXERCISE SCIENCE TO EXERCISE INSTRUCTION

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge of the application of exercise science during a range of fitness activities in the work environment</p> <p>b. Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment</p> <p>c. In particular, assessment must confirm the ability to:</p> <p>c.1 Apply a basic knowledge of musculoskeletal anatomy to exercise</p> <p>c.2 Apply a basic knowledge of neuromuscular anatomy to exercise</p> <p>c.3 Apply a basic knowledge of cardiovascular physiology to exercise</p>
<p>2. Interdependent assessment of units</p>	<p>a. This unit must be assessed after attainment of competency in the following unit(s):</p> <p>a.1 Nil</p> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 Nil</p> <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):</p> <p>c.1 SRF FIT 003A Undertake client induction and screening</p> <p>c.2 SRF FIT 004A Develop basic fitness programs</p> <p>c.3 SRF FIT 006A Use and maintain core fitness industry equipment</p>
<p>3. Required knowledge and skills</p>	<p>a. Underpinning knowledge</p> <p>a.1 Nil</p> <p>b. Underpinning skills</p> <p>b.1 Nil</p>
<p>4. Resource implications</p>	<p>a. Assessment of this competency requires access to anatomy equipment with full sized human skeleton, functional joint models, muscle charts and maps, physiology equipment with heart rate monitors, ergometers, charts for ratings of perceived exertion and weights gym equipment suitable for muscle size and strength assessment, biomechanics equipment with models of levers, dynamometers and weights gym equipment, nutrition guides, nutritional analysis software and diet analysis forms</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>
<p>5. Consistency in performance</p>	<p>a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment</p>
<p>6. Context for assessment</p>	<p>a. Competency must be demonstrated in a real work environment</p> <p>b. In cases where the learner does not have the opportunity to cover all categories of the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</p> <p>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</p> <p>d. Where performance is not directly observed and/or is required to be</p>

demonstrated over a “period of time” and/or in a “number of locations”, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	2	2	2	2	2	3

SRF FIT 006A USE AND MAINTAIN CORE FITNESS INDUSTRY EQUIPMENT

FIT Fitness

DESCRIPTION: This unit provides the fitness instructor with basic knowledge and skills to maintain equipment commonly used in the fitness industry, and operate it to manufacturer's specifications.

ELEMENT	PERFORMANCE CRITERIA
1. Conduct basic <i>maintenance</i> of equipment and facilities of a fitness centre	<ul style="list-style-type: none">a. Daily, weekly, monthly and annual preventative <i>maintenance</i> is carried out on <i>fitness equipment</i>b. <i>Maintenance logs</i> are completed
2. Assist clients in the safe operation of the major types of equipment used in a fitness centre	<ul style="list-style-type: none">a. The principles of action and safe method of operation of <i>fitness equipment</i> supplied by the manufacturer are applied when instructing clientsb. The use of <i>fitness equipment</i> by clients is supervised to ensure safety

Range of Variables

USE AND MAINTAIN CORE FITNESS INDUSTRY EQUIPMENT

VARIABLE STATEMENT	CATEGORIES
1. Fitness equipment	<ul style="list-style-type: none"> a. free weights <ul style="list-style-type: none"> a.1 barbells a.2 dumbbells a.3 frames and upholstery a.4 ancillary equipment, eg, belts, straps, boards a.5 racks a.6 benches a.7 specialised floor surfaces and/or platforms b. pin loaded systems <ul style="list-style-type: none"> b.1 lever systems b.2 variable resistance lever systems b.3 pulley systems b.4 cam systems <ul style="list-style-type: none"> b.4.1 rails b.4.2 weight stacks b.4.3 bearings b.4.4 pulleys and cables b.4.5 cable connectors b.4.6 accessories, eg, bars, straps b.4.7 frames and upholstery c. hydraulic systems <ul style="list-style-type: none"> c.1 hydraulic bleeding c.2 bearings c.3 pulleys and cables c.4 cable connectors c.5 accessories, eg, bars, straps c.6 frames and upholstery d. air braked systems <ul style="list-style-type: none"> d.1 frames and upholstery d.2 wheels/vanes d.3 bearings/slides d.4 cords d.5 cables/chains d.6 handles e. electronic/cardiovascular systems <ul style="list-style-type: none"> e.1 power cords e.2 motors and moving parts e.3 control panels e.4 frames and upholstery f. sound systems, including microphones g. surfaces <ul style="list-style-type: none"> g.1 mirrors g.2 counter and desk tops g.3 flooring ,eg, carpet, rubber g.4 mats h. aqua equipment <ul style="list-style-type: none"> h.1 flotation devices h.2 resistance devices h.3 protective devices

2. Maintenance	<ul style="list-style-type: none">a. cleaningb. lubricationc. reinflationd. checking for damagee. restocking or refilling
3. Maintenance logs	to include <ul style="list-style-type: none">a. dateb. timec. maintenance carried outd. nature of the fault, if anye. repairs carried out, if anyf. initials of staff undertaking maintenance check

Evidence Guide

USE AND MAINTAIN CORE FITNESS INDUSTRY EQUIPMENT

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge of the operation and maintenance of equipment currently in use in the fitness industry work environment</p> <p>b. Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment</p> <p>c. In particular, assessment must confirm the ability to:</p> <p>c.1 Clean to the standard required in the workplace</p> <p>c.2 Follow general maintenance procedures</p> <p>c.3 Report maintenance faults to the standard required in the workplace</p> <p>c.4 Perform basic equipment maintenance to standards required in the workplace</p> <p>c.5 Conform to relevant Occupational Health and Safety Standards</p>
<p>2. Interdependent assessment of units</p>	<p>a. This unit must be assessed after attainment of competency in the following unit(s):</p> <p>a.1 Nil</p> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 SRX CAI 003A Provide equipment for activities</p> <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):</p> <p>c.1 SRF FIT 003A Undertake client induction and screening</p> <p>c.2 SRF FIT 004A Develop basic fitness programs</p> <p>c.3 SRF FIT 005A Apply basic exercise science to exercise instruction</p>
<p>3. Required knowledge and skills</p>	<p>a. Underpinning knowledge</p> <p>a.1 Terminology related to fitness equipment</p> <p>b. Underpinning skills</p> <p>b.1 Familiarity with the use of tools required for the basic maintenance of fitness industry equipment, such as spanners, sockets, pliers, screwdrivers, and allen keys.</p>
<p>4. Resource implications</p>	<p>a. Assessment of this competency requires access to a fitness centre environment, quality exercise gym equipment of a standard common in the fitness Industry, a real or simulated fitness centre environment, original relevant equipment operation and maintenance manuals, basic maintenance equipment such as upholstery cleaning kit, glass cleaning kit and toolbox, ie, socket set, screwdrivers, allen keys, spanners, pliers and lubrication set</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>
<p>5. Consistency in performance</p>	<p>a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment</p>
<p>6. Context for assessment</p>	<p>a. Competency must be demonstrated in a real work environment</p> <p>b. In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</p>

- c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
- d. Where performance is not directly observed and/or is required to be demonstrated over a “period of time” and/or in a “number of locations”, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	1	1	2	3	2	2

SRF FIT 007A UNDERTAKE ADVANCED EXERCISE PLANNING AND PROGRAMMING

FIT

Fitness

DESCRIPTION: This unit covers advanced knowledge and skills to plan and program exercise for fitness industry clients.

ELEMENT	PERFORMANCE CRITERIA
1. Use the principles and variables of programming that underlie exercise planning	<ul style="list-style-type: none"> a. The principles of exercise planning are used to develop advanced exercise plans for clients b. Clear and structured forms are used when writing exercise plans and exercise programs c. Total training volume is considered when developing an exercise plan and training volume is related to other program variables
2. Use a structured approach to exercise planning	<ul style="list-style-type: none"> a. A client induction and screening is conducted before commencing to develop an exercise plan b. The four program phases are used when developing session programs and related to the clients specific needs c. The physiological and psychological benefits of the preparation and recovery phase are described to clients d. The various types of conditioning appropriate for their goals and fitness levels are outlined to clients
3. Write plan for specific fitness adaptations	<ul style="list-style-type: none"> a. The programming principles of planning for specific fitness adaptations are used when writing fitness plans b. The relationship between the type of conditioning desired and the type of preparation phase selected are explained to clients c. An awareness of the client's needs, objectives and exercise likes and dislikes is demonstrated when writing the plan/s d. Appropriate exercises are selected to meet the client's needs when writing the plan/s e. A plan format and structure is designed that is appropriate to the client and the specific target adaptation f. The physiological and anatomical changes that occur with regular participation in the specific program are described to clients
4. Evaluate and modify an existing exercise plans for fitness industry clients	<ul style="list-style-type: none"> a. The general conditions that suggest a client's plan should be evaluated are recognised b. The process by which clients are evaluated is described to the client c. The signs and symptoms of overtraining are recognised and strategies for its prevention are utilised d. Clients exercise likes and dislikes are analysed and incorporated into a modified exercise plan e. Client goals are reviewed and changes to goals are incorporated into the exercise plan f. Clients are assessed for relevant fitness changes g. Changes to the long term plan are discussed with clients h. Revised programs are written and instruction is provided to clients

Range of Variables

UNDERTAKE ADVANCED EXERCISE PLANNING AND PROGRAMMING

VARIABLE STATEMENT	CATEGORIES
1. Adaptations	<ul style="list-style-type: none"> a. aerobic endurance <ul style="list-style-type: none"> a.1 aerobic energy system involvement a.2 large muscle groups a.3 involvement of aerobic responses such as <ul style="list-style-type: none"> a.3.1 substrate utilisation a.3.2 heart rate responses a.3.3 ventilation responses b. cardio-vascular endurance <ul style="list-style-type: none"> b.1 muscle group involvement b.2 energy system b.3 involvement of cardio-vascular responses such as <ul style="list-style-type: none"> b.3.1 blood pressure b.3.2 heart rate b.3.3 vascular shunting b.3.4 vasodilation c. hypertrophy <ul style="list-style-type: none"> c.1 low volume and heavy load stimuli for fast twitch fibres c.2 high volume and low load stimuli for slow twitch fibres c.3 muscle tension d. local muscle endurance <ul style="list-style-type: none"> d.1 number of sets d.2 repetition maximum d.3 recovery d.4 exercises e. neuromuscular coordination <ul style="list-style-type: none"> e.1 sets and repetitions e.2 exercise type e.3 exercise technique e.4 safety considerations e.5 skill foundation f. power <ul style="list-style-type: none"> f.1 sets and repetitions f.2 repetition maximum f.3 recovery times f.4 exercise techniques g. strength <ul style="list-style-type: none"> g.1 sets and repetitions g.2 repetition maximum g.3 recovery times g.4 exercise techniques h. stretching/flexibility <ul style="list-style-type: none"> h.1 sets and repetitions h.2 recovery times h.3 exercise techniques i. weight loss <ul style="list-style-type: none"> i.1 sets and repetitions i.2 recovery times i.3 exercise selection i.4 exercise technique i.5 nutrient replacement

2. Advanced exercise plans	<p>may include changes to</p> <ul style="list-style-type: none"> a. movement <ul style="list-style-type: none"> a.1 direction a.2 range a.3 lever length a.4 complexity a.5 speed b. environment <ul style="list-style-type: none"> b.1 stability of client b.2 perceived risk b.3 activity type c. intensity <ul style="list-style-type: none"> c.1 resistance c.2 repetitions c.3 muscle involvement d. program type, such as <ul style="list-style-type: none"> d.1 sets and reps d.2 circuit d.3 matrix d.4 super sets d.5 plyometrics d.6 pre-fatigue d.7 interval
3. Clients	<ul style="list-style-type: none"> a. experienced or inexperienced b. adults c. screened
4. Conditioning	<ul style="list-style-type: none"> a. speed b. power c. strength d. flexibility e. cardio-vascular endurance f. hypertrophy g. muscle endurance h. weight loss
5. Evaluated	<ul style="list-style-type: none"> a. original aims and objectives b. client satisfaction c. suitability and safety of facilities and equipment
6. Physiological changes	<ul style="list-style-type: none"> a. cardio vascular changes b. thermoregulation c. energy system and substrate utilisation d. pulmonary changes e. nervous system changes
7. Planning components	<p>the components of an exercise plan</p> <ul style="list-style-type: none"> a. client details b. current fitness c. client goals d. targeted adaptations e. anticipated rate of client adaptation f. periodisation of multiple target adaptations g. number and nature of specific session programs h. equipment requirements i. facility requirements j. review dates
8. Principles of training	<ul style="list-style-type: none"> a. client goals b. client physical capacity c. planning elements <ul style="list-style-type: none"> c.1 training threshold c.2 overload

	<ul style="list-style-type: none"> c.3 specificity c.4 reversibility c.5 progression c.6 periodisation c.7 genetic potential c.8 recovery rate c.9 individualisation d. motivational techniques e. performance goals f. predicted rate of adaptation
9. Program phases	<ul style="list-style-type: none"> a. preparation phase <ul style="list-style-type: none"> a.1 mobility a.2 1st preparation a.3 pre stretch a.4 specific preparation b. conditioning phase <ul style="list-style-type: none"> b.1 apply the training stimulus c. recovery phase <ul style="list-style-type: none"> c.1 stretching c.2 nutrition c.3 massage c.4 soft or gentle exercise d. adaptation phase <ul style="list-style-type: none"> d.1 rest d.2 recovery d.3 positive physiological and anatomical adaptations
10. Program variables	<ul style="list-style-type: none"> a. frequency b. intensity c. duration d. type e. progressive overload f. specificity g. individualisation h. reversibility i. recovery j. periodisation
11. Psychological Changes	<ul style="list-style-type: none"> a. mental imaging b. focusing c. level of self motivation d. development of motivational tools

Evidence Guide

UNDERTAKE ADVANCED EXERCISE PLANNING AND PROGRAMMING

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge to apply exercise planning and periodisation</p> <p>b. Assessment of performance should be over a period of time covering all categories of all the range of variable statements that are applicable in the learners environment</p> <p>c. In particular, assessment must confirm the ability to:</p> <p>c.1 Implement the principles and variables of training that underlie exercise planning</p> <p>c.2 Interrelate the components of an exercise plan for specific adaptations</p> <p>c.3 Write exercise plans for a variety of training conditions</p> <p>c.4 Modify existing exercise plans for clients</p>
<p>2. Interdependent assessment of units</p>	<p>a. This unit must be assessed after attainment of competency in the following unit(s):</p> <p>a.1 Nil</p> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 Nil</p> <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):</p> <p>c.1 SRF FIT 008A Utilise a broad knowledge of exercise science in exercise planning, programming and instruction</p> <p>c.2 SRF FIT 009A Undertake postural screening and appraisal</p> <p>c.3 SRF FIT 010A Utilise a board range of fitness equipment</p> <p>c.4 SRF FIT 011A Provide exercise for fitness industry clients with special requirements</p> <p>c.5 SRF FIT 012A Utilise an understanding of motivational psychology with fitness clients</p> <p>c.6 SRX CAI 006A Organise a sport and recreation program</p> <p>c.7 SRX CAI 007A Conduct a sport and recreation program</p> <p>c.8 SRX GRP 002A Provide leadership to groups</p>
<p>3. Required knowledge and skills</p>	<p>a. Underpinning knowledge</p> <p>a.1 Activity aims and client goal setting</p> <p>a.2 Principles of fitness planning</p> <p>a.3 Exercise science, including anatomy, physiology, biomechanics and nutritional principles, as applied to fitness activities</p> <p>a.4 Fitness and exercise equipment terminology</p> <p>b. Underpinning skills</p> <p>b.1 Interpersonal skills to enhance interaction with clients</p> <p>b.2 Verbal, written and listening communication skills for understanding a client's specific exercise requirements</p> <p>b.3 Technical expertise and experience in the specific fitness activity being planned for the client</p>
<p>4. Resource implications</p>	<p>a. Assessment of the competency requires access to a fitness centre with the appropriate facilities and equipment for the context of delivery, such as a weights gym, exercise to music room and/ or pool and/or community fitness environment and/or an outdoor environment such as a running track and clients able to give information regarding progress in their fitness program</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>

5. Consistency in performance	a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
6. Context for assessment	<p>a. Competency must be demonstrated in a real work environment</p> <p>b. In cases where the learner does not have the opportunity to cover all categories of the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</p> <p>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</p> <p>d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</p>

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	3	2	3	2	3	1

SRF FIT 008A UTILISE A BROAD KNOWLEDGE OF EXERCISE SCIENCE IN EXERCISE PLANNING, PROGRAMMING AND INSTRUCTION

FIT

Fitness

DESCRIPTION: This unit covers the knowledge and skills required to utilise a broad knowledge of exercise science principles in fitness training.

ELEMENT	PERFORMANCE CRITERIA
1. Apply a knowledge of <i>musculoskeletal anatomy</i> to exercise planning, programming, and instruction	<ul style="list-style-type: none"> a. A knowledge of <i>skeletal anatomy</i> is applied to exercise planning, programming and instruction b. A knowledge of the integrated monitoring and control of <i>skeletal muscle contraction</i> by the nervous system is applied to exercise planning, programming and instruction c. A knowledge of the <i>structure and function of muscles</i> is applied to exercise planning, programming and instruction
2. Apply related <i>concepts and principles of mechanics</i> to exercise	<ul style="list-style-type: none"> a. The <i>forces</i> acting on the body during exercise are analysed and applied to exercise b. <i>Concepts and principles of mechanics</i> are applied to exercise
3. Apply related <i>concepts of physiology</i> to exercise	<ul style="list-style-type: none"> a. A knowledge of the structure and function of the <i>cardio-vascular system</i> is applied to exercise b. A knowledge of the structure and function of body <i>energy systems</i> involved in the storage, transport, and utilisation of energy substrates, oxygen and metabolic products is applied to exercise c. A knowledge of the <i>physiological responses</i> of the human body to a single bout of physical activity is applied to exercise d. A knowledge of the <i>physiological adaptations</i> of the human body to regular exercise is applied to exercise planning, programming and instruction e. A knowledge of the <i>physiological responses</i> to physical activity in various <i>environmental conditions</i> is applied to exercise planning, programming and instruction
4. Use <i>functional appraisals</i> to monitor <i>physiological adaptations</i> to exercise	<ul style="list-style-type: none"> a. Valid and reliable <i>functional appraisals</i> are selected b. <i>Fitness equipment</i> appropriate to the exercise activity is used for the appraisal c. Responses to the appraisal are measured using a variety of <i>measurement methods</i>

Range of Variables

UTILISE A BROAD KNOWLEDGE OF EXERCISE SCIENCE IN EXERCISE PLANNING, PROGRAMMING AND INSTRUCTION

VARIABLE STATEMENT	CATEGORIES
1. Basic mechanical concepts	<ul style="list-style-type: none"> a. types of levers b. mechanical advantage
2. Cardio-vascular system	<ul style="list-style-type: none"> a. the major physical characteristics of blood and the functions of its major components b. the structure and function of the heart and its major components c. the structural and functional characteristics of the conduction systems of the heart d. the major events of the cardiac cycle e. the structure and function of the various types of blood vessels f. the major arteries and veins of the circulatory system g. the control of blood flow to skeletal muscle
3. Concepts and principles of mechanics	<ul style="list-style-type: none"> a. mechanical concepts modelling human movement <ul style="list-style-type: none"> a.1 gravity a.2 centre of mass a.3 inertia a.4 force and momentum a.5 force production by the body b. mechanical concepts related to common exercise equipment <ul style="list-style-type: none"> b.1 resistance/resistance arm b.2 force/force arm b.3 axis of rotation b.4 variable resistance
4. Directional terms	<ul style="list-style-type: none"> a. flexion b. extension c. dorsiflexion d. plantar flexion e. abduction f. adduction g. circumduction h. rotation i. supination j. pronation k. inversion l. eversion m. protraction n. retraction o. elevation p. depression
5. Energy systems	<ul style="list-style-type: none"> a. duration and intensity of exercise effect energy contribution from the main energy systems utilised during different forms of exercise <ul style="list-style-type: none"> a.1 adenosine triphosphate a.2 phosphocreatine a.3 lactic a.4 aerobic glycolytic a.5 aerobic triglyceride b. exercise programs that promote the use of fatty acid metabolism

	<ul style="list-style-type: none"> c. energy system adaptations d. the effect of energy intake affects the breakdown of energy substrates e. body systems involved in production of energy
6. Environmental conditions	<ul style="list-style-type: none"> a. adaptations of the body to hot and cold environmental conditions b. physiological and biomechanical differences of exercising in the heat compared to normal adaptive conditions c. physiological and biomechanical differences of exercising in the cold compared to normal adaptive conditions d. acute and chronic effects of exercising in water e. the mechanism whereby the body regulates internal temperature in responses to environmental changes and exercise f. "dehydration" and the importance of water intake/rehydration during exercise g. the physiological demands placed on the body from smoking h. the need for a comprehensive preparation phase to avoid heat or cold stress <ul style="list-style-type: none"> h.1 mobility h.2 general preparation h.3 pre stretch h.4 specific preparation
7. Fitness equipment	<ul style="list-style-type: none"> a. rowers b. steppers c. steps d. treadmills e. stationary cycles f. VO₂ max shuttle run test recordings g. heart rate monitors h. ratings of perceived exertion i. 'norm' charts
8. Forces	<ul style="list-style-type: none"> a. resistive b. motive c. friction d. centre of gravity e. centre of force, equipment and muscles
9. Functional appraisals	<ul style="list-style-type: none"> a. anthropometry b. aerobic responses c. cardiovascular responses d. strength e. endurance f. flexibility
10. Measurement methods	<ul style="list-style-type: none"> a. heart rate response b. pulse response c. blood pressure response d. respiration rate response e. skin colour response f. perceived exertion g. exercise form h. work output
11. Medical professional	<ul style="list-style-type: none"> a. general practice doctor b. specialist
12. Metabolic products	<ul style="list-style-type: none"> a. lactate b. carbon dioxide c. water
13. Muscle groups	<ul style="list-style-type: none"> a. prime mover b. fixators c. assistors

14. Physiological responses	<ul style="list-style-type: none"> a. the acute responses to the onset of exercise of the <ul style="list-style-type: none"> a.1 cardiovascular system <ul style="list-style-type: none"> a.1.1 heart rate response a.1.2 blood volume a.1.3 blood pressure a.1.4 stroke volume a.1.5 cardiac output a.2 respiratory system <ul style="list-style-type: none"> a.2.1 respiratory rate a.3 immune system a.4 nervous system a.5 musculoskeletal system a.6 endocrine system b. the regulation of blood flow during exercise c. the shifts in the distribution of blood to various areas of the body during exercise
15. Physiological adaptations	<ul style="list-style-type: none"> a. distinguish between central and peripheral fitness adaptations b. explain the central and peripheral adaptations of the body to anaerobic training and aerobic training
16. Processes	<ul style="list-style-type: none"> a. glycolysis b. gluconeogenesis c. lipolysis d. use of protein as fuel
17. Range of motion	<ul style="list-style-type: none"> a. sit and reach b. goniometers c. electronic
18. Skeletal anatomy	<ul style="list-style-type: none"> a. bones <ul style="list-style-type: none"> a.1 structure and mechanics of bone a.2 the biomechanical properties of bone a.3 the responses of bone to weight bearing activities a.4 bone formation, growth, and remodelling a.5 the influence of diet on bone homeostasis a.6 the influence of age on bone homeostasis a.7 major bones and major landmarks of the skeleton a.8 bone markings <ul style="list-style-type: none"> a.8.1 tuberosity a.8.2 crest a.8.3 trochanter a.8.4 line a.8.5 tubercle a.8.6 epicondyle a.8.7 spine a.8.8 head a.8.9 facet a.8.10 condyle a.8.11 ramus a.8.12 meatus a.8.13 sinus a.8.14 fossa a.8.15 groove a.8.16 fissure a.8.17 foramen a.9 directional terms used to define positions of bones and landmarks a.10 structural regionalisation of the vertebral column and the implications for movement a.11 normal and abnormal spinal curvatures and the implications of these conditions for physical activity b. joints <ul style="list-style-type: none"> b.1 joints related to exercise <ul style="list-style-type: none"> b.1.1 intervertebral

	<ul style="list-style-type: none"> b.1.2 sternoclavicular b.1.3 sternocostal b.1.4 acromioclavicular b.1.5 glenohumeral b.1.6 elbow b.1.7 radioulnar b.1.8 radiocarpal b.1.9 metacarpophalangeal b.1.10 pubic symphysis b.1.11 coxal b.1.12 tibiofibular b.1.13 femoropatellar b.1.14 tibiofibular b.1.15 ankle b.1.16 metatarsophalangeal b.2 structure and function of joints <ul style="list-style-type: none"> b.2.1 fibrous, cartilaginous and synovial joints b.3 anatomical structure of joints
<p>19. Skeletal muscle contraction</p>	<ul style="list-style-type: none"> a. the main features of nerves and the nervous system related to exercise <ul style="list-style-type: none"> a.1 nervous system classification and structure <ul style="list-style-type: none"> a.1.1 central/peripheral a.1.2 afferent/efferent a.1.3 voluntary/involuntary a.2 structure of a motor neuron a.3 generation and conduction a motor impulse a.4 reflex arcs b. the neural innervation of muscles for movement and proprioception c. the types of muscle contraction, and the relationship between muscle force and external load for each d. the factors influencing muscle contraction <ul style="list-style-type: none"> d.1 length-tension relationship d.2 motor unit recruitment d.3 muscle fibre types d.4 mechanical advantage of joint position d.5 force-velocity relationships d.6 size principle d.7 reciprocal inhibition, ie, agonist/antagonist relationship
<p>20. Structure and function of muscles</p>	<ul style="list-style-type: none"> a. the transfer of metabolites between blood and muscles b. the general relationship between nerves and skeletal muscle c. the major postural muscles <ul style="list-style-type: none"> c.1 pectoralis minor c.2 serratus anterior c.3 intercostals c.4 brachialis c.5 pronator teres c.6 brachioradialis c.7 flexor carpi radialis c.8 palmaris longus c.9 extensor carpi radialis longus c.10 flexor carpi ulnaris c.11 extensor carpi ulnaris c.12 extensor digitorum c.13 external oblique c.14 rhomboid major c.15 rhomboid minor c.16 levator scapulae c.17 teres minor c.18 supraspinatus c.19 infraspinatus c.20 internal oblique

	<ul style="list-style-type: none"> c.21 gluteus maximum c.22 gluteus medius c.23 gluteus minimus c.24 transverse abdominis c.25 iliotibial tract c.26 adductor magnus c.27 biceps femoris c.28 semitendinosus c.29 semimembranosus c.30 iliopsoas c.31 tensor fasciae latae c.32 sartorius c.33 adductor longus c.34 gracilis d. the purpose of connective tissues <ul style="list-style-type: none"> d.1 ligaments <ul style="list-style-type: none"> d.1.1 elbow <ul style="list-style-type: none"> d.1.1.1 radial collateral ligament d.1.1.2 ulnar collateral ligament d.1.2 knee <ul style="list-style-type: none"> d.1.2.1 fibular, ie, lateral, collateral ligament d.1.2.2 patella ligament d.1.2.3 anterior cruciate ligament d.1.2.4 tibial, ie, medial, collateral ligament d.1.2.5 posterior cruciate ligament d.1.3 shoulder <ul style="list-style-type: none"> d.1.3.1 acromio clavicular ligament d.1.4 ankle d.2 tendon <ul style="list-style-type: none"> d.2.1 achilles tendon d.2.2 patella tendon
<p>21. Weight bearing</p>	<ul style="list-style-type: none"> a. own body weight b. added resistance <ul style="list-style-type: none"> b.1 pin loaded b.2 hydraulic b.3 free weight b.4 air braked b.5 water environment

Evidence Guide

UTILISE A BROAD KNOWLEDGE OF EXERCISE SCIENCE IN EXERCISE PLANNING, PROGRAMMING AND INSTRUCTION

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge of the application of exercise science in the work environment b. Assessment of performance should be over a period of time covering all categories of all ranges of variable statements that are applicable in the learners environment c. In particular, assessment must confirm the ability to: <ul style="list-style-type: none"> c.1 Monitor the physiological responses of the body to exercise c.2 Explain the adaptations the body makes to exercise c.3 Conduct aerobic function assessments c.4 Monitor the temperature regulation of the body during exercise
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit must be assessed after attainment of competency in the following unit(s): <ul style="list-style-type: none"> a.1 Nil b. This unit must be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> b.1 Nil c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> c.1 SRF FIT 007A Undertake advanced exercise planning and programming c.2 SRF FIT 009A Undertake postural screening and appraisal c.3 SRF FIT 010A Utilise a broad range of fitness equipment c.4 SRF FIT 011A Provide exercise for fitness industry clients with special requirements c.5 SRF FIT 012A Utilise an understanding of motivational psychology with fitness clients c.6 SRX CAI 006A Organise a sport and recreation program c.7 SRX CAI 007A Conduct a sport and recreation program c.8 SRX GRP 002A Provide leadership to groups
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Underpinning knowledge <ul style="list-style-type: none"> a.1 Basic exercise physiology a.2 Basic anatomy a.3 Basic biomechanics b. Underpinning skills <ul style="list-style-type: none"> b.1 Ability to accurately measure a clients blood pressure b.2 Ability to accurately monitor a clients heart rate
4. Resource implications	<ul style="list-style-type: none"> a. Assessment of the competency requires access to a fitness centre with the appropriate facilities and equipment for the context of delivery such as a weights gym, exercise to music room and/ or pool and/or community fitness environment and/or an outdoor environment such as a running track and clients able to give information regarding progress in their fitness program b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5. Context for assessment	<ul style="list-style-type: none"> a. Competency must be demonstrated in a real work environment b. In cases where the learner does not have the opportunity to cover all categories of the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning

- on "What if?" scenarios
- c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
- d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	2	2	2	2	2	2

SRF FIT 009A UNDERTAKE POSTURAL SCREENING AND APPRAISAL

FIT Fitness

DESCRIPTION: This unit covers the knowledge and skills to undertake basic postural screenings and appraisal of basic range of movement and strength imbalances and for fitness industry clients.

ELEMENT	PERFORMANCE CRITERIA
1. Assess a clients <i>range of joint motion</i>	<ul style="list-style-type: none"> a. A reliable and valid appraisal of clients' range of joint motion is undertaken using standard industry equipment and protocols b. Joint restrictions are identified utilising industry standards and a medical appointment is recommended to the client if any abnormal movements are observed
2. Analyse a clients <i>static posture</i>	<ul style="list-style-type: none"> a. Client induction and exercise screening is undertaken b. A static postural screen is performed on clients using an industry standard posture analysis form and analysing symmetrical development c. Connective tissues, muscles and joints that require strengthening and/or stretching are identified and systematically recorded
3. Assess a client's <i>dynamic posture</i>	<ul style="list-style-type: none"> a. A clients' dynamic posture is observed during common fitness exercises and activities for muscle imbalance, symmetrical coordination, symmetrical development and range of movement b. A system for recording the clients' symmetrical coordination and development during fitness activities is used
4. Analyse a client <i>performing isolation exercises</i>	<ul style="list-style-type: none"> a. Exercises are described using biomechanical terminology b. For each exercise the movement is analysed into phases, the joint(s) where the actions occur are identified to the client, the actions are analysed at the joint and explained to the client, the muscle contractions taking place are explained to the client, the muscles being utilised for the movement are identified and the prime moving muscle for the exercise are identified to the client c. A medical appointment is recommended to the client if any abnormal movements are observed
5. Analyse a client <i>performing a compound exercise</i>	<ul style="list-style-type: none"> a. Exercises are described using biomechanical terminology b. For each exercise the movement is analysed into phases, the joint(s) where the actions occur are identified to the client, the actions are analysed at the joint and explained to the client, the muscle contractions taking place are explained to the client, the muscles being utilised for the movement are identified and the prime moving muscle for the exercise are identified to the client c. A medical appointment is recommended to the client if any abnormal movements are observed
6. Work as part of an <i>allied health team</i>	<ul style="list-style-type: none"> a. Recommend to clients that they consult a medical professional whenever any injury or illness is identified b. Feedback from the medical or allied health professional is discussed with both the medical or allied health professional and the client

Range of Variables

UNDERTAKE POSTURAL SCREENING AND APPRAISAL

VARIABLE STATEMENT	CATEGORIES
1. Bone markings	<ul style="list-style-type: none"> a. tuberosity b. crest c. trochanter d. line e. tubercle f. epicondyle g. spine h. head i. facet j. condyle k. ramus l. meatus m. sinus n. fossa o. groove p. fissure q. foramen
2. Connective tissue	<ul style="list-style-type: none"> a. ligaments <ul style="list-style-type: none"> a.1 elbow <ul style="list-style-type: none"> a.1.1 radial collateral ligament a.1.2 ulnar collateral ligament a.2 knee <ul style="list-style-type: none"> a.2.1 fibular (lateral) collateral ligament a.2.2 patella ligament a.2.3 anterior cruciate ligament a.2.4 tibial (medial)collateral ligament a.2.5 posterior cruciate ligament a.3 shoulder <ul style="list-style-type: none"> a.3.1 acromio clavicular ligament a.4 ankle b. tendon <ul style="list-style-type: none"> b.1 achilles tendon b.2 patella tendon
3. Directional terms	<ul style="list-style-type: none"> a. flexion b. extension c. dorsiflexion d. plantar flexion e. abduction f. adduction g. circumduction h. rotation i. supination j. pronation k. inversion l. eversion m. protraction n. retraction o. elevation p. depression

4. Exercise screening	<ul style="list-style-type: none"> a. questionnaire b. interview c. clearance letter from a physician, physiotherapist or other medical professional
5. Feedback	<ul style="list-style-type: none"> a. quantitative information on performance related to <ul style="list-style-type: none"> a.1 range of movement a.2 strength a.3 endurance b. quantitative information on skill c. qualitative information on attitude and motivation
6. Fitness activities	<ul style="list-style-type: none"> a. group classes b. individual exercise sessions
7. Joints	<ul style="list-style-type: none"> a. intervertebral b. sternoclavicular c. sternocostal d. acromioclavicular e. glenohumeral f. elbow g. radioulnar h. radiocarpal i. metacarpophalangeal j. pubic symphysis k. coxal l. tibiofibular m. femoropatellar n. tibiofibular o. ankle p. metatarsophalangeal
8. Muscle groups	<ul style="list-style-type: none"> a. prime mover b. fixators c. assistors
9. Muscle imbalance	<ul style="list-style-type: none"> a. strength b. flexibility
10. Range of motion	<ul style="list-style-type: none"> a. joint and muscle specific b. equipment <ul style="list-style-type: none"> b.1 sit and reach b.2 goniometer b.3 electronic
11. Range of movement	<ul style="list-style-type: none"> a. joint specific b. muscle specific
12. Specific postural muscles	<ul style="list-style-type: none"> a. pectoralis minor b. serratus anterior c. intercostals d. brachialis e. pronator teres f. brachioradialis g. flexor carpi radialis h. palmaris longus i. extensor carpi radialis longus j. flexor carpi ulnaris k. extensor carpi ulnaris l. extensor digitorum m. external oblique n. rhomboid major o. rhomboid minor p. levator scapulae q. teres minor

	<ul style="list-style-type: none"> r. supraspinatus s. infraspinatus t. internal oblique u. gluteus maximum v. gluteus medius w. gluteus minimus x. transverse abdominis y. iliotibial tract z. adductor magnus aa. biceps femoris bb. semitendinosus cc. semimembranosus dd. iliopsoas ee. tensor fasciae latae ff. sartorius gg. adductor longus hh. gracilis
13. Static postural screen	<ul style="list-style-type: none"> a. anterior b. posterior c. lateral
14. Weight bearing	<ul style="list-style-type: none"> a. own body weight b. added resistance <ul style="list-style-type: none"> b.1 pinloaded b.2 hydraulic b.3 free weight b.4 air braked b.5 water environment

Evidence Guide

UNDERTAKE POSTURAL SCREENING AND APPRAISAL

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge of undertaking postural screening and appraisal in the work environment</p> <p>b. Assessment of performance should be over a period of time covering all categories of all the ranges of variable statements that are applicable in the learners environment</p> <p>c. In particular, assessment must confirm the ability to:</p> <p>c.1 Screen a client for postural alignment</p> <p>c.2 Observe and analyse a client performing an exercise</p> <p>c.3 Work as part of a team under the supervision of health and medical professionals</p>
<p>2. Interdependent assessment of units</p>	<p>a. This unit must be assessed after attainment of competency in the following unit(s):</p> <p>a.1 SRF FIT 008A Utilise a broad knowledge of exercise science in exercise planning and programming</p> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 Nil</p> <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):</p> <p>c.1 SRF FIT 007A Undertake advanced exercise planning and programming</p> <p>c.2 SRF FIT 010A Utilise a broad range of fitness equipment</p> <p>c.3 SRF FIT 011A Provide exercise for fitness industry clients with special requirements</p> <p>c.4 SRF FIT 012A Utilise an understanding of motivational psychology with fitness clients</p> <p>c.5 SRX CAI 006A Organise a sport and recreation program</p> <p>c.6 SRX CAI 007A Conduct a sport and recreation program</p> <p>c.7 SRX GRP 002A Provide leadership to groups</p>
<p>3. Required knowledge and skills</p>	<p>a. Underpinning knowledge</p> <p>a.1 Extensive knowledge of skeletal anatomy and physiology</p> <p>a.2 Knowledge of biomechanics, especially movement terminology and execution</p> <p>b. Underpinning skills</p> <p>b.1 Ability to efficiently and effectively instruct clients using exercise equipment</p> <p>b.2 Ability to interact and communicate with clients in order to understand their exercise concerns and requirements and relate these to both their lifestyle and exercise program</p>
<p>4. Resource implications</p>	<p>a. Assessment of the competency requires access to a fitness centre with the appropriate facilities and equipment for the context of delivery such as a weights gym, exercise to music room and/ or pool and/or community fitness environment and/or an outdoor environment such as a running track and clients able to give information regarding progress in their fitness program</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>
<p>5. Consistency in performance</p>	<p>a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment</p>

6. Context for assessment

- a. Competency must be demonstrated in a real work environment
- b. In cases where the learner does not have the opportunity to cover all categories of the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
- c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
- d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	1	2	3	2	1

SRF FIT 010A UTILISE A BROAD RANGE OF FITNESS EQUIPMENT

FIT

Fitness

DESCRIPTION: This unit covers the knowledge and skills to use, maintain and demonstrate a broad range of fitness equipment.

