



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **CUAOHS501A Maintain a high level of fitness for performance**

**Release: 1**

## CUAOHS501A Maintain a high level of fitness for performance

### Modification History

Version	Comments
CUAOHS501A	This version first released with <i>CUA11 Live Performance Training Package version 1.0</i>

### Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to design, implement and evaluate the effectiveness of an advanced exercise program.

### Application of the Unit

This unit applies to individuals who need to maintain peak fitness for performances that require a high level of stamina, strength and endurance. Physical conditioning is a vital aspect of a performer's daily routine and to be effective, performers need to develop fitness programs that incorporate a well-developed understanding of anatomy and physiology, the principles of biomechanics, and the way these inform the development of advanced exercise programs. At this level, access to a fully equipped fitness studio or gym is required. Work performed requires a range of well-developed skills where some discretion and judgement are required and individuals are expected to take responsibility for their own outputs.

### Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

### Pre-Requisites

Not applicable.

### Employability Skills Information

This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

<b>Element</b>	<b>Performance Criteria</b>
<i>Elements describe the essential outcomes of a unit of competency.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.</i>

## Elements and Performance Criteria

<p>1. Design an advanced exercise program</p>	<p>1.1. Discuss with <i>relevant personnel</i> the type of advanced exercise program best suited to own <i>performance</i> needs</p> <p>1.2. Target each <i>component</i> of fitness with <i>advanced applications of exercise modalities</i></p> <p>1.3. Apply understanding of the <i>lever and cam systems</i> of exercise equipment when designing fitness programs</p> <p>1.4. Undertake basic postural screening to determine whether exercises are needed to modify postural irregularities</p> <p>1.5. Apply the frequency, intensity, type and time (FITT) principle to planning advanced aerobic conditioning, flexibility, muscular strength, endurance and power programs</p> <p>1.6. Incorporate <i>aspects of somatic methods</i> that match own performance requirements into <i>advanced exercise program</i></p> <p>1.7. Document advanced exercise program, building in strategies for ongoing review and amendment</p>
<p>2. Implement advanced exercise program</p>	<p>2.1. Always perform <i>warm-up and cool-down procedures</i> in conjunction with exercise activities</p> <p>2.2. Follow advanced exercise program under appropriate supervision</p> <p>2.3. Use advanced applications of exercise modalities correctly according to manufacturer or instructor recommendations</p> <p>2.4. Follow studio or gymnasium rules and etiquette</p> <p>2.5. Amend exercise program to incorporate feedback and advice from relevant personnel as required</p>
<p>3. Evaluate advanced exercise program</p>	<p>3.1. Consider a range of <i>factors</i> when evaluating whether the goals of an advanced exercise program are being achieved</p> <p>3.2. Evaluate physiological changes that occur as a result of implementing an advanced exercise program</p> <p>3.3. Note <i>symptoms</i> that indicate over training and <i>take account</i> of these when revising advanced exercise program</p>

## Required Skills and Knowledge

*This section describes the skills and knowledge required for this unit.*

### Required skills

- communication skills to:
  - discuss aspects of advanced exercise programs with relevant personnel
  - interpret and clarify written and verbal instructions
- initiative and enterprise skills to identify exercises that best meet own physical conditioning needs
- planning and organising skills to:
  - identify a range of factors to be considered when developing an advanced exercise program
  - develop, implement and monitor the effectiveness of an advanced exercise program
- problem-solving skills to:
  - resolve problems encountered in training
  - redesign an advanced exercise program to take account of issues identified as a result of evaluating the program after implementation
- self-management skills to:
  - set goals in relation to increasing fitness levels
  - prepare for exercise program through OHS practices
  - demonstrate consistency, discipline and commitment in relation to evaluating and monitoring personal fitness levels
- teamwork skills to participate in group training sessions
- technical skills to:
  - execute a series of advanced body conditioning exercises using a diverse range of equipment
  - measure physiological responses to exercise, e.g. pulse and blood pressure
  - determine target exercise heart rates
  - technology skills to access and download information from the internet.

