# Training and Assessment Strategy
# Fitness Coach
# SIS30321 Certificate III in Fitness
# *WA Vet In Schools*

## A.  BACKGROUND

### NAME OF RTO
Australian Institute of Fitness Pty Ltd  - RTO ID 121508

### QUALIFICATION
SIS30321 Certificate III in Fitness
SIS Sport, Fitness and Recreation Training Package

### PROGRAM OVERVIEW
This program has been designed for someone who is seeking to work in the Australian fitness industry. It provides training opportunities, which lead to the development of qualified fitness professionals capable of fulfilling a range of roles within the industry.

These roles may include 'Gym Instructor' and 'Group Exercise Instructor'.

This program has been designed for someone without prior knowledge or experience in the fitness industry and is considering the industry's entry-level qualification.

### CONTENT AREAS COVERED
➔   Provide First Aid
➔   Organise personal work priorities
➔   Pre-exercise screening
➔   Client fitness assessments
➔   Providing quality customer service
➔   Workplace health and safety
➔   Gym-based exercise programs for individual clients
➔   Anatomy and physiology
➔   Healthy eating
➔   Plan and instruct group exercise classes
➔   Maintaining equipment for activity
➔   Maintain sport, fitness and recreation facilities
➔   Plan and instruct group exercise classes for children
➔   Facilitate inclusion for people with a disability

## B. TARGET GROUP

Vocational Education and Training in Schools (VET in Schools) are programs undertaken by school students as part of the senior secondary certificate that provides credit towards a nationally recognised VET qualification within the Australian Qualifications Framework. The training students receive reflects specific industry competency standards and is delivered by a Registered Training Organisation (RTO) or a school in partnership with an RTO.

VET is learning which is directly related to work. Students can undertake VET at school:

➔ as part of their school studies - delivered and resourced by a school registered training organisation (RTO)
➔ by enrolling in a qualification with an external RTO - funded either by the department's VET investment budget or through fee-for-service arrangements, i.e. where the student or parent pays for the qualification

The VETiS SIS30321 Fitness Coach audience is specifically secondary school students:

**Primary:** School Students
➔ <u>Demographics</u>:
  ◆ Male and female;
  ◆ 16-17 years old;
  ◆ Australian born
  ◆ Low disposable income and socio-economic status;
  ◆ Likely to be living at home and dependent on parents;
➔ <u>Geographics</u>:
  ◆ Australia-wide
  ◆ Predominantly metro areas
➔ <u>Psychographics</u>:
  ◆ Strong interest in sports and/or fitness;
  ◆ Personally active with a sports/fitness regime;
  ◆ Interested in helping others;
  ◆ Strong expectation to have a career outcome at the end of their studies.
  ◆ Moderate expectation to have a career outcome at the end of their studies, may be selecting VETiS to avoid more traditional high school pathways.
➔ <u>Academic Background</u>:
  ◆ Completed secondary school at least to a Year 10 level;
  ◆ Positive study experiences;
  ◆ Computer literate;
  ◆ Self-motivated learner;
  ◆ Disinterested in pursuing traditional academia.

## AIF ENTRY REQUIREMENTS

Potential Students ('Newbies') of the SIS30321 program are required to satisfy the following criteria:

➔ Be 16 years of age or older - Year 11 or Year 12
➔ Attend an eligibility interview (either in person or via phone) with an employee of AIF
➔ Demonstrate an understanding of and desire to be employed in the Fitness industry
➔ Demonstrate satisfactory levels of language, literacy and numeracy ('LLN'). For more information, refer to the AIF's *LLN and Other Learning Needs Policy and Procedure*, LLN Assessment Guidelines, Cert III LLN Analysis, and

➔ Complete an *Enrolment Form*.

## RELATED OCCUPATIONS

Those with this level of competency may be able to undertake work in locations such as gyms, fitness facilities, pools and community facilities.
➔ Exercise instructor – gym
➔ Exercise instructor – group exercise
➔ Exercise instructor - aqua

## LICENCE/REGULATORY INFORMATION

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

## C. MEETING TRAINING PACKAGE REQUIREMENTS

## ENTRY REQUIREMENTS

The Training Package does not specify any entry requirements or prerequisites for this qualification. NESA only allows entry for Year 11 & Year 12 students.