ELEMENT	PERFORMANCE CRITERIA
1. Plan an arrangement of equipment within a fitness facility	<ul style="list-style-type: none"> a. A floor plan for the arrangement of equipment within a fitness facility is developed, taking into account the type of programs delivered in the facility, Occupational Health and Safety requirements and manufactures specifications. b. Manufacturer's, legislated and Australian Standards for the use of electrical equipment are complied with
2. Evaluate and select equipment for a fitness facility	<ul style="list-style-type: none"> a. The procedures to select and purchase new fitness equipment for a recreational facility are outlined b. Fitness equipment is selected to meet facility and program needs
3. Develop and conduct general maintenance procedures for a fitness facility	<ul style="list-style-type: none"> a. A list of facility equipment and the relevant service companies is generated b. A basic maintenance and cleaning roster for the facility is developed c. Maintenance records that would be kept over a 12 month period are developed d. The procedures for the identification and repair of a faulty piece of fitness equipment are outlined
4. Demonstrate and instruct the use of cardio-vascular equipment	<ul style="list-style-type: none"> a. Innovative cardio-vascular fitness plans and exercise programs are developed to meet a clients' specific needs b. The functions on the display board of cardio vascular equipment are demonstrated to clients c. A variety of different program functions for specific client needs are utilised d. The cardio-vascular equipment is adjusted to suit the needs of clients e. The client is instructed on the use of cardio-vascular equipment
5. Demonstrate and instruct the use of free weight equipment	<ul style="list-style-type: none"> a. Innovative free weight fitness plans and exercise programs are developed to meet a clients' specific needs b. A knowledge of the basic mechanics of action of free weight equipment is used to modify exercises for specific fitness outcomes or for safety c. A variety of exercises are demonstrated using free weight equipment d. The training age of the client is analysed with respect to the exercises taught and the technical difficulty of the exercises are adjusted accordingly e. The client is instructed on the use of free weight equipment
6. Demonstrate and instruct the use of innovative exercise equipment	<ul style="list-style-type: none"> a. Innovative plans and exercise programs are developed using non-traditional equipment to meet a clients' specific needs b. Innovative exercise equipment is used with reference to manufacturer's guidelines c. A knowledge of the basic mechanics of action of innovative exercise equipment is used to modify exercises for specific fitness outcomes or for safety d. Exercises using innovative exercise equipment are instructed to

clients

Range of Variables

UTILISE A BROAD RANGE OF FITNESS EQUIPMENT

VARIABLE STATEMENT	CATEGORIES
1. Australian Standards	<ul style="list-style-type: none"> a. number of machines on a single circuit b. special requirements for use of electrical appliances near water c. installation of equipment to manufactures standards
2. Cardio-vascular equipment	<ul style="list-style-type: none"> a. bikes b. treadmills c. elliptical trainers d. steppers e. rowing machines
3. Facility and program needs	<ul style="list-style-type: none"> a. aesthetics b. space c. efficiency d. adjustability e. durability f. appropriateness for clients g. integrity of moving and non-moving parts h. servicing arrangements i. ease of maintenance j. movement specificity k. safety
4. Fitness equipment	<ul style="list-style-type: none"> a. pin loaded equipment b. cardio-vascular equipment c. free weight equipment d. hydraulic equipment e. electronically braked equipment f. air braked equipment g. pool based equipment h. sound and microphone systems
5. Floor plan	<ul style="list-style-type: none"> a. size of equipment b. work space required c. maintenance of fire exists d. access to water e. walkways/ traffic areas f. suitability of facilities for the type of clientele and services provided
6. Free weights	<ul style="list-style-type: none"> a. bars b. dumbbells c. collars d. barbells e. benches
7. Innovative	<p>may include changes to</p> <ul style="list-style-type: none"> a. movement <ul style="list-style-type: none"> a.1 direction a.2 range a.3 lever length a.4 complexity a.5 speed

	<ul style="list-style-type: none"> b. environment <ul style="list-style-type: none"> b.1 stability of client b.2 perceived risk b.3 activity type c. intensity <ul style="list-style-type: none"> c.1 resistance c.2 repetitions c.3 muscle involvement d. program type, such as <ul style="list-style-type: none"> d.1 sets and reps d.2 circuit d.3 matrix d.4 super sets d.5 plyometrics d.6 pre-fatigue d.7 interval
8. Innovative exercise equipment	<ul style="list-style-type: none"> a. exercise balls <ul style="list-style-type: none"> a.1 medicine balls a.2 swiss balls b. bars <ul style="list-style-type: none"> b.1 body bars c. steps d. bands <ul style="list-style-type: none"> d.1 dyna bands d.2 speed assisted bands d.3 speed resisted bands e. specific muscle targets <ul style="list-style-type: none"> e.1 abdominal assisters e.2 rotator cuff e.3 plyometric training systems
9. Knowledge	<ul style="list-style-type: none"> a. principles of action b. major maintenance focus c. anatomical and physiological consequences of the equipment usage modification d. work as part of a team when specialist attention is required
10. Program functions	<ul style="list-style-type: none"> a. the different functions that can be programmed into electronic exercise equipment
11. Training age	<ul style="list-style-type: none"> a. the time in months/years that a client has been training with free-weights
12. Variety of exercises	<ul style="list-style-type: none"> a. compound b. isolation c. body part/muscle specific d. equipment specific

Evidence Guide

UTILISE A BROAD RANGE OF FITNESS EQUIPMENT

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge of equipment maintenance, use and demonstration in the work environment</p> <p>b. Assessment of performance should be over a period of time covering all categories of all the ranges of variable statements that are applicable in the learners environment</p> <p>c. In particular, assessment must confirm the ability to:</p> <p>c.1 Demonstrate the use of cardiovascular equipment</p> <p>c.2 Demonstrate the use of free-weights equipment</p> <p>c.3 Demonstrate the use of innovative exercise equipment</p> <p>c.4 Maintain fitness facility equipment</p>
<p>2. Interdependent assessment of units</p>	<p>a. This unit must be assessed after attainment of competency in the following unit(s):</p> <p>a.1 SRX FAC 001A Maintain equipment for activities</p> <p>a.2 SRF FIT 006A Use and maintain core fitness industry equipment</p> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 Nil</p> <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):</p> <p>c.1 SRF FIT 007A Undertake advanced exercise planning and programming</p> <p>c.2 SRF FIT 008A Utilise a broad knowledge of exercise science in exercise planning, programming and instruction</p> <p>c.3 SRF FIT 009A Undertake postural screening and appraisal</p> <p>c.4 SRF FIT 011A Provide exercise for fitness industry clients with special requirements</p> <p>c.5 SRF FIT 012A Utilise an understanding of motivational psychology with fitness clients</p> <p>c.6 SRX CAI 006A Organise a sport and recreation program</p> <p>c.7 SRX CAI 007A Conduct a sport and recreation program</p> <p>c.8 SRX GRP 002A Provide leadership to groups</p>
<p>3. Required knowledge and skills</p>	<p>a. Underpinning knowledge</p> <p>a.1 Fitness equipment terminology</p> <p>b. Underpinning skills</p> <p>b.1 Basic fitness equipment maintenance</p> <p>b.2 Basic fitness equipment usage when instructing clients in fitness programs</p> <p>b.3 Fitness related instructional skills of programs designed to improve or maintain specific fitness parameters of clients</p> <p>b.4 Skills in relating to clients in a fitness industry environment, in order to determine client goals and motivate them to participate in a long term fitness program</p>
<p>4. Resource implications</p>	<p>a. Assessment of the competency requires access to a fitness centre with the appropriate facilities and equipment for the context of delivery such as a weights gym, exercise to music room and/ or pool and/or community fitness environment and/or an outdoor environment such as a running track and clients able to give information regarding progress in their fitness program</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>

5. Consistency in performance	a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
6. Context for assessment	<p>a. Competency must be demonstrated in a real work environment</p> <p>b. In cases where the learner does not have the opportunity to cover all categories of the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</p> <p>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</p> <p>d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</p>

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	2	2	2	3	2

SRF FIT 011A PROVIDE EXERCISE FOR FITNESS INDUSTRY CLIENTS WITH SPECIAL REQUIREMENTS

FIT

Fitness

DESCRIPTION: This unit covers the knowledge and skills required to provide exercise for clients with common medical, injury or health conditions, after referral from and under the supervision of medical and health professionals and as part of a team of health and medical professionals.

ELEMENT	PERFORMANCE CRITERIA
<p>1. Screen <i>clients</i> for health, medical, or injury conditions</p>	<p>a. <i>Clients</i> are screened</p> <p>b. A referral to a medical practitioner is recommended to all <i>clients</i> who disclose health, medical or injury conditions</p> <p>c. Work as part of a team under the supervision of <i>allied health and medical professionals</i> where health, medical or injury conditions have been identified</p>
<p>2. Apply exercise considerations and guidelines to <i>clients</i> with identified <i>special requirements</i></p>	<p>a. The exercises and types of exercise which are recommended for <i>clients</i> with identified <i>special requirements</i> exercising in the fitness industry to maintain and develop health and functional capacity are described to clients</p> <p>b. An exercise plan and/or program/s designed by a suitably qualified <i>allied health or medical professional</i> for <i>clients</i> with identified <i>special requirements</i> is delivered to clients</p> <p>c. <i>Clients</i> with identified <i>special requirements</i> are instructed under the supervision of suitably qualified <i>allied health or medical professionals</i></p> <p>d. Aerobic and resistance training guidelines are applied to <i>clients</i> with identified <i>special requirements</i> in line with recommendations and guidelines from <i>medical and allied health professionals</i></p> <p>e. Advice on guidelines appropriate to exercise in the fitness industry is provided to <i>clients</i> with identified <i>special requirements</i> in consultation with suitably qualified <i>allied health professionals</i></p>

Range of Variables

PROVIDE EXERCISE FOR FITNESS INDUSTRY CLIENTS WITH SPECIAL REQUIREMENTS

VARIABLE STATEMENT	CATEGORIES
1. Allied health professionals	<ul style="list-style-type: none"> a. dietitians b. counsellors c. psychologists d. exercise scientists e. physiotherapist
2. Client	<ul style="list-style-type: none"> a. adult or children b. able or disabled c. experienced or inexperienced d. clearance for specific exercise from a medical practitioner e. individuals with common medical conditions <ul style="list-style-type: none"> e.1 cardiac concerns e.2 peripheral vascular concerns e.3 blood pressure concerns e.4 asthmatic e.5 obese e.6 diabetic e.7 pregnancy e.8 arthritic e.9 osteoporotic e.10 specific disability e.11 anaemic e.12 bulimic e.13 anorexic
3. Considerations	<ul style="list-style-type: none"> a. physiological <ul style="list-style-type: none"> a.1 heart rate a.2 arrhythmia a.3 blood pressure a.4 respiratory changes a.5 oedema b. biomechanical <ul style="list-style-type: none"> b.1 centre of mass b.2 centre of gravity b.3 joint laxity b.4 postural hypotension c. nutritional <ul style="list-style-type: none"> c.1 energy requirements c.2 hydration c.3 nutrient needs c.4 consequences of inadequate diet d. psychological <ul style="list-style-type: none"> d.1 reaction to performance decrements d.2 weight gain d.3 changing attitudes of others e. pathological guidelines provided by an allied health or medical professional
4. Medical professionals	<ul style="list-style-type: none"> a. general practice doctors b. medical specialists

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- 5. Special requirements**
- a. rehabilitation of musculoskeletal injuries
 - b. pre-natal consideration for the mother and foetus
 - b.1 temperature
 - b.1.1 cognital malformation
 - b.2 blood flow
 - b.3 oxygen delivery
 - b.4 glucose availability
 - b.5 exercise hormone levels
 - b.6 foetal distress
 - b.7 in uterine growth retardation
 - b.8 physical constrictions
 - c. post-natal considerations for the mother
 - d. medical
 - d.1 cardiac risk
 - d.2 obesity
 - d.3 asthma
 - d.4 diabetes
 - d.5 arthritis
 - d.6 specific disability
 - d.7 osteoporosis
 - d.8 anaemia
 - d.9 eating disorders
 - e. disability
 - e.1 sensory
 - e.2 physical
 - e.3 intellectual
 - e.4 psychiatric

Evidence Guide

PROVIDE EXERCISE FOR FITNESS INDUSTRY CLIENTS WITH SPECIAL REQUIREMENTS

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge of providing exercise for common medical conditions in the work environment b. Assessment of performance should be over a period of time covering all categories of all the ranges of variable statements that are applicable in the learners environment c. In particular, assessment must confirm the ability to: <ul style="list-style-type: none"> c.1 Provide exercise for the range of clients with special requirements
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit must be assessed after attainment of competency in the following unit(s): <ul style="list-style-type: none"> a.1 SRF FIT 007A Undertake advanced exercise planning and programming a.2 SRF FIT 008A Utilise a broad knowledge of exercise science in exercise planning, programming and instruction a.3 SRF FIT 009A Undertake postural screening and appraisal a.4 SRF FIT 010A Utilise a broad range of fitness equipment a.5 SRX CAI 006A Organise a sport and recreation program a.6 SRX CAI 007A Conduct a sport and recreation program a.7 SRX GRP 002A Provide leadership to groups b. This unit must be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> b.1 Nil c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> c.1 SRF FIT 012A Utilise an understanding of motivational psychology with fitness clients
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Underpinning knowledge <ul style="list-style-type: none"> a.1 Exercise planning and programming on clients with no identified special considerations a.2 Applied anatomy and biomechanics on clients with no identified special considerations b. Underpinning skills <ul style="list-style-type: none"> b.1 Client skills in dealing with low risk individuals and groups in a fitness industry environment, in order to determine their exercise requirements and deliver fitness programs b.2 Use and application of traditional and innovative exercise equipment for low risk individuals and groups in a fitness industry environment when instructing fitness programs
4. Resource implications	<ul style="list-style-type: none"> a. Assessment of the competency requires access to a fitness centre with the appropriate facilities and equipment for the context of delivery such as a weights gym, exercise to music room and/ or pool and/or community fitness environment and/or an outdoor environment such as a running track and clients able to give information regarding progress in their fitness program b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5. Consistency in performance	<ul style="list-style-type: none"> a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment

6. Context for assessment

- a. Competency must be demonstrated in a real work environment
- b. In cases where the learner does not have the opportunity to cover all categories of the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
- c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
- d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	2	2	3	2

SRF FIT 012A

UTILISE AN UNDERSTANDING OF MOTIVATIONAL PSYCHOLOGY WITH FITNESS CLIENTS

FIT

Fitness

DESCRIPTION: This unit covers the skills and knowledge required to analyse client behaviours and recommend strategies for exercise adherence.

ELEMENT	PERFORMANCE CRITERIA
1. Implement motivational theory in fitness activities	<ul style="list-style-type: none"> a. Arousal theories for clients as individuals and groups in fitness situations are defined and applied to the modification of client behaviour b. The importance and role of motivation techniques such as goal setting as applied to adherence to exercise are outlined to clients
2. Utilise motivational psychology	<ul style="list-style-type: none"> a. Other instructors working with clients are observed and interviewed to identify the communicating styles used by different instructors and how each instructor's communicating style affects different clients b. Motivational skills are used to help clients identify barriers to adherence and set effective exercise goals when instructing clients c. Aspects of client exercise behaviour as they apply to motivational practice in a fitness context are identified and used to develop motivational strategies for clients d. Various external and environmental influences are observed and the information is used to develop motivational strategies for clients
3. Demonstrate effective non verbal communication	<ul style="list-style-type: none"> a. Non verbal communication techniques are used when instructing and dealing with clients b. Personal non verbal communication skills are analysed in the context of a clients' response c. Personal attitudes and values are defined and used to positively influence clients exercise adherence and behaviour
4. Describe and demonstrate barriers to communication	<ul style="list-style-type: none"> a. Instructor client interactions are analysed for barriers to communication b. Barriers to communicating styles with clients are defined and amended/eliminated
5. Utilise arousal techniques to motivate clients	<ul style="list-style-type: none"> a. Arousal levels are identified and arousal control techniques are used to improve the performance of clients during exercise sessions

Range of Variables

UTILISE AN UNDERSTANDING OF MOTIVATIONAL PSYCHOLOGY WITH FITNESS CLIENTS

VARIABLE STATEMENT	CATEGORIES
1. Arousal techniques	<ul style="list-style-type: none"> a. anxiety management b. progressive relaxation c. stress management
2. Arousal theories	<ul style="list-style-type: none"> a. drive theory b. inverted 'U' c. zone of optimal function
3. Barriers to communication	<ul style="list-style-type: none"> a. preoccupation b. emotional block c. hostility d. charisma e. past experience f. hidden agenda g. inarticulateness h. stereotyping i. physical environment j. mind-wandering k. defensiveness
4. Client	<ul style="list-style-type: none"> a. experienced or inexperienced b. adults c. screened
5. Communicating styles	<ul style="list-style-type: none"> a. telling a client b. advising a client c. manipulating a client d. counselling a client
6. Dimensions of behaviour	<ul style="list-style-type: none"> a. environment/ situation, eg, the sun comes out b. thought, eg, it is sunny c. feeling, eg, discomfort d. intention, eg, to be shielded from the bright sun e. action, eg, put on a hat
7. External and environmental influences	<ul style="list-style-type: none"> a. indoor <ul style="list-style-type: none"> a.1 room set up a.2 colours a.3 furnishings a.4 grooming a.5 fittings a.6 clothing a.7 order b. outdoor <ul style="list-style-type: none"> b.1 weather b.2 location b.3 presence of onlookers

8. Fitness activities	<ul style="list-style-type: none"> a. exercise to music class b. circuit class c. stretching class d. specific equipment classes, eg, cycling classes
9. Fitness situations	<ul style="list-style-type: none"> a. instructing a client b. guiding a tour of the facilities to a prospective member c. serving a client at reception d. screening a client e. discussing health issues with clients f. recommending a consultation with a medical practitioner
10. Non verbal communication	<ul style="list-style-type: none"> a. voice <ul style="list-style-type: none"> a.1 inflection a.2 emphasis a.3 fluency a.4 tone a.5 tempo a.6 resonance b. body language <ul style="list-style-type: none"> b.1 movement b.2 facial expression b.3 eye contact b.4 gestures b.5 posture b.6 sign language b.7 touching c. body sounds

Evidence Guide

UTILISE AN UNDERSTANDING OF MOTIVATIONAL PSYCHOLOGY WITH FITNESS CLIENTS

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge of applying motivational psychology in the work environment b. Assessment of performance should be over a period of time covering all categories of all ranges of variable statements that are applicable in the learners environment c. In particular, assessment must confirm the ability to: <ul style="list-style-type: none"> c.1 Explain and utilise appropriate motivational theory in fitness activities when instructing clients c.2 Demonstrate effective use of non verbal aspects of communication when instructing clients c.3 Analyse the physical environment of a fitness facility and how that impacts on client behaviour, then adopt appropriate motivational techniques that meet the needs of the client c.4 Recognise emerging barriers to communication when dealing with clients, and adopt appropriate strategies for breaking down these barriers to effective client communication
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit must be assessed after attainment of competency in the following unit(s): <ul style="list-style-type: none"> a.1 Nil b. This unit must be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> b.1 Nil c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> c.1 SRF FIT 007A Undertake advanced exercise planning and programming c.2 SRF FIT 008A Utilise a broad knowledge of exercise science in exercise planning, programming and instruction c.3 SRF FIT 009A Undertake postural screening and appraisal c.4 SRF FIT 010A Utilise a broad range of fitness equipment c.5 SRF FIT 011A Provide exercise for fitness industry clients with special requirements c.6 SRX CAI 006A Organise a sport and recreation program c.7 SRX CAI 007A Conduct a sport and recreation program c.8 SRX GRP 002A Provide leadership to groups
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Underpinning knowledge <ul style="list-style-type: none"> a.1 Motivational stages b. Underpinning skills <ul style="list-style-type: none"> b.1 Interpersonal skills to enhance interaction with clients b.2 Verbal, written and listening communication skills to understand specific client fitness requirements and relate them to developing and delivering fitness programs
4. Resource implications	<ul style="list-style-type: none"> a. Assessment of the competency requires access to a fitness centre with the appropriate facilities and equipment for the context of delivery such as a weights gym, exercise to music room and/ or pool and/or community fitness environment and/or an outdoor environment such as a running track and clients able to give information regarding progress in their fitness program b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines

5. Consistency in performance	a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
6. Context for assessment	<p>a. Competency must be demonstrated in a real work environment</p> <p>b. In cases where the learner does not have the opportunity to cover all categories of the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</p> <p>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</p> <p>d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</p>

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	1	3	1	2	1

SRF FIT 013A PROVIDE INFORMATION AND EXERCISE RELATED TO NUTRITION AND BODYFAT

FIT

Fitness

DESCRIPTION: This unit provide those working in the fitness industry with skills and knowledge to provide basic information about healthy eating and design exercise plans and programs to reduce the level of bodyfat in clients.

ELEMENT	PERFORMANCE CRITERIA
1. Explain the general principles of <i>nutrition</i> and health to <i>clients</i>	<ul style="list-style-type: none"> a. The <i>general guidelines</i> of food and <i>nutrition</i> are explained to <i>clients</i> b. The relationship between <i>nutrition</i> and health is explained to <i>clients</i> c. The physiology of the <i>management of body composition</i> and bodyfat is explained to <i>clients</i>
2. Estimate the body composition of <i>clients</i>	<ul style="list-style-type: none"> a. <i>Clients</i> are screened b. A visit to a <i>medical practitioner</i> or <i>allied health professional</i> is recommended to a client if they report any health, nutritional or dietary disorder, or medical or injury concerns c. The body composition of clients is <i>estimated</i> using current industry <i>body composition appraisals</i> d. Body composition estimates are compared to <i>anthropometric standards</i>
3. Develop and deliver an exercise plan and program designed to reduce the level of bodyfat of <i>clients</i>	<ul style="list-style-type: none"> a. Results of the measures are explained to <i>clients</i> and incorporated into <i>client's</i> exercise plans b. Nutritional requirements of the exercise plan are described to <i>clients</i> c. Hydration needs when exercising are explained to <i>clients</i> d. The exercise plan is explained to <i>clients</i> and specific programs and exercises are instructed e. If a client is referred to medical practitioner for nutritional or dietary disorder, nutritional requirements are managed by suitably credential allied health professional

Range of Variables

PROVIDE INFORMATION AND EXERCISE RELATED TO NUTRITION AND BODYFAT

VARIABLE STATEMENT	CATEGORIES
1. Allied health professionals	<ul style="list-style-type: none"> a. dietitians b. counsellors c. psychologists d. exercise scientists e. physiotherapist
2. Anthropometric standards	<ul style="list-style-type: none"> may include a. fat shapes b. somatotypes c. skinfold norms d. girth norms and indices e. body composition norms f. body mass norms and indices
3. Body composition appraisals	<ul style="list-style-type: none"> a. girths and girth indices b. skinfolds and skinfold indices c. bioelectrical impedance analysis d. height/weight indices e. body mass indices
4. Clients	<ul style="list-style-type: none"> a. experienced or inexperienced b. adult c. no major dietary or nutritional concerns
5. Estimated	<ul style="list-style-type: none"> a. reliability b. validity c. accuracy of measurements d. accessibility/ ease of use e. relevance to client f. precision
6. General guidelines	<ul style="list-style-type: none"> a. food groups <ul style="list-style-type: none"> a.1 fats, oils and sweets a.2 fruit and vegetables a.3 breads and cereals a.4 dairy a.5 meat, poultry, fish, dry beans, eggs, and nuts b. dietary guidelines <ul style="list-style-type: none"> b.1 recommendations on the daily intake of nutrients c. essential nutrients <ul style="list-style-type: none"> c.1 carbohydrates c.2 minerals c.3 vitamins c.4 lipids c.5 protein c.6 water d. food labelling <ul style="list-style-type: none"> d.1 preservatives d.2 additives

	<ul style="list-style-type: none"> d.3 ingredient order d.4 ingredients e. food preparation <ul style="list-style-type: none"> e.1 bake e.2 grill e.3 stew e.4 boil e.5 steam e.6 fry e.7 microwave e.8 freeze
7. Management of body composition	<ul style="list-style-type: none"> a. relationship between energy intake and energy expenditure b. relationship between weight management, body proportions and body fat c. fat reduction activity strategies <ul style="list-style-type: none"> c.1 planned c.2 incidental d. metabolic rate <ul style="list-style-type: none"> d.1 basal metabolic rate d.2 influence of activity on metabolic rate d.3 muscle and lean body mass e. muscle mass changes and body composition/weight f. body fat changes and body composition/weight g. fat distribution h. gender differences i. myths and fallacies <ul style="list-style-type: none"> i.1 spot reduction i.2 food combining i.3 rapid weight loss promises i.4 diets recommend by non nutritional experts i.5 non exercise based recommendations i.6 effortless and miraculous claims
8. Medical professional	<ul style="list-style-type: none"> a. general practice doctors b. medical specialists
9. Nutrition	<ul style="list-style-type: none"> a. nutrient recommendations b. nutrient deficiency c. nutrient excess d. unbalanced diet e. balanced diet f. body shape classifications g. body image issues h. myths and fallacies

Evidence Guide

PROVIDE INFORMATION AND EXERCISE RELATED TO NUTRITION AND BODYFAT

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge of dietary and nutrition recommendations and exercise in a fitness work environment b. Assessment of performance should be over a period of time covering all categories of the range of variable statements that are applicable in the learners environment c. In particular, assessment must confirm the ability to: <ul style="list-style-type: none"> c.1 Provide current dietary and nutritional advice c.2 Demonstrate various body composition measurements c.3 Deliver exercise programs to clients that are directly related to bodyfat reduction
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit must be assessed after attainment of competency in the following unit(s): <ul style="list-style-type: none"> a.1 SRF FIT 007A Undertake advanced exercise planning and programming a.2 SRF FIT 008A Utilise a broad knowledge of exercise science in exercise planning, programming and instruction a.3 SRF FIT 009A Undertake postural screening and appraisal b. This unit must be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> b.1 Nil c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> c.1 SRF FIT 012A Utilise an understanding of motivational psychology with fitness clients c.2 SRF PTI 001A Plan and deliver personal training c.3 SRF OLD 001A Plan and deliver exercise for older adults c.4 SRF SPP 001A Plan and deliver advanced exercise to specific populations
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Underpinning knowledge <ul style="list-style-type: none"> a.1 Exercise science b. Underpinning skills <ul style="list-style-type: none"> b.1 Effective verbal, written, and listening communication skills for determining the fitness requirements of clients, and applying them to fitness programs b.2 Skills related to the instruction of clients in fitness programs in a fitness industry environment b.3 Expertise and experience in the use of fitness activity equipment, and instructing clients on that equipment b.4 Experience in assisting a fitness trainer working with clients to provide exercise programs designed to reduce bodyfat
4. Resource implications	<ul style="list-style-type: none"> a. Assessment of this competency requires access appropriate facilities and equipment for the context of delivery such as an equipped assessment room and clients able to give information regarding their lifestyle b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5. Consistency in performance	<ul style="list-style-type: none"> a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment

6. Context for assessment

- a. Competency must be demonstrated in a real work environment
- b. In cases where the learner does not have the opportunity to cover all categories of the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios
- c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
- d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	2	1	2	2	2

GROUP FITNESS

AER

Contents

SRF AER 001A Plan and instruct a group exercise class..... 1

**SRF AER 002A Customise group instructional skills to include specific
group fitness activities current in the fitness industry 8**

SRF AER 001A PLAN AND INSTRUCT A GROUP EXERCISE CLASS

AER

Group fitness

DESCRIPTION: This unit provides the instructor with the skills to plan and instruct a basic group fitness class of a type common in the fitness industry.

ELEMENT	PERFORMANCE CRITERIA
1. Prepare an exercise to music tape	a. Music is selected, the use of music is considered and a tape or CD is analysed b. Copyright responsibilities are recognised and followed
2. Plan a group exercise fitness class	a. The client group's fitness outcomes and class type are defined b. The concepts and phases of the class are allocated within the plan c. Types of exercises in each of the phases of a class are allocated in the plan using the predicted physiological response as the basis for choice of type and intensity d. An effective and varied exercise repertoire is used e. Potentially harmful practices and the reasons why they need to be avoided are outlined in the plan f. The instructor draws on a broad exercise repertoire g. Current industry standard injury and safety guidelines are applied to the planning h. The workload of each section during a class and the training components are planned i. The various training components are manipulated in the plan to provide a beginner, intermediate or advanced level of work-out j. If used music is planned
3. Instruct a group exercise to music class	a. Dress and presentation are appropriate b. Pre class instructions are delivered c. An exercise to music class is instructed to a group of clients d. Appropriate instructional principles are used in the class e. Methods to ensure correct technique for safety , efficiency and aesthetics are implemented and monitored f. Common technical errors are adjusted and corrected and the correct technique is demonstrated g. Those in the class with poor coordination are accommodated and less skilled performers are assisted h. The activities are easy to follow, yet physically challenging i. Exercise intensity is monitored and adjusted as required j. Own and participant's performance is reviewed
4. Motivate clients	a. The physical, psychological and social reasons why the clients are participating in the classes are established b. Appropriate motivational techniques are applied c. Constructive and positive feedback is provided to clients

Range of Variables

PLAN AND INSTRUCT A GROUP EXERCISE CLASS

VARIABLE STATEMENT	CATEGORIES
1. Analysed	<ul style="list-style-type: none"> a. duration of the tape b. genre of the music c. for each track <ul style="list-style-type: none"> c.1 beats per minute c.2 rhythm c.3 tempo c.4 phasing
2. Class types	<ul style="list-style-type: none"> a. terminology may reflect <ul style="list-style-type: none"> a.1 program type <ul style="list-style-type: none"> a.1.1 beginners a.1.2 hi/low a.1.3 step a.1.4 low impact a.1.5 high impact a.1.6 new body a.1.7 circuit a.1.8 choreographed/freestyle a.1.9 routine format b. physiological adaptation <ul style="list-style-type: none"> b.1 body fat utilisation b.2 muscle conditioning b.3 flexibility b.4 relaxation c. equipment used <ul style="list-style-type: none"> c.1 stationary cycle c.2 free weights
3. Common technical errors	<ul style="list-style-type: none"> a. lower back hyperextended b. knees over feet c. stretching rounded back d. arms too high or low e. shoulders rounded
4. Concepts	may include <ul style="list-style-type: none"> a. fast/slow b. add on c. intensity levels d. formations e. lines, ie, on pool floor f. groups g. arm/leg combinations
5. Correct technique	<ul style="list-style-type: none"> a. large well-defined movements b. working within limits c. visualisation
6. Dress and presentation	<ul style="list-style-type: none"> a. dress <ul style="list-style-type: none"> a.1 neat and tidy a.2 clean

	<ul style="list-style-type: none"> a.3 appropriate to the activity a.4 to any workplace requirements b. presentation <ul style="list-style-type: none"> b.1 professional b.2 confident and positive without being overbearing
7. Exercise repertoire	<ul style="list-style-type: none"> a. name b. key instructional points c. component of the class where the exercise is suitable d. contraindications and modifications e. variations to provide differing intensities f. level of participant skill required g. potential for combinations
8. Exercise to music	<p>a generic term used to describe fitness industry exercise classes characterised by</p> <ul style="list-style-type: none"> a. group format b. use of music c. led by an instructor
9. Feedback	<ul style="list-style-type: none"> a. exercise purpose b. exercise technique c. appropriate exercise intensity d. methods of monitoring intensity e. safety f. muscle involvement g. improvements in fitness and exercise technique
10. Instructional principles	<ul style="list-style-type: none"> a. establishing rapport b. teaching positioning c. class organisation d. class formation e. visual and verbal cueing with variety f. visual previewing g. verbal communication <ul style="list-style-type: none"> g.1 encouragement g.2 voice clarity g.3 pitch g.4 modulation h. body language i. mirror imaging j. pre-cueing k. rehearsal l. combinations m. mannerisms n. personality o. monitoring and encouraging class response p. avoidance of competing against the class
11. Less skilled	<ul style="list-style-type: none"> a. poor techniques b. limited flexibility c. poor coordination d. self-consciousness e. low level of fitness
12. Monitor and adjust intensity	<ul style="list-style-type: none"> a. heart rate response b. perceived rate of exertion c. form and fatigue d. motivation and enthusiasm suitable to the class format
13. Music	<ul style="list-style-type: none"> a. may include <ul style="list-style-type: none"> a.1 motivational music a.2 themes a.3 phrased music

	<ul style="list-style-type: none"> a.4 unphrased music a.5 singing a.6 cultural music b. selection should consider <ul style="list-style-type: none"> b.1 copyright and legal procedures b.2 major licensing and royalty collection bodies in Australia <ul style="list-style-type: none"> b.2.1 Australasian Mechanical Copyright Owners Society b.2.2 Australasian Performing Rights Association b.2.3 Australian Record Industry Association b.2.4 Phonographic Performance Company of Australia c. quality depends on <ul style="list-style-type: none"> c.1 type of tape used c.2 taping equipment and techniques c.3 care of tapes and equipment c.4 volume
14. Phases	<ul style="list-style-type: none"> a. preparation phase b. conditioning phase c. recovery phase d. adaptation phase
15. Potentially harmful practices	<ul style="list-style-type: none"> a. ballistic movements b. spinal hyperextension c. deep knee bends d. pounding on the spot e. straight leg sit-ups f. exercising while sick g. exercising in extremes of temperature h. multiple repetitions i. lever length j. addition of equipment
16. Pre-class instructions	<ul style="list-style-type: none"> a. welcome b. personal introduction c. outline the class level d. appropriate and safe footwear and clothing e. pain/discomfort f. rests g. correct exercise techniques h. exercise sessions per week i. correct breathing
17. Review	<ul style="list-style-type: none"> a. instructional techniques b. choreographic techniques c. class format d. appropriate intensity e. client education f. client motivation g. client exercise technique h. client satisfaction
18. Safety	<ul style="list-style-type: none"> a. pre class <ul style="list-style-type: none"> a.1 screening a.2 talking to participants a.3 explanation of exercises a.4 preparation for class a.5 late arrivals a.6 appropriately graded classes a.7 choice of exercises b. appropriate intensity and complexity c. overcrowding d. ventilation e. hygiene f. climate control

	<ul style="list-style-type: none">g. floor surfacesh. room structurei. stage positionj. participant's clothing and footwear
19. Use of music considerations	<ul style="list-style-type: none">a. motivational value of musicb. types of musicc. themesd. phrasese. voicef. cultureg. Copyright Act and legal proceduresh. Australia Performing Rights Associationi. tape qualityj. taping equipment and techniquesk. care of tapes and equipmentl. volumem. adjusting levelsn. music mappingo. phases of the tape

Evidence Guide

PLAN AND INSTRUCT A GROUP EXERCISE CLASS

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge of effective instructional technique to industry standards in the work environment</p> <p>b. Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment</p> <p>c. In particular, assessment must confirm the ability to:</p> <p>c.1 Plan and deliver an effective exercise to music workout appropriate to the client group</p>
<p>2. Interdependent assessment of units</p>	<p>a. This unit must be assessed after attainment of competency in the following unit(s):</p> <p>a.1 SRF FIT 001A Provide orientation to clients prior to undertaking a fitness program</p> <p>a.2 SRF FIT 003A Undertake client induction and screening</p> <p>a.3 SRF FIT 004A Develop basic fitness programs</p> <p>a.4 SRF FIT 005A Apply basic exercise science to exercise instruction</p> <p>a.5 SRF FIT 006A Use and maintain core fitness industry equipment</p> <p>a.6 SRS STR 001A Implement sports first aid procedures and apply sports first aid</p> <p>a.7 SRX CAI 004A Plan a sport and recreation session for clients</p> <p>a.8 SRX CAI 005A Conduct a sport and recreation session for clients</p> <p>a.9 SRX FAC 001A Maintain equipment for activities</p> <p>a.10SRX GRP 001A Facilitate a group</p> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 Nil</p> <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):</p> <p>c.1 SRX GRP 001A Facilitate a group</p>
<p>3. Required knowledge and skills</p>	<p>a. Underpinning knowledge</p> <p>a.1 Familiarity with the elements of exercise to music classes that determine the class level and type</p> <p>b. Underpinning skills</p> <p>b.1 Experience in moving in a controlled and efficient manner while participating in a variety of exercise to music classes</p>
<p>4. Resource implications</p>	<p>a. Assessment of this competency requires access to an exercise to music room with audio equipment, suitable flooring, full length mirrors, free of obstructions and common aerobic group class equipment such as steps, bands, light dumbbells, video camera, video recorder and television set</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>
<p>5. Consistency in performance</p>	<p>a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment</p>
<p>6. Context for assessment</p>	<p>a. Competency must be demonstrated in a real work environment</p> <p>b. In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the work environment, they should be assessed through realistic simulations,</p>

- projects, previous relevant experience or oral questioning on “What if?” scenarios
- c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
- d. Where performance is not directly observed and/or is required to be demonstrated over a “period of time” and/or in a “number of locations”, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	3	2	2	1	2	2

SRF AER 002A CUSTOMISE GROUP INSTRUCTIONAL SKILLS TO INCLUDE SPECIFIC GROUP FITNESS ACTIVITIES CURRENT IN THE FITNESS INDUSTRY

AER

Group fitness

DESCRIPTION: This unit allows the group or exercise to music instructor to develop a broader range of skills in group fitness activities current and relevant to group instruction in the general fitness industry or in their specific workplace. These would usually involve specific class formats for specific clients groups, equipment, or environment.