### Required knowledge

- well-developed knowledge of:
  - basic anatomy, physiology and nutritional principles as applied to performance activities
  - biomechanical principles
  - injury-prevention strategies
  - symptoms of over training
  - OHS procedures appropriate to performance-skills practice
  - gender issues relevant to exercise and conditioning, such as:
    - body image
    - hydration
    - nutrition
    - injury prevention
    - foot care

- effect of different exercise routines on gender-specific physical attributes
- muscular strength
- skeletal differences
- overview knowledge of:
  - principles common to different somatic methods
  - concepts used in somatic neuromuscular repatterning processes.

## Evidence Guide

*The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.*

<b>Overview of assessment</b>	
<b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b>	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"> <li>• design an advanced exercise program that:             <ul style="list-style-type: none"> <li>• meets performance needs</li> <li>• incorporates a range of advanced applications of exercise modalities to target each component of fitness</li> </ul> </li> <li>• implement an advanced exercise program and evaluate its effectiveness</li> <li>• work collaboratively with others to achieve fitness goals.</li> </ul>
<b>Context of and specific resources for assessment</b>	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> <li>• sufficient space, facilities and equipment appropriate for fitness and conditioning exercise</li> <li>• equipment and tools for monitoring and implementing exercise regimes, such as health-monitoring devices.</li> </ul>
<b>Method of assessment</b>	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> <li>• direct questioning combined with review of portfolios of evidence</li> <li>• third-party workplace reports of on-the-job performance</li> <li>• evaluation of an advanced exercise program</li> <li>• verbal or written questioning to test knowledge as listed in the required skills and knowledge section of this unit</li> <li>• case studies and scenarios as a basis for discussion of issues and challenges that arise in the context of maintaining a high level of fitness</li> <li>• direct observation or video recording of the candidate undertaking an exercise program.</li> </ul> <p>Assessment methods should closely reflect workplace demands (e.g. literacy) and the needs of particular groups (e.g. people with disabilities and people who may have literacy or numeracy difficulties, such as speakers of</p>

	languages other than English, remote communities and those with interrupted schooling).
<b>Guidance information for assessment</b>	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"><li>• CUAOHS401A Apply movement and behavioural principles to physical conditioning</li><li>• CUAOHS402A Participate in gym and weight training for performances.</li></ul>