## PACKAGING RULES

15 units must be completed:
● 11 core units
● 4 elective units, consisting of:
    ○ 2 units from the list provided within the SIS package
    ○ 2 units from the list provided, elsewhere in the SIS training package, or from any other current training package or accredited course.

The selection of electives has been guided by AIF's extensive industry engagement and determination of learner needs (refer to TARGET GROUP section) and the industry's workforce needs (REFER COURSE RESPONSIVENESS TO LEARNER AND INDUSTRY NEEDS). It should be noted that this TAS outlines AIF's approved 'Master' program, which may be adjusted to accommodate specific individual or employer's needs, however only where AIF has the expertise and resources to deliver the proposed unit/s of competency (any permeations are subject to approval by the CEO or delegate and may require a customised TAS).

| Code | Title |
|------|-------|
| HLTAID011* | Provide First Aid |
| BSBOPS304* | Deliver and monitor a service to customers |
| BSBPEF301* | Organise personal work priorities |
| HLTWHS001* | Participate in workplace health and safety |
| SISFFIT032* | Complete pre-exercise screening and service orientation |
| SISFFIT033* | Complete client fitness assessments |
| SISFFIT035* | Plan group exercise sessions |

| SISFFIT036* | Instruct group exercise sessions |
| --- | --- |
| SISFFIT040* | Develop and instruct gym-based exercise programs for individual clients |
| SISFFIT047* | Use anatomy and physiology knowledge to support safe and effective exercise |
| SISFFIT052* | Provide healthy eating information |
| SISXPLD004 | Facilitate groups |
| SISFFIT037 | Develop and instruct group movement programs for children |
| SISXCAI009 | Instruct strength and conditioning techniques |
| SISXIND011 | Maintain sport, fitness and recreation industry knowledge |
| *Core Units | |

## TRAINING PACKAGE ENTRY PATHWAYS
Not applicable for this training package.

## TRAINING PACKAGE EXIT PATHWAYS
Eligibility for entry to SIS40221 Certificate IV in Fitness.

## DELIVERY LOCATIONS
In AIF campuses:
➔ WA

## RECOGNITION OF PRIOR LEARNING AND AQF CERTIFICATION
Recognition of prior learning (RPL), Competencies (RCC) is an accepted pathway to achieving the SIS30321 qualification. AIF also recognises and provides credit to students for Units of Competency and/or modules (unless licensing or regulatory requirements prevent this) which have been issued by any other RTO or AQF-authorised issuing organisation. Refer to the AIF's *RPL/Credit Transfer Policy and Procedure.*

## ISSUING OF CERTIFICATION
AIF is fully responsible for the quality and implementation of this program and issues a SIS30321 Certificate III in Fitness qualification to the students who have fully satisfied all the Training Package requirements and all of AIF's terms and conditions.

Where a student may withdraw before full qualification completion, the AIF will issue a Statement of Attainment to these students for their completed Units of Competency subject to fully satisfying all the Training Package requirements for these units and all of AIF's terms and conditions.

## D.  PROGRAM DETAILS

## AMOUNT OF TRAINING
A total of 823 hours of training are needed for the program, and they will be spread out across 33 weeks, or one academic school year. This incorporates holistic learning and evaluation strategies, accelerated learning methodologies, and a weekly schedule of on-campus coach-led workshops.

The amount of training has been planned taking into account the workforce requirements of the relevant industry, as discussed in the section on course responsiveness to learner and industry needs, as well as the needs and learning preferences of the typical learner profiles identified in the Target Group section.