ELEMENT	PERFORMANCE CRITERIA
1. Plan a specific format <i>group fitness activity</i>	<ul style="list-style-type: none"> a. The fitness outcome of the exercise to music class for a particular client group, use of equipment, or environment is defined b. The concepts and phases of the class are allocated in the plan c. Types of exercises in each of the phases of a class are allocated using the predicted physiological response as the basis for choice of type and intensity d. Potentially harmful practices and the reasons why they need to be avoided are outlined in the plan e. An effective exercise repertoire is utilised in the plan f. Current industry standard injury and safety guidelines are applied to the planning g. The workload of each track during an activity and training components for the activity are planned h. The various training components are manipulated in the plan to provide a beginner, intermediate or advanced level of work-out
2. Instruct a specific format <i>group fitness activity</i>	<ul style="list-style-type: none"> a. Dress and presentation are appropriate b. Pre-class instructions are delivered c. An exercise to music class is instructed to a group of clients d. Appropriate instructional principles are used in the class e. Methods to ensure correct technique for safety, efficiency and aesthetics are implemented and monitored f. Common technical errors are adjusted and corrected and the correct technique is demonstrated g. Those in the class with poor coordination are accommodated and less skilled clients are assisted h. The activities are easy to follow, yet physically challenging i. Exercise intensity is monitored and adjusted as required j. Instructor is approachable to clients and performance feedback from class participants is elicited k. Own and participant's performance is reviewed
3. Utilise equipment	<ul style="list-style-type: none"> a. Equipment specific to the group fitness activity format is prepared, utilised and maintained b. Safety guidelines outlined by the equipment manufacturer and program developer are followed
4. Motivate clients	<ul style="list-style-type: none"> a. The physical, psychological and social reasons why the clients are participating in the classes are established b. Appropriate motivational techniques are applied c. Constructive and positive feedback is provided to clients

Range of Variables

CUSTOMISE GROUP INSTRUCTIONAL SKILLS TO INCLUDE SPECIFIC GROUP FITNESS ACTIVITIES CURRENT IN THE FITNESS INDUSTRY

VARIABLE STATEMENT	CATEGORIES
1. Common technical errors	<ul style="list-style-type: none"> a. lower back hyperextended b. lack of abdominal bracing c. 'locking out' of joints due to poor range of movement control d. knees over feet e. stretching rounded back f. arms too high or low g. shoulders rounded
2. Concepts	may include <ul style="list-style-type: none"> a. fast/slow b. add on c. intensity levels d. formations e. lines, ie, on pool floor f. groups g. arm/leg combinations
3. Correct technique	<ul style="list-style-type: none"> a. awareness and application of sound postural positioning b. large well-defined movements c. working within limits d. visualisation
4. Dress and presentation	<ul style="list-style-type: none"> a. dress <ul style="list-style-type: none"> a.1 neat and tidy a.2 clean a.3 appropriate to the activity a.4 to any workplace requirements b. presentation <ul style="list-style-type: none"> b.1 professional b.2 confident and positive
5. Exercise repertoire	<ul style="list-style-type: none"> a. name b. key instructional points c. component of the class where the exercise is suitable d. contraindications and modifications e. variations to provide differing intensities f. level of participant skill required g. potential for combinations
6. Feedback	<ul style="list-style-type: none"> a. exercise purpose b. exercise technique c. appropriate exercise intensity d. methods of monitoring intensity e. safety f. muscle involvement g. improvements in fitness and exercise technique

<p>7. Group fitness activity types</p>	<ul style="list-style-type: none"> a. beginners b. hi/low c. step d. low impact e. high impact f. new body g. muscle conditioning/multi repetition h. circuit i. spinning j. relaxation k. combination l. equipment based m. choreographed
<p>8. Instructional principles</p>	<ul style="list-style-type: none"> a. mirror imaging b. pre-cueing c. visual and verbal cueing d. visual previewing e. class organisation f. rehearsal g. combinations
<p>9. Instructional technique</p>	<ul style="list-style-type: none"> a. teaching positioning b. group fitness activity organisation c. group fitness activity formation d. verbal communication <ul style="list-style-type: none"> d.1 encouragement d.2 voice clarity d.3 pitch e. body language f. mirror imaging g. mannerisms h. personality i. establishing rapport j. monitoring the response of clients to the group fitness activity k. avoidance of competing against the clients l. approachability m. patience with clients who have difficulty picking up a routine or movement pattern
<p>10. Less skilled client</p>	<p>may have</p> <ul style="list-style-type: none"> a. poor techniques b. limited flexibility c. poor co-ordination d. self-consciousness e. low level of fitness
<p>11. Monitor and adjust intensity</p>	<ul style="list-style-type: none"> a. heart rate response b. perceived rate of exertion c. form and fatigue d. motivation and enthusiasm
<p>12. Phases</p>	<ul style="list-style-type: none"> a. preparation phase b. conditioning phase c. recovery phase d. adaptation phase
<p>13. Potentially harmful practices</p>	<ul style="list-style-type: none"> a. ballistic movements b. loaded arm abduction/external rotation beyond 90 degrees c. poorly controlled extension of joints d. spinal hyperextension e. deep knee bends f. pounding on the spot g. straight leg sit-ups

	<ul style="list-style-type: none"> h. exercising while sick i. exercising in extremes of temperature j. multiple repetitions k. lever length l. addition of equipment
14. Pre-group fitness activity instructions	<ul style="list-style-type: none"> a. welcome b. personal introduction c. outline the group fitness activity level d. appropriate and safe footwear and clothing e. pain/discomfort f. rests g. correct exercise techniques h. exercise sessions per week i. correct breathing
15. Review	<ul style="list-style-type: none"> a. instructional techniques b. choreographic techniques c. group fitness activity format d. appropriate intensity e. client education f. client motivation g. client exercise technique h. client satisfaction
16. Safety	<ul style="list-style-type: none"> a. pre group fitness activity <ul style="list-style-type: none"> a.1 screening a.2 talking to participants a.3 explanation of exercises a.4 preparation for group fitness activity a.5 late arrivals a.6 appropriately graded group fitness activity a.7 choice of exercises b. appropriate intensity and complexity c. awareness of the relationship between music speed and safety d. overcrowding e. ventilation f. hygiene g. climate control h. floor surfaces i. room structure j. stage position k. participant's clothing and footwear
17. Use of music considerations	<ul style="list-style-type: none"> a. motivational value of music b. types of music c. themes d. phrases e. voice f. culture g. Copyright Act and legal procedures h. Australian Performing Rights Association i. tape quality j. taping equipment and techniques k. care of tapes and equipment l. volume m. adjusting levels n. music mapping o. phases of the tape

Evidence Guide

CUSTOMISE GROUP INSTRUCTIONAL SKILLS TO INCLUDE SPECIFIC GROUP FITNESS ACTIVITIES CURRENT IN THE FITNESS INDUSTRY

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge of the customisation of specific group fitness activity in the work environment b. Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment c. In particular, assessment must confirm the ability to: <ul style="list-style-type: none"> c.1 Explain the specifics of the customised group fitness activity format to clients c.2 Explain the specific conditioning benefits of the customised group fitness activity format to clients c.3 Follow the particular safety guidelines of the specific customised group fitness activity
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit must be assessed after attainment of competency in the following unit(s): <ul style="list-style-type: none"> a.1 SRF AER 001A Plan and instruct a group exercise class b. This unit must be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> b.1 Nil c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> c.1 Nil
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Underpinning knowledge <ul style="list-style-type: none"> a.1 Basic biomechanics, anatomy and physiology related to the group class format b. Underpinning skills <ul style="list-style-type: none"> b.1 Experience in instructing basic group classes to a wide range of clients in a commercial or community fitness environments designed to improve or maintain fitness b.2 Use music in group classes for client motivation b.3 Development of class plans, including mapping of suitable music, which provide a structure for improving or maintaining the fitness of clients
4. Resource implications	<ul style="list-style-type: none"> a. Assessment of this competency requires access to exercise to music exercise room with audio equipment, suitable flooring, full length mirrors, free of obstructions and common aerobic group class equipment such as steps, bands, light dumbbells, video camera, video recorder and television set b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5. Consistency in performance	<ul style="list-style-type: none"> a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
6. Context for assessment	<ul style="list-style-type: none"> a. Competency must be demonstrated in a real work environment b. In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning

- on "What if?" scenarios
- c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
- d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	3	2	2	1	1	1

INDIVIDUAL FITNESS INSTRUCTION

GYM

Contents

SRF GYM 001A Instruct fitness activity skills to a client using fitness equipment	1
SRF GYM 002A Customise gym instructional skills to include specific areas of expertise current in the fitness industry	8

SRF GYM 001A INSTRUCT FITNESS ACTIVITY SKILLS TO A CLIENT USING FITNESS EQUIPMENT

GYM

Individual fitness instruction

DESCRIPTION: This unit provides the basic knowledge and skills required by a fitness instructor to instruct and supervise individual clients in fitness using basic fitness industry equipment.

ELEMENT	PERFORMANCE CRITERIA
1. Use the principles and variables of fitness that underpin planning and programming for a range of fitness outcomes	<ul style="list-style-type: none"> a. The general <i>principles</i> of exercise are used when developing exercise programs b. Strategies for the prevention of <i>over training</i> are implemented when developing plans and programs and instructing clients c. <i>Resistance training equipment</i> commonly available in the fitness industry is used when instructing d. <i>Exercise variables</i> to meet <i>client program requirements</i> are incorporated into client programs and when instructing clients
2. Develop basic fitness plans for apparently healthy clients, after taking into account the client's fitness targets, current fitness level, and history of injuries or illness	<ul style="list-style-type: none"> a. A client induction is conducted with a range of clients and fitness targets for clients are set b. A basic screening is conducted on a range of clients and the role of screening in determining the risk category of clients is explained to them c. Clients with identified risk are recommended to visit a general practitioner d. A basic fitness assessment designed for the client's fitness targets is conducted on <i>clients</i> e. Clients are consulted on their exercise preferences f. Fitness plans are written for a range of clients, taking into consideration the client's fitness targets, fitness level and exercise precautions
3. Write a range of basic programs for a range of fitness adaptations, based on a prepared fitness plan	<ul style="list-style-type: none"> a. Basic aerobic, cardiovascular, stretching, bodyfat reduction, muscle endurance, strength, and hypertrophy programs are written using a range of programming cards b. Programs are written in both 'sets and reps' and 'circuit' formats, at a level appropriate to the <i>training age</i> and fitness level of each client c. The <i>phases</i> of the program are detailed on the program card
4. Instruct a range of basic programs for clients	<ul style="list-style-type: none"> a. The relationship between the structure of the program and the type of conditioning required by the client is explained to the client b. Programs with different <i>programming requirements</i> are instructed to a range of <i>clients</i> c. The client and the gym management are satisfied with the instructors standards of service and personal management skills d. The expected physiological adaptations that the body makes in response to different kinds of <i>resistance training</i> is described to the client e. The <i>misconceptions</i> that are commonly held about training are explained to the client f. Correct safety check procedures are followed for each of the pieces of equipment used
5. Supervise a resistance training gym	<ul style="list-style-type: none"> a. Client requirements are recognised and responded to under the general direction of the rules set by the facility manager b. Equipment usage is supervised to minimise conflict and maximise

	<p>access for all clients</p> <ul style="list-style-type: none"> c. Clients are assisted in the execution of resistance training exercises d. A safe and clean exercise environment is maintained for clients e. A friendly, courteous, and professional manner is maintained with clients
<p>6. Monitor the progress of clients on a range of basic fitness programs, and modify the programs as required to give progressive improvements in fitness</p>	<ul style="list-style-type: none"> a. The general conditions when a client's program should be re-evaluated are recognised and reacted to b. Clients are booked in for a re-program appointment c. Clients fitness gains/losses are measured and compared with their fitness targets d. A client's fitness program is modified or a new program is developed e. The general conditions when a client's long term fitness plan should be re-evaluated are recognised
<p>7. Motivate clients</p>	<ul style="list-style-type: none"> a. The physical, psychological and social reasons why the clients are participating in the fitness activity are established b. Appropriate motivational techniques are applied to clients c. Constructive and positive feedback is provided to clients

Range of Variables

INSTRUCT FITNESS ACTIVITY SKILLS TO A CLIENT USING FITNESS EQUIPMENT

VARIABLE STATEMENT	CATEGORIES
1. Client programming requirements	<ul style="list-style-type: none"> a. select the appropriate system for the client's needs and physical ability b. explain and demonstrate the correct technical use of such systems c. provide a technically sound explanation that evaluates the relative benefits and shortcomings of that system
2. Exercise variables	<ul style="list-style-type: none"> a. repetitions b. sets c. workload d. intensity e. training frequency f. work-out time g. exercise order h. speed of movement i. range of movement
3. Feedback	<ul style="list-style-type: none"> a. quantitative information on performance related to <ul style="list-style-type: none"> a.1 range of movement a.2 strength a.3 endurance b. quantitative information on skill c. qualitative information on attitude and motivation
4. Misconceptions	<p>misconceptions should include, but not be limited to, the following</p> <ul style="list-style-type: none"> a. hypertrophy outcomes b. masculine women c. slowness d. reduced flexibility
5. Over training	<ul style="list-style-type: none"> a. loss of form b. fatigue c. delayed onset muscle soreness
6. Phases	<p>the following phases are important in a quality exercise program</p> <ul style="list-style-type: none"> a. preparation phase b. conditioning phase c. recovery phase d. adaptation phase
7. Resistance training equipment	<ul style="list-style-type: none"> a. cardiovascular equipment such as <ul style="list-style-type: none"> a.1 stepper a.2 rowing machine a.3 stationary bicycle a.4 treadmill a.5 skipping rope a.6 aerobic step b. fitness testing equipment such as <ul style="list-style-type: none"> b.1 anthropometric b.2 flexibility b.3 heart rate response

- b.4 strength
- b.5 ergometers
- b.6 endurance
- b.7 blood pressure
- c. free weight equipment such as
 - c.1 bench press
 - c.2 decline press
 - c.3 incline press
 - c.4 flat benches
 - c.5 shoulder press
 - c.6 preacher curl
 - c.7 squat rack
 - c.8 incline abdominal board
 - c.9 dumbbells and adequate bars
 - c.10 collars and weights
- d. pin loaded equipment such as
 - d.1 bench press
 - d.2 pec deck
 - d.3 seated row
 - d.4 lat pulldown
 - d.5 shoulder press
 - d.6 high pulley
 - d.7 low pulley
 - d.8 leg press
 - d.9 leg extension
 - d.10 leg curl
 - d.11 calf raise
 - d.12 total hip
- e. circuit equipment such as
 - e.1 hydraulic machines
 - e.1.1 bench press
 - e.1.2 pec deck
 - e.1.3 row
 - e.1.4 pulldown
 - e.1.5 shoulder press
 - e.1.6 leg press
 - e.1.7 leg extension
 - e.1.8 leg curl
 - e.1.9 ad/ab machine
 - e.1.10 ergometers
- f. miscellaneous equipment such as
 - f.1 racks
 - f.2 range of bars for machines
 - f.3 program cards
 - f.4 ankle straps
 - f.5 swiss balls
 - f.6 cassette deck
 - f.7 public address system
 - f.8 mirrors
 - f.9 wall posters of exercises
 - f.10 anatomy charts
 - f.11 heart rate response charts
 - f.12 first aid kit
- g. samples of quality programming cards, such as
 - g.1 aerobic
 - g.2 cardiovascular
 - g.3 stretching
 - g.4 bodyfat reduction
 - g.5 muscle endurance
 - g.6 strength
 - g.7 hypertrophy
- h. heart rate response charts
- i. heart rate monitoring equipment such as
 - i.1 polar heart rate monitors

8. Strength training	<ul style="list-style-type: none">a. maximalb. sub maximalc. speed and strengthd. strength endurancee. muscle bulking
9. Overtraining	<ul style="list-style-type: none">a. fatigueb. elevated resting heart ratec. loss of motivation to exercised. loss of exercise form
10. Training age	<ul style="list-style-type: none">a. the time in months/years that a client has been training with free-weights
11. Resistance training	<ul style="list-style-type: none">a. progressive resistanceb. sets and reps weight trainingc. circuit trainingd. body buildinge. power liftingf. weight lifting

Evidence Guide

INSTRUCT FITNESS ACTIVITY SKILLS TO A CLIENT USING FITNESS EQUIPMENT

<p>1. Critical aspects of evidence to be considered</p>	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge of the application of exercise science and exercise programming in a fitness centre environment b. Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment c. In particular, assessment must confirm the ability to: <ul style="list-style-type: none"> c.1 Plan and deliver an effective exercise program appropriate to the client or client group
<p>2. Interdependent assessment of units</p>	<ul style="list-style-type: none"> a. This unit must be assessed after attainment of competency in the following unit(s): <ul style="list-style-type: none"> a.1 SRF FIT 001A Provide orientation to clients prior to undertaking a fitness program a.2 SRF FIT 003A Undertake client induction and screening a.3 SRF FIT 004A Develop basic fitness programs a.4 SRF FIT 005A Apply basic exercise science to exercise instruction a.5 SRF FIT 006A Use and maintain core fitness industry equipment a.6 SRS STR 001A Implement sports first aid procedures and apply sports first aid a.7 SRX CAI 004A Plan a sport and recreation session for clients a.8 SRX CAI 005A Conduct a sport and recreation session for clients a.9 SRX FAC 001A Maintain equipment for activities a.10SRX GRP 001A Facilitate a group b. This unit must be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> b.1 Nil c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> c.1 SRX GRP 001A Facilitate a group
<p>3. Required knowledge and skills</p>	<ul style="list-style-type: none"> a. Underpinning knowledge <ul style="list-style-type: none"> a.1 Familiarity with the range of exercise programs written for clients in fitness centres a.2 Format of common exercise program cards a.3 Application of assessment results to exercise programs b. Underpinning skills <ul style="list-style-type: none"> b.1 Experience in moving in a controlled and efficient manner while exercising with a range of common resistance training equipment in order to be familiar with a range of exercises that can be demonstrated safely and effectively to clients
<p>4. Resource implications</p>	<ul style="list-style-type: none"> a. Assessment of this competency requires access to a fitness centre environment, registered supervisors, quality exercise gym equipment of a standard common in the fitness industry, a real or simulated fitness centre environment, pin loaded equipment, free weights equipment, hydraulic equipment, electronic equipment and ancillary equipment b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines

<p>5. Consistency in performance</p>	<p>a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment</p>
<p>6. Context for assessment</p>	<p>a. Competency must be demonstrated in a real work environment b. In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</p>

<p>KEY COMPETENCIES</p>						
<p>Collect, Analyse & Organise Information</p>	<p>Communicate Ideas & Information</p>	<p>Plan & Organise Activities</p>	<p>Work with Others & in Teams</p>	<p>Use Mathematical Ideas & Techniques</p>	<p>Solve Problems</p>	<p>Use Technology</p>
<p>2</p>	<p>3</p>	<p>2</p>	<p>3</p>	<p>1</p>	<p>2</p>	<p>3</p>

SRF GYM 002A CUSTOMISE GYM INSTRUCTIONAL SKILLS TO INCLUDE SPECIFIC AREAS OF EXPERTISE CURRENT IN THE FITNESS INDUSTRY

GYM

Individual fitness instruction

DESCRIPTION: This unit allows the gym instructor to develop a broader range of skills in fitness activities current and relevant to resistance training instruction in the general fitness industry or in their specific workplace. These would usually involve specific exercise formats for specific clients groups, equipment, or environment.

ELEMENT	PERFORMANCE CRITERIA
1. Use the <i>general principles</i> and variables of fitness that underpin planning and programming for specific fitness <i>outcomes</i>	<ul style="list-style-type: none"> a. The <i>general principles</i> of exercise are used in developing exercise programs and/or using specific fitness equipment for specific fitness <i>outcomes</i> b. Strategies for the prevention of <i>overtraining</i> are used when instructing clients for specific fitness <i>outcomes</i> c. A wide range of <i>resistance training equipment</i> available in the fitness industry is used when writing programs or instructing clients for specific fitness <i>outcomes</i> d. <i>Exercise variables</i> to meet <i>client program requirements</i> are incorporated into client programs for specific fitness <i>outcomes</i>
2. Develop fitness plans to meet specific <i>client requirements</i> , after taking into account the client's fitness targets, current fitness level, and history of injuries or illness	<ul style="list-style-type: none"> a. A client induction is conducted and fitness targets are set b. A basic screening is conducted and the role of screening in determining the risk category of clients is explained to them c. Clients with identified risk are recommended to visit a general practitioner d. A specific fitness assessment designed for the client's fitness targets is conducted e. Clients are consulted on their exercise preferences f. A fitness plan written for the client, taking into consideration the client's fitness targets, fitness level and exercise precautions and specific fitness <i>outcome</i>
3. Write programs for specific fitness <i>outcomes</i> , based on a prepared fitness plan	<ul style="list-style-type: none"> a. Programs are written using a range of programming cards for specific fitness <i>outcomes</i> b. Programs are written at a level appropriate to the <i>training age</i> and fitness level of the client for specific fitness <i>outcomes</i> c. <i>Phases</i> of the program are detailed to the client
4. Instruct programs for clients	<ul style="list-style-type: none"> a. The relationship between the structure of the program and the specific type of conditioning required by the client is explained to the client b. The program is instructed to the client c. The client and the gym management are satisfied with the instructors standards of service and personal management skills d. The anticipated physiological adaptations that the body makes in response to the specified resistance training is described to the client e. The <i>misconceptions</i> that are commonly held about training are explained to the client f. Correct procedures are followed for the safety check requirements of each of the pieces of equipment used for specific fitness <i>outcomes</i> g. <i>Exercise variables</i> to meet <i>client program requirements</i> are incorporated when instructing clients for specific fitness <i>outcomes</i>

<p>5. Supervise specific <i>resistance training</i> activities</p>	<ul style="list-style-type: none"> a. Client requirements are recognised and responded to, under the general direction of the rules set by the facility manager b. Equipment usage is supervised to minimise conflict and maximise access for all clients c. Clients are assisted in the execution of more complex <i>resistance training</i> exercises d. A safe and clean exercise environment is maintained for clients e. A friendly, courteous, and professional manner is maintained with clients
<p>6. Monitor the progress of clients, and modify the programs as required to give progressive improvements in fitness</p>	<ul style="list-style-type: none"> a. The general conditions when a client's program should be re-evaluated against their specified fitness <i>outcomes</i> are recognised and reacted to b. A clients fitness gains/losses are measured and compared with their specific fitness targets c. A client's fitness program is modified or a new program is developed d. The general conditions when a client's long term fitness plan should be re-evaluated are recognised
<p>7. Motivate clients</p>	<ul style="list-style-type: none"> a. The physical, psychological and social reasons why the clients are participating in the fitness activity are established b. Appropriate motivational techniques are applied to clients c. Positive and constructive feedback is provided to clients

Range of Variables

CUSTOMISE GYM INSTRUCTIONAL SKILLS TO INCLUDE SPECIFIC AREAS OF EXPERTISE CURRENT IN THE FITNESS INDUSTRY

VARIABLE STATEMENT	CATEGORIES
1. Client programming requirements	<ul style="list-style-type: none"> a. select the appropriate system for the client's needs and physical ability b. explain and demonstrate the correct technical use of such systems c. provide a technically sound explanation that evaluates the relative benefits and shortcomings of that system
2. Exercise variables	<ul style="list-style-type: none"> a. repetitions b. sets c. workload d. intensity e. training frequency f. work-out time g. exercise order h. speed of movement i. range of movement
3. Misconceptions	<p>misconceptions should include, but not be limited to, the following</p> <ul style="list-style-type: none"> a. hypertrophy outcomes b. masculine women c. slowness d. reduced flexibility
4. Outcomes	<ul style="list-style-type: none"> a. specific client groups, such as <ul style="list-style-type: none"> a.1 sports teams a.2 older adults a.3 children a.4 those with disabilities b. specific types of equipment, such as <ul style="list-style-type: none"> b.1 sports specific conditioning b.2 circuit specific c. specific environments, such as <ul style="list-style-type: none"> c.1 community settings c.2 circuit rooms c.3 heavy weights c.4 water
5. Phases	<p>the following phases are important in a quality exercise program</p> <ul style="list-style-type: none"> a. preparation phase b. conditioning phase c. recovery phase d. adaptation phase
6. Program principles	<ul style="list-style-type: none"> a. training thresholds b. progressive overload c. specificity d. individuality e. reversibility f. recovery

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| 7. Resistance training equipment | <ul style="list-style-type: none"> a. cardiovascular equipment such as <ul style="list-style-type: none"> a.1 stepper a.2 rowing machine a.3 stationary bicycle a.4 treadmill a.5 skipping rope a.6 aerobic step b. fitness testing equipment such as <ul style="list-style-type: none"> b.1 anthropometric b.2 flexibility b.3 heart rate response b.4 strength, b.5 ergometers b.6 endurance b.7 blood pressure c. free weight equipment such as <ul style="list-style-type: none"> c.1 bench press c.2 decline press c.3 incline press c.4 flat benches c.5 shoulder press c.6 preacher curl c.7 squat rack c.8 incline abdominal board c.9 dumbbells and adequate bars c.10 collars and weights d. pin loaded equipment such as <ul style="list-style-type: none"> d.1 bench press d.2 pec deck d.3 seated row d.4 lat pulldown d.5 shoulder press d.6 high pulley d.7 low pulley d.8 leg press d.9 leg extension d.10 leg curl d.11 calf raise d.12 total hip e. circuit equipment such as <ul style="list-style-type: none"> e.1 hydraulic machines <ul style="list-style-type: none"> e.1.1 bench press e.1.2 pec deck e.1.3 row e.1.4 pulldown e.1.5 shoulder press e.1.6 leg press e.1.7 leg extension e.1.8 leg curl e.1.9 ad/ab machine e.1.10 ergometers f. miscellaneous equipment such as <ul style="list-style-type: none"> f.1 racks f.2 range of bars for machines f.3 program cards f.4 ankle straps f.5 swiss balls f.6 cassette deck f.7 public address system f.8 mirrors f.9 wall posters of exercises f.10 anatomy charts f.11 heart rate response charts f.12 first aid kit |
|---|--|

	<ul style="list-style-type: none"> g. samples of quality programming cards, such as <ul style="list-style-type: none"> g.1 aerobic g.2 cardiovascular g.3 stretching g.4 bodyfat reduction g.5 muscle endurance g.6 strength g.7 hypertrophy h. heart rate response charts i. heart rate monitoring equipment such as <ul style="list-style-type: none"> i.1 polar heart rate monitors
8. Strength training	<ul style="list-style-type: none"> a. maximal b. sub maximal c. speed and strength d. strength endurance e. muscle bulking
9. Symptoms of overtraining	<ul style="list-style-type: none"> a. fatigue b. elevated resting heart rate c. loss of motivation to exercise d. loss of exercise form
10. Training age	<ul style="list-style-type: none"> a. the time in months/years that a client has been training with a particular system of exercise, such as free weights
11. Type of resistance training	<ul style="list-style-type: none"> a. progressive resistance b. sets and reps weight training c. circuit training d. body building e. power lifting f. weight lifting
12. Types of programs	<ul style="list-style-type: none"> a. aerobic b. cardiovascular c. stretching d. bodyfat reduction e. muscle endurance f. lactate endurance g. core and joint stability h. strength i. muscle hypertrophy

Evidence Guide

CUSTOMISE GYM INSTRUCTIONAL SKILLS TO INCLUDE SPECIFIC AREAS OF EXPERTISE CURRENT IN THE FITNESS INDUSTRY

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge of the customisation of specific program or equipment requirements in the work environment</p> <p>b. Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment</p> <p>c. In particular, assessment must confirm the ability to:</p> <p>c.1 Explain the specific conditioning benefits of the specific purpose fitness activity format to clients</p> <p>c.2 Apply the specific program type to a range of clients</p> <p>c.3 Instruct a range of clients in the use of specific equipment</p> <p>c.4 Follow the safety guidelines particular to the specific purpose fitness activity</p>
<p>2. Interdependent assessment of units</p>	<p>a. This unit must be assessed after attainment of competency in the following unit(s):</p> <p>a.1 SRF GYM 001A Instruct fitness activity skills to a client using fitness equipment</p> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 Nil</p> <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):</p> <p>c.1 Nil</p>
<p>3. Required knowledge and skills</p>	<p>a. Underpinning knowledge</p> <p>a.1 Understanding of the application of assessment results to exercise programs</p> <p>b. Underpinning skills</p> <p>b.1 Experience in writing a range of exercise programs for improving or maintaining the fitness of clients in fitness centres using common exercise program cards</p> <p>b.2 Experience in moving in a controlled and efficient manner while undertaking complex and/or compound exercises using specialised gym equipment to enable exercises to be demonstrated to clients safely and effectively</p> <p>b.3 Experience in effective fitness instruction of a range of fitness clients with the aim of increasing or maintaining specific aspects of fitness</p> <p>b.4 Understanding of the needs of individuals and groups undertaking advanced or complex exercise programs to enable safe and appropriate exercise instruction to be delivered</p>
<p>4. Resource implications</p>	<p>a. Assessment of this competency requires access to a fitness centre environment, registered supervisors, a real or simulated fitness centre environment. As a minimum, the participant must have access to cardiovascular equipment, fitness testing equipment, free weight equipment, pin loaded equipment, circuit equipment, innovative equipment, cassette deck, public address system, mirrors, wall posters of exercises, anatomy charts, heart rate response charts, first aid kit and samples of quality programming cards relevant to the specific program format</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>

5. Consistency in performance	a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
6. Context for assessment	<p>a. Competency must be demonstrated in a real work environment</p> <p>b. In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</p> <p>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</p> <p>d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</p>

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	3	2	3	1	2	1

OFFICIATING GENERAL PRINCIPLES

OFF

Contents

**SRS OFF 001A Operate in accord with accepted officiating practices,
styles, legal and ethical responsibilities to manage risk..... 1**

**SRS OFF 002A Apply rules and regulations to conduct games and
competitions 9**

SRS OFF 001A OPERATE IN ACCORD WITH ACCEPTED OFFICIATING PRACTICES, STYLES, LEGAL AND ETHICAL RESPONSIBILITIES TO MANAGE RISK

OFF Officiating general principles

DESCRIPTION: This unit covers the application of officiating practices and styles in relation to the legal and ethical responsibility of an official to manage risk and operate in accord with accepted officiating practices. Personnel undertaking this unit would be officiating in a sport specific event or competition.

ELEMENT	PERFORMANCE CRITERIA
1. Access ongoing official education	<ul style="list-style-type: none"> a. The structure and function of peak state and national official education bodies are described b. The structure and function of activity specific official education organisations and/or systems are described c. Procedures for accessing structures and programs for the development of officials and officiating are explained d. Further education/training that will enhance the learners professional development are researched and documented e. Professional development activities to enhance skills and knowledge are described f. Ability to access ongoing official education resources and information is demonstrated
2. Operate in accord with the legal responsibilities of an official	<ul style="list-style-type: none"> a. The legal responsibilities of an official are described and explained b. The legal responsibilities of an official are applied to the specific officiating situation, environment and client group c. The principles of risk management in relation to officiating are described and explained d. A risk management plan is developed and implemented e. The principles of natural justice are described
3. Operate in accord with the ethical responsibilities of an official	<ul style="list-style-type: none"> a. Ethical responsibilities in relation to rules, policies and procedures of the activity are determined b. Ethical responsibilities in relation to rules, policies and procedures of the activity are implemented c. The principles of client confidentiality and welfare are implemented d. Best practice activity principles are implemented
4. Operate in accord with the reporting procedures and tribunal processes	<ul style="list-style-type: none"> a. The reporting procedures as they relate to the rules and policies of the activity are described and applied b. Identify the reportable offences in relation to breaches of the rules, regulations or by-laws of the activity c. The tribunal processes in common law are described
5. Work with officials and support personnel	<ul style="list-style-type: none"> a. Communication is conducted in way that engenders respect between all parties b. Responsibilities as a role model are explained and demonstrated c. Strategies for advancing an activity and/or the sport industry through working in a collaborative manner with participants and other personnel are identified and pursued

<p>6. Identify common officiating styles</p>	<ul style="list-style-type: none"> a. Common styles of officiating are identified b. Appropriateness and application of each of these styles is explained and justified in relation to a particular activity, situation and/or <i>client</i> groups c. Adopted officiating styles comply with <i>best practice activity principles</i>
<p>7. Develop a philosophy of officiating</p>	<ul style="list-style-type: none"> a. Personal philosophies relating to fair play, bias, decision making and holistic development of the official are articulated and justified in relation to particular situations and <i>client</i> groups b. The role of the official in regard to required skills and knowledge are identified according to accepted practices and the culture of the activity

Range of Variables

OPERATE IN ACCORD WITH ACCEPTED OFFICIATING PRACTICES, STYLES, LEGAL AND ETHICAL RESPONSIBILITIES TO MANAGE RISK

VARIABLE STATEMENT	CATEGORIES
1. Best practice activity principles	refers to <ol style="list-style-type: none"> a. the activity's <i>Officials Code of Conduct</i> policy b. the National Officiating Program <i>Officials Code of Conduct</i> policy c. national organisation regulations and guidelines d. relevant national, state/territory or local government regulations and guidelines e. employer organisations policies and procedures f. the culture of the activity g. accepted preventative practices adopted by self or peers to minimise safety hazards and risks in the same or similar situations h. current and past good practice demonstrated by self or peers in the same or similar situation
2. Client/s	<ol style="list-style-type: none"> a. can be participants b. can be <ol style="list-style-type: none"> b.1 female or male b.2 with or without a disability or special needs b.3 with or without social disadvantage and/or b.4 from minority ethnic and cultural groups
3. Conditions and external influences	include <ol style="list-style-type: none"> a. environmental/weather conditions b. other facility users c. spectators d. parents e. peers f. coaches g. team managers
4. Equipment	can include <ol style="list-style-type: none"> a. fixed pieces of apparatus for use by all clients b. individual equipment required by each client in order to manage the activity, eg, whistle c. personal protective or non-protective clothing or attire d. technical e. audio-visual f. safety g. uniform clothing
5. Ethical responsibilities of an official	<ol style="list-style-type: none"> a. refers to behavioural requirements set down by various peak bodies within officiating which govern the way in which an official interacts with the participants and conduct the game/event b. Incorporates <ol style="list-style-type: none"> b.1 harassment b.2 verbal abuse b.3 physical abuse b.4 client/official relationships b.5 fair play

<p>6. Information</p>	<ul style="list-style-type: none"> b.6 free of bias a. includes <ul style="list-style-type: none"> a.1 expectations of clients a.2 previous experience and developmental stage of clients, their background, special requirements, expectations or organisations a.3 activity national organisation codes and rules as they apply to the range of clients a.4 involvement and interest of parents a.5 details on time a.6 necessary equipment a.7 precautions and other health and safety information. b. is collected through <ul style="list-style-type: none"> b.1 reporting processes b.2 observation b.3 discussions c. sources include <ul style="list-style-type: none"> c.1 clients c.2 other officials c.3 parents c.4 organisations c.5 recorded information d. is imparted <ul style="list-style-type: none"> d.1 through demonstrations and explanations d.2 in writing d.3 verbally d.4 audio/visual technologies d.5 non-verbally, ie, signals
<p>7. Legal responsibilities of an official</p>	<p>refers to issues such as</p> <ul style="list-style-type: none"> a. duty of care b. duty to enforce rules c. duty to protect participants d. duty to warn e. duty to anticipate reasonably foreseeable dangers f. duty to control and supervise the game g. game rulings h. negligence i. waivers and exclusion clauses j. insurance k. sporting tribunals and natural justice l. operating in accord with accepted Occupational Health and Safety standards m. complying with local, state, and national government legislation and/or requirements
<p>8. Natural justice</p>	<ul style="list-style-type: none"> a. right of appeal b. right to an explanation c. notice of charges d. right to be heard e. act without bias
<p>9. Officiating styles</p>	<ul style="list-style-type: none"> a. refers to the style/s adopted by the official to event/game b. depending on the situation the official should be able to incorporate a range of combinations of the following styles and/or any associated variations <ul style="list-style-type: none"> b.1 friendly and approachable while maintaining a 'professional distance' b.2 clear, precise and, if appropriate, directive regarding non-negotiable issues, eg, safety factors b.3 humorous when appropriate b.4 organised and efficient b.5 encouraging and supportive

10. Philosophy of officiating	<p>b.6 disciplinarian, including modification of undesirable behaviours in clients</p> <p>a. refers to a set of values, beliefs and practices associated with the activity in relation to officiating issues where there is no clear cut rules, policies or procedures</p>
11. Principles of client confidentiality	<p>a. information regarding client status and/or well-being should not be passed on to other individuals without the permission of the client</p>
12. Principles of risk management in relation to officiating	<p>refers to issues such as</p> <p>a. relevant activity specific safety requirements including safety equipment</p> <p>b. injury prevention</p> <p>c. first aid requirements including Cardio-Pulmonary Resuscitation and life saving skills required for aquatic activities</p> <p>d. supervision requirements</p> <p>e. accident records and reporting</p> <p>f. medical conditions and clearances</p> <p>g. safety requirements for spectators and competition</p>
13. Resources	<p>a. human</p> <p>b. physical</p> <p>c. equipment</p> <p>d. materials</p> <p>e. health and safety provisions</p> <p>f. indoor facilities</p> <p>g. outdoor facilities</p> <p>h. supporting material</p> <p>i. grants and/or sponsorship</p>
14. Responsibilities as a role model	<p>to</p> <p>a. children</p> <p>b. colleagues</p> <p>c. coaches</p> <p>d. players</p> <p>e. spectators</p> <p>f. parents</p> <p>g. administrators</p> <p>h. other support personnel</p>
15. Risk management plan	<p>refers to a plan of action to reduce the risks associated with the particular activity and assist the official to reduce the chance of breaching their duty of care</p> <p>a. risk identification</p> <p>b. risk assessment</p> <p>c. design of risk elimination or reduction plan</p> <p>d. implementation of the plan</p> <p>e. constant evaluation and modification of the plan</p>
16. Rules, policies and regulations	<p>refers to</p> <p>a. current edition of the relevant National Activity Organisations rules</p> <p>b. National Activity Organisations rules, policies and procedures regarding competent and ethical officiating, dress requirements and protocols, health and safety and other values underpinning the activity</p>
17. State and national official education bodies	<p>a. National Officiating Program</p> <p>b. State Officiating Program</p> <p>c. National Officiating Accreditation Scheme</p> <p>d. National officiating organisations of the learner's specific activity</p>
18. Support personnel	<p>a. administrators</p> <p>b. other official/s</p>

- c. officials coaches
- d. assessors
- e. observers
- f. inspectors
- g. examiners
- h. other health professionals
- i. parents/guardians
- j. other involved/appropriate personnel

Evidence Guide

OPERATE IN ACCORD WITH ACCEPTED OFFICIATING PRACTICES, STYLES, LEGAL AND ETHICAL RESPONSIBILITIES TO MANAGE RISK

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm the knowledge of accepted practices, styles and ethics of officiating and the ability to explain and operate in accord with them. b. Assessment of performance should be over a period of time covering all categories within the range of variable statements that are applicable in the learners environment c. In particular, assessment must confirm the ability to: <ul style="list-style-type: none"> c.1 Describe the structure and function of peak state and national official education organisations and/or systems c.2 Access ongoing official education c.3 Operate in accord with the legal responsibilities of an official c.4 Operate in accord with the ethical responsibilities of an official c.5 Work with officials and other support personnel c.6 Identify, explain and justify common styles of officiating in relation to particular situations and client groups c.7 Articulate personal philosophies relating to sportsmanship, fair play and bias of the official in relation to particular situations and client groups c.8 Implement the best practice activity principles
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit must be assessed after or in conjunction with the attainment of competency in the following unit(s): <ul style="list-style-type: none"> a.1 Nil b. This unit must be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> b.1 Nil c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> c.1 Nil
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Underpinning knowledge <ul style="list-style-type: none"> a.1 Technical knowledge of rules and regulations a.2 Fundamental principles of group management a.3 Relevant equipment and safety requirements a.4 Presentation requirements b. Underpinning skills <ul style="list-style-type: none"> b.1 Ability to communicate effectively b.2 Ability to convey and interpret information b.3 Adequate numeracy and literacy skills b.4 Ability to make decisions and resolve conflicts b.5 Ability to plan and organise effectively b.6 Ability to self manage effectively b.7 Apply personal health and safety principles
4. Resource implications	<ul style="list-style-type: none"> a. Assessment of this competency requires access to genuine participants, ie, not the peers of the learner, activity equipment and activity facilities in a activity setting b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines

5. Consistency in performance	a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the officiating situation, ie, at all times throughout training and the assessment process
6. Context for assessment	<p>a. Competency must be demonstrated in real/actual officiating situations with genuine participants, ie, not the peers of the learner</p> <p>b. In cases where the learner does not have the opportunity to cover all relevant categories within the range of variables statements in the game/event, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</p> <p>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</p> <p>d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</p>

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	3	2	3	1

SRS OFF 002A APPLY RULES AND REGULATIONS TO CONDUCT GAMES AND COMPETITIONS

OFF Officiating general principles

DESCRIPTION: This unit covers the application of relevant rules, regulation and guidelines to facilitate the outcome of a game or competition. It also includes the application of some basic strategies to prevent and/or deal with minor disputes regarding decisions made by the official. Personnel undertaking this unit would be officiating in a sport specific event or competition.

