



Learner Guide

Diploma of Fitness SIS50213



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How to use this guide

Congratulations on enrolling with Onfit Training College! Learning is a life-long process and to that end we will support you in your current training and aim to make your time with us enjoyable and rewarding. Our team of educators and support staff look forward to providing any necessary support and advice throughout your course.

This learner guide supplements your online material, and is designed to help you navigate through your coursework. It explains how the course is structured, and the different types of assessment that you will be required to do as part of your coursework.

The guide also offers some study tips to assist you in developing the skills and techniques of an effective learner. To be an effective learner, you need to take control of your own study habits and ensure your own success. You will develop critical thinking and decision making skills by studying effectively. This guide is designed to help you achieve this.

Competency based training

Onfit Training College courses are delivered within a competency based training environment. Competency based training places emphasis on what a person can do in the workplace after completing a program of learning. It is a very flexible method of learning as it is not based on time.

What is a training package?

A Training Package is a set of nationally endorsed standards, qualifications and guidelines used to recognise and assess the skills and knowledge people need to have in order to perform effectively in the workplace. The qualification that you are studying with Onfit Training College sits under the national Sport, Fitness and Recreation Training Package (called SIS10).

Training packages are developed by Industry Skills Councils and are regularly updated to ensure they align with current industry practice. Training providers must ensure the courses that they offer are delivered in accordance with the requirements of the Training Package. Because of this, you can be assured that you are receiving the most up to date and relevant training available.

Entry Requirements

This qualification is designed for those existing fitness professionals who have considerable experience in exercise delivery. Entry to this qualification is open to those who have achieved the following core units of competency (or hold the equivalent skills and knowledge) and have significant vocational experience in the fitness industry.

- SISFFIT415A - Work collaboratively with medical and allied health professionals
- SISFFIT416A - Apply motivational psychology to provide guidance on exercise behaviour and change to meet health and fitness goals
- SISFFIT417A - Undertake long term exercise programming
- SISFFIT418A - Undertake appraisals of functional movement
- SISFFIT419A - Apply exercise science principles to planning exercise
- SISFFIT420A - Plan and deliver exercise programs to support desired body composition outcomes
- SISFFIT421A - Plan and deliver personal training
- BSBSMB401A - Establish legal and risk management requirements of small business

A certified copy of your transcript of is required at enrolment, as well as evidence of your personal training experience. This could simply be a copy of your Fitness Australia or Physical Activity Australia registration, a role description or work reference or a variety of programs you have written for clients over time.

What is a unit of competency?

Units of competency are the elements of study set out by the Training Package that combine to create your qualification. They are developed by industry to meet the identified skill needs of industry. Each unit of competency identifies distinct workplace requirements and includes the knowledge and skills that underpin competency as well as language, literacy and numeracy and occupational health and safety requirements. Broadly, each unit of competency describes:

- A specific work outcome
- The conditions under which it is conducted
- The knowledge and skills required to achieve the work outcome to the standard
- The evidence that may be gathered in order to determine whether the activity is being performed in a competent manner.

Units of competency are the smallest component of achievement which can be nationally recognised. Each unit of competency is made up of several elements and performance criteria. Note that it is the unit of competency as a whole, not individual elements or performance criteria, which are recognised.

Packaging Rules

There are 13 units of competency that need to be completed in order to achieve your qualification. Of these, there are 9 core units of competency and 4 elective units. Onfit Training College has selected the elective units for this qualification from the Training Package, based on what industry requires of a fitness specialist

Core Units

SISXCCS404A - Address Client Needs

SISFFIT528A - Apply research findings to exercise management strategies

SISFFIT527A - Undertake health promotion activities to decrease risk factors and prevent chronic disease

SISFFIT524A - Deliver prescribed exercise to clients with metabolic conditions

SISFFIT523A - Deliver prescribed exercise to client with cardiorespiratory conditions

SISFFIT525A - Advise on injury prevention and management

SISFFIT526A - Deliver prescribed exercise to client with musculoskeletal conditions

SISXIND405A - Conduct Projects

HLTFA402C - Apply advanced first aid

Elective Units

SISFFIT529A - Deliver prescribed exercise to clients with a disability or neurological impairment

SISFFIT530A - Deliver prescribed exercise to children and young adolescents with specific chronic conditions

SISFFIT531A - Deliver prescribed exercise to older clients with chronic conditions

SISSSCO513 - Plan and implement high performance training and recovery program

Nominal Hours

Nominal hours are the number of hours anticipated to complete the program of learning by achieving the outcomes of the units of competency. The nominal hours for the SIS50210 qualification are 641 hours.