## Range Statement

*The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.*

<p><b><i>Relevant personnel</i></b> may include:</p>	<ul style="list-style-type: none"> <li>• teacher</li> <li>• medical practitioner</li> <li>• physiotherapist</li> <li>• dietician</li> <li>• mentor</li> <li>• qualified fitness instructor</li> <li>• supervisor</li> <li>• colleague</li> <li>• fellow student</li> <li>• performer.</li> </ul>
<p><b><i>Performance genres</i></b> may include:</p>	<ul style="list-style-type: none"> <li>• acrobatics and circus skills</li> <li>• dance</li> <li>• mime</li> <li>• physical theatre.</li> </ul>
<p><b><i>Components</i></b> relate to:</p>	<ul style="list-style-type: none"> <li>• strength</li> <li>• flexibility</li> <li>• stamina.</li> </ul>
<p><b><i>Advanced applications of exercise modalities</i></b> may relate to:</p>	<ul style="list-style-type: none"> <li>• advanced overload techniques in resistance training, such as:             <ul style="list-style-type: none"> <li>• matrix</li> <li>• supersets</li> <li>• split programs</li> <li>• plyometrics</li> </ul> </li> <li>• intermediate or advanced class intensities of:             <ul style="list-style-type: none"> <li>• pump</li> <li>• step</li> <li>• spin</li> <li>• Pilates</li> <li>• yoga.</li> </ul> </li> </ul>
<p>Aspects of <b><i>lever and cam systems</i></b> include:</p>	<ul style="list-style-type: none"> <li>• biomechanical principles:             <ul style="list-style-type: none"> <li>• mass</li> <li>• force</li> <li>• velocity</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• acceleration</li> <li>• work</li> <li>• momentum</li> <li>• function of: <ul style="list-style-type: none"> <li>• levers</li> <li>• cam</li> <li>• pulley</li> </ul> </li> <li>• lever systems: <ul style="list-style-type: none"> <li>• 1st class</li> <li>• 2nd class</li> <li>• 3rd class</li> </ul> </li> <li>• lever alterations: <ul style="list-style-type: none"> <li>• force arm</li> <li>• resistance arm</li> <li>• axis of rotation.</li> </ul> </li> </ul>
<p><b><i>Aspects of somatic methods</i></b> may relate to:</p>	<ul style="list-style-type: none"> <li>• somatic movement coordination ideals, such as: <ul style="list-style-type: none"> <li>• action matches intention</li> <li>• ideal movement coordination improves the body and its capacity to act</li> <li>• volitional movements are reversible</li> <li>• volitional movements feel light and easy</li> <li>• muscles recruited are appropriate to the action (large muscles move large body masses)</li> <li>• muscular tonus is proportionally distributed through the body</li> <li>• movement is metabolically efficient</li> <li>• mechanical forces are transmitted through the skeleton</li> <li>• skeleton moves in spatial paths as if the head were perceptually leading the action</li> <li>• skeletal movement is constrained solely by joint and ligamentous structure</li> </ul> </li> <li>• somatic neuro-muscular repatterning processes, such as: <ul style="list-style-type: none"> <li>• directed thinking processes used in the Alexander technique (direction)</li> <li>• imagery processes used in Ideokinesis</li> <li>• kinetic imagery used in Feldenkrais-method awareness through movement lessons</li> <li>• kinetic imagery from body-mind centring</li> <li>• exploratory movement sequences used in:</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Feldenkrais method</li> <li>• body-mind centring</li> <li>• Bartenieff fundamentals</li> <li>• communicative touch and manipulation processes used: <ul style="list-style-type: none"> <li>• in the Alexander Technique</li> <li>• to facilitate ideokinetic imagery</li> <li>• in the Feldenkrais method</li> <li>• in body-mind centring.</li> </ul> </li> </ul>
<i>Somatic methods</i> may include:	<ul style="list-style-type: none"> <li>• Alexander technique</li> <li>• Bartenieff fundamentals</li> <li>• body-mind centring</li> <li>• Feldenkrais method</li> <li>• Ideokinesis</li> <li>• Pilates</li> <li>• sensory awareness</li> <li>• yoga</li> <li>• Thera-Band.</li> </ul>
<i>Advanced exercise program</i> should cover:	<ul style="list-style-type: none"> <li>• muscular endurance</li> <li>• muscular strength</li> <li>• hypertrophy</li> <li>• power</li> <li>• speed</li> <li>• cardiovascular endurance</li> <li>• fat loss</li> <li>• flexibility.</li> </ul>
<i>Warm-up and cool-down procedures</i> may include:	<ul style="list-style-type: none"> <li>• stretching</li> <li>• joint-mobility exercises</li> <li>• flexibility exercises</li> <li>• aerobic activities</li> <li>• anaerobic exercises</li> <li>• coordinated breathing activities</li> <li>• floor work.</li> </ul>
<i>Factors</i> may include:	<ul style="list-style-type: none"> <li>• completion of the program</li> <li>• ease of exercise loads</li> <li>• boredom</li> <li>• achievement of exercise goals</li> <li>• signs of over training</li> <li>• goal achievement</li> <li>• changes in exercise session results</li> <li>• ease of effort</li> </ul>

	<ul style="list-style-type: none"> <li>• outcome of fitness appraisal.</li> </ul>
<i>Symptoms</i> of over training may include:	<ul style="list-style-type: none"> <li>• tiredness</li> <li>• lethargy</li> <li>• decreased performance</li> <li>• increased resting heart rate</li> <li>• regular minor illnesses.</li> </ul>
Ways to <i>take account</i> may include:	<ul style="list-style-type: none"> <li>• adjusting the quality versus quantity ratio of training</li> <li>• ensuring adequate rest</li> <li>• setting realistic goals</li> <li>• acknowledging the significance of issues associated with: <ul style="list-style-type: none"> <li>• sleep</li> <li>• nutrition</li> <li>• stress.</li> </ul> </li> </ul>

## Unit Sector(s)

Performing arts - OHS

## Custom Content Section

Not applicable.