ELEMENT	PERFORMANCE CRITERIA
1. Assess conditions	<ul style="list-style-type: none"> a. Participant status and condition is assessed for the competition b. Environment, facilities and equipment are in accordance with requirements for the competition c. Safety and other risk management issues are assessed and confirmed as within acceptable levels prior to the commencement of the competition d. Appropriate action is taken based on assessment of the conditions and external influences
2. Observe the conduct of an activity	<ul style="list-style-type: none"> a. Observation relevant to the competition is maintained at all times b. Observation is undertaken with minimal disruption to the performance of the competition c. Observation is undertaken in accordance with relevant rules, regulations and guidelines for the competition d. Response to identified problems is undertaken without delay and environment modified where required to minimise risk management issues in accord with the best practice activity principles
3. Identify information on which to base decisions	<ul style="list-style-type: none"> a. Information covered by rules, regulations and guidelines is elicited by observation of the competitive situation b. Relevant information is selected on which to make decisions
4. Interpret and apply rules and regulations	<ul style="list-style-type: none"> a. The rule or regulation is appropriate for the given situation b. The interpretation of the rule or regulation for the given situation is consistent with national trends for the competition c. Decisions are made based on fairness
5. Communicate decisions and manage outcomes of decision-making	<ul style="list-style-type: none"> a. Decisions are communicated in accordance with the rules, regulations and guidelines and the level of competition b. Reactions of participants to decisions are managed in accordance with the rules, regulations and guidelines

Range of Variables

APPLY RULES AND REGULATIONS TO CONDUCT GAMES AND COMPETITIONS

VARIABLE STATEMENT	CATEGORIES
1. Best practice activity principles	<p>refers to</p> <ul style="list-style-type: none"> a. the activity's <i>Officials Code of Conduct</i> policy b. the National Officiating Program <i>Officials Code of Conduct</i> policy c. national organisation regulations and guidelines d. relevant national, state/territory or local government regulations and guidelines e. employer organisations policies and procedures f. the culture of the activity g. accepted preventative practices adopted by self or peers to minimise safety hazards and risks in the same or similar situations h. current and past good practice demonstrated by self or peers in the same or similar situation
2. Competition/s	<ul style="list-style-type: none"> a. event b. program c. race d. carnival e. match f. game g. demonstration h. test i. performance j. competition k. trial l. try out
3. Conditions and external influences	<ul style="list-style-type: none"> a. include <ul style="list-style-type: none"> a.1 environmental/weather conditions a.2 other facility users b. views of <ul style="list-style-type: none"> b.1 coaches b.2 spectators b.3 parents b.4 peers b.5 team managers b.6 media
4. Decisions	<p>may be made</p> <ul style="list-style-type: none"> a. incrementally during an event/activity b. at it's completion
5. Equipment	<p>can include</p> <ul style="list-style-type: none"> a. fixed pieces of apparatus for use by all clients b. individual equipment required by each client in order to manage the activity, eg, whistle c. personal protective or non-protective clothing or attire d. technical e. audio-visual f. safety

<p>6. Fairness</p>	<p>g. uniform clothing</p> <p>a. consistent interpretation and application of rules and regulations</p> <p>b. elimination of biases towards one team or competitor</p> <p>c. particular rules</p> <p>d. regulations or techniques</p> <p>e. one team or competitor not gaining an unfair advantage over another</p>
<p>7. Information</p>	<p>a. includes</p> <p>a.1 infringements</p> <p>a.2 scoring</p> <p>a.3 competitor positioning</p> <p>a.4 expectations of clients</p> <p>a.5 previous experience and developmental stage of clients, their background, special requirements, expectations or organisations</p> <p>a.6 activity national organisation codes and rules as they apply to the range of clients</p> <p>a.7 involvement and interest of parents</p> <p>a.8 details on time</p> <p>a.9 necessary equipment</p> <p>a.10 precautions and other health and safety information.</p> <p>b. is collected through</p> <p>b.1 reporting processes</p> <p>b.2 observation</p> <p>b.3 discussions</p> <p>c. sources include</p> <p>c.1 clients</p> <p>c.2 other officials</p> <p>c.3 parents</p> <p>c.4 organisations</p> <p>c.5 recorded information</p> <p>d. is imparted</p> <p>d.1 through demonstrations and explanations</p> <p>d.2 in writing</p> <p>d.3 verbally</p> <p>d.4 audio/visual technologies</p> <p>d.5 non-verbally, ie, signals</p>
<p>8. Reactions</p>	<p>a. queries about decisions</p> <p>b. appeals against decisions</p> <p>c. abuse towards official and opponent</p> <p>d. abuse of equipment</p>
<p>9. Risk management</p>	<p>refers to a plan of action to reduce the risks associated with the particular activity and assist the official to reduce the chance of breaching their duty of care</p> <p>a. risk identification</p> <p>b. risk assessment</p> <p>c. design of risk elimination or reduction plan</p> <p>d. implementation of the plan</p> <p>e. constant evaluation and modification of the plan</p>
<p>10. Rules, regulations and guidelines</p>	<p>refers to</p> <p>a. current edition of the relevant National Activity Organisations rules</p> <p>b. National Activity Organisations rules, policies and procedures regarding competent and ethical officiating, dress requirements and protocols, health and safety and other values underpinning the activity</p> <p>c. Occupational Health and Safety</p> <p>d. industry control and regulating legislation</p> <p>e. professional association regulations</p> <p>f. codes and guidelines</p>

Evidence Guide

APPLY RULES AND REGULATIONS TO CONDUCT GAMES AND COMPETITIONS

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge of relevant rules, regulations and guidelines and ability to apply them to facilitate the outcome of an activity</p> <p>b. Assessment of performance should be over a period of time covering all relevant categories within the range of variable statements that are applicable in the learners environment</p> <p>c. In particular, assessment must confirm the ability to:</p> <p>c.1 Assess conditions and react in accord with the best practice activity principles</p> <p>c.2 Observe the conduct of an activity and identify information on which to base decisions</p> <p>c.3 Observe the competition and interpret and apply rules and regulations in accord with the best practice activity principles</p> <p>c.4 Communicate decisions and manage outcomes in accordance with relevant rules, regulations and guidelines</p>
<p>2. Interdependent assessment of units</p>	<p>a. This unit must be assessed after attainment of competency in the following unit(s):</p> <p>a.1 Nil</p> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 Nil</p> <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):</p> <p>c.1 Relevant activity specific officiating units of competency</p>
<p>3. Required knowledge and skills</p>	<p>a. Underpinning knowledge</p> <p>a.1 Relevant codes, rules and guidelines</p> <p>b. Underpinning skills</p> <p>b.1 Observation</p> <p>b.2 Attention to detail</p> <p>b.3 Verbal communication</p> <p>b.4 Decision making</p> <p>b.5 Judgement</p> <p>b.6 Objectivity</p>
<p>4. Resource implications</p>	<p>a. Assessment of this competency requires access to genuine participants, ie, not the peers of the learner, activity equipment and activity facilities in a activity setting</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>
<p>5. Consistency in performance</p>	<p>a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the competition setting, ie, at least 2 sessions should be assessed</p>
<p>6. Context for assessment</p>	<p>a. Competency must be demonstrated in real/actual officiating situations with genuine participants</p> <p>b. In cases where the learner does not have the opportunity to cover all relevant categories within the range of variables statements in the game/event, the remainder should be assessed through realistic</p>

- simulations, projects, previous relevant experience or oral questioning on “What if?” scenarios
- c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
 - d. Where performance is not directly observed and/or is required to be demonstrated over a “period of time” and/or in a “number of locations”, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	2	1	2	1

OLDER ADULTS

OLD

Contents

SRF OLD 001A Plan and deliver exercise for older adults	1
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SRF OLD 001A PLAN AND DELIVER EXERCISE FOR OLDER ADULTS

OLD

Exercise for older adults

DESCRIPTION: This unit covers the knowledge, skills and attitude necessary to plan and deliver exercise for older adults.

ELEMENT	PERFORMANCE CRITERIA
1. Work with a network of allied health and medical professionals	<ul style="list-style-type: none"> a. The legal and ethical limitations of a fitness trainer of older adults are recognised and acted upon b. Other fitness trainers and suitably qualified allied health professionals and medical advisers are contacted to establish a consultative process that meets the clients' needs
2. Develop fitness plans for older adults	<ul style="list-style-type: none"> a. A plan is developed incorporating progression methods, performance targets and self-management strategies in consultation with the clients' medical practitioner and suitably qualified allied health professionals b. Clients, the clients' medical advisers and suitably qualified allied health professionals are consulted to establish the acceptability of the exercise plan and programs c. Regular review sessions are developed with clients
3. Apply fitness assessment protocols and procedures to older adults	<ul style="list-style-type: none"> a. A modified fitness assessment protocol, suitable for older adult clients accommodating limitations imposed by lifestyle and the physical and psychological effects of aging, is produced b. The older clients' fitness level is assessed using the above fitness assessment protocol c. Assessment results are used to establish exercise frequency, intensity, duration and type for specific older clients d. Clients are recommended to make an appointment with a medical practitioner whenever they disclose a health, medical or injury condition
4. Apply older adult exercise guidelines to older adults	<ul style="list-style-type: none"> a. An exercise class for a group of older adults in a range of environments is designed and implemented in consultation with the clients' medical advisers and suitably qualified allied health professionals b. Exercises and programs are selected that match the clients' needs and goals c. Relevant Occupational Health and Safety issues and safe working practices are identified d. Instructors working with older adult clients with medical problems or injuries, or who are on medication, are supervised by medical doctors or allied health professionals to the standard required by the medical or health professional/s
5. Modify exercises to incorporate the physical changes that occur with the ageing process when instructing older clients	<ul style="list-style-type: none"> a. Physical changes which occur with the ageing process and strategies which may assist in maintaining optimum functioning are explained to older clients b. Modifications to exercises to make the exercises safer and effective for older clients are made when instructing

<p>6. Modify exercises to incorporate the social and psychological changes that occur with the ageing process when instructing older clients</p>	<p>a. The effect of the aging process and activity on social and psychological outlook towards exercise are described to clients</p> <p>b. The social and psychological benefits that older adults can achieve from exercise are explained to clients</p> <p>c. Exercise plans and programs are modified to maximise the social and psychological benefits of participation for older clients</p>
<p>7. Modify exercises to incorporate age related health conditions when planning exercise for older adults</p>	<p>a. The pathophysiology of age related health conditions and the modification of exercise to ensure safe participation are explained to clients</p> <p>b. The health benefits that older adults can achieve from exercise are explained to clients</p> <p>c. Exercise plans and programs are modified to maximise the health benefits of participation for older clients with identified age related health conditions</p>
<p>8. Motivate a group of older adults</p>	<p>a. The physical, psychological and social reasons why the clients are participating in the fitness activity are established</p> <p>b. Appropriate motivational techniques are applied</p> <p>c. Positive and effective feedback is provided to clients</p>

Range of Variables

PLAN AND DELIVER EXERCISE FOR OLDER ADULTS

VARIABLE STATEMENT	CATEGORIES
1. Age related health conditions	<ul style="list-style-type: none"> a. joints <ul style="list-style-type: none"> a.1 arthritis a.2 joint degeneration a.3 joint replacement b. bones <ul style="list-style-type: none"> b.1 osteoporosis c. blood pressure <ul style="list-style-type: none"> c.1 hypotension c.2 hypertension d. major surgery <ul style="list-style-type: none"> d.1 organ operations d.2 joint replacement d.3 cancer e. neuromuscular disorders <ul style="list-style-type: none"> e.1 cerebral palsy e.2 Parkinson's disease e.3 stroke f. medical <ul style="list-style-type: none"> f.1 diabetes f.2 metabolic conditions f.3 thyroid disorders
2. Aging process	<ul style="list-style-type: none"> a. physiological b. biomechanical c. psychological d. social e. lifestyle f. general population characteristics
3. Allied health professionals	<ul style="list-style-type: none"> a. dietitians b. counsellors c. psychologists d. exercise scientists e. physiotherapist
4. Benefits	<ul style="list-style-type: none"> a. maintenance of <ul style="list-style-type: none"> a.1 functional capacity a.2 bone mass a.3 postural strength a.4 immune system b. prevention of degenerative disease c. enhanced social and recreational activities
5. Client	<ul style="list-style-type: none"> a. experienced or inexperienced b. older adult c. frail aged or active aged d. health concerns cleared by medical practitioner
6. Exercise class	<ul style="list-style-type: none"> a. exercise selection b. required modifications c. sequence of exercises

	<ul style="list-style-type: none"> d. general training principles e. exercise volume f. equipment g. program progression h. music, if used i. enjoyment and participation
7. Group	<ul style="list-style-type: none"> a. more than 5 clients whose health concerns have been cleared by a medical practitioner
8. Medical practitioner	<ul style="list-style-type: none"> a. general practice doctors b. medical specialists
9. Physical changes	<ul style="list-style-type: none"> a. musculoskeletal b. neuromuscular c. cardiovascular d. body systems
10. Range of environments	<ul style="list-style-type: none"> a. gentle exercise, floor based b. resistance training facility c. water based facility d. community facility e. fitness facility

Evidence Guide

PLAN AND DELIVER EXERCISE FOR OLDER ADULTS

<p>1. Critical aspects of evidence to be considered</p>	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge of planning and delivering exercise for older adults the work environment b. Assessment of performance should be over a period of time covering all categories of all ranges of variable statements that are applicable in the learners environment c. In particular, assessment must confirm the ability to <ul style="list-style-type: none"> c.1 Plan and deliver exercise for older adults c.2 Assess the fitness levels of older adult clients c.3 Instruct older adult exercise classes
<p>2. Interdependent assessment of units</p>	<ul style="list-style-type: none"> a. This unit must be assessed after attainment of competency in the following unit(s): <ul style="list-style-type: none"> a.1 SRF FIT 007A Undertake advanced exercise planning and programming a.2 SRF FIT 008A Utilise a broad knowledge of exercise science in exercise planning, programming and instruction a.3 SRF FIT 009A Undertake postural screening and appraisal a.4 SRF FIT 010A Utilise a broad range of fitness equipment a.5 SRF FIT 011A Provide exercise for clients with special requirements a.6 SRF FIT 012A Utilise an understanding of motivational psychology with fitness clients a.7 SRX CAI 006A Organise a sport and recreation program a.8 SRX CAI 007A Conduct a sport and recreation program b. This unit must be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> b.1 Nil c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> c.1 SRF SPP 001A Plan and deliver advanced exercise to specific populations
<p>3. Required knowledge and skills</p>	<ul style="list-style-type: none"> a. Underpinning knowledge <ul style="list-style-type: none"> a.1 Advanced anatomy and physiology a.2 Basic biomechanics b. Underpinning skills <ul style="list-style-type: none"> b.1 Appropriate verbal, written and listening communication skills for the age and values of the older adult client, in order to develop an implement an appropriate and effective exercise plan b.2 Interpersonal skills to enhance interaction with older adult clients b.3 Technical expertise and experience in the activity being provided for the older adult client b.4 Advanced instructional skills related to the specific concerns of the older adult client b.5 Experience in assisting an instructor or trainer working with older adults to improve or maintain fitness

4. Resource implications	<ul style="list-style-type: none"> a. Assessment of the competency requires access to a fitness centre with the appropriate facilities and equipment for the context of delivery such as a weights gym, aerobics room and/ or pool and/or community fitness environment and/or an outdoor environment such as a running track and clients able to give information regarding progress in their fitness program b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5. Consistency in performance	<ul style="list-style-type: none"> a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
6. Context for assessment	<ul style="list-style-type: none"> a. Competency must be demonstrated in a real work environment b. In cases where the learner does not have the opportunity to cover all categories of the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	3	2	3	2

PERSONAL TRAINING

PTI

Contents

SRF PTI 001A Plan and deliver personal training.....	1
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SRF PTI 001A PLAN AND DELIVER PERSONAL TRAINING

PTI

Personal training

DESCRIPTION: This unit covers the skills and knowledge required to be able to operate effectively as a personal trainer in the fitness industry.

ELEMENT	PERFORMANCE CRITERIA
1. Establish a personal training client base	<ul style="list-style-type: none"> a. The market for personal training services for clients with no identified health, medical, or injury conditions is investigated b. A marketing campaign is prepared and implemented c. Business relationships are established with fitness enterprises d. Records pertaining to the personal training business are maintained
2. Explain the concept of personal training to clients	<ul style="list-style-type: none"> a. The term "personal training" is defined to clients b. The role of personal training in community health promotion is explained to clients c. The benefits and costs of personal training compared with non-supervised exercise and group exercise activities in terms of adherence, safety, achievement of physiological health and fitness benefits and, accessibility are explained to clients
3. Prepare personal training exercise plans	<ul style="list-style-type: none"> a. Clients are inducted, screened and appraised b. A timetable of sessions is prepared, with draft programs including the aim and objectives of each session, for individual clients c. Suitable instructional techniques and strategies are planned d. Suitable session assessment techniques are planned e. The exercise environment is considered to ensure client safety
4. Instruct clients using the different learning styles and instructional techniques	<ul style="list-style-type: none"> a. Clients are assessed for prior knowledge and skill in the activity/ies b. Clients are analysed for learning style preferences c. Clients are instructed using a range of different instructional styles relevant to the client's learning styles d. Instructors working with clients are supervised e. An assessment of the instruction process is completed
5. Improve client exercise adherence	<ul style="list-style-type: none"> a. The short and long-term responses of clients in relation to motivation to exercise are recorded b. Motivational theory for individual and group training is used to increase performance and adherence to exercise c. Factors that affect clients' adherence to exercise and increase adherence to exercise are identified d. Reports on the motivational techniques used and their effectiveness with clients are maintained e. Steps that improve exercise adherence are recommended to clients and implemented
6. Apply motivational and teaching skills to a long term client	<ul style="list-style-type: none"> a. An information brochure related to a request for information from an existing client is prepared and reviewed with the client b. A goal setting review session for a client is prepared and implemented c. A follow up fitness assessment is performed on a client and the client is motivated through a review of fitness changes and adaptations d. A referral to a medical practitioner is recommended for all clients who disclose health, medical or injury conditions e. Exercise plans are updated for clients and new exercise programs are prepared and delivered

Range of Variables

PLAN AND DELIVER PERSONAL TRAINING

VARIABLE STATEMENT	CATEGORIES
1. Assessment	<ul style="list-style-type: none"> a. familiarity and usage of equipment b. clarity of instruction c. empathy with the client d. level of instruction compared with prior level of client knowledge e. logical progression f. attainment of client goals g. attainment of instructors goals h. benefits and limitations of each mode of instructional techniques i. effects of delivery presentation on the learning of the client
2. Business relationships	<ul style="list-style-type: none"> a. operational and financial outcomes b. contract/s
3. Clients	<ul style="list-style-type: none"> a. experienced or inexperienced b. adults c. screened
4. Exercise environment	<ul style="list-style-type: none"> a. indoors b. outdoors <ul style="list-style-type: none"> b.1 weather b.2 location b.3 access b.4 organisational factors b.5 safety factors
5. Group exercise activities	<ul style="list-style-type: none"> a. may include <ul style="list-style-type: none"> a.1 circuit classes a.2 aerobic classes a.3 water based classes a.4 specialty classes b. other fitness activities
6. Instructional techniques	<ul style="list-style-type: none"> a. communication <ul style="list-style-type: none"> a.1 voice <ul style="list-style-type: none"> a.1.1 modulation a.1.2 tempo a.1.3 projection a.2 body language <ul style="list-style-type: none"> a.2.1 eye contact a.2.2 body gestures a.2.3 facial expressions b. listening skills c. building rapport d. questioning technique e. observational technique f. feedback g. reinforcement
7. Leadership styles	<ul style="list-style-type: none"> a. formal b. non-formal

8. Learning styles	<ul style="list-style-type: none"> a. activist b. pragmatists c. theorists d. reflectors e. visual learners f. auditory learners g. kinesthetic learners
9. Market	<ul style="list-style-type: none"> a. within a facility b. within a geographic area c. within a specific target population d. within the general population
10. Marketing	<ul style="list-style-type: none"> a. self analysis b. benefits to target market c. marketing plan d. product definition e. pricing f. market definition g. message h. channel i. goals and objectives j. time management k. budget
11. Medical professional	<ul style="list-style-type: none"> a. general practice doctors b. medical specialists
12. Motivational theory	<p>may include</p> <ul style="list-style-type: none"> a. indirect Vs direct competition b. zero - sum Vs non zero - sum competition c. games theory d. drive theory e. inverted 'U' f. zone of optimal function
13. Non supervised exercise	<ul style="list-style-type: none"> a. walking b. jogging c. running d. bike riding e. roller blading f. home based g. water based h. outdoor recreation
14. Personal training	<ul style="list-style-type: none"> a. self employed b. sub contractor c. companies d. employee
15. Programs	<ul style="list-style-type: none"> a. fitness facility based, such as <ul style="list-style-type: none"> a.1 gym a.2 floor a.3 pool b. community setting c. outdoors, such as <ul style="list-style-type: none"> c.1 walking c.2 jogging c.3 running c.4 bike riding c.5 roller blading c.6 home based c.7 water based c.8 outdoor recreation

	<ul style="list-style-type: none">d. types<ul style="list-style-type: none">d.1 aerobicd.2 intervald.3 circuitd.4 fartlekd.5 anaerobic thresholdd.6 strengthd.7 speedd.8 power
16. Records	<ul style="list-style-type: none">a. financial<ul style="list-style-type: none">a.1 budgeta.2 accountinga.3 taxationa.4 client transactionsb. timec. objective measuresd. client assessmente. client plans and session records

Evidence Guide

PLAN AND DELIVER PERSONAL TRAINING

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge of planning and delivering personal training in the work environment</p> <p>b. Assessment of performance should be over a period of time covering all categories of all ranges of variable statements that are applicable in the learners environment</p> <p>c. In particular, assessment must confirm the ability to:</p> <p>c.1 Demonstrate and teach exercises incorporating teaching and learning styles appropriate to the client</p> <p>c.2 Use suitable motivation techniques to motivate a client</p> <p>c.3 Educate a client in healthy fitness activities</p>
<p>2. Interdependent assessment of units</p>	<p>a. This unit must be assessed after attainment of competency in the following unit(s)</p> <p>a.1 SRF FIT 007A Undertake advanced exercise planning and programming</p> <p>a.2 SRF FIT 008A Utilise a broad knowledge of exercise science in exercise planning, programming and instruction</p> <p>a.3 SRF FIT 009A Undertake postural screening and appraisal</p> <p>a.4 SRF FIT 010A Utilise a broad range of fitness equipment</p> <p>a.5 SRF FIT 011A Provide exercise for fitness industry clients with special requirements</p> <p>a.6 SRF FIT 012A Utilise an understanding of motivational psychology with fitness clients</p> <p>a.7 SRX CAI 006A Organise a sport and recreation program</p> <p>a.8 SRX CAI 007A Conduct a sport and recreation program</p> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 Nil</p> <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):</p> <p>c.1 SRF FIT 013A Provide information and exercise related to nutrition and bodyfat</p>
<p>3. Required knowledge and skills</p>	<p>a. Underpinning knowledge</p> <p>a.1 Small business management</p> <p>a.1.1 Self management skills</p> <p>a.1.2 Basic small business planning</p> <p>a.1.3 Health and safety guidelines</p> <p>a.1.4 Legal and insurance considerations</p> <p>a.1.5 Cash management and basic account keeping</p> <p>a.1.6 Awareness of and adherence to small business regulatory requirements</p> <p>a.1.7 Maintaining client schedules, records and confidentiality</p> <p>a.1.8 Basic marketing and sales</p> <p>a.2 Manage quality client service</p> <p>b. Underpinning skills</p> <p>b.1 Interpersonal skills to enhance interaction with clients</p> <p>b.2 Communication (verbal, written and listening skills) related to a wide range of clients to develop goals, motivation, and the development of comprehensive exercise plans</p> <p>b.3 Technical expertise and experience in the fitness activity being provided to a specific client to ensure the safety and effectiveness of the activity for the client</p> <p>b.4 Instructional skills related to the specific activity being provided to</p>

	the client to ensure correct explanation, demonstration, and feedback to the client
4. Resource implications	<ul style="list-style-type: none"> a. Assessment of the competency requires access to a fitness centre with the appropriate facilities and equipment for the context of delivery such as a weights gym, aerobics room and/ or pool and/or community fitness environment and/or an outdoor environment such as a running track and clients able to give information regarding progress in their fitness program b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5. Consistency in performance	<ul style="list-style-type: none"> a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
6. Context for assessment	<ul style="list-style-type: none"> a. Competency must be demonstrated in a real work environment b. In cases where the learner does not have the opportunity to cover all categories of the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	3	3	3	1	2	2

SPECIFIC POPULATIONS

SPP

Contents

SRF SPP 001A Plan and deliver advanced exercise to specific populations	1
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SRF SPP 001A PLAN AND DELIVER ADVANCED EXERCISE TO SPECIFIC POPULATIONS

SPP

Specific populations

DESCRIPTION: This unit covers the knowledge, skills and attitude necessary to plan and deliver exercise for different client groups (such as those with disabilities or a specific fitness activity interest), different environments (such as in a community setting) or for specific populations (such as gentle exercise).

ELEMENT	PERFORMANCE CRITERIA
1. Establish a specific population client base	<ul style="list-style-type: none"> a. The market for fitness services for special populations is investigated b. A marketing campaign is prepared and implemented c. Establish business relationships with fitness enterprises, medical practitioners and suitably qualified allied health professionals
2. Analyse the need to adapt a fitness program	<ul style="list-style-type: none"> a. Peoples rights under law are considered b. Barriers to participation in physical activity for those with limited exercise capability are identified c. The need for adapted exercise, equipment and techniques is analysed in consultation with the clients' medical practitioner and suitably qualified allied health professionals
3. Prepare session plans	<ul style="list-style-type: none"> a. Induct and screen clients b. Clients are recommended to make an appointment with a medical practitioner whenever they disclose a health, medical, or injury condition c. The aim and objectives of the session are listed d. Suitable instructional techniques and strategies are planned in conjunction with allied health professionals as required e. Suitable session assessment techniques are planned in conjunction with allied health professionals as required f. Model long term delivery plans and programs are prepared in conjunction with allied health professionals as required
4. Instruct clients	<ul style="list-style-type: none"> a. Clients are assessed for prior knowledge and skill in the activity/ies b. Clients are analysed for learning style preferences c. Adaptations to suit individual needs and capabilities are implemented d. Clients are instructed through a program in a specific exercise environment using a range of instructional styles relevant to the client's learning styles e. Realistic and positive expectations are applied to clients from the specific population f. Individual ways of communication are understood and supported, and a communication style suitable to the specific needs of the individual is utilised g. Clients are encouraged to seek clarification of information and instruction when and where necessary h. Clients with special needs are assisted, where necessary i. Instructors working with clients with special needs are supervised j. An assessment of the instruction process is completed

<p>5. Explain to clients the factors affecting exercise adherence</p>	<p>a. The benefits of regular physical activity are outlined to clients</p> <p>b. The short and long-term responses of clients in relation to motivation to exercise are recorded</p> <p>c. Motivational theory for individual and group training is used to increase performance and adherence to the exercise program</p> <p>d. Factors that affect clients' adherence to exercise, and techniques to increase adherence to exercise are identified and implemented</p> <p>e. Reports on the motivational techniques used and their effectiveness with clients are maintained</p> <p>f. Steps that improve exercise adherence are recommended to clients and implemented</p>
<p>6. Apply exercise guidelines to a special population</p>	<p>a. Exercise classes for special population groups in a range of environments are designed in consultation with the clients' medical advisers and suitably qualified allied health professionals as appropriate, and implemented</p> <p>b. Exercises and programs are selected that match the clients' needs and goals</p> <p>c. Relevant Occupational Health and Safety issues and safe working practices are identified</p> <p>d. Instructors working with clients from a special population are supervised</p>
<p>7. Work with a network of health and medical professionals</p>	<p>a. Current legal and ethical limitations of a fitness trainer when working with specific populations are recognised</p> <p>b. Other exercise professionals and suitably qualified allied health professionals and medical advisers are contacted to establish a consultative process that meets clients' needs</p>
<p>8. Motivate a specific population</p>	<p>a. The physical, psychological and social reasons why the clients are participating in the fitness activity are established</p> <p>b. Appropriate motivational techniques are applied</p> <p>c. Positive and effective feedback is provided to clients</p>

Range of Variables

PLAN AND DELIVER ADVANCED EXERCISE FOR SPECIFIC POPULATIONS

VARIABLE STATEMENT	CATEGORIES
1. Allied health professionals	<ul style="list-style-type: none"> a. dietitians b. counsellors c. psychologists d. exercise scientists e. physiotherapists
2. Assess	<ul style="list-style-type: none"> a. reasons for assessment <ul style="list-style-type: none"> a.1 baseline performance a.2 building confidence and motivation b. clinical indicators <ul style="list-style-type: none"> b.1 disease states b.2 functional capacity b.3 risk b.4 contraindicators c. methodological considerations d. equipment modifications
3. Assessment	<ul style="list-style-type: none"> a. familiarity and usage of equipment b. clarity of instruction c. empathy with the client d. level of instruction compared with prior level of client knowledge e. logical progression f. attainment of client goals g. attainment of instructors goals h. benefits and limitations of each mode of instructional techniques i. effects of delivery presentation on the learning of the client
4. Benefits	<ul style="list-style-type: none"> a. maintenance of <ul style="list-style-type: none"> a.1 functional capacity a.2 bone mass a.3 postural strength a.4 immune system b. prevention of degenerative disease c. enhanced social and recreational activities
5. Client(s)	<ul style="list-style-type: none"> a. experienced or inexperienced b. identified special needs c. health or medical concerns under the supervision of an appropriate health or medical professional
6. Communication	<ul style="list-style-type: none"> a. verbal b. non verbal
7. Disabilities	<ul style="list-style-type: none"> a. cognitive b. physical c. injury

8. Exercise environment	<ul style="list-style-type: none"> a. gentle exercise b. facility <ul style="list-style-type: none"> b.1 fitness centre b.2 community setting b.3 water based b.4 outdoors c. social d. exercise style and intensity e. profile of participants f. equipment used
9. Exercise class	<ul style="list-style-type: none"> a. exercise selection b. required modifications c. sequence of exercises d. general training principles e. exercise volume f. equipment g. program progression h. music, if used
10. Exercise environments	<ul style="list-style-type: none"> a. gentle exercise b. resistance training c. water d. community e. fitness facility f. sports facility
11. Exercise professionals	<ul style="list-style-type: none"> a. exercise scientists b. sports coaches c. sports conditioners d. physiotherapists e. occupational therapists
12. Feedback	<ul style="list-style-type: none"> a. positive b. constructive
13. Instructional techniques	<ul style="list-style-type: none"> a. communication <ul style="list-style-type: none"> a.1 voice <ul style="list-style-type: none"> a.1.1 modulation a.1.2 tempo a.1.3 projection a.2 body language <ul style="list-style-type: none"> a.2.1 eye contact a.2.2 body gestures a.2.3 facial expressions b. listening skills c. building rapport d. questioning technique e. feedback f. reinforcement
14. Market	<ul style="list-style-type: none"> a. within a facility b. within a geographic area c. within a target population
15. Medical practitioners	<ul style="list-style-type: none"> a. general practice doctors b. medical specialists
16. Motivational theory	<ul style="list-style-type: none"> a. indirect Vs direct competition b. zero – sum Vs non zero - sum competition c. games theory d. drive theory e. inverted 'U' f. zone of optimal function

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| 17. Rights under law | a. disability discrimination acts
b. equal opportunity acts |
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| 18. Special population | a. people with a disability
a.1 sensory
a.2 physical
a.3 intellectual
a.4 psychiatric
b. tots
c. children
d. youth
e. adults
f. older adults
g. females
h. males |
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Evidence Guide

PLAN AND DELIVER ADVANCED EXERCISE TO SPECIFIC POPULATIONS

<p>1. Critical aspects of evidence to be considered</p>	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge of planning and delivering exercise for specific populations in the work environment b. Assessment of performance should be over a period of time covering all categories of all ranges of variable statements that are applicable in the learners environment c. In particular, assessment must confirm the ability to <ul style="list-style-type: none"> c.1 Plan and deliver exercise for a specific population c.2 Assess the fitness levels of specific populations c.3 Instruct specific population exercise classes
<p>2. Interdependent assessment of units</p>	<ul style="list-style-type: none"> a. This unit must be assessed after attainment of competency in the following unit(s): <ul style="list-style-type: none"> a.1 SRF FIT 007A Undertake advanced exercise planning and programming a.2 SRF FIT 008A Utilise a broad knowledge of exercise science in exercise planning, programming and instruction a.3 SRF FIT 009A Undertake postural screening and appraisal a.4 SRF FIT 010A Utilise a broad range of fitness equipment a.5 SRF FIT 011A Provide exercise for fitness industry clients with special requirements a.6 SRF FIT 012A Utilise an understanding of motivational psychology with fitness clients a.7 SRX CAI 006A Organise a sport and recreation program a.8 SRX CAI 007A Conduct a sport and recreation program b. This unit must be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> b.1 Nil c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> c.1 SRF OLD 001A Plan and deliver exercise for older adults
<p>3. Required knowledge and skills</p>	<ul style="list-style-type: none"> a. Underpinning knowledge <ul style="list-style-type: none"> a.1 Advanced anatomy and physiology a.2 Basic biomechanics b. Underpinning skills <ul style="list-style-type: none"> b.1 Verbal, written and listening communication skills appropriate to the needs and requirements of the specific client group to ensure clients wishes are considered and directions are clearly understood and followed by clients b.2 Interpersonal skills to enhance positive interaction with specific population clients b.3 Technical expertise and experience in the specific activity being provided to the client group in order to improve or maintain fitness, in order to demonstrate correct form b.4 Advanced instructional skills necessary for ensuring that the exercises are undertaken safely and effectively, and appropriate modifications are made to cater for specific client limitations b.5 Experience in assisting an instructor or trainer working with special populations to improve or maintain specific areas of fitness for specific population groups

4. Resource implications	<ul style="list-style-type: none"> a. Assessment of the competency requires access to a fitness centre with the appropriate facilities and equipment for the context of delivery such as a weights gym, aerobics room and/ or pool and/or community fitness environment and/or an outdoor environment such as a running track and clients able to give information regarding progress in their fitness program b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5. Consistency in performance	<ul style="list-style-type: none"> a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
6. Context for assessment	<ul style="list-style-type: none"> a. Competency must be demonstrated in a real work environment b. In cases where the learner does not have the opportunity to cover all categories of the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	3	2	3	2

SPORTS TRAINER

STR

Contents

SRS STR 001A	Implement sports first aid procedures and apply sports first aid	1
SRS STR 002A	Operate in accord with the accepted roles and responsibilities of a sports trainer.....	12
SRS STR 003A	Provide initial management of sports injuries.....	19
SRS STR 004A	Conduct basic warm-up, stretching and cool-down programs.....	28
SRS STR 005A	Assist with the ongoing management of sports injuries	34
SRS STR 006A	Tape ankle, thumb and fingers.....	40
SRS STR 007A	Implement strategies for dealing with medical conditions in a sport setting	46
SRS STR 008A	Assist with the rehabilitation of injuries	53

SRS STR 001A IMPLEMENT SPORTS FIRST AID PROCEDURES AND APPLY SPORTS FIRST AID

STR

Sports trainer

DESCRIPTION: This unit covers the application of sports first aid knowledge and skills to implement an effective injury prevention program and, follow crisis management and/or immediate injury management strategies in a sport setting in the absence of, and until the arrival of, a health care professional or paramedic. Personnel undertaking this unit would be providing sports first aid in a sport setting.

ELEMENT	PERFORMANCE CRITERIA
1. Operate as a sports first aider	a. Sports first aid activities are conducted in accord with the accepted roles and responsibilities of a sports first aider b. Hygiene is maintained for protection of self, the athlete and others c. A calm, caring and reassuring manner is adopted in during interactions with the athlete/s and other relevant stakeholders d. Other health care professionals and/or other members of the organisation's medical support team are assisted in their tasks in accordance with organisational standards and personal level of responsibility and competence
2. Prepare and implement an injury prevention program	a. Suitability of venue for safe participation is assessed and relevant people advised b. Hazards are identified and addressed c. Safety standards and infectious disease procedures are maintained at all times according to organisational standards, and relevant legislation, regulations and guidelines d. Safety, cleanliness and appropriateness of the change rooms are assessed and relevant people advised e. Individual and team protective equipment is maintained and relevant people advised of any needs f. Group hygiene is managed and relevant people advised of any problems in accord with infectious disease procedures g. Existing illnesses or injuries are managed h. Causes of delayed healing and associated care procedures are described and explained i. Conditions and external influences effecting sports performance are assessed and relevant people advised j. Principles of a balanced competition are observed and relevant authorities informed of discrepancies k. Monitor and support athletes with known medical conditions
3. Assist with warm-up, stretching and cool-down	a. Warm-up, stretching and cool-down components of a session are conducted in consultation with the team/squad coach
4. Assist with fluid replacement	a. Fluid is provided to the athletes in consultation with the team/squad coach and/or relevant contact in the organisation's medical support team

<p>5. Follow defined sports first aid crisis management strategies</p>	<p>a. Crisis management is provided in the absence of, and until the arrival of, a health care professional or paramedic</p> <p>b. Details of the incident are identified through observation and questioning of that athlete and/or other relevant stakeholders who observed the incident</p> <p>c. The Danger, Response, Airway, Breathing, Circulation regime is implemented including resuscitation techniques and procedures where necessary</p> <p>d. The injured athlete and other relevant stakeholders are informed where possible of procedures which are to take place</p> <p>e. First aid equipment is operated in accordance with manufacturer's guidelines and instructions, and organisational standards, procedures and protocols</p>
<p>6. Follow defined sports first aid immediate injury management strategies</p>	<p>a. Immediate injury management is provided in the absence of, and until the arrival of, a health care professional or paramedic</p> <p>b. Injury situations are approached systematically in accord with the Stop, Talk, Observe, Prevent further injury regime</p> <p>c. Hard tissue injuries are recognised and identified and appropriate hard tissue injury immediate management techniques applied</p> <p>d. Soft tissue injuries are recognised and identified and the principles of the Rest, Ice, Compression, Elevation, Referral regime for soft tissue injury immediate management are applied</p> <p>e. Skin injuries are recognised and assessed and appropriate skin injury immediate management techniques applied</p> <p>f. Relevant infectious disease procedures are followed, especially in relation to wound management</p> <p>g. The injured athlete and other relevant stakeholders are informed where possible of procedures which are to take place</p>
<p>7. Transport the injured athlete</p>	<p>a. Injured athletes are safely and effectively transported</p> <p>b. A range of transport techniques are demonstrated and associated precautions for transportation explained</p> <p>c. Appropriate hand signals are demonstrated</p> <p>d. Vehicular transport for the injured athlete is arranged and co-ordinated with appropriate health care professional</p>
<p>8. Complete and process reports</p>	<p>a. Reports are completed and processed in line with legislative, regulatory and organisational requirements</p> <p>b. Clear and comprehensive reports are provided to other health care professionals involved in the ongoing care of the athlete or the relevant contact in the organisation's medical support team</p>
<p>9. Store and maintain equipment</p>	<p>a. First aid equipment is recovered, cleaned, inspected/tested, stored, restocked and resupplied and medical waste disposed of safely according to organisational procedures and standards and/or manufacturers guidelines</p> <p>b. First aid equipment faults are rectified and/or reported in accordance with organisational procedures</p> <p>c. Equipment is stored in the correct manner and to ensure its future operation and serviceability</p> <p>d. Storage areas are maintained in a clean and tidy condition</p> <p>e. Security for storage facility is in accordance with operating procedures</p>

Range of Variables

IMPLEMENT SPORTS FIRST AID PROCEDURES AND APPLY SPORTS FIRST AID

VARIABLE STATEMENT	CATEGORIES
1. Balanced competition	<ul style="list-style-type: none"> a. age b. size c. strength d. skill e. gender f. disabilities g. height h. weight
2. Caring and reassuring manner	may include <ul style="list-style-type: none"> a. personal introduction and identification consistent with other priorities b. explaining what you are doing and why c. treating the 'person', not just the injury
3. Causes of delayed healing	<ul style="list-style-type: none"> a. extrinsic <ul style="list-style-type: none"> a.1 mechanical stress, ie, pressure or friction a.2 debris, ie, foreign matter, necrotic tissue a.3 temperature a.4 infection a.5 chemical stress, ie, antiseptics, disinfectants a.6 drugs a.7 lifestyle a.8 radiation a.9 maceration, ie, fever, sweating b. intrinsic <ul style="list-style-type: none"> b.1 age b.2 health, eg, circulation, diabetes b.3 nutrition, ie, diet b.4 body build, in particular obesity
4. Change room/s	<ul style="list-style-type: none"> a. clean and tidy b. adequate size for the number of athletes c. adequate soap d. adequate paper towel e. adequate rubbish bins f. brooms and disinfectant available at all times
5. Conditions and external influences	may include <ul style="list-style-type: none"> a. environmental/weather conditions b. other facility users c. injury/illness of athletes d. volume/intensity of other training commitments e. competition program f. sport specific coach influence.
6. Details of the incident	are obtained from <ul style="list-style-type: none"> a. the injured athlete b. visual assessment of scene c. others at the scene