What is competency based assessment?

Assessment is the process of collecting evidence and making a judgement on whether competency has been achieved. The purpose of assessment is to confirm that an individual can perform the standard expected in the workplace, in accordance with the competency standards, outlined in the training package. Competency is achieved by accumulation of evidence, not on isolated activities or events.

How are students assessed?

In the diploma, units of competency are listed under the different subjects. Some subjects contain more than one units of competency. Each subject contains a workbook to complete at the end of each subject which contains a number of assessments. All assessment tasks for the subject are to be submitted at the same time. A partially completed workbook will not be accepted for marking and will be returned to the student for completion.

When you have submitted your workbook, one of our qualified assessors will review all of your assessments together, to determine if you have achieved competency against each of the units in the subject. If this is the outcome, you will receive a 'C' for competent. If you have been unable to demonstrate competency, you will receive a 'NYC' and further evidence will have to be submitted.

Resources to complete assessments

You will need:

- Access to a gymnasium with equipment suitable for the subject being assessed
- Computer
- Internet Access
- Microsoft Word or similar program
- Microsoft PowerPoint or similar program
- Device to record film evidence (see below)

Suggested extra resources

While it is not a requirement of your course to purchase text books, the following are suggested for further reading:

ACSM – Guidelines for Exercise Testing and Prescription
American College of Sports Medicine
Publisher: Lippincott, Williams and Wilkins
ISBN: 9781609139551

Anatomy and Physiology: The Unity of Form and Function.
Saladin, Kenneth S.
Publisher: McGraw-Hill Higher Education
ISBN: 0073378259

Providing film evidence

There are 3 modes that can be used to complete video filming:

Mode 1: Students can use a portable video camera device, and film the tasks as required. Once filmed, the video should be uploaded to a computer and copied onto a USB or DVD for submission. The USB or DVD should be sent to Onfit Training College for Assessment. Examples of portable video camera devices may include:

- Digital SLR camera – most have very good quality video capturing features
- Pocket video camera – these usually allow filming to be recorded straight to a USB or DVD
- Digital camcorder – these can upload files to a computer, which can then be copied to a USB or DVD

Mode 2: Students can use a smart phone device with filming capabilities. Examples of smart phones with filming capabilities include iPhones, android phones and blackberry phones. Please note that this filming can then be uploaded to a computer, and copied to a USB or DVD, however, this may require additional internet use and/or memory use. This method is only recommended should Mode 1 not be suitable.

Mode 3: Students can loan a video camera from the Onfit Training College Office. Loans of cameras require a \$200 security deposit to be paid, which will be refunded in full (minus postage and handling of the device) upon return of the camera in the same condition as it was received. Please be aware, that as there are limited cameras available, they will be issued on a first come first served basis, and the loan period must not exceed 7 days.

Note: When submitting your USB / DVD, please ensure that it only contains information relating to your assessments, and no other personal documentation. Onfit Training College will retain the USB / DVD after it has been marked, as evidence of assessment.

Plagiarism and referencing your work

Referencing means acknowledging someone else's work or ideas, which you have used as a source for your own answer in an assessment. In order to acknowledge the source correctly, it is important to 'cite' the particular point that you are using, by documenting the source. It is mandatory by law for all students to cite or acknowledge information that has come from other sources. Without appropriate referencing students are in effect "stealing" the work of others - this is tantamount to academic fraud.

Collusion: In situations where work is being completed in a group setting, it is acceptable that as students you share ideas and give collective input, but each of you must formulate your answers in your own words and submit your individual answers to all questions, unless otherwise indicated by your Onfit assessor. In instances where approval has been given for you to submit a group project including specific work from individual group members, acknowledgement of each group member's work must be cited in your submission.

It is neither acceptable, nor permitted for you to lodge plagiarised work as your own for any assessments. Forms of plagiarism can include:

- turning in someone else's work as your own
- copying words or ideas from someone else without giving credit
- failing to put a quote into quotation marks
- giving incorrect information about the source of a quotation
- changing words but copying the sentence structure of a source without giving credit

- copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not

Most cases of plagiarism can be avoided, however, by citing sources. By referencing your work acknowledging that certain material has been borrowed and providing your audience with the information necessary to find that source is usually enough to prevent plagiarism. There are a number of websites that show you how to correctly reference your work, for example www.cqu.edu.au/data/assets/pdf_file/0010/14032/Abridged-Harvard-Referencing-guide-2013.pdf

If the action was not intended to deceive, you have committed the academic misdemeanour of failing to reference a source correctly.