The program offers thorough instruction and evaluation to make sure students gain the knowledge and abilities needed to excel in the fitness industry. Regular on-campus coach-led workshops are incorporated into the curriculum to foster a positive learning atmosphere and promote engagement with the course material.

| | |
|---|---|
| **Structured Learning** | 197.75 |
| **Self-Directed Learning** | 245.3 |
| **Structured Learning - Work Placement** | 70 |
| **Self-reflection** | 112.5 |
| **TOTAL LEARNING HOURS:** | 625.55 |

| | |
|---|---|
| **Written Assessments (Classroom Based)** | 2 |
| **Written Assessments (not Classroom)** | 40.2 |
| **Written Assessment (Workplace Project)** | 11.4 |
| **Practical Skills (Simulated Environment)** | 144.5 |
| **Practical Skills (Workplace Environment)** | 0 |
| **TOTAL ASSESSMENT HOURS:** | 198.1 |
| **TOTAL COURSE HOURS:** | **823.65** |

A full breakdown of hours x each unit, including clustering arrangements, is available in the TAS *Course Summary of Hours Shee*t, available in the iHub.

## SEQUENCING
The program modules are ordered in a specific sequence to enhance learning. The module order is set and may be found in the *Course Summary of Hours Sheet*. The sequence allows for the clustering of 1-3 Units of Competency and a layered approach so that concepts are built upon throughout the program. The sequencing is the same for each mode of study.

## CLUSTERING OF UNITS
Under the AQF, the volume of learning identifies the notional duration of all activities required to achieve the learning outcomes specified for a particular AQF qualification type. As a result of the combination of clustering and accelerated learning techniques across various elements within multiple Units of Competency, duplication and repetition have been avoided, resulting in a logical flow and context to the program. In addition, clustering common elements and knowledge and performance criteria ensures that similar outcomes are taught and assessed together, reflecting their real-life application in the industry.

## ACCELERATED LEARNING TECHNIQUES (ALTS)

The AIF embeds ALTs into its training by actively involving the whole person, using physical activity, creativity, music, images, videos, and other methods designed to get people deeply involved in their learning. The program is multifaceted, encompassing various creative methods and techniques that research suggests can enhance retention and performance. Examples include short 5-15 minute videos on key learning concepts, a video library of exercises selection and instruction, and interactive Your Turns that allow students to practice what they are learning. A key goal is that students who use accelerated learning methods become more effective learners.

## TRAINING AND ASSESSMENT ARRANGEMENTS

The Fitness Coach program is divided into eight modules and consists of:
➔ online learning broken down into readings, pre-recorded video content, interactive your-turns, and formative assessments,
➔ weekly workshops held at either an AIF campus or at a centralised location agreed upon by the RTO and the Schools,
➔ access to Student Focus (tutorial) time scheduled for 0.25 hours immediately prior and post every session,
➔ an extensive industry experience component, made up of 70 hours of work placement,
➔ online summative assessments within each module to highlight what has been learned.

The assessment tasks (Challenges) consist of short answer questionnaires (SAQ), role-play, case studies, and practical tasks within each module's progressive portfolio. One online multiple-choice quiz (eCheck) is also provided in each module. Assessment tasks may be either summative or formative. The student must competently complete all tasks to be eligible to receive the SIS30321 qualification as assessed against the program's Assessor Challenge Tools.

The individual arrangements with the School determine the scheduling of workshops; however, all workshops are delivered over the academic school year.

You may find a comprehensive breakdown of this program's training and assessment strategies for each unit in the supplementary *Course Summary of Hours Sheet*.

## STUDENT SUPPORT

Student support is a critical component of the AIF model. It is acknowledged that students enrolling may have special needs, which may relate to language, literacy and/or numeracy (LLN) challenges, disabilities (both physical and intellectual) and anxiety or inexperience with the learning environment. AIF determines the level and range of student support provided to each student through its up-front suitability assessment and ongoing student monitoring strategies, with both academic and non-academic support in place.

Student support (Warrior's Focus) is offered through a range of strategies including but not limited to:
● One on One Support with its Coaches available at the commencement and end of each session for 15 minutes plus tutorial sessions
● Phone, email and Facebook support if required
● Reasonable adjustment to assessment activities (wherever AIF's *Language, Literacy, Numeracy and Other Needs Policy and Procedure* applies), and
● Access to external services for specialist assistance (refer to AIF's *Student Support List*).

In addition to AIF-led student support, VETiS Partners offer a range of support within the framework of their school system. These include but are not limited to:

- School holiday classes and tutorials to allow for catch-ups, further learning and re-assessments
- The final school term being extra time for students to catch up, attempt reassessment or be given individualised support to assist them in meeting competencies.