- 7. Danger, Response, Airway, Breathing, Circulation regime**
- a. Dangers are assessed to
 - a.1 self
 - a.2 athlete
 - a.3 environment
 - b. Responses
 - b.1 method of assessing response
 - b.1.1 "shake and shout"
 - b.2 management of
 - b.2.1 a responsive athlete
 - b.2.2 an unresponsive athlete
 - c. Airway
 - c.1 methods of clearing and opening airway
 - c.2 management of athlete with
 - c.2.1 partial obstruction
 - c.2.1.1 coughing
 - c.2.2 complete obstruction
 - c.2.2.1 conscious
 - head down
 - back slaps
 - c.2.2.2 unconscious
 - head down
 - back slaps
 - finger sweeps
 - lateral chest thrusts
 - c.2.2.3 fainting
 - d. Breathing
 - d.1 methods for assessing breathing
 - d.1.1 look, listen and feel
 - d.2 management of athlete with breathing difficulty
 - d.3 management of a non-breathing athlete
 - d.3.1 Expired Air Resuscitation
 - d.3.1.1 how
 - d.3.1.2 dangers
 - vomiting and regurgitation
 - stomach inflates
 - e. Circulation
 - e.1 methods of assessing circulation
 - e.1.1 pulse
 - e.1.1.1 locality
 - e.1.1.2 rate
 - e.2 management of an athlete with chest pain
 - e.3 management of an athlete with no pulse
 - e.3.1 call ambulance
 - e.3.2 commence External Cardiac Compressions
 - e.3.3 Cardio-Pulmonary Resuscitation
 - f. bleeding
 - f.1 signs of
 - f.1.1 internal bleeding
 - f.1.2 external bleeding
 - f.2 management of internal bleeding, ie, shock
 - f.2.1 refer
 - f.3 management of external bleeding
 - f.3.1 direct pressure
 - f.3.2 elevation
 - f.3.3 pad and bandage
 - f.3.4 immobilisation
 - f.3.5 check
 - f.3.6 refer
 - f.4 considerations
 - f.4.1 unable to control bleeding
 - f.5 specific injuries
 - f.5.1 nose
 - f.5.2 hand

	f.5.3 foreign body
8. Equipment	<ul style="list-style-type: none"> a. first aid kit b. personal protective equipment c. stretchers including improvised
9. Hand signals	<p>such as the procedures outlined in the</p> <ul style="list-style-type: none"> a. National Activity Organisation's <i>Sports First Aid Manual</i>, or b. similar documents developed by the organization
10. Hard tissue injuries	<ul style="list-style-type: none"> a. skeletal injuries b. includes <ul style="list-style-type: none"> b.1 fractures b.2 dislocations b.3 subluxation
11. Hard tissue injury immediate management techniques	<ul style="list-style-type: none"> a. refers to <ul style="list-style-type: none"> a.1 upper limb <ul style="list-style-type: none"> a.1.1 slings a.1.2 splints a.2 lower limb <ul style="list-style-type: none"> a.2.1 splints a.2.2 anatomical splinting a.3 improvised splinting b. includes the use of air splints for the lower limbs
12. Hazards	<ul style="list-style-type: none"> a. bees, wasps or other stinging insects b. bodily fluids c. traffic d. environmental hazards <ul style="list-style-type: none"> d.1 failure to adequately replace fluids during exercise d.2 sunburn and exposure to harmful rays d.3 exposure to cold e. downed wires f. bystanders
13. Health care professional	<p>practitioners who can competently make assessments of injuries such as</p> <ul style="list-style-type: none"> a. medical practitioners b. physiotherapists c. chiropractors d. osteopaths e. paramedics f. massage therapists
14. Infectious disease procedures	<ul style="list-style-type: none"> a. such as the procedures outlined in the <ul style="list-style-type: none"> a.1 National Activity Organisation's <i>Infectious Diseases Policy</i> a.2 The organisations <i>Infectious diseases policy</i> b. incorporates personal hygiene, such as <ul style="list-style-type: none"> b.1 washing hands b.2 using gloves c. incorporates group hygiene, such as <ul style="list-style-type: none"> c.1 not sharing towels, razors, sponges, face washers, water-bottles or any other equipment that may contain bodily fluids c.2 discouraging communal bathing areas, such as spas c.3 banning spitting or urinating in team areas c.4 not putting hands in water buckets c.5 proper use of water bottles, that is squirt the water into the mouth c.6 all clothes, equipment and surface areas contaminated by blood must be treated as potentially infectious and treated accordingly c.7 all athletes and personnel should be vaccinated against hepatitis B c.8 all group areas should be clean, dry and tidy with adequate supplies such as soap, paper towel, brooms, rubbish bins and disinfectant

15. Medical conditions	<p>may include (Note: This is not an exclusive list)</p> <ol style="list-style-type: none"> a. asthma, in particular exercise induced asthma b. known allergies, eg, bee stings c. diabetes d. chronic fatigue syndrome e. epilepsy
16. Organisational health and safety requirements, safe and appropriate dress and equipment	<p>may vary between organisations and may include</p> <ol style="list-style-type: none"> a. legislation relevant to the provision of emergency care b. legislation relevant to the organisation c. operational performance standards d. appropriate footwear and clothing and personal equipment, ie, activity specific e. technical equipment being in safe working order f. the Australian Coaching Council's <i>Coaches Code of Conduct</i> policy g. Australian Sports Commission Doping Policy h. State policies on Occupational Health and Safety issues pertaining to safe work practices
17. Organisations' medical support team	<p>is relevant to professional club or organisation settings which have an established network for medical support that may include a range of people such as</p> <ol style="list-style-type: none"> a. medical practitioners b. physiotherapists c. chiropractors d. osteopaths e. massage therapists f. rehabilitation therapists
18. Other relevant stakeholders	<ol style="list-style-type: none"> a. the client b. coach/es c. other health professionals d. parents/guardians e. family f. friends g. other involved/appropriate personnel h. manager i. facility manager j. facility owner
19. Precautions for transportation	<ol style="list-style-type: none"> a. suspected spinal cord injuries b. lack of appropriate equipment c. lack of manpower
20. Protective equipment	<ol style="list-style-type: none"> a. clothing b. shin pads c. face masks d. shoulder pads e. chest pads f. protectors g. head gear h. helmets i. other protective equipment as deemed necessary by the sport. j. protective equipment used should be <ol style="list-style-type: none"> j.1 designed to protect against injury j.2 light and comfortable to wear j.3 in good condition j.4 correctly assembled j.5 correctly worn by the participant j.6 an approximate size and fit and not interfere with function j.7 appropriate for the sport and conditions encountered
21. Reports	<ol style="list-style-type: none"> a. may be provided through

	<ul style="list-style-type: none"> a.1 written reports a.2 casualty details a.3 approved forms a.4 taped verbal reports a.5 diary entries a.6 logs b. may need to be <ul style="list-style-type: none"> b.1 completed, processed and filed in line with legislative, regulatory and organisational requirements b.2 forwarded to authorised personnel c. may be need to be forwarded to authorised personnel such as <ul style="list-style-type: none"> c.1 other health care professionals involved in the ongoing care of the athlete c.2 relevant contact in the organisation's medical support team c.3 emergency medical technician
<p>22. Resuscitation procedures and techniques</p>	<ul style="list-style-type: none"> a. are conducted in accord with Australian Resuscitation Council resuscitation standards b. includes <ul style="list-style-type: none"> b.1 'shake and shout' assessment b.2 use of the stable side position b.3 management techniques for clearing the airway <ul style="list-style-type: none"> b.3.1 removal of foreign objects b.3.2 head tilt and jaw support b.3.3 back slaps b.3.4 lateral chest thrusts b.4 look, listen and feel breathing assessment b.5 management techniques to maintain a clear airway <ul style="list-style-type: none"> b.5.1 head tilt b.5.2 jaw support b.5.3 jaw thrust b.6 taking the carotid pulse b.7 recovery checks <ul style="list-style-type: none"> b.7.1 conscious state b.7.2 airway b.7.3 breathing b.7.4 pulse b.8 Expired Air Resuscitation using mouth to mouth b.9 Cardio-Pulmonary Resuscitation in a one person situation b.10 Cardio-Pulmonary Resuscitation as part of a two person team b.11 steps to be taken if the chest doesn't rise, stomach inflates or vomiting occurs b.12 adaptations to resuscitation techniques for children and infants
<p>23. RICER regime</p>	<ul style="list-style-type: none"> a. Rest b. Ice c. Compression d. Elevation e. Referral
<p>24. Role and responsibilities of the sports first aider</p>	<ul style="list-style-type: none"> a. the sports first aider is responsible for <ul style="list-style-type: none"> a.1 maintaining injury management records a.2 crisis management in the absence of, and until the arrival of, a health care professional or paramedic a.3 immediate injury management in the absence of, and until the arrival of, a health care professional or paramedic a.4 prevention of injury by <ul style="list-style-type: none"> a.4.1 assessing and advising on the suitability of venues for safe participation a.4.2 assessing and advising on the safety, cleanliness and hygiene of the change rooms a.4.3 maintaining team protective equipment a.4.4 managing existing illness or injury

	<ul style="list-style-type: none"> a.4.5 managing group hygiene b. the sports first aider will be able to assist with, under the guidance of the team/squad coach <ul style="list-style-type: none"> b.1 warm-ups, stretching and cool down b.2 fluid replacement c. the sports first aider will be able to advise on <ul style="list-style-type: none"> c.1 appropriateness of change room facilities c.2 individual protective equipment c.3 personal hygiene c.4 environmental conditions affecting sports performance d. The sports first aider will have a knowledge of the importance of the following factors in relation to the prevention of injury or medical situation <ul style="list-style-type: none"> d.1 development of skills in sport d.2 rules of the game they are involved with d.3 balanced competition d.4 taping and bracing d.5 common medical conditions which may be significant during sports participation
25. Skin injuries	<ul style="list-style-type: none"> a. cuts b. blisters c. grazes d. wounds associated with a fracture e. foreign object wound f. tinea g. cold sores
26. Skin injury immediate management techniques	<p>refers to</p> <ul style="list-style-type: none"> a. cuts, grazes and/or wounds <ul style="list-style-type: none"> a.1 recognise if the wound requires suturing a.2 specialized dressings a.3 refer to appropriate health care professional b. blisters <ul style="list-style-type: none"> b.1 prevention b.2 management b.3 specialized dressing b.4 refer to appropriate health care professional c. tinea or cold sores <ul style="list-style-type: none"> c.1 prevention c.2 management c.3 specialized dressing c.4 refer to appropriate health care professional
27. Soft tissue injuries	<ul style="list-style-type: none"> a. terminology <ul style="list-style-type: none"> a.1 acute a.2 overuse a.3 recurrent b. includes <ul style="list-style-type: none"> b.1 haematoma b.2 sprain b.3 strain
28. Specialised dressing	<ul style="list-style-type: none"> a. dry wound management b. wet wound management
29. STOP regime	<ul style="list-style-type: none"> a. Stop <ul style="list-style-type: none"> a.1 Stop the athlete from participating or moving a.2 Stop the game if necessary b. Talk <ul style="list-style-type: none"> b.1 What happened? b.2 How did it happen? b.3 What did you feel?

	<ul style="list-style-type: none"> b.4 Where does it hurt? b.5 Does it hurt anywhere else? b.6 Can you play on? b.7 If no, arrange appropriate transport c. Observe <ul style="list-style-type: none"> c.1 Observe whilst talking to the athlete c.2 General <ul style="list-style-type: none"> c.2.1 Is the athlete distressed? c.2.2 Is the athlete lying in an unusual position/posture? c.3 Injury site <ul style="list-style-type: none"> c.3.1 Is there any swelling, deformity or discoloration? c.3.2 Can the athlete move the injured part? c.3.3 If yes, <ul style="list-style-type: none"> c.3.3.1 Does it hurt to move? c.3.3.2 Is the range of movement restricted compared to normal? c.3.3.3 Is the range of movement restricted compared to the other side or limb? c.3.4 If no, arrange appropriate transport d. Prevent further injury
<p>30. Transport techniques</p>	<ul style="list-style-type: none"> a. human crutch <ul style="list-style-type: none"> a.1 one person a.2 two persons b. two handed seat c. three handed seat d. four handed seat e. chair lift f. how to lift casualties to the stretcher <ul style="list-style-type: none"> f.1 blanket f.2 3 person f.3 lifting frame g. transport with a stretcher h. types of hand signals
<p>31. Venue</p>	<ul style="list-style-type: none"> a. building b. playing field indoors c. playing field outdoors
<p>32. Warm-up, stretching and cool-down</p>	<ul style="list-style-type: none"> a. warm-up <ul style="list-style-type: none"> a.1 series of exercise that gradually increases the body and muscle temperature a.2 increases the blood and oxygen supply to the working muscles in preparation for a period of prolonged exercise b. stretching <ul style="list-style-type: none"> b.1 series of exercises that helps to lengthen muscles so there is minimal strain during exercise c. cool-down <ul style="list-style-type: none"> c.1 series of exercises that gradually lowers the body and muscle temperature c.2 decreases the blood and oxygen supply to the working muscles after a period of prolonged exercise

Evidence Guide

IMPLEMENT SPORTS FIRST AID PROCEDURES AND APPLY SPORTS FIRST AID

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge of the principles of sports first aid and the ability to apply that knowledge to implement an effective injury prevention program, and follow crisis management and/or immediate injury management strategies in a sport setting in the absence of, and until the arrival of, a health care professional or paramedic a. Assessment of performance should be over a period of time covering all categories within the range of variable statements that are applicable in the learners environment b. In particular, assessment must confirm the ability to <ul style="list-style-type: none"> c.1 Operate in accord with the accepted roles and responsibilities of a sports first aider c.2 Prepare and implement an injury prevention program c.3 Assist with warm-up, stretching and cool down c.4 Assist with fluid replacement c.5 Follow defined sports first aid crisis management strategies c.6 Follow defined sports first aid immediate injury management strategies c.7 Recognise hard tissue injuries and apply hard tissue injury immediate management techniques c.8 Recognise soft tissue injuries and apply the principles of the RICER regime for soft tissue injury immediate management c.9 Recognise and asses skin injuries and apply appropriate skin injury immediate management techniques c.10 Transport the injured athlete c.11 Complete and process reports c.12 Store and maintain equipment
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit must be assessed after attainment of competency in the following unit(s): <ul style="list-style-type: none"> a.1 Nil b. This unit must be assessed after attainment of competency in the following unit(s): <ul style="list-style-type: none"> b.1 Nil c. This unit must be assessed after attainment of competency in the following unit(s): <ul style="list-style-type: none"> c.1 Nil
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Underpinning knowledge <ul style="list-style-type: none"> Understanding of <ul style="list-style-type: none"> a.1 The principles of warm-up, stretching and cool-down a.2 Basic anatomy and physiology a.3 Relevant Occupational Health and Safety legislation a.4 Occupational Health and Safety guidelines for lifting and carrying a.5 Factors which affect healing a.6 Dressings available for dry wound management and moist wound management, how to use them and their advantages and disadvantages a.7 The contents of the National Activity Organisation's <i>Infectious Disease policy</i> a.8 Systems of the body, ie, respiratory, circulatory, nervous, skeletal, digestive, urinary, skin

	<ul style="list-style-type: none"> a.9 Causes and management of unconsciousness a.10 National Activity Organisation’s guidelines for personal hygiene and group hygiene a.11 Australian Resuscitation Council resuscitation standards a.12 Procedures for managing hard tissue injuries a.13 Procedures for managing soft tissue injuries a.14 Procedures for managing skin injuries a.15 The principles of the DR ABC regime a.16 The principles of the RICER regime a.17 The principles of the STOP regime a.18 Procedures for effectively controlling external bleeding a.19 The role and responsibilities of a sports first aider <ul style="list-style-type: none"> b. Underpinning skills <ul style="list-style-type: none"> Ability to b.1 accurately perform resuscitation techniques and procedures on a manikin in accord with Australian Resuscitation Council standards b.2 remain calm under time pressures and in difficult situations b.3 communicate verbally with casualties and others b.4 provide verbal reports to paramedical personnel b.5 work with others in a team situation
<p>4. Resource implications</p>	<ul style="list-style-type: none"> a. Assessment of this competency requires access to sports first aid equipment used in sports settings and appropriate equipment for assessing simulated resuscitation techniques, ie, a manikin, face masks and simulated, but realistic, sports first aid scenarios b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
<p>5. Consistency in performance</p>	<ul style="list-style-type: none"> a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
<p>6. Context for assessment</p>	<ul style="list-style-type: none"> a. Competency must be demonstrated in a real sports first aid setting, except for aspect to do with crisis management including resuscitation and immediate injury management which should be assessed in simulated, but realistic, sports first aid scenarios b. In cases where the learner does not have the opportunity to cover all categories within the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on “What if?” scenarios c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes d. Where performance is not directly observed and/or is required to be demonstrated over a “period of time” and/or in a “number of locations”, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	2	1	2	2

SRS STR 002A OPERATE IN ACCORD WITH THE ACCEPTED ROLES AND RESPONSIBILITIES OF A SPORTS TRAINER

STR

Sports trainer

DESCRIPTION: This unit covers the application of sports trainer roles and responsibilities in accord with all aspects of industry accepted practices and ethics. Personnel undertaking this unit would be providing sports trainer support in a sport setting.

ELEMENT	PERFORMANCE CRITERIA
1. Adhere to accepted safety and privacy practices	<ul style="list-style-type: none"> a. Conduct sports trainer activities in accord with accepted Occupational Health and Safety standards b. Local, state, and national government legislation and/or requirements are complied with c. A standard of professionalism that complies with accepted best practice sports trainer principles and the accepted role and responsibilities of a sports trainer and the accepted role and responsibilities of an advanced sports trainer is maintained d. Principles of client confidentiality are observed
2. Develop positive relationships with health care professionals	<ul style="list-style-type: none"> a. Methods of advancing the professionalism of the sports trainer fraternity through working in a collaborative manner with peers and health care professionals are identified and pursued b. Athlete is referred to appropriate health care professionals involved in the ongoing care of the athlete or the relevant contact in the organisation's medical support team in relation to areas/aspects in which the sports trainer is not currently competent c. A network of health care professionals is established for client referral and opinion d. A network of other relevant stakeholders is established
3. Identify continuing professional development options	<ul style="list-style-type: none"> a. Further education/training that will enhance the learners professional practice are researched and documented b. Professional development activities to enhance the skills and knowledge required of a sports trainer are described
4. Create a non-judgmental environment	<ul style="list-style-type: none"> a. Clear non-judgmental communication techniques are demonstrated b. Athlete/sports trainer protocols are clear and well defined c. Best practice sports trainer principles are adhered to particularly in relation to anti-discrimination legislation and/or regulations d. Cultural diversity is appreciated and treatment protocols are adjusted accordingly
5. Appreciate ethical issues	<ul style="list-style-type: none"> a. Questioning, assessment, collection of information and treatment is limited to the presenting condition of the athlete and issues that may contribute to the effectiveness of treatment b. Athletes, particularly athletes of the opposite sex, are respected and treated in accord best practice sports trainer principles
6. Handle, maintain and store equipment	<ul style="list-style-type: none"> a. Equipment is set up or dismantled in accord with manufacturer's guidelines and/or best practice sports trainer principles b. Assembled equipment is left in safe surroundings, so that potentially

	<p>hazardous situations for staff and athletes are avoided</p> <ul style="list-style-type: none">c. Necessary access and egress are maintained in the case of an emergencyd. Specified lifting techniques are adopted and equipment is handled in a way which avoids damage to equipment and injury to self, other staff and athletese. Equipment being set-up or dismantled is checked for deterioration and damagef. Damaged or worn equipment is recorded and reported to the responsible person and/or removed, marked or stored in a way which demonstrates clearly that it is withdrawn from serviceg. Minor repairs are carried to acceptable standardsh. Major repairs are referred to appropriate practitionersi. Equipment is correctly prepared for use in future sessionsj. Equipment with expired life spans are withdrawn and disposed of
7. Store equipment	<ul style="list-style-type: none">a. Equipment is stored in the correct manner to ensure its future operation and serviceabilityb. Storage areas are maintained in a clean and tidy conditionc. Security for storage facility is in accordance with operating proceduresd. Equipment is stored in relation to accessibility and frequency of use

Range of Variables

OPERATE IN ACCORD WITH THE ACCEPTED ROLES AND RESPONSIBILITIES OF A SPORTS TRAINER

VARIABLE STATEMENT	CATEGORIES
1. Access and egress	<ul style="list-style-type: none"> a. fire doors b. exits c. through ways d. corridors
2. Athletes	<ul style="list-style-type: none"> a. are usually committed and self-motivated to improve their performance b. can be talented with various levels of motivation and commitment c. may be beginner through to high performance level competitors d. are usually over the age of 10 years e. can be <ul style="list-style-type: none"> e.1 female or male e.2 with or without a disability or special needs e.3 with or without social disadvantage and/or e.4 from minority ethnic and cultural groups
3. Best practice sports trainer principles	<ul style="list-style-type: none"> a. such as those described in National Activity Organisation's <i>Level One Sports Trainer Manual: Making Australian Sport Safer Sport</i> b. relevant national, state/territory or local sports trainer organisations' and/or associations' <i>Code of Ethics</i> or <i>Code of Conduct</i> documents/policies, regulations and guidelines c. relevant national, state/territory or local government regulations and guidelines d. employer organisations policies and procedures e. accepted preventative practices adopted by self or peers to minimise safety hazards and risks in the same or similar situations f. current and past good practice demonstrated by self or peers in the same or similar situation
4. Deterioration or damage	<p>to be checked for and reported on refers to</p> <ul style="list-style-type: none"> a. damage to fabric b. damage to components c. missing parts d. components requiring restocking or refilling e. failure to operate correctly
5. Equipment	<ul style="list-style-type: none"> a. massage therapy table b. tents or shade providing devices c. screens d. drapes e. relevant oils and ointments f. first aid kit g. safety equipment h. heat packs and heating equipment i. ice and ice packs j. blood waste bins k. garbage bin
6. Feedback	<ul style="list-style-type: none"> a. can be

	<ul style="list-style-type: none"> a.1 verbal a.2 written a.3 visual, and/or a.4 tactile b. should be an information exchange between client and practitioner regarding treatment progress and their perceived well-being c. addresses <ul style="list-style-type: none"> c.1 agreed and evolving program objectives c.2 information pertinent to technical adjustments
7. Health care professional	Practitioners who can competently make assessments of injuries such as <ul style="list-style-type: none"> a. medical practitioners b. physiotherapists c. chiropractors d. osteopaths e. paramedics f. massage therapists
8. Information	is collected through <ul style="list-style-type: none"> a. discussions regarding case history, ie, previous and/or current injuries or illnesses b. observations c. range of movement assessments d. functional assessments
9. Non-judgemental communication	<ul style="list-style-type: none"> a. respect athlete's needs, confidentiality and privacy b. use of language appropriate to client's level of understanding and relevant to their condition
10. Other relevant stakeholders	<ul style="list-style-type: none"> a. the athlete b. coach/es c. other health care professionals d. parents/guardians e. other involved/appropriate personnel
11. Principles of client confidentiality	<ul style="list-style-type: none"> a. information regarding client status and/or well-being should not be passed on to other individuals without the permission of the client b. can refer to <ul style="list-style-type: none"> b.1 inappropriate questioning and assessment b.2 physical privacy of client, eg, changing in private, draping c. also refer to <i>best practice sports trainer principles</i>
12. Referred/referral	<ul style="list-style-type: none"> a. written request for assistance or contribution to treatment of a specific client by an appropriate health professional b. recommendation of a client to another health professional for care/treatment
13. Role and responsibilities of a sports trainer	<ul style="list-style-type: none"> a. in addition to the roles and responsibilities of the sports first aider, the sports trainer has the following roles and responsibilities b. the sports trainer is responsible for <ul style="list-style-type: none"> b.1 Their own personal roles, responsibilities and ongoing development b.2 Organising fluid replacement for athletes during training and competition to assist with the prevention of heat illness b.3 Effectively taping the ankle/s, thumb/s and finger/s b.4 Effectively implementing infection control practices b.5 Appropriate initial management for heat and cold illness b.6 Recognition and initial management of soft tissue injuries b.7 Appropriate initial management of common head, spinal, trunk, upper limb and lower limb sporting injuries b.8 Preparing and maintaining the sports trainer medical kit c. the Certificate III sports trainer will be able to conduct <ul style="list-style-type: none"> c.1 Essential warm-up, stretching and cool-down regimes

	<ul style="list-style-type: none"> d. the sports trainer will have a knowledge of the <ul style="list-style-type: none"> d.1 physiological responses to heat illness and exposure to cold d.2 drug testing procedures at sporting events d.3 drugs in sport regulations d.4 appropriate sources to obtain information regarding the use of medications in sport d.5 issues related to specific groups in sport d.6 appropriate pre-event and post-event meals d.7 structure and function of the musculoskeletal system and major systems d.8 mental state recovery of the injured athlete d.9 common infectious and medical conditions and their potential effects on, and/or implications for, sporting participation e. the sports trainer will be able to assist with, under guidance of the appropriate health care professional <ul style="list-style-type: none"> e.1 Ongoing management of trunk, upper limb, and lower limb injuries <p>Note:</p> <ul style="list-style-type: none"> - The sports trainer has a role in the education of athletes on all of the above points - The sports trainer is also encouraged to develop relationships with other sports trainers and/or sports medicine professionals to enhance and encourage referrals
<p>14. Role and responsibilities of an advanced sports trainer</p>	<p>in addition to the roles and responsibilities of a sports trainer, the advanced sports trainer has the following roles and responsibilities</p> <ul style="list-style-type: none"> a. select, purchase and maintain transport and first aid equipment b. set-up and maintain a sports trainer room c. address legal issues and insurance needs of sports trainers d. maintain effective communication at all levels within an organisation, particularly with athletes and other members of the organisations' medical support team e. make preparations for team travel f. assist with the rehabilitation of injured athletes under the direction of relevant health care professionals
<p>15. Sports trainer setting</p>	<p>refers to any genuine 'work environment' where the sports trainer role is provided</p> <ul style="list-style-type: none"> a. on the playing field, court b. change rooms c. open or enclosed areas at sporting events d. accommodation venues e. in transit, ie, on buses, planes and the like

Evidence Guide

OPERATE IN ACCORD WITH THE ACCEPTED ROLES AND RESPONSIBILITIES OF A SPORTS TRAINER

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm a willingness and commitment to undertake sports trainer roles and responsibilities in accord with all aspects of industry accepted practices and ethics b. Assessment of performance should be over a period of time covering all categories within the range of variable statements that are applicable in the learners environment c. In particular, assessment must confirm the ability to <ul style="list-style-type: none"> c.1 Maintain a standard of professionalism that complies with accepted best practice sports trainer principles c.2 Conduct sports trainer activities in accordance with accepted Occupational Health and Safety standards c.3 Comply with local, state, and national government legislation and/or requirements c.4 Contribute to the advancement of the professionalism of the sports trainer fraternity by working in a collaborative manner with peers and other health care professionals c.5 Refer athletes to appropriate health care practitioners in relation to areas/aspects in which the sports trainer is not currently competent c.6 Identify and pursue continuing professional development options c.7 Create a non-judgmental and non-threatening environment c.8 Handle, maintain and store equipment
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit must be assessed after attainment of competency in the following unit(s): <ul style="list-style-type: none"> a.1 SRS STR 001A Implement sports first aid procedures and apply sports first aid b. This unit must be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> b.1 Nil c. For the purpose of integrated assessment, this unit may be assessed in conjunction with other units <ul style="list-style-type: none"> c.1 SRS STR 003A Provide initial management of sports injuries c.2 SRS STR 004A Conduct basic warm-up, stretching and cool-down programs c.3 SRS STR 005A Assist with the ongoing management of sports injuries c.4 SRS STR 006A Tape ankle, thumb and fingers c.5 SRS STR 007A Implement strategies for dealing with medical conditions in a sport setting
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Underpinning knowledge <ul style="list-style-type: none"> a.1 Relevant national, state/territory or local sports trainer organisations' and/or associations' regulations and guidelines regarding the roles and responsibilities of a Sports trainer such as National Activity Organisation's <i>Level One Sports Trainer Manual: Making Australian Sport Safer Sport</i> a.2 Relevant national, state/territory or local sports trainer organisations' and/or associations' <i>Code of Ethics</i> or <i>Code of Conduct</i> documents/policies, regulations and guidelines a.3 Relevant national, state/territory or local government regulations and guidelines a.4 Employer organisations policies and procedures

	<p>a.5 Accepted preventative practices adopted by self or peers to minimise safety hazards and risks in the same or similar situations</p> <p>a.6 Current and past good practice demonstrated by self or peers in the same or similar situation</p> <p>b. Underpinning skills</p> <p>b.1 Communicate verbally with athlete and others</p> <p>b.2 Work with others in a team situation</p>
4. Resource implications	<p>a. Assessment of this competency requires access to genuine athletes, ie, not the peers of the learner, taping equipment, resources and facilities in a sports trainer setting</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>
5. Consistency in performance	<p>a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment, ie, at all times throughout training</p>
6. Context for assessment	<p>a. A real life incident, exercise or simulation, or a series of tasks are required to demonstrate competence in this unit. This may involve setting scenarios to be completed either individually or as a member of a team. Written or verbal questions may be used as supporting evidence</p> <p>b. In cases where the learner does not have the opportunity to cover all categories of the range of variables statements in the work environment, the remainder should be assessed through projects, previous relevant experience or oral questioning on "What if?" scenarios</p> <p>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</p> <p>d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</p>

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	3	2	3	1	2	2

SRS STR 003A PROVIDE INITIAL MANAGEMENT OF SPORTS INJURIES

STR

Sports trainer

DESCRIPTION: This unit covers competency in implementing a systematic approach to the initial management of sports injuries in the absence of, and until the arrival of, a health care professional or paramedic. This unit is an extension of the unit *SRS STR 001A Implement sports first aid procedures and apply sports first aid*. It covers more advanced emergency care procedures than the previous unit regarding the initial management of sports injuries including management of shock, greater emphasis on initial assessment procedures and greater emphasis on maintaining records of the athlete's condition and initial treatment. It does not include provision of oxygen. Personnel undertaking this unit would be providing sports trainer support in a sport setting.

ELEMENT	PERFORMANCE CRITERIA
1. Conduct initial assessment of sports injuries	<ul style="list-style-type: none"> a. The <i>Danger, Response, Airway, Breathing, Circulation regime</i> is implemented to assess and manage the incident b. The <i>Stop, Talk, Observe, Prevent further injury regime</i> is implemented to provide a quick on-field assessment of the injury c. After identifying the problem/s a plan is made to manage the athlete, the injury and/or the environment
2. Transport the injured athlete	<ul style="list-style-type: none"> a. Injured athletes are safely and effectively transported b. A range of <i>transport techniques</i> are demonstrated and associated <i>precautions for transportation</i> explained c. Appropriate <i>hand singles</i> are demonstrated d. Vehicular transport for the injured athlete is arranged and co-ordinated with appropriate <i>health care professional</i>
3. Implement a systematic approach to the initial management of sports injuries	<ul style="list-style-type: none"> a. The <i>TOTAPS regime</i> is implemented to provide a detailed assessment of the injury and to identify further injuries b. Initial management is provided in the absence of, and until the arrival of, a <i>health care professional</i> or paramedic in line with approved first aid techniques c. Where indicated the <i>Rest, Ice, Compression, Elevation, Referral regime</i> and the <i>NO Heat, Alcohol, Running Massage regime</i> are implemented d. Where indicated, <i>fracture management procedures</i> are initiated e. Where indicated, <i>dislocation management procedures</i> are initiated f. Where possible, the injured athlete and <i>other relevant stakeholders</i> are informed of procedures which are to take place g. First aid equipment is operated in accordance with manufacturer's guidelines and instructions, and organisational standards, procedures and protocols
4. Manage specific injuries and/or illnesses	<ul style="list-style-type: none"> a. Head and spinal injuries are managed in accord with the <i>best practice sports trainer principles</i> b. Trunk injuries are managed in accord with the <i>best practice sports trainer principles</i> c. Upper limb injuries are managed in accord with the <i>best practice</i>

	<p><i>sports trainer principles</i></p> <p>d. Lower limb injuries are managed in accord with the <i>best practice sports trainer principles</i></p> <p>e. Heat and cold illnesses and/or injuries are managed in accord with the <i>best practice sports trainer principles</i></p>
5. Monitor injured athlete's condition and treatment	<p>a. Injured athlete's condition and response to treatment is monitored, and contraindications recognised</p> <p>b. Treatment is reassessed and management plan amended appropriately in response to <i>changes in condition</i></p> <p>c. Signs and symptoms of shock are recognised and causes of shock managed in line with approved first aid techniques</p>
6. Maintain records of condition and treatment	<p>a. Where appropriate, breathing and pulse are monitored and recorded at regular intervals</p> <p>b. Details of casualty's condition, changes in conditions, treatment and response to treatment are accurately recorded in line with organisation procedures</p>

Range of Variables

PROVIDE INITIAL MANAGEMENT OF SPORTS INJURIES

VARIABLE STATEMENT	CATEGORIES
1. Basic human anatomy and physiology	<ul style="list-style-type: none"> a. identification of <ul style="list-style-type: none"> a.1 major bones a.2 major bony structures a.3 major joints a.4 major muscles, their location and primary functions a.5 nerves a.6 blood vessels b. fundamental understanding of the structure and function of the following anatomical systems <ul style="list-style-type: none"> b.1 bone composition and repair b.2 tissue type b.3 respiratory b.4 cardiovascular b.5 nervous
2. Basic principles of biomechanics	<ul style="list-style-type: none"> a. centre of gravity b. base of support c. levers d. fulcrums e. major muscle actions
3. Best practice sports trainer principles	<ul style="list-style-type: none"> a. such as those described in National Activity Organisation's <i>Level One Sports Trainer Manual: Making Australian Sport Safer Sport</i> b. relevant national, state/territory or local sports trainer organisations' and/or associations' <i>Code of Ethics</i> or <i>Code of Conduct</i> documents/policies, regulations and guidelines c. relevant national, state/territory or local government regulations and guidelines d. employer organisations policies and procedures e. accepted preventative practices adopted by self or peers to minimise safety hazards and risks in the same or similar situations f. current and past good practice demonstrated by self or peers in the same or similar situation
4. Changes in condition	<ul style="list-style-type: none"> a. improvement b. deterioration
5. Dislocation management procedures	<ul style="list-style-type: none"> a. immobilise and support the injured area using a splint or sling b. check for signs of impaired circulation c. seek qualified help d. arrange transport to hospital e. Apply Rest, Ice, Compression, Elevation, Referral regime and NO Heat, Alcohol, Running, Massage regime if it does not aggravate the pain
6. Details of the incident	<ul style="list-style-type: none"> are obtained from <ul style="list-style-type: none"> a. the injured athlete b. visual assessment of scene c. others at the scene

7. DR ABC regime

- a. Dangers are assessed to
 - a.1 self
 - a.2 athlete
 - a.3 environment
- b. Responses
 - b.1 method of assessing response:
 - b.1.1 "shake and shout"
 - b.2 management of
 - b.2.1 a responsive athlete
 - b.2.2 an unresponsive athlete
- c. Airway
 - c.1 methods of clearing and opening airway
 - c.2 management of athlete with
 - c.2.1 partial obstruction
 - c.2.1.1 coughing
 - c.2.2 complete obstruction
 - c.2.2.1 conscious
 - head down
 - back slaps
 - c.2.2.2 unconscious
 - head down
 - back slaps
 - finger sweeps
 - lateral chest thrusts
 - c.2.2.3 fainting
- d. Breathing
 - d.1 methods for assessing breathing
 - d.1.1 look, listen and feel
 - d.2 management of athlete with breathing difficulty
 - d.3 management of a non-breathing athlete
 - d.3.1 Expired Air Resuscitation
 - d.3.1.1 how
 - d.3.1.2 dangers
 - vomiting and regurgitation
 - stomach inflates
- e. Circulation
 - e.1 methods of assessing circulation
 - e.1.2 pulse
 - e.1.2.1 locality
 - e.1.2.2 rate
 - e.2 management of an athlete with chest pain
 - e.3 management of an athlete with no pulse
 - e.3.1 call ambulance
 - e.3.2 commence External Cardiac Compressions
 - e.3.3 Cardio-Pulmonary Resuscitation
- f. bleeding
 - f.1 signs of
 - f.1.1 internal bleeding
 - f.1.2 external bleeding
 - f.2 management of internal bleeding, ie, shock
 - f.2.1 refer
 - f.3 management of external bleeding
 - f.3.1 direct pressure
 - f.3.2 elevation
 - f.3.3 pad and bandage
 - f.3.4 immobilisation
 - f.3.5 check
 - f.3.6 refer
 - f.4 considerations
 - f.4.1 unable to control bleeding
 - f.5 specific injuries
 - f.5.1 nose
 - f.5.2 hand

	f.5.3 foreign body
8. Fracture management procedures	<ul style="list-style-type: none"> a. immobilise and support the injured area using a splint or sling b. check for signs of impaired circulation c. seek qualified help d. arrange transport to hospital e. apply Rest, Ice, Compression, Elevation, Referral regime and NO Heat, Alcohol, Running, Massage regime if appropriate for the injury and it does not aggravate the pain
9. Hand singles	<p>such as the procedures outlined in the</p> <ul style="list-style-type: none"> a. National Activity Organisation's <i>Sports First Aid Manual</i>, or b. similar documents developed by the organisation
10. Health care professional	<p>practitioners who can competently make assessments of injuries such as</p> <ul style="list-style-type: none"> a. medical practitioners b. physiotherapists c. chiropractors d. osteopaths e. paramedics f. massage therapists
11. NO HARM regime	<p>NO</p> <ul style="list-style-type: none"> a. Heat, ie, increase bleeding, such as <ul style="list-style-type: none"> a.1 Sauna a.2 Spa a.3 hot water bottle a.4 hot shower a.5 hot liniment rubs b. Alcohol, ie, increase swelling c. Running or exercising too soon, ie, increase bleeding and swelling d. Massage or the use of heat rubs in the first 48-72 hours, ie, increase bleeding and swelling
12. Other relevant stakeholders	<ul style="list-style-type: none"> a. the client b. coach/es c. other health professionals d. parents/guardians e. family f. friends g. other involved/appropriate personnel h. manager i. facility manager j. facility owner
13. Precautions for transportation	<ul style="list-style-type: none"> a. suspected spinal cord injuries b. lack of appropriate equipment c. lack of manpower
14. Sports trainer setting	<p>refers to any genuine 'work environment' where the sports trainer role is provided</p> <ul style="list-style-type: none"> a. on the playing field, court b. change rooms c. open or enclosed areas at sporting events d. accommodation venues e. in transit, ie, on buses, planes and the like
15. RICER regime	<ul style="list-style-type: none"> a. Rest b. Ice c. Compression d. Elevation e. Referral
16. STOP regime	<ul style="list-style-type: none"> a. Stop

	<ul style="list-style-type: none"> a.1 Stop the athlete from participating or moving a.2 Stop the game if necessary b. Talk <ul style="list-style-type: none"> b.1 What happened? b.2 How did it happen? b.3 What did you feel? b.4 Where does it hurt? b.5 Does it hurt anywhere else? b.6 Can you play on? b.7 If no, arrange appropriate transport c. Observe <ul style="list-style-type: none"> c.1 Observe whilst talking to the athlete c.2 General <ul style="list-style-type: none"> c.2.1 Is the athlete distressed? c.2.2 Is the athlete lying in an unusual position/posture? c.3 Injury site <ul style="list-style-type: none"> c.3.1 Is there any swelling, deformity or discoloration? c.3.2 Can the athlete move the injured part? c.3.3 If yes, <ul style="list-style-type: none"> c.3.3.1 Does it hurt to move? c.3.3.2 Is the range of movement restricted compared to normal? c.3.3.3 Is the range of movement restricted compared to the other side or limb? c.3.4 If no, arrange appropriate transport d. Prevent further injury by ensuring a detailed assessment using Talk, Observe, Touch, Active movement, Passive movement, Skill test regime
17. TOTAPS regime	<ul style="list-style-type: none"> a. Talk <ul style="list-style-type: none"> a.1 history of the incident a.2 history of the individual b. Observe <ul style="list-style-type: none"> b.1 expose and compare for <ul style="list-style-type: none"> b.1.1 swelling b.1.2 discoloration b.1.3 deformity b.2 if obvious, implement a fracture management c. Touch <ul style="list-style-type: none"> c.1 Compare to uninjured side for <ul style="list-style-type: none"> c.1.1 tenderness c.1.2 temperature c.1.3 pain c.2 If possible fracture or dislocation, implement fracture management or dislocation management respectively d. Active movement <ul style="list-style-type: none"> d.1 Athlete attempts to move injured part through full range of movement, but ONLY TO THE POINT of pain d.2 If pain or loss of range of movement is found stop the assessment and begin management using the <i>Rest, Ice, Compression, Elevation, Referral regime</i> and the <i>NO Heat, Alcohol, Running, Massage regime</i> e. Passive movement <ul style="list-style-type: none"> e.1 Sports trainer attempts to move injured part through full range of movement, but ONLY TO THE POINT of pain e.2 If pain or loss/increase of range of movement is found stop the assessment and begin management using the <i>Rest, Ice, Compression, Elevation, Referral regime</i> and the <i>NO Heat, Alcohol, Running, Massage regime</i> f. Skill test <ul style="list-style-type: none"> f.1 Athlete performs progress skill test appropriate to the sport f.2 If any of these skill tests cause pain or the athlete is unable to complete them, then they should not return to activity and

	appropriate management should be commenced/continued
18. Transport techniques	<ul style="list-style-type: none">a. human crutch<ul style="list-style-type: none">a.1 one persona.2 two personsb. two handed seatc. three handed seatd. four handed seate. chair liftf. how to lift casualties to the stretcher<ul style="list-style-type: none">f.1 blanketf.2 3 personf.3 lifting frameg. transport with a stretcherh. types of hand signals

Evidence Guide

PROVIDE INITIAL MANAGEMENT OF SPORTS INJURIES

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge and ability to provide a systematic approach to the initial management of sports injuries in the absence of, and until the arrival of, a health car professional particularly in relation to management of shock, initial assessment procedures and maintaining records of the athlete's condition and initial treatment</p> <p>b. Assessment of performance should be over a period of time covering all categories within the range of variable statements that are applicable in the learners environment</p> <p>c. In particular, assessment must confirm the ability to</p> <p>c.1 Implement the <i>Danger, Response, Airway, Breathing, Circulation regime</i> to assess and manage an incident</p> <p>c.2 Implement the <i>Stop, Talk, Observe, Prevent further injury regime</i> to provide a quick on-field assessment of an injury</p> <p>c.3 Develop a plan to manage the athlete, the injury and/or the environment</p> <p>c.4 Identify contraindications and/or indications for transportation through observation and questioning regarding details of the incident</p> <p>c.5 Where indicated, safely and effectively transport injured athletes using appropriate transport techniques</p> <p>c.6 Use appropriate hand signals</p> <p>c.7 Implement the <i>Talk, Observe, Touch, Active movement, Passive movement, Skill test regime</i> to provide a detailed assessment of the injury, to identify further injuries and to implement a systematic approach to the initial management of sports injuries</p> <p>c.8 Manage the following injuries and/or illnesses in accord with <i>best practice sports trainer principles</i></p> <p>c.8.1 Head and spinal injuries</p> <p>c.8.2 Trunk injuries</p> <p>c.8.3 Upper limb injuries</p> <p>c.8.4 Lower limb injuries</p> <p>c.8.5 Heat and cold illnesses</p> <p>c.9 Maintain records of athlete's condition and treatment</p>
<p>2. Interdependent assessment of units</p>	<p>a. This unit must be assessed after the attainment of competency in the following unit(s):</p> <p>a.1 SRS STR 002A Operate in accord with the accepted roles and responsibilities of a sports trainer</p> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 Nil</p> <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with other units</p> <p>c.1 SRS STR 004A Conduct basic warm-up, stretching and cool-down programs</p> <p>c.2 SRS STR 005A Assist with the ongoing management of sports injuries</p> <p>c.3 SRS STR 006A Tape ankle, thumb and fingers</p> <p>c.4 SRS STR 007A Implement strategies for dealing with medical conditions in a sport setting</p>
<p>3. Required knowledge and</p>	<p>a. Underpinning knowledge</p> <p>a.1 Basic principles of bio-mechanics</p> <p>a.2 Basic anatomy and physiology</p>

skills	<ul style="list-style-type: none"> a.3 Danger, Response, Airway, Breathing, Circulation regime a.4 Stop, Talk, Observe, Prevent further injury regime a.5 Talk, Observe, Touch, Active movement, Passive movement, Skill test regime a.6 Precautions for transportation a.7 Transport techniques for moving injured athletes a.8 Management of shock a.9 Fracture management procedures a.10 Dislocation management procedures a.11 Taking and recording pulse and breathing a.12 Management of injuries and illnesses including: <ul style="list-style-type: none"> a.12.1 Head and spinal injuries a.12.2 Trunk injuries a.12.3 Upper limb injuries a.12.4 Lower limb injuries a.12.5 Heat and cold illnesses a.13 Recording of injuries and treatment a.14 Knowledge of current practices and procedures in emergency care b. Underpinning skills <ul style="list-style-type: none"> b.1 Communicate effectively with athletes and others b.2 Provide reports to paramedical personnel b.3 Work with others in a team situation b.4 Remain calm under pressure
4. Resource implications	<ul style="list-style-type: none"> a. Assessment of this competency requires access to genuine athletes, ie, not the peers of the learner, taping equipment, resources and facilities in a sports trainer setting b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5. Consistency in performance	<ul style="list-style-type: none"> a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts, ie, a minimum of 3 sessions spread across a period of 3 weeks
6. Context for assessment	<ul style="list-style-type: none"> a. A real life incident, exercise or simulation, or a series of tasks are required to demonstrate competence in this unit. This may involve setting scenarios to be completed either individually or as a member of a team. Written or verbal questions may be used as supporting evidence b. In cases where the learner does not have the opportunity to cover all categories of the range of variables statements in the work environment, the remainder should be assessed through projects, previous relevant experience or oral questioning on "What if?" scenarios c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	2	2	3	1	3	1

SRS STR 004A CONDUCT BASIC WARM-UP, STRETCHING AND COOL-DOWN PROGRAMS

STR

Sports trainer

DESCRIPTION: This unit covers the implementation of basic warm-up, stretching and cool-down programs to assist athletes prepare for activity and also aid in the recovery from activity. Personnel undertaking this unit would be providing sports trainer support in a sport setting.