 (refer to AIF's *Student Support and Progression Policy and Procedure* for further details).

## PERSONAL STUDY TIME

AIF has built into this program dedicated time for personal study per week, which supports the consolidation of the student's learning for that immediate period and also allows for preparatory work. Personal study time is any self-directed activity that supplements the learning performed in the directed learning. This may include (but is not limited to) activities such as revising content learned in a session, completing personal workouts using techniques learned in class, web-based research and reading publications relevant to the program.

## E. SUPPORTING DOCUMENTS AND RESOURCES

## TRAINING AND ASSESSMENT RESOURCES

The following training and assessment resources are available:

**Student Issued:**
- *Fitness Coach Content* (available via IGNITE LMS)
- Online Recordings for all content-based sessions (embedded in IGNITE)
- *Exercise Hub (eHub - Online Exercise Library)*
- Student learning support documents including research documents, to assist with assessments (available on *eCampus*)
- Online resources – web links, interactive learning objects
- Module Portfolio (available via IGNITE LMS)

**Trainer and Assessor Issued:**
- *Workshop Delivery Plans*
- *Challenge Tools*
- *Course Outlines*
- *Competency Log*
- *Assessments and recording procedures, e.g. checklists*
- *Marker Guide (benchmark or suggested answers where applicable) for each assessment*
- *Mapping* document for each Unit of Competency.

Each of these documents is available for download from *iHub.*

## COACH PROFILE

AIF seeks to engage trainers and assessors ('Coaches') with considerable fitness industry experience. Coaches must be able to demonstrate at least 12 months (or full-time equivalent) of continuous employment, held over the past five years, in a role such as:
- Personal Trainer
- Gym Instructor

➔ Group Exercise Instructor
➔ Fitness Professional

Precedence is given to potential Coaches who have a proven record of mentoring others in their chosen industry.

## COACH QUALIFICATION AND VOCATIONAL REQUIREMENTS

The minimal qualifications and vocational requirements of Coaches delivering this program include:

➔ Demonstrated competencies at least to the level being delivered and assessed.
   ◆ TAE40116 Certificate IV in Training and Assessment or equivalent or higher
   ◆ Vocational Competency in all units assessed in this course
➔ Hold a Certificate III or IV in Fitness, and have a collective period of at least two years experience working in fitness instruction, where they have applied the skills and knowledge covered in this unit of competency; the two years' experience can incorporate full and part-time experience, or
➔ Be a registered or accredited practising health or exercise professional with a degree and experience relevant to this unit of competency.

For a list of Coaches with the requisite qualifications to deliver this program, please refer to the Coach Competency Matrix located on the AIF internal Google Drive. Also, refer to the Supporting *Coaches Policy and Procedure*.

## PHYSICAL RESOURCES

To effectively facilitate the learning and assessment of this course, a *Facility, Equipment and Resources Checklist* specifies all the physical resources required to meet the Training Package training and assessment requirements, including the assessment environment.

The *FERC* confirms the sufficiency of the physical resources and confirms a safe training and assessment environment.

The *FERC* is available in the iHub and is managed by the Fitness Program Coordinator or delegate..

## F.  COURSE RESPONSIVENESS TO LEARNER AND INDUSTRY NEEDS

AIF is committed to delivering a program responsive to both our learners' individual needs and the industry's workforce needs. This program reflects the feedback obtained from past and present students through its program surveying at key milestones, employers and AIF staff, as well as other quality assurance mechanisms, including all stakeholder complaints and appeals, AIF's validation of assessment activities by staff and AIF's internal auditing regime (refer to AIF's *Commitment to Quality Policy and Procedure*).

As a minimum, this feedback has influenced this program's:
● design, blended mode of delivery and duration
● electives on offer (which may be adjusted to accommodate an individual or employer's needs, subject to AIF's capacity and expertise to deliver alternative units of competency in accordance to the Training package requirements)
● range of learning and assessment strategies and the balance of theory to practical application activities which reflect actual workplace tasks and situations
● range of equipment and resources that are required to ensure industry relevance, and

- staff appointed to deliver and assess, based on their credentials and experiences which directly map to the selected units' requirements (refer to AIF's *Supporting Coaches Policy and Procedure*).