ELEMENT	PERFORMANCE CRITERIA
1. Define the scope of warm-ups and cool-downs	<ul style="list-style-type: none"> a. The role of the application of warm-ups is explained to the athlete/s and other relevant stakeholders b. Preferred timing and duration for the application of warm-ups is explained to the athlete/s and other relevant stakeholders c. The role of the application of cool-downs is explained to the athlete/s and other relevant stakeholders d. Preferred timing and duration for the application of cool-downs is explained to the athlete/s and other relevant stakeholders e. The fundamental differences between the application of warm-ups and cool-downs and the relative benefits to the athlete is explained to the athlete/s and other relevant stakeholders f. The need to select and apply warm-ups and/or cool-downs which suite a sport/activity and focus on the body parts primarily involved in the activity is explained to the athlete/s and other relevant stakeholders
2. Implement warm-up program	<ul style="list-style-type: none"> a. Precautions for warm-ups, and participation in activity in general, are recognized and the athlete is referred to a medical practitioner or the relevant contact in the organisations' medical support team b. A range of warm-up exercises are selected to suite the client and the activity/competition c. A range of warm-up exercises to prepare clients for activity/competition are demonstrated d. Application of warm-up is adjusted in accord with arousal levels of the athlete
3. Implement cool-down program	<ul style="list-style-type: none"> a. Precautions for cool-downs are recognized and the athlete is referred to a medical practitioner or the relevant contact in the organisations' medical support team b. A range of cool-down exercises to aid recovery from activity/competition are demonstrated
4. Conduct stretching programs	<ul style="list-style-type: none"> a. Precautions for stretching are recognized and the athlete is referred to a medical practitioner or the relevant contact in the organisations' medical support team b. Safe stretching activities are incorporated into the warm-up and cool-down programs in accord with best practice sports trainer principles

Range of Variables

CONDUCT BASIC WARM-UP, STRETCHING AND COOL - DOWN PROGRAMS

VARIABLE STATEMENT	CATEGORIES
1. Athletes	<ul style="list-style-type: none"> a. are usually committed and self-motivated to improve their performance b. can be so motivated that unnecessary pain is tolerated in mistaken belief that "no pain, no gain" c. can be talented with various levels of motivation and commitment d. may be beginner through to high performance level competitors e. are usually over the age of 10 years f. can be <ul style="list-style-type: none"> f.1 female or male f.2 with or without a disability or special needs f.3 with or without social disadvantage and/or f.4 from minority ethnic and cultural groups
2. Basic human anatomy and physiology	<ul style="list-style-type: none"> a. identification of <ul style="list-style-type: none"> a.1 major bones a.2 major bony structures a.3 major joints a.4 major muscles, their location and primary functions a.5 nerves a.6 blood vessels b. fundamental understanding of the structure and function of the following anatomical systems <ul style="list-style-type: none"> b.1 bone composition and repair b.2 tissue type b.3 respiratory b.4 cardiovascular b.5 nervous
3. Basic principles of biomechanics	<ul style="list-style-type: none"> a. centre of gravity b. base of support c. levers d. fulcrums e. major muscle actions
4. Best practice sports trainer principles	<ul style="list-style-type: none"> a. such as those described in National Activity Organisation's <i>Level One Sports Trainer Manual: Making Australian Sport Safer Sport</i> b. relevant national, state/territory or local sports trainer organisations' and/or associations' <i>Code of Ethics</i> or <i>Code of Conduct</i> documents/policies, regulations and guidelines c. relevant national, state/territory or local government regulations and guidelines d. employer organisations policies and procedures e. accepted preventative practices adopted by self or peers to minimise safety hazards and risks in the same or similar situations f. current and past good practice demonstrated by self or peers in the same or similar situation
5. Clients	<ul style="list-style-type: none"> a. can be athletes b. are usually committed and self-motivated to return to optimal function

	<p>and/or improve well-being</p> <ul style="list-style-type: none"> c. are usually over 16 years of age d. are sometimes below the age of 16 years and require parent/guardian consent prior to being included in massage therapy sessions e. can be <ul style="list-style-type: none"> e.1 female or male e.2 with or without a disability or special needs e.3 with or without social disadvantage and/or e.4 from minority ethnic and cultural groups
6. Fundamental differences between the application of warm-ups and cool-downs	<ul style="list-style-type: none"> a. warm-ups are usually applied to increase <ul style="list-style-type: none"> a.1 heat in certain muscle groups, ie, increase circulation a.2 flexibility in specific muscle groups a.3 proprioceptor, and a.4 to influence desired arousal levels on a team and/or individualised basis such as <ul style="list-style-type: none"> a.4.1 to increase excitement levels a.4.2 to calm the nervous or anxious competitor b. cool-downs are usually applied to <ul style="list-style-type: none"> b.1 reduce exercise induced muscle spasm b.2 assist metabolic waste removal b.3 restore range of motion/flexibility
7. Organisations' medical support team	<p>is relevant to professional club or organisation settings which have an established network for medical support that may include a range of people such as</p> <ul style="list-style-type: none"> a. medical practitioners b. physiotherapists c. chiropractors d. osteopaths e. massage therapists f. rehabilitation therapists
8. Precautions for warm-ups, stretching and/or cool-downs	<ul style="list-style-type: none"> a. any athlete that has pain should be referred to a medical practitioner or the relevant contact in the organisations' medical support team for assessment of their condition b. any conditions that may potentially be complicated by the application of warm-up, stretching or cool-down activities such as <ul style="list-style-type: none"> b.1 acute inflammations, eg, signs and symptoms of bursitis and tendonitis b.2 infections, eg, fever, temperature, redness b.3 fractures (Note: medical direction required) b.4 recent muscle injury, eg, hamstring tear b.5 haematoma, ie, bruising or the potential of bruising b.6 torn ligaments, ie, joint instability b.7 acute and/or sudden joint swelling b.8 neck soreness/strain that result in symptoms of neurological origin in the arms and/or restriction of spinal movement b.9 back soreness/strain that result in symptoms of neurological origin in the legs and/or restriction of spinal movement b.10 extreme pain on movement of any body part b.11 inability to bear weight through a limb b.12 people with severe medical problems who are not currently seeking medical treatment b.13 heart conditions (Note: medical direction required) b.14 open wounds
9. Preferred timing and duration for the application of cool-downs	<ul style="list-style-type: none"> a. would usually be 5-15 minutes in a team change room environment, but could be shortened or extended depending on circumstances such as <ul style="list-style-type: none"> a.1 number of players/competitors to administer a.2 associated time constraints a.3 areas of body to cover

	<ul style="list-style-type: none"> b. performance parameters for the event, eg, a 1500m swimmer who is cooling down from a heat swim to prepare for a final would require an extensive and very individualised cool-down compared to a football team in a weekly competition
10. Preferred timing and duration for the application of warm-ups	<p>would usually be 5-10 minutes in a team change room environment, but could be shortened or extended depending on circumstances such as</p> <ul style="list-style-type: none"> a. number of players/competitors to administer b. associated time constraints c. areas of body to cover d. performance parameters for the event, eg, a marathon would require an extensive warm-up, which may be up to 30 minutes
11. Referred/referral	<ul style="list-style-type: none"> a. recommendation of a client to another health professional for care/treatment/assessment
12. Sports trainer setting	<p>refers to any genuine 'work environment' where the sports trainer role is provided</p> <ul style="list-style-type: none"> a. on the playing field, court b. change rooms c. open or enclosed areas at sporting events d. accommodation venues e. in transit, ie, on buses, planes and the like
13. Warm-up is adjusted in accord with arousal levels	<p>warm-ups are usually adjusted to</p> <ul style="list-style-type: none"> a. calm the nervous or anxious competitor b. increase excitement levels
14. Warm-ups	<ul style="list-style-type: none"> a. series of exercises, usually incorporating some stretching exercises, that <ul style="list-style-type: none"> a.1 gradually increases the body and muscle temperature a.2 increases the blood and oxygen supply to the working muscles in preparation for a period of prolonged exercise a.3 increases flexibility generally and/or in specific muscle groups a.4 increases proprioception b. depending on desired arousal levels, can be applied to: <ul style="list-style-type: none"> b.1 increase excitement levels b.2 calm the nervous or anxious competitor
15. Stretching	<ul style="list-style-type: none"> a. exercises that helps to lengthen muscles so there is minimal strain during competition, or b. exercises that helps to lengthen muscles to either increase and/or maintain sports specific flexibility
16. Cool-downs	<p>series of exercises, usually incorporating stretching exercises, that</p> <ul style="list-style-type: none"> a. gradually lowers the body and muscle temperature b. decreases the blood and oxygen supply to the working muscles after a period of prolonged exercise c. reduces exercise induced muscle spasm d. assists metabolic waste removal e. restores range of motion/flexibility

Evidence Guide

CONDUCT BASIC WARM-UP, STRETCHING AND COOL - DOWN PROGRAMS

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge and ability to apply basic warm-up, stretching and cool-down programs to assist athletes prepare for activity and also aid in the recovery from activity</p> <p>b. Assessment of performance should be over a period of time covering all categories within the range of variable statements that are applicable in the learners environment</p> <p>c. In particular, assessment must confirm the ability to</p> <p>c.1 Explain the role of warm-ups, stretching and cool-downs and the fundamental differences between them to athlete/s and other relevant stakeholders</p> <p>c.2 Recognise contraindications and precautions regarding the application of warm-ups, stretching and cool-downs and refer the athlete/s to appropriate health professionals</p> <p>c.3 Select and apply a suitable range of warm-up and stretching exercises to prepare the athlete for activity/competition</p> <p>c.4 Select and apply a suitable range of cool-down and stretching exercises to assist the athlete recover from activity/competition</p> <p>c.5 Conduct sessions and interact with clients' in accord with best practice sports trainer principles</p>
<p>2. Interdependent assessment of units</p>	<p>a. This unit must be assessed after or in conjunction with the attainment of competency in the following unit(s):</p> <p>a.1 SRS STR 002A Operate in accord with the accepted roles and responsibilities of a sports trainer</p> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 Nil</p> <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with other units</p> <p>c.1 SRS STR 003A Provide initial management of sports injuries</p> <p>c.2 SRS STR 005A Assist with the ongoing management of sports injuries</p> <p>c.3 SRS STR 006A Tape ankle, thumb and fingers</p> <p>c.4 SRS STR 007A Implement strategies for dealing with medical conditions in a sport setting</p>
<p>3. Required knowledge and skills</p>	<p>a. Underpinning knowledge</p> <p>a.1 Basic principles of biomechanics</p> <p>a.2 Basic human anatomy and physiology</p> <p>a.3 Basic muscle groups and their actions</p> <p>a.4 Contraindications and precautions for warm-up, stretching and cool-down exercises</p> <p>a.5 A range of warm-up, stretching and cool-down exercises</p> <p>b. Underpinning skills</p> <p>b.1 Communicate effectively with athletes and others</p> <p>b.2 Work with others in a team situation</p> <p>b.3 Remain calm under pressure</p>
<p>4. Resource implications</p>	<p>a. Assessment of this competency requires access to genuine athletes, ie, not the peers of the learner, taping equipment, resources and facilities in a sports trainer setting</p> <p>b. Assessment of this competency will require human resources</p>

<p>5. Consistency in performance</p>	<p>consistent with those outlined in the Assessment Guidelines</p> <p>a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts, ie, a minimum of 3 sessions spread across a period of 3 weeks</p>
<p>6. Context for assessment</p>	<p>a. Competency must be demonstrated in a real sports trainer setting with actual athletes, ie, not the peers of the learner</p> <p>b. In cases where the learner does not have the opportunity to cover all categories of the range of variables statements in the work environment, the remainder should be assessed through projects, previous relevant experience or oral questioning on "What if?" scenarios</p> <p>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</p> <p>d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</p>

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	3	2	2	1

SRS STR 005A ASSIST WITH THE ONGOING MANAGEMENT OF SPORTS INJURIES

STR

Sports trainer

DESCRIPTION: This unit covers the role and responsibility that the sports trainer should play in assisting health care professionals involved in the ongoing care of an athlete, or the sports organisation's medical support team, with the ongoing management of injured athletes. It also covers the provision of ongoing monitoring of relatively 'minor or short term injuries/illnesses' in relation to which an athlete chooses not to consult a health care professional. Personnel undertaking this unit would be providing sports trainer support in a sport setting.

ELEMENT	PERFORMANCE CRITERIA
<p>1. Assist health care professionals to conduct, monitor and adjust ongoing injury management programs</p>	<p>a. Effective communication is maintained with the <i>athlete</i> and <i>other relevant stakeholders</i> in accord with <i>best practice sports trainer principles</i></p> <p>b. The aims of the <i>ongoing injury management program</i> are monitored and adjusted in consultation with relevant <i>health care professionals</i></p> <p>c. <i>Feedback</i> is provided regarding the progress of the <i>ongoing injury management program</i> to relevant <i>health care professionals</i></p> <p>d. The <i>ongoing injury management program</i> that has been prescribed by a <i>health care professional</i> to treat an athletes injury is adhered to</p> <p>e. <i>Health care professionals</i> are liaised with in relation to issues that arise during the implementation of the <i>ongoing injury management program</i></p>
<p>2. Monitor minor or short term injuries or illnesses</p>	<p>a. Athletes with any injuries or illnesses are encouraged to consult with a <i>health care professional</i> who can make a detailed assessment of their condition</p> <p>b. Athletes with <i>minor or short-term injuries or illnesses</i> who choose not to consult with a <i>health care professional</i>, or are not being closely monitored by a <i>health care professional</i>, are treated in accord with <i>best practice sports trainer principles</i></p> <p>c. Athletes with <i>minor or short-term injuries or illnesses</i> who choose not to consult with a <i>health care professional</i>, or are not being closely monitored by a <i>health care professional</i>, are monitored regarding <i>causes of delayed healing</i> and referred to <i>other relevant stakeholders</i> where necessary</p> <p>d. Relevant <i>infectious disease procedures</i> are followed, especially in relation to wound management</p>

Range of Variables

ASSIST WITH THE ONGOING MANAGEMENT OF SPORTS INJURIES

VARIABLE STATEMENT	CATEGORIES
1. Athlete/s	<ul style="list-style-type: none"> a. are usually committed and self-motivated to improve their performance b. can be talented with various levels of motivation and commitment c. may be beginner through to high performance level competitors d. are usually over the age of 10 years e. can be <ul style="list-style-type: none"> e.1 female or male e.2 with or without a disability or special needs e.3 with or without social disadvantage and/or e.4 from minority ethnic and cultural groups
2. Basic human anatomy and physiology	<ul style="list-style-type: none"> a. identification of <ul style="list-style-type: none"> a.1 major bones a.2 major bony structures a.3 major joints a.4 major muscles, their location and primary functions a.5 nerves a.6 blood vessels b. fundamental understanding of the structure and function of the following anatomical systems <ul style="list-style-type: none"> b.1 bone composition and repair b.2 tissue type b.3 respiratory b.4 cardiovascular b.5 nervous
3. Basic principles of bio-mechanics	<ul style="list-style-type: none"> a. centre of gravity b. base of support c. levers d. fulcrums e. major muscle actions
4. Best practice sports trainer principles	<ul style="list-style-type: none"> a. such as those described in National Activity Organisation's <i>Level One Sports Trainer Manual: Making Australian Sport Safer Sport</i> b. relevant national, state/territory or local sports trainer organisations' and/or associations' <i>Code of Ethics</i> or <i>Code of Conduct</i> documents/policies, regulations and guidelines c. relevant national, state/territory or local government regulations and guidelines d. employer organisations policies and procedures e. accepted preventative practices adopted by self or peers to minimise safety hazards and risks in the same or similar situations f. current and past good practice demonstrated by self or peers in the same or similar situation g. the sports trainer should not <ul style="list-style-type: none"> g.1 change or prescribe alternatives to what has been set by the doctor, physiotherapist or relevant health care professional g.2 use electrotherapy, eg, ultrasound to help speed recovery (Note: in some states it is illegal for sports trainers to use electrotherapy)
5. Causes of delayed	<ul style="list-style-type: none"> a. extrinsic

healing	<ul style="list-style-type: none"> a.1 mechanical stress, ie, pressure or friction a.2 debris, ie, foreign matter, necrotic tissue a.3 temperature a.4 infection a.5 chemical stress, ie, antiseptics, disinfectants a.6 drugs a.7 lifestyle a.8 radiation a.9 maceration, ie, fever, sweating b. intrinsic <ul style="list-style-type: none"> b.1 age b.2 health, eg, circulation, diabetes b.3 nutrition, ie, diet b.4 body build, in particular obesity
6. Feedback	<ul style="list-style-type: none"> a. can be <ul style="list-style-type: none"> a.1 verbal a.2 written a.3 visual a.4 tactile b. should be an information exchange between client and practitioner regarding treatment progress and their perceived well-being c. addresses <ul style="list-style-type: none"> c.1 agreed and evolving program objectives c.2 information pertinent to technical adjustments
7. Health care professional	<p>practitioners who can competently make assessments of injuries such as</p> <ul style="list-style-type: none"> a. medical practitioners b. physiotherapists c. chiropractors d. osteopaths e. paramedics f. massage therapists
8. Infectious disease procedures	<p>such as the procedures outlined in the</p> <ul style="list-style-type: none"> a. National Activity Organisation's <i>Infectious Diseases Policy</i> b. the organizations <i>Infectious diseases policy</i>
9. Monitoring	<p>is through</p> <ul style="list-style-type: none"> a. questioning and discussions before, during and after treatment sessions b. observations before, during and after treatment sessions of athlete's response to functional movements during treatment sessions
10. Minor or short-term injuries or illnesses	<ul style="list-style-type: none"> a. cuts b. abrasions c. minor surface bruising d. muscle soreness e. colds
11. Ongoing injury management program	<ul style="list-style-type: none"> a. a sequence of events/treatments leading to a desired outcome negotiated between the health care professional and the athlete b. is designed to return the athlete to optimal function c. should be developed in accord with the scope of the health care professional's current competencies
12. Other relevant stakeholders	<ul style="list-style-type: none"> a. the client b. coach/es c. other health professionals d. parents/guardians e. other involved/appropriate personnel

13. Principles of client confidentiality	a. information regarding client status and/or well-being should not be passed on to other individuals without the permission of the client b. refer to best practice massage therapy principles
14. Referred/Referral	a. written request for assistance or contribution to treatment of a specific client by an appropriate health professional b. recommendation of a client to another health professional for care/treatment
15. Sports trainer setting	refers to any genuine 'work environment' where the sports trainer role is provided a. on the playing field, court b. change rooms c. open or enclosed areas at sporting events d. accommodation venues e. in transit, ie, on buses, planes and the like

Evidence Guide

ASSIST WITH THE ONGOING MANAGEMENT OF SPORTS INJURIES

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge and ability to assist health care professionals involved in the ongoing care of an athlete, or the sports organisation's medical support team, with the ongoing management of injured athlete, and/or provide ongoing monitoring of relatively 'minor or short term injuries/illnesses' in relation to which an athlete chooses not to consult a health care professional</p> <p>b. Assessment of performance should be over a period of time covering all categories within the range of variable statements that are applicable in the learners environment</p> <p>c. In particular, assessment must confirm the ability to</p> <p>c.1 Interact with the athlete/s and other relevant stakeholders in a friendly and professional way that maintains effective communication</p> <p>c.2 Assist health care professional/s conduct ongoing injury management program/s and adhere to the program/s they prescribe</p> <p>c.3 Monitor and adjust ongoing injury management program in consultation with relevant health care professional/s</p> <p>c.4 Encourage athlete/s with any injuries or illnesses to consult with a health care professional who can make a detailed assessment of their condition</p> <p>c.5 Monitor minor or short term injuries or illnesses in accord with best practice sports trainer principles</p>
<p>2. Interdependent assessment of units</p>	<p>a. This unit must be assessed after or in conjunction with the attainment of competency in the following unit(s):</p> <p>a.1 SRS STR 002A Operate in accord with the accepted roles and responsibilities of a sports trainer</p> <p>a.2 SRS STR 003A Provide initial management of sports injuries</p> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 Nil</p> <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with other units</p> <p>c.1 SRS STR 004A Conduct basic warm-up, stretching and cool-down programs</p> <p>c.2 SRS STR 006A Tape ankle, thumb and fingers</p> <p>c.3 SRS STR 007A Implement strategies for dealing with medical conditions in a sport setting</p>
<p>3. Required knowledge and skills</p>	<p>a. Underpinning knowledge</p> <p>a.1 Basic principles of biomechanics</p> <p>a.2 Basic anatomy and physiology</p> <p>a.3 Danger, Response, Airway, Breathing, Circulation regime</p> <p>a.4 Talk, Observe, Touch, Active movement, Passive movement, Skill test regime</p> <p>a.5 Causes of delayed healing</p> <p>a.6 Management of injuries and illnesses including</p> <p>a.6.1 Head and spinal injuries</p> <p>a.6.2 Trunk injuries</p> <p>a.6.3 Upper limb injuries</p> <p>a.6.4 Lower limb injuries</p> <p>a.6.5 Heat and cold illnesses</p> <p>a.7 Recording of injuries and treatment</p> <p>a.8 Knowledge of current practices and procedures in emergency care</p>

	<ul style="list-style-type: none"> b. Underpinning skills <ul style="list-style-type: none"> b.1 Communicate effectively with athletes and others b.2 Provide reports to paramedical personnel b.3 Work with others in a team situation b.4 Remain calm under pressure
4. Resource implications	<ul style="list-style-type: none"> a. Assessment of this competency requires access to genuine athletes, ie, not the peers of the learner, taping equipment, resources and facilities in a sports trainer setting. b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5. Consistency in performance	<ul style="list-style-type: none"> a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts, ie, a minimum of 3 sessions spread across a period of 3 weeks
6. Context for assessment	<ul style="list-style-type: none"> a. A real life incident, exercise or simulation, or a series of tasks are required to demonstrate competence in this unit. This may involve setting scenarios to be completed either individually or as a member of a team. Written or verbal questions may be used as supporting evidence b. In cases where the learner does not have the opportunity to cover all categories of the range of variables statements in the work environment, the remainder should be assessed through projects, previous relevant experience or oral questioning on "What if?" scenarios c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	1	3	1	1	1

SRS STR 006A TAPE ANKLE, THUMB AND FINGERS

STR

Sports trainer

DESCRIPTION: This unit covers the application of taping techniques to the ankle, thumb and fingers to assist athletes in relation to ongoing injury prevention, and post-injury support. Personnel undertaking this unit would be providing sports trainer support in a sport setting.

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for taping	<ul style="list-style-type: none"> a. Contraindications and precautions for taping are identified through observation and questioning and, where necessary, client is referred to appropriate health care professionals or the relevant contact in the organisation's medical support team in relation to areas/aspects in which the sports trainer is not currently competent b. Athletes are made aware of aims and objectives of the taping technique to be applied c. Appropriate tape and associated products are selected in accord for the taping technique to be applied d. Athletes are required to shave at least 12 hours before taping
2. Apply taping techniques	<ul style="list-style-type: none"> a. A range of techniques for taping the ankle/s to prevent injury and/or provide post-injury support are applied in accord with best practice sports trainer principles b. A range of techniques for taping the thumb/s to prevent injury and/or provide post-injury support are applied in accord with best practice sports trainer principles c. A range of techniques for taping the finger/s to prevent injury and/or provide post-injury support are applied in accord with best practice sports trainer principles d. Where additional adherence is required tape adherent is applied e. Underwrap is applied if an athlete is allergic to adherent
3. Remove tape	<ul style="list-style-type: none"> a. Tape is removed using blunt nose scissors or tape cutters b. Tape is removed by pulling the tape back on itself while placing pressure on the skin as close as possible to the line of attachment of the tape c. Where necessary tape remover sprays and/or solutions are applied to allow tape to be removed more easily
4. Implement self-care	<ul style="list-style-type: none"> a. Ergonomic use of body positioning and body weight to apply taping techniques are demonstrated b. If a table is being used to assist with the taping process, then the height is chosen to eliminate back strain during the application of taping techniques c. Hand positions and techniques are chosen to eliminate upper limb strain during the taping applications d. Self-care protocols are adopted in accord with the best practice sports trainer principles
5. Position client	<ul style="list-style-type: none"> a. Ability to apply taping techniques with the athlete in a variety of postural positions is demonstrated

Range of Variables

TAPE ANKLE, THUMB AND FINGERS

VARIABLE STATEMENT	CATEGORIES
1. A range of techniques for taping the ankle/s	<ul style="list-style-type: none"> a. anchor strips b. 2-3 stirrups c. figure 6 or 8 d. heel lock e. locking tape
2. A range of techniques for taping the finger/s	<ul style="list-style-type: none"> a. buddy taping
3. A range of techniques for taping the thumb/s	<ul style="list-style-type: none"> a. figure 8
4. Appropriate tape and associated products	<ul style="list-style-type: none"> a. tape size <ul style="list-style-type: none"> a.1 narrower tape is better for smaller joints such as fingers and thumbs a.2 larger widths are best for taping ankles a.3 size of the athlete will influence size of the tape b. tape adhesiveness, ie, must maintain adherence despite perspiration c. tape with minimal skin irritants d. tape removability, ie, without damaging skin e. rigid adhesive tape most common for injury prevention, it is <ul style="list-style-type: none"> e.1 more effective than elastic tape for prevention of sprains of ankles, thumbs and/or fingers e.2 is cheaper than elastic tape f. elastic adhesive tape for <ul style="list-style-type: none"> f.1 holding on dressings f.2 covering tape/dressings on irregular shaped surfaces g. vaseline and gauze pads to <ul style="list-style-type: none"> g.1 cover areas where the skin is loose and susceptible to cuts, eg, over the Achilles tendon h. underwrap for <ul style="list-style-type: none"> h.1 athlete with allergic reactions to adherent tape h.2 to enhance the effectiveness of underwrapping the area must be shaved i. cushioning foam for <ul style="list-style-type: none"> i.1 holding on dressings i.2 covering tape/dressings on irregular shaped surfaces j. tape adherent, ie, to ensure tape is effective, especially when the athlete sweats, or is likely to get wet k. tape remover, ie, a spray on, or soaking solution, that allows tape to be removed easily
5. Athletes	<ul style="list-style-type: none"> a. are usually committed and self-motivated to improve their performance b. can be talented with various levels of motivation and commitment c. may be beginner through to high performance level competitors d. are usually over the age of 10 years e. can be: female or male; with or without a disability or special needs; with or without social disadvantage; and/or from minority ethnic and

	cultural groups
6. Basic human anatomy and physiology	<ul style="list-style-type: none"> a. identification of <ul style="list-style-type: none"> a.1 major bones a.2 major bony structures a.3 major joints a.4 major muscles, their location and primary functions a.5 nerves a.6 blood vessels b. fundamental understanding of the structure and function of the following anatomical systems <ul style="list-style-type: none"> b.1 bone composition and repair b.2 tissue type b.3 respiratory b.4 cardiovascular b.5 nervous
7. Basic principles of bio-mechanics	<ul style="list-style-type: none"> a. centre of gravity b. base of support c. levers d. fulcrums e. major muscle actions
8. Best practice sports trainer principles	<ul style="list-style-type: none"> a. such as those described in National Activity Organisation's <i>Level One Sports Trainer Manual: Making Australian Sport Safer Sport</i> b. relevant national, state/territory or local sports trainer organisations' and/or associations' <i>Code of Ethics</i> or <i>Code of Conduct</i> documents/policies, regulations and guidelines c. relevant national, state/territory or local government regulations and guidelines d. employer organisations policies and procedures e. accepted preventative practices adopted by self or peers to minimise safety hazards and risks in the same or similar situations f. current and past good practice demonstrated by self or peers in the same or similar situation
9. Contraindications and precautions for taping	<ul style="list-style-type: none"> a. any athlete that has pain should be referred to a medical practitioner or the relevant contact in the organisations' medical support team for assessment of their condition b. tape should only be applied when the <ul style="list-style-type: none"> b.1 skin is clean and dry with no dirt, oil or lotions b.2 area is at normal body temperature c. shaving should occur at least 12 hours prior to taping d. elastic tape should not be used on joints to restrict range of movement because it will not limit abnormal range of motion at the joint unless it is applied so tightly that circulation could be impaired
10. Health care professional	<p>practitioners who can competently make assessments of injuries such as</p> <ul style="list-style-type: none"> a. medical practitioners b. physiotherapists c. chiropractors d. osteopaths e. paramedics f. massage therapists
11. Referred/referral	<ul style="list-style-type: none"> a. written request for assistance or contribution to treatment of a specific client by an appropriate health professional b. recommendation of a client to another health professional for care/treatment
12. Sports trainer setting	<p>refers to any genuine 'work environment' where the sports trainer role is provided</p> <ul style="list-style-type: none"> a. on the playing field, court

- b. change rooms
- c. open or enclosed areas at sporting events
- d. accommodation venues
- e. in transit, ie, on buses, planes and the like

Evidence Guide

TAPE ANKLE, THUMB AND FINGERS

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge and ability apply taping techniques to the ankle, thumb and fingers to assist athletes in relation to ongoing injury prevention and post-injury support</p> <p>b. Assessment of performance should be over a period of time covering all categories of the range of variable statements that are applicable in the learners environment</p> <p>c. In particular, assessment must confirm the ability to</p> <p>c.1 Identify contraindications and precautions for taping through observation and questioning and, where necessary, refer client to appropriate health care professionals or the relevant contact in the organisation's medical support team</p> <p>c.2 Prepare athletes for taping by making them aware of the aims and objectives of the taping technique to be applied</p> <p>c.3 Select appropriate tape and associated products in accord for the taping technique to be applied</p> <p>c.4 Effectively apply a range of techniques for taping the ankle/s</p> <p>c.5 Effectively apply a range of techniques for taping the thumb/s</p> <p>c.6 Effectively apply a range of techniques for taping the finger/s</p> <p>c.7 Effectively apply underwrap, particularly if an athlete is allergic to adherent</p> <p>c.8 Remove tape effectively with minimum discomfort for the athlete</p> <p>c.9 Ergonomically apply taping techniques</p> <p>c.10 Position athlete for the effective application of taping techniques</p>
<p>2. Interdependent assessment of units</p>	<p>a. This unit must be assessed after or in conjunction with the attainment of competency in the following unit(s):</p> <p>a.1 SRS STR 002A Operate in accord with the accepted roles and responsibilities of a sports trainer</p> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 Nil</p> <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with other units</p> <p>c.1 SRS STR 003A Provide initial management of sports injuries</p> <p>c.2 SRS STR 004A Conduct basic warm-up, stretching and cool-down programs</p> <p>c.3 SRS STR 005A Assist with the ongoing management of sports injuries</p> <p>c.4 SRS STR 007A Implement strategies for dealing with medical conditions in a sport setting</p>
<p>3. Required knowledge and skills</p>	<p>a. Underpinning knowledge</p> <p>a.1 Basic principles of bio mechanics</p> <p>a.2 Basic anatomy and physiology</p> <p>a.3 Contraindications and precautions for taping</p> <p>b. Underpinning skills</p> <p>b.1 Communicate verbally with athlete and others</p> <p>b.2 Work with others in a team situation</p> <p>b.3 Remain calm under pressure</p>
<p>4. Resource implications</p>	<p>a. Assessment of this competency requires access to genuine athletes, ie, not the peers of the learner, taping equipment, resources and facilities in a sports trainer setting</p>

	<p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>
<p>5. Consistency in performance</p>	<p>a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts, ie, a minimum of 3 sessions spread across a period of 3 weeks</p>
<p>6. Context for assessment</p>	<p>a. A real life incident, exercise or simulation, or a series of tasks are required to demonstrate competence in this unit. This may involve setting scenarios to be completed either individually or as a member of a team. Written or verbal questions may be used as supporting evidence</p> <p>b. In cases where the learner does not have the opportunity to cover all categories of the range of variables statements in the work environment, the remainder should be assessed through projects, previous relevant experience or oral questioning on "What if?" scenarios</p> <p>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</p> <p>d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</p>

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	1	1	1	1	2	1

SRS STR 007A IMPLEMENT STRATEGIES FOR DEALING WITH MEDICAL CONDITIONS IN A SPORT SETTING

STR

Sports trainer

DESCRIPTION: This unit prepares the sports trainer to provide advise on the contraindications of involvement in sport in relation to infectious illnesses and chronic medical conditions and, value of sports participation with chronic medical conditions

ELEMENT	PERFORMANCE CRITERIA
1. Manage existing medical conditions	a. Athlete's with known existing <i>medical conditions</i> are managed in accord with <i>best practice sports trainer principles</i>
2. Recognise contraindications	a. <i>Contraindications for involvement in sport</i> are recognised and, if appropriate, <i>other relevant stakeholders</i> are informed in accord with the <i>principles of client confidentiality</i>
3. Identify and address viral infections	a. <i>Symptoms and signs of simple upper respiratory tract viruses</i> are recognised and the <i>athlete</i> is <i>referred</i> to a medical practitioner or the relevant contact in the <i>organisations' medical support team</i> b. <i>Symptoms and signs of gastrointestinal tract viruses</i> are recognised and the <i>athlete</i> is <i>referred</i> to a medical practitioner or the relevant contact in the <i>organisations' medical support team</i> c. Symptoms and signs of a range of <i>specific viral illnesses</i> are recognised and the <i>athlete</i> is <i>referred</i> to a medical practitioner or the relevant contact in the <i>organisations' medical support team</i> d. Strategies for managing and/or preventing a range of <i>specific viral illnesses</i> are implemented in accord with <i>best practice sports trainer principles</i> e. In situations where the athlete chooses not seek the advise of a <i>health care practitioner</i> the likely <i>effects of viral illnesses</i> on sports participation are explained to the athlete in accord with <i>best practice sports trainer principles</i>
4. Provide advise in relation to chronic conditions	a. Symptoms and signs of a range of <i>chronic conditions</i> are recognised and the <i>athlete</i> is <i>referred</i> to a medical practitioner or the relevant contact in the <i>organisations' medical support team</i> b. Strategies for managing and/or preventing a range of <i>chronic conditions</i> are implemented in accord with <i>best practice sports trainer principles</i> c. In situations where the athlete chooses not seek the advise of a <i>health care practitioner</i> the likely <i>effects of chronic conditions</i> on sports participation are explained to the athlete in accord with <i>best practice sports trainer principles</i>

Range of Variables

IMPLEMENT STRATEGIES FOR DEALING WITH MEDICAL CONDITIONS IN A SPORT SETTING

VARIABLE STATEMENT	CATEGORIES
1. Athlete/s	<ul style="list-style-type: none"> a. are usually committed and self-motivated to improve their performance b. can be talented with various levels of motivation and commitment c. may be beginner through to high performance level competitors d. are usually over the age of 10 years e. can be <ul style="list-style-type: none"> e.1 female or male e.2 with or without a disability or special needs e.3 with or without social disadvantage and/or e.4 from minority ethnic and cultural groups
2. Basic human anatomy and physiology	<ul style="list-style-type: none"> a. identification of <ul style="list-style-type: none"> a.1 major bones a.2 major bony structures a.3 major joints a.4 major muscles, their location and primary functions a.5 nerves a.6 blood vessels b. fundamental understanding of the structure and function of the following anatomical systems <ul style="list-style-type: none"> b.1 bone composition and repair b.2 tissue type b.3 respiratory b.4 cardiovascular b.5 nervous
3. Basic principles of bio-mechanics	<ul style="list-style-type: none"> a. centre of gravity b. base of support c. levers d. fulcrums e. major muscle actions
4. Best practice sports trainer principles	<ul style="list-style-type: none"> a. such as those described in National Activity Organisation's <i>Level One Sports Trainer Manual: Making Australian Sport Safer Sport</i> b. relevant national, state/territory or local sports trainer organisations' and/or associations' <i>Code of Ethics</i> or <i>Code of Conduct</i> documents/policies, regulations and guidelines c. relevant national, state/territory or local government regulations and guidelines d. employer organisations policies and procedures e. accepted preventative practices adopted by self or peers to minimise safety hazards and risks in the same or similar situations f. current and past good practice demonstrated by self or peers in the same or similar situation g. the sports trainer should not <ul style="list-style-type: none"> g.1 change or prescribe alternatives to what has been set by the doctor, physiotherapist or relevant health care professional g.2 use electrotherapy, eg, ultrasound to help speed recovery (Note: in some states it is illegal for sports trainers to use electrotherapy)

5. Causes of delayed healing	<ul style="list-style-type: none"> a. extrinsic <ul style="list-style-type: none"> a.1 mechanical stress, ie, pressure or friction a.2 debris, ie, foreign matter, necrotic tissue a.3 temperature a.4 infection a.5 chemical stress, ie, antiseptics, disinfectants a.6 drugs a.7 lifestyle a.8 radiation a.9 maceration, ie, fever, sweating b. intrinsic <ul style="list-style-type: none"> b.1 age b.2 health, eg, circulation, diabetes b.3 nutrition, ie, diet b.4 body build, in particular obesity
6. Chronic conditions	<ul style="list-style-type: none"> a. anemia b. osteoarthritis c. rheumatoid arthritis d. hypertension e. coronary artery disease f. allergic reactions to stings
7. Contraindications for involvement in sport	<ul style="list-style-type: none"> a. any athlete that has pain should be referred to a medical practitioner or the relevant contact in the organisations' medical support team for assessment of their condition b. includes <ul style="list-style-type: none"> b.1 acute inflammations, eg, signs and symptoms of bursitis and tendonitis b.2 infections, eg, fever, temperature, redness b.3 fractures (Note: medical direction required) b.4 recent muscle injury, eg, hamstring tear b.5 haematoma, ie, bruising or the potential of bruising b.6 torn ligaments, ie, joint instability b.7 pain in any area of the body which is 'deep' or 'burning' b.8 acute and/or sudden joint swelling b.9 neck soreness/strain that result in symptoms of neurological origin in the arms and/or restriction of spinal movement b.10 back soreness/strain that result in symptoms of neurological origin in the legs and/or restriction of spinal movement b.11 extreme pain on palpation b.12 extreme pain on movement of any body part b.13 inability to bear weight through a limb b.14 people who complain of neck pain after a motor vehicle accident, eg, whiplash b.15 where the skin appears puffy, shiny, scaly or there is hair loss, ie, signs of vascular disease b.16 heart conditions (Note: medical direction required) b.17 open wounds
8. Effect of viral illness on sports participation	<ul style="list-style-type: none"> a. mild viral illness, ie, symptoms but no fever, there is little risk of complication if <ul style="list-style-type: none"> a.1 the athlete feels they are able to play a.2 an adequate period of rest is available afterwards, eg, they are playing in a weekly competition and can take 2-3 days rest to recover a.3 the event is not exhausting/depleting, eg, a marathon a.4 it is generally believed, but not scientifically proven, that playing sport while suffering from a mild viral illness may prolong the illness 1-2 days longer than it would have had the athlete rested b. moderate viral illness, ie, symptoms and mild fever <ul style="list-style-type: none"> b.1 exercise requires greater cardiopulmonary effort b.2 will be detrimental to performance

	<ul style="list-style-type: none"> b.3 participation will almost certainly prolong the course of the illness c. severe viral illness, ie, symptoms affecting the entire body, significant symptoms and increased fever <ul style="list-style-type: none"> c.1 participation will definitely increase the risk of prolonging the conditions as well as the risk of suffering complications such as <ul style="list-style-type: none"> c.1.1 pericarditis – viral infection of the lining of the heart c.1.2 abnormal heart rhythm which is a risk factor for sudden death c.1.3 chronic fatigue syndrome
9. Feedback	<ul style="list-style-type: none"> a. can be <ul style="list-style-type: none"> a.1 verbal a.2 written a.3 visual a.4 tactile b. should be an information exchange between client and practitioner regarding treatment progress and their perceived well-being c. addresses <ul style="list-style-type: none"> c.1 agreed and evolving program objectives c.2 information pertinent to technical adjustments
10. Health care professional	<p>practitioners who can competently make assessments of injuries such as</p> <ul style="list-style-type: none"> a. medical practitioners b. physiotherapists c. chiropractors d. osteopaths e. paramedics f. massage therapists
11. Infectious disease procedures	<p>such as the procedures outlined in the</p> <ul style="list-style-type: none"> a. National Activity Organisation's <i>Infectious Diseases Policy</i> b. the organizations <i>Infectious diseases policy</i>
12. Medical conditions	<p>may include (Note: This is not an exclusive list)</p> <ul style="list-style-type: none"> a. asthma, in particular exercise induced asthma b. known allergies, eg, bee stings c. diabetes d. chronic fatigue syndrome e. epilepsy
13. Minor or short-term injuries or illnesses	<ul style="list-style-type: none"> a. cuts b. abrasions c. minor surface bruising d. muscle soreness e. colds
14. Monitoring	<p>is through</p> <ul style="list-style-type: none"> a. questioning and discussions before, during and after treatment sessions b. observations before, during and after treatment sessions of athlete's response to functional movements during treatment sessions
15. Ongoing injury management program	<ul style="list-style-type: none"> a. a sequence of events/treatments leading to a desired outcome negotiated between the health care professional and the athlete b. is designed to return the athlete to optimal function c. should be developed in accord with the scope of the health care professional's current competencies
16. Other relevant stakeholders	<ul style="list-style-type: none"> a. the client b. coach/es c. other health professionals d. parents/guardians e. other involved/appropriate personnel

17. Principles of client confidentiality	<ul style="list-style-type: none"> a. information regarding client status and/or well-being should not be passed on to other individuals without the permission of the client b. refer to best practice massage therapy principles
18. Referred/Referral	<ul style="list-style-type: none"> a. written request for assistance or contribution to treatment of a specific client by an appropriate health professional b. recommendation of a client to another health professional for care/treatment
19. Specific viral illnesses	<ul style="list-style-type: none"> a. Hepatitis A b. Hepatitis B c. Hepatitis C d. Human Immuno-deficiency Virus e. Glandular fever
20. Sports trainer setting	<p>refers to any genuine 'work environment' where the sports trainer role is provided</p> <ul style="list-style-type: none"> a. on the playing field, court b. change rooms c. open or enclosed areas at sporting events d. accommodation venues e. in transit, ie, on buses, planes and the like
21. Symptoms and signs of simple gastrointestinal tract viruses	<ul style="list-style-type: none"> a. symptoms <ul style="list-style-type: none"> a.1 athlete feels unwell a.2 nausea a.3 vomiting a.4 diarrhoea a.5 abdominal pain a.6 feels bloated b. signs <ul style="list-style-type: none"> b.1 often remarkable little to find even in severe cases b.2 abdominal tenderness (Note: a doctor would need to differentiate viral gastro-enteritis, ie, inflamed stomach intestines, from early surgical problems such as appendicitis or gall bladder disease) b.3 the athlete is often very pale and may develop the sunken eyes characteristic of dehydration
22. Symptoms and signs of simple upper respiratory tract viruses	<ul style="list-style-type: none"> a. predominantly colds and flu's b. symptoms <ul style="list-style-type: none"> b.1 unusually tired b.2 sore throat b.3 running nose b.4 cough b.5 mild shortness of breath b.6 headache b.7 muscle aches in back and chest b.8 hot and cold sweats, ie, rigors c. signs <ul style="list-style-type: none"> c.1 fever, ie, which may be up and down over hours c.2 flushed or pale complexion c.3 looks unwell

Evidence Guide

IMPLEMENT STRATEGIES FOR DEALING WITH MEDICAL CONDITIONS IN A SPORT SETTING

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge and ability to assist health care professionals involved in the ongoing care of an athlete, or the sports organisation's medical support team, with the ongoing management of injured athlete, and/or provide ongoing monitoring of relatively 'minor or short term injuries/illnesses' in relation to which an athlete chooses not to consult a health care professional b. Assessment of performance should be over a period of time covering all categories within the range of variable statements that are applicable in the learners environment c. In particular, assessment must confirm the ability to <ul style="list-style-type: none"> c.1 Interact with the athlete/s and other relevant stakeholders in a friendly and professional way that maintains effective communication c.2 Assist health care professional/s conduct ongoing injury management program/s and adhere to the program/s they prescribe c.3 Monitor and adjust ongoing injury management program in consultation with relevant health care professional/s c.4 Encourage athlete/s with any injuries or illnesses to consult with a health care professional who can make a detailed assessment of their condition c.5 Monitor minor or short term injuries or illnesses in accord with best practice sports trainer principles
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit must be assessed after or in conjunction with the attainment of competency in the following unit(s): <ul style="list-style-type: none"> a.1 SRS STR 002A Operate in accord with the accepted roles and responsibilities of a sports trainer a.2 SRS STR 003A Provide initial management of sports injuries b. This unit must be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> b.1 Nil c. For the purpose of integrated assessment, this unit may be assessed in conjunction with other units <ul style="list-style-type: none"> c.1 SRS STR 004A Conduct basic warm-up, stretching and cool-down programs c.2 SRS STR 005A Assist with the ongoing management of sports injuries c.3 SRS STR 006A Tape ankle, thumb and fingers
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Underpinning knowledge <ul style="list-style-type: none"> a.1 Basic principles of biomechanics a.2 Basic anatomy and physiology a.3 Danger, Response, Airway, Breathing, Circulation regime a.4 Talk, Observe, Touch, Active movement, Passive movement, Skill test regime a.5 Causes of delayed healing a.6 Management of injuries and illnesses including <ul style="list-style-type: none"> a.6.1 Head and spinal injuries a.6.2 Trunk injuries a.6.3 Upper limb injuries a.6.4 Lower limb injuries a.6.5 Heat and cold illnesses

	<p>a.7 Recording of injuries and treatment a.8 Knowledge of current practices and procedures in emergency care</p> <p>b. Underpinning skills b.1 Communicate effectively with athletes and others b.2 Provide reports to paramedical personnel b.3 Work with others in a team situation b.4 Remain calm under pressure</p>
4. Resource implications	<p>a. Assessment of this competency requires access to genuine athletes, ie, not the peers of the learner, taping equipment, resources and facilities in a sports trainer setting.</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>
5. Consistency in performance	<p>a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts, ie, a minimum of 3 sessions spread across a period of 3 weeks</p>
6. Context for assessment	<p>a. A real life incident, exercise or simulation, or a series of tasks are required to demonstrate competence in this unit. This may involve setting scenarios to be completed either individually or as a member of a team. Written or verbal questions may be used as supporting evidence</p> <p>b. In cases where the learner does not have the opportunity to cover all categories of the range of variables statements in the work environment, the remainder should be assessed through projects, previous relevant experience or oral questioning on "What if?" scenarios</p> <p>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</p> <p>d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</p>

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	2	1	2	1

SRS STR 008A

ASSIST WITH THE REHABILITATION OF INJURIES

STR

Sports trainer

DESCRIPTION: This unit covers the role and responsibility that the sports trainer can play in assisting health care professionals with the implementation of rehabilitation programs for injured athletes. This unit is an extension of the unit *SRS STR 005A Assist with the ongoing management of sports injuries*. It covers more advanced long-term care procedures than the previous unit and requires greater underpinning knowledge in relation to anatomy and physiology and the phases of tissue repair. It also covers the implementation of supplementary strategies to support an athlete's rehabilitation program. Personnel undertaking this unit would be providing sports trainer support in a sport setting.

ELEMENT	PERFORMANCE CRITERIA
1. Assist health care professionals to conduct, monitor and adjust rehabilitation programs	<ul style="list-style-type: none"> a. The aims of the <i>rehabilitation program</i> are <i>monitored</i> and adjusted in consultation with relevant <i>health care professionals</i> b. <i>Feedback</i> is provided and discussed with relevant <i>health care professionals</i> regarding <i>rehabilitation program progress</i> c. If appropriate, and in accord with the <i>principles of client confidentiality</i>, <i>other relevant stakeholders</i> are kept informed of developments d. Effective communication is maintained with the <i>athlete</i> and other <i>relevant stakeholders</i> in accord with <i>best practice sports trainer principles</i>
2. Apply the fundamental principles of psychology of injury	<ul style="list-style-type: none"> a. <i>Typical psychological responses to injuries</i> are recognised and appropriate support structure implemented to address them b. <i>Psychological skills and strategies</i> are applied to assist the athlete through the rehabilitation process
3. Introduce supplementary strategies to support the rehabilitation program	<ul style="list-style-type: none"> a. <i>Supplementary strategies to support the rehabilitation program</i> that prevent loss of general fitness and specific skills are developed and implemented in consultation with the <i>athlete</i>, relevant <i>health care professionals</i> and <i>other relevant stakeholders</i> b. The <i>athlete</i> and <i>other relevant stakeholders</i> are provided with <i>supplementary strategies to support the rehabilitation program</i> based on <i>Frequency, Intensity, Time, Type principles</i>, the <i>Specific Adaptations to Imposed Demands regime</i> and the <i>performance parameters</i> of the activity c. Assistance and instruction is provided to enable the athlete to implement <i>supplementary strategies to support the rehabilitation program</i> d. Relevant information, explanations and demonstrations are provided to assist the athlete to complete exercises, activities, stretches and the like as part of their <i>supplementary strategies to support the rehabilitation program</i> e. The athlete is observed to see that exercises, activities and/or stretches are conducted in accord with accepted <i>best practice sports trainer principles</i> and to ensure the <i>prevention of further injuries</i>

Range of Variables

ASSIST WITH THE REHABILITATION OF INJURIES

VARIABLE STATEMENT	CATEGORIES
1. Athlete aims and priorities	<ul style="list-style-type: none"> a. comfort/discomfort levels b. quality of function c. self-improvement d. fitness targets e. lifestyle adjustments f. competition/performance targets
2. Athlete well-being	<ul style="list-style-type: none"> a. injury status b. psychological status c. emotional status d. general self-esteem
3. Athletes	<ul style="list-style-type: none"> a. are usually committed and self-motivated to improve their performance b. can be talented with various levels of motivation and commitment c. may be beginner through to high performance level competitors d. are usually over the age of 10 years e. can be: female or male; with or without a disability or special needs; with or without social disadvantage; and/or from minority ethnic and cultural groups
4. Best practice sports trainer principles	<ul style="list-style-type: none"> a. such as those described in National Activity Organisation's <i>Level One Sports Trainer Manual: Making Australian Sport Safer Sport</i> b. relevant national, state/territory or local sports trainer organisations' and/or associations' <i>Code of Ethics</i> or <i>Code of Conduct</i> documents/policies, regulations and guidelines c. relevant national, state/territory or local government regulations and guidelines d. employer organisations policies and procedures e. accepted preventative practices adopted by self or peers to minimise safety hazards and risks in the same or similar situations f. current and past good practice demonstrated by self or peers in the same or similar situation g. the sports trainer should not <ul style="list-style-type: none"> g.1 change or prescribe alternatives to what has been set by the doctor, physiotherapist or relevant health care professional g.2 use electrotherapy, eg, ultrasound, to help speed recovery (Note: in some states it is illegal for sports trainers to use electrotherapy)
5. Changes in condition	<ul style="list-style-type: none"> a. improvement b. deterioration
6. Feedback	<ul style="list-style-type: none"> a. can be <ul style="list-style-type: none"> a.1 verbal a.2 written a.3 visual a.4 tactile b. should be an information exchange between client and practitioner regarding treatment progress and their perceived well-being c. addresses <ul style="list-style-type: none"> c.1 agreed and evolving program objectives

	c.2 information pertinent to technical adjustments
7. FITT Principle	<ul style="list-style-type: none"> a. Frequency b. Intensity c. Time d. Type
8. Fundamental human anatomy and physiology	<ul style="list-style-type: none"> a. understanding of the fundamental structure and function of <ul style="list-style-type: none"> a.1 bones a.2 ligaments a.3 joints a.4 tendons a.5 muscles a.6 muscle fibre types a.7 major organs (listed below) a.8 tissue type and repair a.9 respiratory system a.10 cardiovascular system a.11 urinary system a.12 reproductive system a.13 endocrine system a.14 nervous system a.15 integumentary a.16 homeostasis b. ability to locate <ul style="list-style-type: none"> b.1 joints and associated bones <ul style="list-style-type: none"> b.1.1 knee <ul style="list-style-type: none"> b.1.1.1 ligaments, ie, anterior cruciate, posterior cruciate, lateral cruciate and medial collateral b.1.1.2 cartilage, ie, lateral/medial meniscus b.1.1.3 bones, ie, femur, tibia, fibula and patella b.1.1.4 tendons, ie, patella, hamstring and gastrocnemius b.1.2 shoulder <ul style="list-style-type: none"> b.1.2.1 bones, ie, clavicle, scapula, humerus and sternum b.1.2.2 joints, ie, sternoclavicular, acromioclavicular and glenohumeral b.1.2.3 tendons, ie, supraspinatus and rotator cuff b.1.3 ankle/foot <ul style="list-style-type: none"> b.1.3.1 bones, ie, tibia, fibula, calcaneus, talus and tarsals b.1.3.2 ligaments, ie, lateral, complex/medial and complex b.1.3.3 tendons, ie, Achilles, medial and lateral tendon groups b.1.3.4 muscles, ie, peroneals and plantar fascia b.2 major muscles, their origins, insertion and actions <ul style="list-style-type: none"> b.2.1 quadriceps, ie, rectus, femoris, vastus lateralis, vastus medialis, vastus intermedius b.2.2 hamstrings, ie, semitendinosus, semimembranosus, biceps femoris b.2.3 posterior lower leg, ie, gastrocnemius, soleus b.2.4 anterior lower leg, ie, tibialis anterior, peroneals b.2.5 lateral leg group, ie, tensor fascia lata/iliotibial band b.2.6 abdominals, ie, rectus abdominus, external obliques, transverse abdominus b.2.7 gluteals, ie, gluteus maximus/medius/minimus b.2.8 shoulder, ie, supraspinatus, infraspinatus, teres minor, teres major b.3 major organs <ul style="list-style-type: none"> b.3.1 heart b.3.2 lungs b.3.3 liver b.3.4 spleen

	<ul style="list-style-type: none"> b.3.5 pancreas b.3.6 stomach b.3.7 kidneys b.3.8 small intestine b.3.9 large intestine
9. Fundamental principles of bio-mechanics	<ul style="list-style-type: none"> a. levers b. loads c. fulcrums d. moment arms e. muscle actions
10. Health care professional	<p>practitioners who can competently make assessments of injuries such as</p> <ul style="list-style-type: none"> a. medical practitioners b. physiotherapists c. chiropractors d. osteopaths e. paramedics f. massage therapists
11. Monitoring	<p>is through</p> <ul style="list-style-type: none"> a. questioning and discussions before, during and after treatment sessions b. observations before, during and after treatment sessions of athlete's response to functional movements during treatment sessions
12. Other relevant stakeholders	<ul style="list-style-type: none"> a. the client b. coach/es c. other health professionals d. parents/guardians e. other involved/appropriate personnel
13. Performance parameters	<ul style="list-style-type: none"> a. biomechanical of an activity to which the client wishes to return, ie, sport specific movements b. physiological components of an activity to which the client wishes to return c. psychological components of an activity to which the client wishes to return, eg, sport specific movements d. fitness, training, competition, general health and/or lifestyle targets e. identification of predominant muscle groups required for participation in the sport or activity in which the client is involved f. beneficial asymmetries g. joint ranges for each sport
14. Principles of client confidentiality	<ul style="list-style-type: none"> a. information regarding client status and/or well-being should not be passed on to other individuals without the permission of the athlete b. refer to best practice sports trainer principles
15. Psychological skills and strategies	<ul style="list-style-type: none"> a. include <ul style="list-style-type: none"> a.1 building rapport with the injured athlete a.2 provision of education about injury and recovery a.3 establish and maintain effective communication a.4 teach specific psychological coping skills such as <ul style="list-style-type: none"> a.4.1 goal setting a.4.2 self-talk and thought strategies a.4.3 imagery a.4.4 relaxation a.5 prepare person to cope with setbacks a.6 foster social support
16. Rehabilitation	<ul style="list-style-type: none"> a. aims to <ul style="list-style-type: none"> a.1 return the athlete to the previous level of fitness, skill and competition

	<ul style="list-style-type: none"> b. usually occurs after serious or long term injuries c. begins during the definitive care of an injury d. continues through the prevention of further injuries e. is based on the <i>Specific Adaptations to Imposed Demands regime</i>
17. Rehabilitation program/s	<ul style="list-style-type: none"> a. a sequence of events/treatments leading to a desired outcome negotiated between the health care professional and the athlete b. is designed to return the athlete to optimal function c. usually of an agreed duration, dependent on the performance parameters d. individualised to the athlete's requirements e. should be developed in accord with the scope of the health care professional's current competencies f. should refer the athlete to an appropriate alternative practitioner in relation to areas/aspects in which the health care professional is not currently competent
18. Rehabilitation program/s progress	<ul style="list-style-type: none"> a. typically follows the following pathway <ul style="list-style-type: none"> a.1 intact joints and muscles <ul style="list-style-type: none"> a.1.1 determined and achieved by a doctor through X-Ray, casting or surgery a.2 pain free joints and muscles <ul style="list-style-type: none"> a.2.1 achieved by a doctor or physiotherapist using casting, surgery, manual therapy or electrotherapy a.2.2 a sports trainer may aid in this through the application of ice a.3 joint flexibility, ie, range of movement <ul style="list-style-type: none"> a.3.1 the athlete must regain the movement around the injured or associated joint, before beginning to build strength and endurance a.4 muscular strength <ul style="list-style-type: none"> a.4.1 the ability of a muscle to do heavy work a.5 muscular endurance <ul style="list-style-type: none"> a.5.1 the ability of a muscle to do prolonged, light work and repetitive exercise a.6 muscular speed <ul style="list-style-type: none"> a.6.1 the ability of a muscle to contract rapidly a.7 muscular power <ul style="list-style-type: none"> a.7.1 the ability of a muscle to contract rapidly against a heavy load a.8 integrated and coordinated movements, ie, skills tests <ul style="list-style-type: none"> a.8.1 these are specific to the sport , often involve team drills and skill drills a.9 agility, ie, speed and skill <ul style="list-style-type: none"> a.9.1 to be able to perform the skill at the speed require in the sport
19. SAID Regime	<ul style="list-style-type: none"> a. Specific Adaptations to Imposed Demands b. refers to the following principles <ul style="list-style-type: none"> b.1 the more you do something the easier it becomes, provided there is no pain b.2 practice must be perfect and specific to the requirements of the athlete to achieve progress b.3 as the skills become easier, progress onto a more difficult task, until it becomes easy, and then progress again
20. Sports trainer setting	<p>refers to any genuine 'work environment' where the sports trainer role is provided</p> <ul style="list-style-type: none"> a. on the playing field, court b. change rooms c. open or enclosed areas at sporting events d. accommodation venues e. in transit, ie, on buses, planes and the like

<p>21. Supplementary strategies to support the rehabilitation program</p>	<ul style="list-style-type: none"> a. a doctor or a physiotherapist will generally determine and manage the rehabilitation program for athlete's with serious or long-term injuries b. the sports trainer may assist by: <ul style="list-style-type: none"> b.1 helping maintain the athletes general fitness and skill level by designing activities that utilise the uninjured body parts without pain b.2 implementing correct drills that reinforces relevant skill patterns in accord with the <i>Specific Adaptations to Imposed Demands regime</i> after the athlete has regained joint flexibility and strength in the area affected by the injury c. when setting supplementary activities <ul style="list-style-type: none"> c.1 find an activity that the athlete can do without pain such as <ul style="list-style-type: none"> c.1.1 exercise bike or swimming for knee or ankle injury c.1.2 jogging/running may be possible if there is a shoulder injury c.2 maintain strength through weight training for all the uninjured body parts c.3 the skills associated with the sport can still be practiced <ul style="list-style-type: none"> c.3.1 eg, a basketball player in a cast can still practice shooting from a stationary position c.4 provide the athlete with various challenges rather than just observing team members c.5 if relevant, practice skills using the preferred and non-preferred side of the body
<p>22. Typical psychological responses to injuries</p>	<p>include</p> <ul style="list-style-type: none"> a. typical grief responses such as <ul style="list-style-type: none"> a.1 disbelief a.2 denial a.3 isolation a.4 anger a.5 bargaining a.6 depression a.7 acceptance b. identify loss c. fear and anxiety d. lack of confidence e. performance decrements

Evidence Guide

ASSIST WITH THE REHABILITATION OF INJURIES

<p>1. Critical aspects of evidence to be considered</p>	<p>a. Assessment must confirm sufficient knowledge and ability to assist health care professionals and/or the sports organisation's medical support team with the implementation of rehabilitation program/s for an injured athlete, and/or implement supplementary strategies/activities to support the rehabilitation program</p> <p>b. Assessment of performance should be over a period of time covering all categories within the range of variable statements that are applicable in the learners environment</p> <p>c. In particular, assessment must confirm the ability to</p> <p>c.1 Interact with the athlete/s and other relevant stakeholders in a friendly and professional way that maintains effective communication</p> <p>c.2 Apply the fundamental principles of psychology of injury</p> <p>c.3 Assist health care professional/s conduct rehabilitation program/s and adhere to the program/s they prescribe</p> <p>c.4 Monitor and adjust rehabilitation program/s in consultation with relevant health care professional/s</p> <p>c.5 Keep other relevant stakeholders informed of developments in accord with the principles of client confidentiality</p> <p>c.6 Develop and implement supplementary strategies to support an athlete's rehabilitation program to prevent loss of general fitness and specific skills in consultation with the athlete, relevant health care professionals and other relevant stakeholders</p> <p>c.7 Provide supplementary strategies to support an athlete's rehabilitation program based on Frequency, Intensity, Time, Type principles, the Specific Adaptations to Imposed Demands regime and the performance parameters of the activity</p> <p>c.8 Provide assistance and instruction to enable the athlete to implement supplementary strategies to support the rehabilitation program</p> <p>c.9 Observe the athlete to see that exercises, activities and/or stretches are conducted in accord with accepted best practice sports trainer principles and to ensure the prevention of further injuries</p>
<p>2. Interdependent assessment of units</p>	<p>a. This unit must be assessed after the attainment of competency in the following unit(s):</p> <p>a.1 SRS STR 002A Operate in accord with the accepted roles and responsibilities of a sports trainer</p> <p>a.2 SRS STR 003A Provide initial management of sports injuries</p> <p>a.3 SRS STR 004A Conduct basic warm-up, stretching and cool-down programs</p> <p>a.4 SRS STR 005A Assist with the ongoing management of sports injuries</p> <p>a.5 SRS STR 006A Tape ankle, thumb and fingers</p> <p>a.6 SRS STR 007A Implement strategies for dealing with medical conditions in a sport setting</p> <p>b. This unit must be assessed in conjunction with the following unit(s):</p> <p>b.1 Nil</p> <p>c. For the purpose of integrated assessment, this unit may be assessed in conjunction with other units</p> <p>c.1 Nil</p>

<p>3. Required knowledge and skills</p>	<p>a. Underpinning knowledge</p> <p>a.1 Advanced human anatomy and physiology, particularly the phases of tissue repair</p> <p>a.2 Fundamental pathology/symptomology</p> <p>a.3 Fundamental pharmacology</p> <p>a.4 Fundamentals of nutrition for the general well-being of clients</p> <p>a.5 Kinesiology</p> <p>a.6 Common musculoskeletal injuries in sport</p> <p>a.7 Specific Adaptations to Imposed Demands regime</p> <p>a.8 Principles on development of skills in sport, ie, Specific Adaptations to Imposed Demands regime</p> <p>a.9 Principles on development and maintenance of fitness for sport ie, Frequency, Intensity, Time, Type principles</p> <p>a.10 Performance parameters of the sport/activity</p> <p>a.11 Game rules</p> <p>b. Underpinning skills</p> <p>b.1 Communicate effectively with athletes and others</p> <p>b.2 Adequate numeracy and literacy skills</p> <p>b.3 Provide reports to paramedical personnel</p> <p>b.4 Work with others in a team situation</p> <p>b.5 Remain calm under pressure</p>
<p>4. Resource implications</p>	<p>a. Assessment of this competency requires access to genuine athletes, ie, not the peers of the learner, taping equipment, resources and facilities in a sports trainer setting.</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>
<p>5. Consistency in performance</p>	<p>a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts, ie, a minimum of 3 sessions spread across a period of 2 months</p>
<p>6. Context for assessment</p>	<p>a. A real life incident, exercise or simulation, or a series of tasks are required to demonstrate competence in this unit. This may involve setting scenarios to be completed either individually or as a member of a team. Written or verbal questions may be used as supporting evidence</p> <p>b. In cases where the learner does not have the opportunity to cover all categories of the range of variables statements in the work environment, the remainder should be assessed through projects, previous relevant experience or oral questioning on "What if?" scenarios</p> <p>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</p> <p>d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</p>

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	2	3	1	2	1

STRENGTH AND CONDITIONING

SAC

Contents

SRS SAC 001A Teach or develop basic skills of strength and conditioning..... 1

SRS SAC 002A Teach or develop intermediate skills of strength and conditioning..... 9

SRS SAC 001A TEACH OR DEVELOP BASIC SKILLS OF STRENGTH AND CONDITIONING

SAC

Strength and conditioning

DESCRIPTION: This unit covers the knowledge and skills to use drills, exercises and activities to teach or develop basic skills of strength and conditioning.

ELEMENT	PERFORMANCE CRITERIA
1. Prepare the athlete for involvement in a strength and conditioning program	a. The basic skills of strength and conditioning are explained to the athlete and relevant support personnel b. The principles of the physiological adaptations to training are explained to the athlete and relevant support personnel c. A range of approaches for programming for specific outcomes are explained to the athlete and relevant support personnel
2. Assess the athlete's readiness for involvement in a strength and conditioning program	a. Background and previous experience in strength and conditioning programs are discussed with the athlete and relevant support personnel b. Athlete/s readiness to acquire and perform the core lifts and exercises that form the basis of the basic skill/s of strength and conditioning are assessed c. Appropriate testing protocols are selected and implemented to assess the athlete's readiness to develop/acquire the basic skills of strength and conditioning d. The core lifts and exercises that form the basis of the basic skills of strength and conditioning to be included in the program are selected based on testing e. Factors which may affect the acquisition of the basic skills of strength and conditioning are recognized and addressed as result of testing
3. Design a strength and conditioning program	a. A strength and conditioning program is design for the athlete based on the general requirements of the sport in which they are involved b. Background and previous experience in strength and conditioning programs are considered when designing a strength and conditioning program for the athlete
4. Implement a strength and conditioning program	a. Teaching methods and coaching styles are selected and implemented that match the athletes readiness, the environment, the basic skill/s to be developed and the available equipment b. Feedback is provided to the athlete and other support personnel in accord with the best practice principles of strength and conditioning c. Relevant information, explanations and demonstrations to teach or develop the core lifts and exercises that form the basis of basic strength and conditioning are delivered concisely and precisely in accord with the best practice principles of strength and conditioning d. Questioning and communication skills are demonstrated in accord with the best practice principles of strength and conditioning e. Where appropriate, observable body movements are explained for each stage of the core lifts and exercises that form the basis of the

	<p>basic skills of strength and conditioning in priority of importance</p> <ul style="list-style-type: none"> f. The component parts of the core lifts and exercises that form the basis of the basic skills of strength and conditioning are taught or introduced at appropriate times during the athletes development g. Sufficient space and resources are allocated for core lifts and exercises that form the basis of the basic skills of strength and conditioning being performed h. Where appropriate, technological aids and new training trends are used to supplement presentations. i. Where appropriate, adaptations to include pre-adolescent athletes into strength & conditioning programs are explained and implemented j. Group control is maintained to ensure the safety and enjoyment of the individual and group, and a satisfactory outcome to the experience k. Athletes are given the opportunity to comment and/or ask questions l. Adjustments are made in response to changes in conditions and/or external influences
<p>5. Monitor and adjust a strength and conditioning program</p>	<ul style="list-style-type: none"> a. Athletes are observed to see that the core lifts and exercises that form the basis of the basic skills of strength and conditioning are conducted in accord with the best practice principles of strength and conditioning b. Performance of core lifts and exercises that form the basis of the basic skills of strength and conditioning are assessed and, where necessary, corrected in accord with the best practice principle of strength and conditioning c. Correction techniques applied to improve skill execution on an individualized and/or group basis d. Observation is undertaken with minimal disruption to the flow of the training session e. Modifications to the teaching method and coaching style are implemented in response to results of the monitoring
<p>6. Evaluate the athlete's performance and modify the program</p>	<ul style="list-style-type: none"> a. Appropriate testing protocols are implemented to evaluate the athlete's progress b. Strength and conditioning programs are adjusted accordingly

Range of Variables

TEACH OR DEVELOP BASIC SKILLS OF STRENGTH AND CONDITIONING

VARIABLE STATEMENT	CATEGORIES
1. A range of approaches for programming for specific outcomes	<ul style="list-style-type: none"> a. physiological adaptation to training b. hypertrophy c. general strength methods d. power e. conditioning f. plyometric
2. Adaptations to include pre-adolescent athletes	<ul style="list-style-type: none"> a. refers to recommended programming guidelines in relation to <ul style="list-style-type: none"> a.1 appropriate sets and reps a.2 preferences for the use body weight support and resistance exercises a.3 benefits of appropriate training b. should follow the best practice principles of strength and conditioning
3. Anatomical/physiological considerations	<ul style="list-style-type: none"> a. energy systems b. major muscle groups and their actions, including ligaments c. physiological responses/adaptations to training d. microscopic structure of the muscles e. neural system
4. Athlete/s	<ul style="list-style-type: none"> a. are usually committed and self-motivated to improve their performance b. can be talented with various levels of motivation and commitment c. may be beginner through to high performance level competitors d. are usually over the age of 10 years with some sport specific exceptions such as gymnastics or swimming where they may be younger, and/or e. can be <ul style="list-style-type: none"> e.1 female or male e.2 with or without a disability or special needs e.3 with or without social disadvantage and/or e.4 from minority ethnic and cultural groups
5. Introductory human anatomy and physiology	<ul style="list-style-type: none"> a. identification of <ul style="list-style-type: none"> a.1 major bones a.2 major bony structures a.3 major joints a.4 major muscles, their location and primary functions b. fundamental understanding of the structure and function of the following anatomical systems <ul style="list-style-type: none"> b.1 respiratory b.2 cardiovascular
6. Basic principles of biomechanics	<ul style="list-style-type: none"> a. centre of gravity b. base of support c. levers d. fulcrums e. major muscle actions

<p>7. Basic skills of strength and conditioning</p>	<p>a. includes</p> <ul style="list-style-type: none"> a.1 core lifts and exercises a.2 developing the athlete's understanding and ability to apply the principles of physiological adaptation to training in relation to their sport a.3 a range of approaches for programming for specific outcomes <p>b. aim to</p> <ul style="list-style-type: none"> b.1 improve athletic performance b.2 improve athlete's ability to safely perform core lifts and exercises b.3 maximise the application of the principles of physiological adaptation to training b.4 maximise the impact of programming for specific outcomes <p>c. involves</p> <ul style="list-style-type: none"> c.1 accurately assessing athlete's readiness to participate in and/or progress in strength and conditioning programs c.2 including specific groups c.3 assessing and correcting technique
<p>8. Best practice principles of strength and conditioning</p>	<p>a. refers to</p> <ul style="list-style-type: none"> a.1 the sport's coaches or instructors <i>code of conduct</i> policy a.2 the Australian Coaching Council's <i>coaches code of conduct</i> policy a.3 Australian Sports Commission's <i>harassment free sport</i> policy a.4 Australian Sports Commission's drugs in sport policy a.5 National Activity Organisation's regulations and guidelines a.6 relevant National, State/Territory or Local government regulations and guidelines a.7 employer organisations policies and procedures a.8 the culture of the sport/activity a.9 accepted preventative practices adopted by self or peers to minimise safety hazards and risks in the same or similar situations a.10 current and past good practice demonstrated by self or peers in the same or similar situation a.11 practices and approaches such as those outlined in the <i>Strength and Conditioning Level 1 Coaching Guide</i>
<p>9. Coaching/ instructional styles</p>	<p>a. refers to the presentation style/s adopted by the instructor or coach to communicate with the client/athlete</p> <p>b. depending on the situation the coach or instructor should be able to incorporate a range of combinations of the following styles and/or any associated variations</p> <ul style="list-style-type: none"> b.1 friendly and approachable while maintaining a 'professional distance' b.2 clear, precise and, if appropriate, directive regarding non-negotiable issues, eg, safety factors b.3 humorous when appropriate b.4 laissez faire or casual when appropriate b.5 organised and efficient b.6 a "critical friend" b.7 motivational and encouraging b.8 disciplinarian, including modification of undesirable behaviours in clients
<p>10. Conditions and/or external influences</p>	<ul style="list-style-type: none"> a. environmental/weather conditions b. other facility users c. injury/illness of athletes d. volume/intensity of other training commitments e. competition program f. sport specific coach influence

11. Core lifts and exercises that form the basis of the basic skills of strength and conditioning	<ul style="list-style-type: none"> a. In relation to the basic skills of strength and conditioning include <ul style="list-style-type: none"> a.1 bench press a.2 squat a.3 chin ups a.4 lat pull-downs a.5 power clean a.6 push press a.7 various single joint movements a.8 abdominal and lower back exercises a.9 running technique
12. Organisational health and safety requirements; safe and appropriate dress; and equipment	<ul style="list-style-type: none"> a. appropriate footwear and clothing and personal equipment, ie, activity specific b. technical equipment - safe working order c. assess, prescribe and monitor athlete loading d. the Australian Coaching Council's <i>coaches code of conduct</i> policy e. Australian Sports Commission doping policy f. State/Territory policies on Occupational Health and Safety issues pertaining to safe work practises g. gymnasiums, Local Council facilities and private facilities h. appropriate safety equipment is made available to the athlete such as those outlined in the <i>Strength and Conditioning Level 1 Coaching Guide</i>
13. Principles of the physiological adaptation to training	<ul style="list-style-type: none"> a. hypertrophy adaptations b. neural adaptations c. cellular adaptations
14. Resources	<ul style="list-style-type: none"> a. human/physical b. gymnasium equipment c. training equipment d. health and safety provisions e. indoor/outdoor facilities
15. Strength and conditioning programs	<ul style="list-style-type: none"> a. programs designed to develop the basic skills of strength and conditioning
16. Support personnel	<ul style="list-style-type: none"> a. administrators b. coach/es c. sports scientists d. sports medicine providers e. agents f. other health professionals g. parents/guardians h. other involved/appropriate personnel
17. Teaching methods	<ul style="list-style-type: none"> a. instructional or coaching approaches adopted by the instructor or coach to convey instructional content to the client/athlete b. depending on the situation the coach or instructor should be able to incorporate a range of combinations of the following approaches and/or any associated variations <ul style="list-style-type: none"> b.1 whole, part, whole approaches b.2 shaping approaches b.3 modelling approaches b.4 command and response approaches b.5 directive approaches through specific set tasks b.6 reciprocal or peer tutoring approaches b.7 feedback and refinement approaches b.8 guided discovery approaches, ie, setting problems and allowing athletes to discover solutions, and/or b.9 experiential or problem solving approaches

18. Testing protocols	a. to conduct appropriate test to measure the following physiological parameters a.1 aerobic performance a.2 anaerobic performance a.3 strength/power a.4 speed/agility
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Evidence Guide

TEACH OR DEVELOP BASIC SKILLS OF STRENGTH AND CONDITIONING

<p>1. Critical aspects of evidence to be considered</p>	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge and ability to use drills, exercises and activities to teach or develop the basic skills of strength and conditioning b. Assessment of performance should be over a period of time covering all categories within the range of variable statements that are applicable in the learners environment c. In particular, assessment must confirm the ability to: <ul style="list-style-type: none"> c.1 Prepare the athlete for involvement in a strength and conditioning program c.2 Assess the athlete's readiness for involvement in a strength and conditioning program c.3 Design a strength and conditioning program c.4 Implement a strength and conditioning program c.5 Monitor and adjust a strength and conditioning program c.6 Evaluate the athlete's performance and modify the program c.7 Assess and, where necessary, correct the performance of core lifts and exercises that form the basis of the basic skills of strength and conditioning c.8 Interpretation and analysis of athletic performance with the view of modifying current plans c.9 Teach or introduce the component parts of the core lifts and exercises that form the basic skills of strength and conditioning at appropriate times during the athletes development
<p>2. Interdependent assessment of units</p>	<ul style="list-style-type: none"> a. This unit must be assessed after attainment of competency in the following unit(s): <ul style="list-style-type: none"> a.1 Nil b. This unit must be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> b.1 SRX CAI 004A Plan a sport and recreation session for clients b.2 SRX CAI 005A Conduct a sport and recreation session for clients c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> c.1 SRS COA 001A Operate in accord with accepted coaching practices, styles and legal and ethical responsibilities c.2 SRS COA 002A Plan individualised training programs to improve skills c.3 SRS COA 003A Conduct, monitor and adjust an individualized program of training sessions to improve skills c.4 SRS COA 004A Evaluate, analyse and modify the conduct and outcomes of individualized training programs to improve skills c.5 SRS COA 005A Include special interest groups or people with special needs c.6 SRS COA 006A Implement the fundamental principles of sports psychology c.7 SRS COA 007A Provide information about the fundamental principles of eating for peak performance
<p>3. Required knowledge and skills</p>	<ul style="list-style-type: none"> a. Underpinning knowledge <ul style="list-style-type: none"> a.1 Understanding of safe and appropriate drills, exercises and practice sessions for the athlete a.2 Understanding of introductory human anatomy and physiology a.3 Understanding of basic biomechanics

	<ul style="list-style-type: none"> a.4 Understanding of the component parts of the core lifts and exercises that form the basic skills of strength and conditioning a.5 Understanding of the adaptations to include pre-adolescent athletes a.6 Familiarity with the organisational health and safety requirements; safe and appropriate dress; and equipment requirements relevant to teaching or developing the basic skills of strength and conditioning b. Underpinning skills <ul style="list-style-type: none"> b.1 Ability to manage a group in a sports setting b.2 Ability implement safe and appropriate drills, exercises and practice sessions for the athlete b.3 Ability to plan weight, plyometric and conditioning programs b.4 Ability to correct of technique of basic weight, plyometric and conditioning exercises
4. Resource implications	<ul style="list-style-type: none"> a. Assessment of this competency requires access to an appropriate sports training setting b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5. Consistency in performance	<ul style="list-style-type: none"> a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
6. Context for assessment	<ul style="list-style-type: none"> a. Competency must be demonstrated in an actual sports training setting b. In cases where the learner does not have the opportunity to cover all categories within the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	2	2	2	2	2	1

SRS SAC 002A TEACH OR DEVELOP INTERMEDIATE SKILLS OF STRENGTH AND CONDITIONING

SAC

Strength and conditioning

DESCRIPTION: This unit covers the knowledge and skills to use drills, exercises and activities to teach or develop the intermediate skills of strength and conditioning.