AIF continues to improve operating procedures in accordance with industry standards, national standards and best practice techniques through the formal collection of Quality Indicator formative feedback provided by students, industry representatives and Coaches. The data is collated and analysed, and used to monitor, maintain and achieve quality improvement in the delivery of this program through formalised dialogues, including within AIF's *Quality Advisory Committee*.

## STUDENT FEEDBACK MILESTONES

Students are surveyed at three opportunities during their journey, which are embedded within AIF's Warrior Experience (AWE) segments of *Empowering Strength* and *Mastering Success*. Surveys are embedded within the AIF's learner management system, MATRIX, and are compulsory for all Warriors. Warriors will have the ability to answer questions anonymously, and each survey has a different focus. The table below summarises the survey focus and timing:

| SURVEY | TIMING | LINE OF QUESTIONING |
|--------|--------|---------------------|
| A | Conclusion of Fitness Essentials Module 3 | ➔ Coach knowledge, communication & fun<br>➔ Coach support<br>➔ Assessments<br>➔ Feedback |
| B | Conclusion of Personal Trainer Module 3 | ➔ Coach knowledge, communication & fun<br>➔ Coach support<br>➔ Assessments<br>➔ Feedback |
| C | 6 weeks after Module 8 completion (Either Certificate III or Certificate IV) | ➔ Training satisfaction<br>➔ Support services<br>➔ Career readiness<br>➔ Training relevance<br>➔ Individual Coach Feedback |

Constructive feedback from participants is invaluable in maintaining learning and assessment strategies, quality and relevance of services.

## STAFF FEEDBACK

All AIF team players are able to provide feedback on specific aspects of this program, by logging an entry to the *TT HUB - Support*, available on TT HUB.

## INDUSTRY FEEDBACK

The Australian Institute of Fitness (AIF) conducted an industry survey in order to understand what areas of training would best address current needs of the industry. The information gathered WAS used to guide AIF in selecting appropriate elective units of competency to form part of the SIS Sport, Fitness and Recreation Training Package (SIS21).

The AIF engaged with 60 industry representatives, including:
➔ Anytime Fitness
➔ F45
➔ Fitness First
➔ Fitstop
➔ Goodlife Health Clubs
➔ Jetts, as well as many independent or privately owned fitness facilities

Survey results showed that (1) Sales, (2) Teamwork, (3) Conflict Resolution, and (4) Working with mental health issues were the top four categories of elective units for the SIS30321 Certificate III in Fitness.

| 1st | Sales | 48% | Of respondents believed **Sales** was the most important elective to include in our Certificate III in Fitness program. |
|---|---|---|---|
| 2nd | Teamwork | 27% | Of respondents believed **Teamwork** was second most important. |
| 3rd | Conflict Resolution | 20% | Of respondents believed **Conflict Resolution** was third most important. |
| 4th | Working with mental health issues | 20% | Of respondents believed **Mental Health** was fourth most important. |

A full breakdown of the *Industry Engagement Report* can be found via request in the AIF Internal Drive.

## QUALITY ASSURING THROUGH ASSESSMENT VALIDATION

AIF follows its *Validation of Assessment Schedule* which incorporates this qualification to ensure that assessment tasks and marking are valid and reliable and that fair assessment practices and consistent results are in place across its operation. This practice is aligned to AIF's risk-based management approach whereby risk indicators are actively considered such as the potential safety concern to students from an assessment outcome that is not valid, the mode of delivery, changes to training package and/or licensing requirements. Refer to AIF's *Validation of Assessment Policy and Procedure*.

## REVIEW

This TAS and its related documents, made up of the *Course Summary of Hours* and *FERC*, is reviewed as required by changes to the Training Package, organisational resources and in meeting individual client needs. In addition, it is reviewed on an annual basis, usually in January to ensure its ongoing relevance to industry.

Any changes are only implemented if approved by AIF's CEO or delegate.

Notification of approved changes to AIF staff is through AIF's *Quality Bulletin*.

## G. TAS AND RELATED DOCUMENT APPROVAL

| | |
|---|---|
| **CEO's or Delegate's Approval** | Brodie Hicks |
| **Date** | 02/08/2023 |

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