ELEMENT	PERFORMANCE CRITERIA
1. Prepare the athlete for involvement in a strength and conditioning program	a. The <i>intermediate skills of strength and conditioning</i> are explained to the <i>athlete</i> and relevant <i>support personnel</i> b. The <i>principles of the physiological adaptations to training</i> are explained to the <i>athlete</i> and relevant <i>support personnel</i> c. <i>A range of approaches for programming for specific outcomes</i> are explained to the <i>athlete</i> and relevant <i>support personnel</i>
2. Assess the athlete's readiness for involvement in a strength and conditioning program	a. Background and previous experience in <i>strength and conditioning programs</i> are discussed with the <i>athlete</i> and relevant <i>support personnel</i> b. Athlete/s readiness to acquire and perform the <i>core lifts and exercises that form the basis of the intermediate skill/s of strength and conditioning</i> are assessed c. Appropriate <i>testing protocols</i> are selected and implemented to assess the athlete's readiness to develop/acquire the <i>intermediate skills of strength and conditioning</i> d. The <i>core lifts and exercises that form the basis of the intermediate skills of strength and conditioning</i> to be included in the program are selected based on testing e. Factors which may affect the acquisition of the <i>intermediate skills of strength and conditioning</i> are recognized and addressed as result of testing
3. Design a strength and conditioning program	a. A strength and conditioning program is design for the athlete based on the <i>performance parameters</i> of the sport in which they are involved b. Background and previous experience in strength and conditioning programs are considered when designing a strength and conditioning program for the athlete
4. Implement a strength and conditioning program	a. <i>Teaching methods</i> and <i>coaching styles</i> are selected and implemented that match the athletes readiness, the environment, the intermediate skill/s to be developed and the available equipment b. <i>Feedback</i> is provided to the <i>athlete</i> and other <i>support personnel</i> in accord with the <i>best practice principles of strength and conditioning</i> c. Relevant information, explanations and demonstrations to teach or develop the <i>core lifts and exercises that form the basis of intermediate strength and conditioning</i> are delivered concisely and precisely in accord with the <i>best practice principles of strength and conditioning</i> d. Questioning and communication skills are demonstrated in accord with the <i>best practice principles of strength and conditioning</i> e. Where appropriate, observable body movements are explained for each stage of the <i>core lifts and exercises that form the basis of the</i>

	<p><i>intermediate skills of strength and conditioning</i> in priority of importance</p> <ul style="list-style-type: none"> f. The component parts of the <i>core lifts and exercises that form the intermediate skills of strength and conditioning</i> are taught or introduced at appropriate times during the athletes development g. Sufficient space and resources are allocated for <i>core lifts and exercises that form the intermediate skills of strength and conditioning</i> being performed h. Where appropriate, technological aids and new training trends are used to supplement presentations i. Where appropriate, <i>adaptations to include pre-adolescent athletes</i> into strength & conditioning programs are explained and implemented j. Group control is maintained to ensure the safety and enjoyment of the individual and group, and a satisfactory outcome to the experience k. Athletes are given the opportunity to comment and/or ask questions l. Adjustments are made in response to changes in <i>conditions and/or external influences</i>
<p>5. Monitor and adjust a strength and conditioning program</p>	<ul style="list-style-type: none"> a. Athletes are observed to see that the <i>core lifts and exercises that form the intermediate skills of strength and conditioning</i> are conducted in accord with the <i>best practice principles of strength and conditioning</i> b. Performance of <i>core lifts and exercises that form the intermediate skills of strength and conditioning</i> are assessed and, where necessary, corrected in accord with the <i>best practice principle of strength and conditioning</i> c. Correction techniques applied to improve skill execution on an individualized and/or group basis d. Observation is undertaken with minimal disruption to the flow of the training session e. Modifications to the <i>teaching method</i> and <i>coaching style</i> are implemented in response to results of the monitoring
<p>6. Evaluate the athlete's performance and modify the program</p>	<ul style="list-style-type: none"> a. Appropriate <i>testing protocols</i> are implemented to evaluate the <i>athlete's</i> progress b. Sport specific <i>performance parameters</i> are utilized to evaluate the athlete's progress c. strength and conditioning programs are adjusted accordingly

Range of Variables

TEACH OR DEVELOP INTERMEDIATE SKILLS OF STRENGTH AND CONDITIONING

VARIABLE STATEMENT	CATEGORIES
1. A range of approaches for programming for specific outcomes	<ul style="list-style-type: none"> a. physiological adaptation to training b. hypertrophy c. general strength methods d. power e. conditioning f. plyometric
2. Adaptations to include pre-adolescent athletes	<ul style="list-style-type: none"> a. refers to recommended programming guidelines in relation to <ul style="list-style-type: none"> a.1 appropriate sets and reps a.2 preferences for the use body weight support and resistance exercises a.3 benefits of appropriate training b. should follow the best practice principles of strength and conditioning
3. Anatomical/physiological considerations	<ul style="list-style-type: none"> a. energy systems b. major muscle groups and their actions, including ligaments c. physiological responses/adaptations to training d. microscopic structure of the muscles e. neural system
4. Athlete/s	<ul style="list-style-type: none"> a. are usually committed and self-motivated to improve their performance b. can be talented with various levels of motivation and commitment c. may be beginner through to high performance level competitors d. are usually over the age of 10 years with some sport specific exceptions such as gymnastics or swimming where they may be younger e. can be <ul style="list-style-type: none"> e.1 female or male e.2 with or without a disability or special needs e.3 with or without social disadvantage and/or e.4 from minority ethnic and cultural groups
5. Basic human anatomy and physiology	<ul style="list-style-type: none"> a. identification of <ul style="list-style-type: none"> a.1 major bones a.2 major bony structures a.3 major joints a.4 major muscles, their location and primary functions a.5 nerves a.6 blood vessels b. fundamental understanding of the structure and function of the following anatomical systems <ul style="list-style-type: none"> b.1 bone composition and repair b.2 tissue type b.3 respiratory b.4 cardiovascular b.5 nervous
6. Basic principles of biomechanics	<ul style="list-style-type: none"> a. centre of gravity b. base of support

	<ul style="list-style-type: none"> c. levers d. fulcrums e. major muscle actions
7. Intermediate skills of strength and conditioning	<ul style="list-style-type: none"> a. includes <ul style="list-style-type: none"> a.1 core lifts and exercises a.2 developing the athlete's understanding and ability to apply the principles of physiological adaptation to training in relation to their sport a.3 a range of approaches for programming for specific outcomes b. aim to <ul style="list-style-type: none"> b.1 improve athletic performance b.2 improve athlete's ability to safely perform core lifts and exercises b.3 maximise the application of the principles of physiological adaptation to training b.4 maximise the impact of programming for specific outcomes c. involves <ul style="list-style-type: none"> c.1 accurately assessing athlete's readiness to participate in and/or progress in strength and conditioning programs c.2 including specific groups c.3 assessing and correcting technique
8. Best practice principles of strength and conditioning	<ul style="list-style-type: none"> a. refers to <ul style="list-style-type: none"> a.1 the sport's coaches or instructors <i>code of conduct</i> policy a.2 the Australian Coaching Council's <i>coaches code of conduct</i> policy a.3 Australian Sports Commission's <i>harassment free sport</i> policy a.4 Australian Sports Commission's drugs in sport policy a.5 National Activity Organisation's regulations and guidelines a.6 relevant National, State/Territory or Local government regulations and guidelines a.7 employer organisations policies and procedures a.8 the culture of the sport/activity a.9 accepted preventative practices adopted by self or peers to minimise safety hazards and risks in the same or similar situations a.10 current and past good practice demonstrated by self or peers in the same or similar situation a.11 practices and approaches such as those outlined in the <i>Strength and Conditioning Level 2 Coaching Guide</i>
9. Coaching/ instructional styles	<ul style="list-style-type: none"> a. refers to the presentation style/s adopted by the instructor or coach to communicate with the client/athlete b. depending on the situation the coach or instructor should be able to incorporate a range of combinations of the following styles and/or any associated variations <ul style="list-style-type: none"> b.1 friendly and approachable while maintaining a 'professional distance' b.2 clear, precise and, if appropriate, directive regarding not-negotiable issues, eg, safety factors b.3 humorous when appropriate b.4 laissez faire or casual when appropriate b.5 organised and efficient b.6 a "critical friend" b.7 motivational and encouraging b.8 disciplinarian, including modification of undesirable behaviours in clients
10. Conditions and/or external influences	<ul style="list-style-type: none"> a. environmental/weather conditions b. other facility users c. injury/illness of athletes d. volume/intensity of other training commitments e. competition program f. sport specific coach influence

11. Core lifts and exercises that form the basis of the intermediate skills of strength and conditioning	<ul style="list-style-type: none"> a. In relation to the intermediate skills of strength and conditioning include <ul style="list-style-type: none"> a.1 bench press a.2 squat a.3 chin ups a.4 lat pull-downs a.5 power clean a.6 push press a.7 various single joint movements a.8 abdominal and lower back exercises a.9 running technique a.10 variations of the <ul style="list-style-type: none"> a.10.1 power clean a.10.2 squat a.11 power snatch a.12 sprint/agility technique analysis and correction a.13 other drills, exercises and activities such as those detailed in the <i>Strength and Conditioning Level 2 Coaching Guide</i>
12. Organisational health and safety requirements, safe and appropriate dress and equipment	<p>refers to</p> <ul style="list-style-type: none"> a. appropriate footwear and clothing and personal equipment, ie, activity specific b. technical equipment - safe working order c. assess, prescribe and monitor athlete loading d. the Australian Coaching Council's <i>coaches code of conduct</i> policy e. Australian Sports Commission doping policy f. state policies on Occupational Health and Safety issues pertaining to safe work practises g. gymnasiums, Local Council facilities and private facilities h. appropriate safety equipment is made available to the athlete such as those outlined in the <i>Strength and Conditioning Level 2 Coaching Guide</i>
13. Performance parameters	<ul style="list-style-type: none"> a. biomechanical of an activity to which the client wishes to return, ie, sport specific movements b. physiological components of an activity to which the client wishes to return c. psychological components of an activity to which the client wishes to return, eg, sport specific movements d. fitness, training, competition, general health and/or lifestyle targets e. identification of predominant muscle groups required for participation in the sport or activity in which the client is involved f. beneficial asymmetries g. joint ranges for each sport
14. Principles of the physiological adaptation to training	<ul style="list-style-type: none"> a. hypertrophy adaptations b. neural adaptations c. cellular adaptations
15. Resources	<ul style="list-style-type: none"> a. human/physical b. gymnasium equipment c. training equipment d. health and safety provisions e. indoor/outdoor facilities
16. Strength and conditioning programs	<ul style="list-style-type: none"> a. programs designed to develop the intermediate skills of strength and conditioning
17. Support personnel	<ul style="list-style-type: none"> a. administrators b. coach/es c. sports scientists d. sports medicine providers

	<ul style="list-style-type: none"> e. agents f. other health professionals g. parents/guardians h. other involved/appropriate personnel
18. Teaching methods	<ul style="list-style-type: none"> a. instructional or coaching approaches adopted by the instructor or coach to convey instructional content to the client/athlete b. depending on the situation the coach or instructor should be able to incorporate a range of combinations of the following approaches and/or any associated variations <ul style="list-style-type: none"> b.1 whole, part, whole approaches b.2 shaping approaches b.3 modelling approaches b.4 command and response approaches b.5 directive approaches through specific set tasks b.6 reciprocal or peer tutoring approaches b.7 feedback and refinement approaches b.8 guided discovery approaches, ie, setting problems and allowing athletes to discover solutions b.9 experiential or problem solving approaches
19. Testing protocols	<ul style="list-style-type: none"> a. incorporates <ul style="list-style-type: none"> a.1 organization of equipment a.2 setting-up of equipment a.3 analysis and interpretation of results b. to conduct appropriate test to measure the following physiological parameters <ul style="list-style-type: none"> b.1 aerobic performance b.2 anaerobic performance b.3 strength/power b.4 speed/agility

Evidence Guide

TEACH OR DEVELOP INTERMEDIATE SKILLS OF STRENGTH AND CONDITIONING

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge and ability to use drills, exercises and activities to teach or develop the intermediate skills of strength and conditioning b. Assessment of performance should be over a period of time covering all categories within the range of variable statements that are applicable in the learners environment c. In particular, assessment must confirm the ability to: <ul style="list-style-type: none"> c.1 Prepare the athlete for involvement in a strength and conditioning program c.2 Assess the athlete's readiness for involvement in a strength and conditioning program c.3 Design a strength and conditioning program c.4 Implement a strength and conditioning program c.5 Monitor and adjust a strength and conditioning program c.6 Evaluate the athlete's performance and modify the program c.7 Assess and, where necessary, correct the performance of core lifts and exercises that form the basis of the intermediate skills of strength and conditioning c.8 Interpretation and analysis of athletic performance with the view of modifying current plans c.9 Teach or introduce the component parts of the core lifts and exercises that form the intermediate skills of strength and conditioning at appropriate times during the athletes development
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit must be assessed after attainment of competency in the following unit(s): <ul style="list-style-type: none"> a.1 SRS SAC 001A Teach or develop basic skills of strength and conditioning b. This unit must be assessed after attainment of competency in or, in conjunction with, the following unit(s): <ul style="list-style-type: none"> b.1 SRX CAI 004A Plan a sport and recreation session for clients b.2 SRX CAI 005A Conduct a sport and recreation session for clients c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> c.1 SRS COA 001A Operate in accord with accepted coaching practices, styles and legal and ethical responsibilities c.2 SRS COA 002A Plan individualised training programs to improve skills c.3 SRS COA 003A Conduct, monitor and adjust an individualized program of training sessions to improve skills c.4 SRS COA 004A Evaluate, analyse and modify the conduct and outcomes of individualized training programs to improve skills c.5 SRS COA 005A Include special interest groups or people with special needs c.6 SRS COA 006A Implement the fundamental principles of sports psychology c.7 SRS COA 007A Provide information about the fundamental principles of eating for peak performance
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Underpinning knowledge <ul style="list-style-type: none"> a.1 Understanding of the performance parameters in which the athlete is involved

	<ul style="list-style-type: none"> a.2 Understanding of safe and appropriate drills, exercises and practice sessions for the athlete a.3 Understanding of basic anatomy and physiology a.4 Understanding of basic biomechanics a.5 Understanding of the component parts of the core lifts and exercises that form the intermediate skills of strength and conditioning a.6 Understanding of the adaptations to include pre-adolescent athletes a.7 Familiarity with the organisational health and safety requirements; safe and appropriate dress; and equipment requirements relevant to teaching or developing the intermediate skills of strength and conditioning b. Underpinning skills <ul style="list-style-type: none"> b.1 Ability to assess and/or research the specific performance parameters of the sport in which the athlete is involved b.2 Ability to manage a group in a sports setting b.3 Ability implement safe and appropriate drills, exercises and practice sessions for the athlete b.4 Ability to plan weight, plyometric and conditioning programs based on the specific performance parameters of the sport in which the athlete is involved b.5 Ability to correct of technique of intermediate weight, plyometric and conditioning exercises
4. Resource implications	<ul style="list-style-type: none"> a. Assessment of this competency requires access to an appropriate sports training setting b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
5. Consistency in performance	<ul style="list-style-type: none"> a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment
6. Context for assessment	<ul style="list-style-type: none"> a. Competency must be demonstrated in an actual sports training setting b. In cases where the learner does not have the opportunity to cover all categories within the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	2	3	2	3	1

WATER BASED FITNESS ACTIVITIES

AQA

Contents

SRF AQA 001A Instruct water based fitness classes for the general population 1

SRF AQA 002A Instruct water based fitness activities for specific populations and those with specific fitness goals 7

SRF AQA 001A INSTRUCT WATER BASED FITNESS CLASSES FOR THE GENERAL POPULATION

AQA

Water based fitness activities

DESCRIPTION: This unit provides the knowledge and skills needed to plan, choreograph and instruct basic water based fitness classes for specific client groups.

ELEMENT	PERFORMANCE CRITERIA
1. Develop a plan for a <i>water based fitness class</i>	<ul style="list-style-type: none"> a. The class <i>phases, music, equipment, concepts</i>, and exercises to be used in each phase, transitions, teaching positions are included in the plan b. <i>Instructional techniques</i> are included in the plan c. <i>Pool design</i> and siting is considered when developing the aqua class plan
2. Prepare for delivery of a <i>water based fitness class</i>	<ul style="list-style-type: none"> a. A <i>checklist</i> for the preparation of the class is developed b. An understanding of the physiological and biomechanical changes that are unique to exercise in the water are demonstrated and applied c. The <i>properties of water</i> and the effect of the water environment on <i>specific client groups</i> are considered when developing class plans d. The effects of <i>hydrodynamic</i> principles are considered when developing class plans and instructing clients
3. Display expertise in instructing water based classes, using equipment	<ul style="list-style-type: none"> a. Competence and form in a range of currently popular formats of water based classes are displayed b. Clients are greeted in a positive manner and clients are informed of the purpose of the class c. The various pieces of equipment that can be used in different formats of water based classes are used for <i>specific purpose aqua activities</i> d. The conditioning benefits of a range of currently popular formats of water based classes are described to clients
4. Instruct a <i>water based fitness class</i>	<ul style="list-style-type: none"> a. Clients are screened for medical conditions, medication and injuries b. The class is conducted following <i>safety and health</i> guidelines c. Effective visual and verbal cues are demonstrated d. The <i>properties of water</i> and the effect of the water environment on <i>specific client groups</i> are considered when instructing clients
5. Observe client performance during a <i>water based fitness class</i>	<ul style="list-style-type: none"> a. Clients exercise intensity, technique and safety is continuously monitored during class b. Effective and positive feedback on incorrect intensity or technique is given to clients c. The class is modified as required to ensure clients meet their fitness goals safely and effectively
6. Analyse and improve the effectiveness and benefits of a <i>water based fitness class</i>	<ul style="list-style-type: none"> a. Modifications to improve the effectiveness of the <i>water based fitness class</i> are developed b. Modifications to the instructional technique are implemented in response to results of monitoring c. Clients are given the opportunity to comment and/or ask questions d. Aspects needing further emphasis and/or attention are identified for intervention in future sessions

Range of Variables

INSTRUCT WATER BASED FITNESS CLASSES FOR THE GENERAL POPULATION

VARIABLE STATEMENT	CATEGORIES
1. Checklist	<ul style="list-style-type: none"> a. if music is to be used, music appropriate to the class format is prepared b. routines are rehearsed and flowing c. instructor is ready well before advertised class time d. facility is clean and safe e. any equipment needed is laid out in a safe manner f. music system and microphone are checked, and appropriate levels are set and tested g. any equipment used for particular class formats is set up, used, and put away safely h. any equipment used is checked before use
2. Concepts	may include <ul style="list-style-type: none"> a. fast/slow b. add on c. intensity levels d. formations e. lines, ie, on pool floor f. groups g. arm/leg combinations
3. Equipment	may include <ul style="list-style-type: none"> a. kickboards b. float belts/vests c. neck supports d. flippers e. balls, rings, sticks f. flotation barbells g. paddles h. webbed gloves i. noodles/woggles/cookies/wafers/kick rollers j. stretch cords k. mats l. weight belts m. clothing and sun protection <ul style="list-style-type: none"> m.1 hats m.2 sunglasses m.3 sunscreen n. shoes o. water resistant heart rate monitors p. water resistant stop watches
4. Hydrodynamics	<ul style="list-style-type: none"> a. specific gravity b. buoyancy c. pressure d. flow e. momentum f. friction

5. Instructional techniques	<ul style="list-style-type: none"> a. teaching positioning <ul style="list-style-type: none"> a.1 in the water a.2 out of the water a.3 position of the instructor in relation to clients a.4 position of the instructor in relation to the environment, such as the sound system b. class organisation c. class formation d. verbal communication <ul style="list-style-type: none"> d.1 encouragement d.2 voice clarity d.3 pitch e. body language f. mirror imaging g. mannerisms h. personality i. establishing rapport j. monitoring the class response k. avoidance of competing against the class
6. Music	<ul style="list-style-type: none"> a. may include <ul style="list-style-type: none"> a.1 motivational music a.2 themes a.3 phrased music a.4 unphrased music a.5 singing a.6 cultural music b. selection should consider <ul style="list-style-type: none"> b.1 copyright and legal procedures b.2 major licensing and royalty collection bodies in Australia <ul style="list-style-type: none"> b.2.1 Australasian Mechanical Copyright Owners Society b.2.2 Australasian Performing Rights Association b.2.3 Australian Record Industry Association b.2.4 Phonographic Performance Company of Australia c. quality depends on <ul style="list-style-type: none"> c.1 type of tape used c.2 taping equipment and techniques c.3 care of tapes and equipment c.4 volume
7. Phases	<ul style="list-style-type: none"> a. preparation b. conditioning c. recovery d. adaptation
8. Pool design	<ul style="list-style-type: none"> a. location of <ul style="list-style-type: none"> a.1 first aid rooms a.2 change rooms, toilets and showers b. pool surface c. pool temperature d. location of steps or ladders e. disabled access f. pool depth/s g. rails and rings h. lane ropes
9. Properties of water	<ul style="list-style-type: none"> a. buoyancy b. conduction and cooling c. compression forces d. hydrostatic pressures <ul style="list-style-type: none"> d.1 blood movement d.2 blood pressure d.3 resistance to sharp movements d.4 resists movement

10. Safety and health	<ul style="list-style-type: none"> a. effects of the sun when outdoors b. effect of glare both indoors and outdoors c. safety and pool design d. water quality e. wind chill factor f. first aid considerations g. presence of lifeguards h. Occupational Health and Safety legislation i. maintenance and safety audits
11. Specific purpose aqua activities	<ul style="list-style-type: none"> a. sports conditioning b. balance and coordination
12. Specific client groups	<ul style="list-style-type: none"> a. age b. gender c. occupation d. social interests e. level of ability f. medical conditions, ie, under the supervision of a health or medical professional g. injured, ie, under the supervision of a health or medical professional h. specific conditioning or fitness goals i. sports groups or individuals
13. Water based fitness classes	<ul style="list-style-type: none"> a. also known as aqua classes, aqua fitness, aqua exercise, or aquarobics b. fitness classes conducted in a water environment such as an indoor pool, outdoor pool, saltwater pool or enclosed open water

Evidence Guide

INSTRUCT WATER BASED FITNESS CLASSES FOR THE GENERAL POPULATION

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge of the specifics of exercise in the water in the work environment b. Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment c. In particular, assessment must confirm the ability to: <ul style="list-style-type: none"> c.1 Plan an effective water based fitness class c.2 Evaluate whether conditions are suitable to commence the class c.3 Appropriately introduce clients to the water based fitness class c.4 Instruct an effective water based fitness class c.5 Observe clients and recognise when and how intervention should take place to improve performance c.6 Conduct the class within accepted health and safety requirements c.7 Modify instructional methods and activities to improve class delivery
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit must be assessed after attainment of competency in the following unit(s): <ul style="list-style-type: none"> a.1 SRF FIT 001A Provide orientation to clients prior to undertaking a fitness program a.2 SRF FIT 003A Undertake client induction and screening a.3 SRF FIT 004A Develop basic fitness programs a.4 SRF FIT 005A Apply basic exercise science to exercise instruction a.5 SRF FIT 006A Use and maintain core fitness industry equipment a.6 SRS STR 001A Implement sports first aid procedures and apply sports first aid a.7 SRX CAI 004A Plan a sport and recreation session for clients a.8 SRX CAI 005A Conduct a sport and recreation session for clients a.9 SRX FAC 001A Maintain equipment for activities a.10SRX GRP 001A Facilitate a group a.11SRC AQU 003A Respond to an aquatic emergency using basic water rescue techniques a.12SRC AQU 008A Apply the principles of movement in water to aquatic activities b. This unit must be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> b.1 Nil c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> c.1 Nil
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Underpinning knowledge <ul style="list-style-type: none"> a.1 Basic anatomy and physiology related to exercise in the water a.2 Personal water safety awareness b. Underpinning skills <ul style="list-style-type: none"> b.1 Experience in a range of water based class formats to a wide range of clients in a commercial and/or community fitness environment
4. Resource implications	<ul style="list-style-type: none"> a. Assessment of this competency requires access to suitably equipped theory space, swimming pool suitable for water based exercise classes in terms of pool depth, pool surfaces, entry, exit, water quality and

	<p>temperature, sound system, avoidance of conflict with other users, common equipment for water based fitness classes and fitness participants</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines</p>
5. Consistency in performance	<p>a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment</p>
6. Context for assessment	<p>a. Competency must be demonstrated in a real work environment</p> <p>b. In cases where the learner does not have the opportunity to cover all categories of all range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</p> <p>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</p> <p>d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</p>

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	3	2	2	1	2	2

SRF AQA 002A

INSTRUCT WATER BASED FITNESS ACTIVITIES FOR SPECIFIC POPULATIONS AND THOSE WITH SPECIFIC FITNESS GOALS

AQA

Water based fitness activities

DESCRIPTION: This unit allows instructors to develop a broader range of skills in water based fitness activities current and relevant to instruction in the general fitness industry and apply these skills to specific client groups, the use of specific equipment, or a specific workplace.

ELEMENT	PERFORMANCE CRITERIA
<p>1. Plan a range of currently popular water based classes</p>	<p>a. The plan considers short and long term fitness goals of clients</p> <p>b. The phases, music tempo, music character and exercises to be used in each phase, transition, and teaching positions are included in the plan for a class or water based activity</p> <p>c. Instructional techniques are included in the plan for a class or water based activity</p> <p>d. The effects of hydrodynamic principles on specific clients are considered when developing class plans</p> <p>e. A checklist for the preparation of the class is developed</p>
<p>2. Display expertise in a range of currently popular formats of water based fitness classes, including the use of equipment</p>	<p>a. Clients are greeting in a positive manner and informed of the purpose of the water based fitness class</p> <p>b. The specific conditioning benefits of the water based class/es is/are described to clients</p> <p>c. Clients are observed for water familiarisation and swimming skills</p> <p>d. Proficiency in the use of the various pieces of equipment that can be used in different formats of water based classes is demonstrated</p> <p>e. Competence and form in a range of currently popular formats of water based classes for specific outcomes are displayed</p> <p>f. An understanding of the physiological and biomechanical changes that are unique to exercise in the water are demonstrated and applied</p> <p>g. The water based fitness class is conducted following safety and health standards</p>
<p>3. Instruct a range of currently popular water based classes</p>	<p>a. Clients are greeted in a positive manner and clients are informed of the purpose of the class</p> <p>b. Clients are screened for medical conditions, medication and injuries</p> <p>c. The class or water based activity is conducted to fit the aims and styles of a specific water based outcome</p> <p>d. Effective visual and verbal cues are demonstrated</p> <p>e. The properties of water and the effect of the water environment on specific client groups are considered when instructing clients</p>
<p>4. Observe client performance during a range of currently popular water based classes</p>	<p>a. Clients exercise intensity, technique and safety are continuously monitored during the class</p> <p>b. Effective and positive feedback on incorrect intensity or technique is given to clients</p> <p>c. The class or water based activity is modified as required to ensure clients meet their fitness goals safely and effectively</p>

5. **Analyse the effectiveness and benefits of currently popular water based classes**
- a. Modifications to improve the effectiveness of a range of currently popular water based classes or activities are developed
 - b. Modifications to instructional technique are implemented in response to the results of monitoring
 - c. Clients are given the opportunity to comment and/or ask questions
 - d. Aspects needing further emphasis and/or attention are identified for intervention in future sessions

Range of Variables

INSTRUCT WATER BASED FITNESS ACTIVITIES FOR SPECIFIC POPULATIONS AND THOSE WITH SPECIFIC FITNESS GOALS

VARIABLE STATEMENT	CATEGORIES
1. Checklist	<ul style="list-style-type: none"> a. if music is to be used, music appropriate to the class format is prepared b. routines are rehearsed and flowing c. instructor is ready well before advertised class time d. facility is clean and safe e. any equipment needed is laid out in a safe manner f. music system and microphone are checked, and appropriate levels are set and tested g. any equipment used for particular class formats is set up, used, and put away safely h. any equipment is checked before use
2. Equipment	<ul style="list-style-type: none"> a. used by clients may include <ul style="list-style-type: none"> a.1 kickboards a.2 float belts/vests a.3 neck supports a.4 flippers a.5 balls, rings, sticks a.6 flotation barbells a.7 paddles a.8 webbed gloves a.9 noodles/woggles/cookies/wafers/kick rollers a.10 stretch cords a.11 mats a.12 weight belts a.13 clothing and sun protection <ul style="list-style-type: none"> a.13.1 hats a.13.2 sunglasses a.13.3 sunscreen a.14 shoes a.15 water resistant heart rate monitors a.16 water resistant stop watches b. used by instructors may include <ul style="list-style-type: none"> b.1 non-slip mat b.2 aqua frame b.3 tape deck and microphone b.4 earth leakage protection device b.5 clothing and sun protection b.6 lifesaving equipment
3. Hydrodynamic principles	<ul style="list-style-type: none"> a. may include <ul style="list-style-type: none"> a.1 buoyancy a.2 specific gravity a.3 density a.4 hydrostatic pressure a.5 lift a.6 drag a.7 turbulence a.8 resistance

	<ul style="list-style-type: none"> b. may effect <ul style="list-style-type: none"> b.1 propulsion b.2 balance and stability b.3 flotation b.4 acceleration
4. Instructional techniques	<ul style="list-style-type: none"> a. instructional approaches adopted by the instructor to convey instructional content to the client using techniques including <ul style="list-style-type: none"> a.1 teaching positioning <ul style="list-style-type: none"> a.1.1 in the water a.1.2 out of the water a.1.3 relation to clients a.1.4 relation to the environment, such as the sound system a.2 class organisation a.3 class formation a.4 mirror imaging b. the instructor should incorporate a range of the following methods and approaches within an aquatic environment, depending on the situation <ul style="list-style-type: none"> b.1 verbal communication <ul style="list-style-type: none"> b.1.1 encouragement b.1.2 voice clarity b.1.3 pitch b.2 non verbal communication <ul style="list-style-type: none"> b.2.1 body language b.2.2 mannerisms b.2.3 personality b.3 demonstration strategies b.4 motivational strategies b.5 monitoring, feedback and refinement strategies c. avoidance of competing against the class
5. Outcomes	<ul style="list-style-type: none"> a. specific client groups, such as <ul style="list-style-type: none"> a.1 sports teams a.2 older adults a.3 children a.4 those with disabilities b. specific types of equipment, such as <ul style="list-style-type: none"> b.1 sports specific conditioning b.2 deep water b.3 balance and coordination c. specific environments, such as <ul style="list-style-type: none"> c.1 community settings c.2 circuit rooms c.3 heavy weights c.4 water
6. Phases	<ul style="list-style-type: none"> a. preparation b. conditioning c. recovery d. adaptation
7. Properties of water	<ul style="list-style-type: none"> a. buoyancy b. conduction and cooling c. compression forces d. hydrostatic pressures <ul style="list-style-type: none"> d.1 blood movement d.2 blood pressure d.3 resistance to sharp movements e. resists movement
8. Safety and health	<ul style="list-style-type: none"> a. medical conditions, ie, under the supervision of a health or medical professional b. injured, ie, under the supervision of a health or medical professional c. effects of the sun when outside or through glass d. safety and pool design, with emphasis on pool entry

	<ul style="list-style-type: none"> e. water quality f. first aid considerations g. presence of lifeguards h. pool safety equipment i. other facility users j. rescue and resuscitation skills k. Occupational Health and Safety legislation l. maintenance and safety procedures
<p>9. Specific client(s)</p>	<p>may include</p> <ul style="list-style-type: none"> a. different ages b. pregnant c. athletes d. those with a disability e. those with medical conditions, ie, under the supervision of a health or medical professional f. those rehabilitating from injury, ie, under the supervision of a health or medical professional g. those with specific conditioning or fitness goals
<p>10. Water based classes</p>	<ul style="list-style-type: none"> a. also known as aqua classes, aqua exercise, aqua fitness, or aquarobics b. fitness classes conducted in a water environment such as an <ul style="list-style-type: none"> b.1 indoor pool b.2 outdoor pool b.3 saltwater pool b.4 enclosed open water c. may include <ul style="list-style-type: none"> c.1 interval c.2 circuit c.3 deep water, including running c.4 flexibility, mobility and coordination c.5 sports conditioning c.6 resistance training

Evidence Guide

INSTRUCT WATER BASED FITNESS ACTIVITIES FOR SPECIFIC POPULATIONS AND THOSE WITH SPECIFIC FITNESS GOALS

<p>1. Critical aspects of evidence to be considered</p>	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge of the customisation of specific water based fitness activities in the work environment b. Assessment of performance should be over a period of time covering all categories of all range of variable statements that are applicable in the learners environment c. In particular, assessment must confirm the ability to: <ul style="list-style-type: none"> c.1 Plan an effective specific purpose fitness activity c.2 Explain the specifics of the specific purpose water based fitness activity format to clients c.3 Explain the conditioning benefits of the specific purpose water based fitness activity format to clients c.4 Follow the safety guidelines particular to the specific purpose water based fitness activity
<p>2. Interdependent assessment of units</p>	<ul style="list-style-type: none"> a. This unit must be assessed after attainment of competency in the following unit(s): <ul style="list-style-type: none"> a.1 SRF AQA 001A Instruct water based fitness classes for the general population b. This unit must be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> b.1 SRC AQU 007A Respond to an aquatic emergency using advanced water rescue techniques b.2 SRC AQU 008A Apply the principles of movement in water to aquatic activities b.3 SRC AQU 009A Instruct water familiarisation, buoyancy and mobility skills b.4 SRC AQU 010A Instruct water safety and survival skills c. For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s): <ul style="list-style-type: none"> c.1 Nil
<p>3. Required knowledge and skills</p>	<ul style="list-style-type: none"> a. Underpinning knowledge <ul style="list-style-type: none"> a.1 Basic exercise science and hydrodynamic effects related to the water based fitness activity format a.2 Knowledge of intervention strategies to achieve more efficient movements in water b. Underpinning skills <ul style="list-style-type: none"> b.1 Development of water based fitness activity plans including mapping of suitable music if required to provide a structure for improving or maintaining the fitness of clients b.2 Experience in instructing a range of basic water based fitness classes to a wide range of clients in a commercial or community fitness environment b.3 Skills in using a range of common water based fitness activity equipment b.4 Use of music in water based fitness classes for client motivation b.5 Skills to recover and resuscitate a person in difficulty in the water b.6 Feedback and questioning skills to assist clients in the performance of water based exercises
<p>4. Resource implications</p>	<ul style="list-style-type: none"> a. Assessment of this competency requires access to suitably equipped theory space, swimming pool suitable for water based exercise classes in terms of pool depth, pool surfaces, entry, exit, water quality and

	<p>temperature, sound system, avoidance of conflict with other users, common equipment for water based fitness classes and fitness participants</p> <p>b. Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines.</p>
5. Consistency in performance	<p>a. Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment</p>
6. Context for assessment	<p>a. Competency must be demonstrated in a real work environment</p> <p>b. In cases where the learner does not have the opportunity to cover all categories of all the range of variables statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on "What if?" scenarios</p> <p>c. Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes</p> <p>d. Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons</p>

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	3	2	2	1	2	2