In instances where plagiarism or cheating is identified in your work, we will notify you and you will be given the opportunity to explain your actions. If there is no indication or evidence that plagiarism was accidental or unintentional, plagiarism will be treated as cheating. You will have your enrolment in that subject withdrawn and a result of 'Not Competent' lodged for the unit(s) of competency the plagiarised work was submitted for.

You may apply in writing to the Director, requesting re-enrolment after withdrawal for unsatisfactory performance. The Director will make a final determination on your application. Re-admission is not an automatic entitlement.

If successful, your re-enrolment will incur the full fee for that subject at the time of the finding, plus a \$50 admin fee. The result you obtain under your new enrolment will be the final result tabled for that subject.

Course Content - Subjects

Addressing Client Needs in the Fitness Industry

This subject offers the exercise specialist an insight into dissecting the needs of their clients effectively, and offering solutions to meet these needs. Graduates from the Diploma of Fitness will provide exercise programs for clients with a range of chronic conditions, athletes and/or special needs, in collaboration with allied health professionals in a range of environments. This subject will investigate how to identify these clients that will use your services, and how to match your services as a fitness professional to meet their individual needs.

Unit of competency:

SISXCCS404A – Address Client Needs

Assessments

Assessment task 1: Short Answer Questions

Assessment task 2: You are to write a research paper (1000 words) providing a comparison of three health and fitness centres in your community against a set criteria. You must also include a detailed SWOT analysis for each of the gym/health club that you have analysed.

Assessment 3: Interview assessment (filmed). In this assessment you are to conduct two consultations with clients from the health and fitness centres that you identified in Assessment 2, and upload this video footage.

Assessment 4: Written report of interview assessment (1-2 pages)

Researching Methods in Sports Science

This unit discusses some of the more prevalent conditions that are found in the community today, what the risk factors of these conditions are, and what the fitness professional can do with clients who display symptoms of these conditions.

The subject is separated into two distinct sections. The first part of the subject introduces the student to research in the field of sports science, and how to use research to formulate valid and reliable conclusions about many illnesses and conditions that a client may present with. Following on from this, the student is then shown how to use the results from research to create interventions in order to help clients manage the risk factors associated with many of these same illnesses.

Embedded in the second half of this lesson is a comprehensive study of Hypertension (high blood pressure), Cardiovascular Disease, Diabetes, Obesity, Hypercholesterolemia (high cholesterol) and some of the less common genetic diseases that may be present in the community. Risk factors, lifestyle modifications and recommended exercise guidelines are all included in this part of the subject.

At the completion of this unit, the fitness professional will have a greater understanding of each of the listed conditions, the exercise prescription for clients with these conditions and appropriate allied health professionals to work with when rehabilitating a client suffering from these same conditions.

Unit of competency:

SISFFIT528A – Apply research findings to exercise management strategies

Assessments

Assessment task 1: You are to provide a report demonstrating the use of Evidence Based Practice Guidelines against set criteria (500 words)

Assessment task 2: Accessing and evaluating research based literature – you are required to undertake literature searches of at least 10 different sources to identify current and relevant information, guidelines and recommendations about a client's condition, and provide a report on this information (750 words)

Assessment task 3: You are to apply the information from assessment tasks 1 & 2 to develop exercise management strategies for the client and their condition. In addition to this you are required to submit 3 exercise programs for the client.

Chronic Disease and the Promotion of Health

This unit describes the performance outcomes, skills and knowledge required to plan and deliver exercise to promote general health and well-being, and decrease risk factors and chronic disease. The unit outlines appropriate exercise levels within the context of public health recommendations on physical activity.

Unit of Competency:

SISFFIT527A – Undertake health promotion activities to decrease risk factors and prevent chronic disease

Assessments

Assessment task 1: You are to examine three case studies and submit a research paper of 500 words for each study, as well as submit an exercise program that would be prescribed for each study.

Assessment task 2: You are required to plan and design a physical activity intervention to improve the health status of a client or group of clients of your choosing (1000 words)

Assessment task 3: You are required to upload video footage of the implementation of the physical activity intervention detailed in Assessment 2

Assessment task 4: You are to design and facilitate an educational presentation on a choice of chronic health conditions. This is to be created using Microsoft PowerPoint (or similar program)

Exercise for Metabolic Conditions

This unit discusses some of the more prevalent groups of conditions that are found in the community today. By definition, 'metabolic syndrome is diagnosed when the presence of 2 or more metabolic conditions are identified'. This unit will give you the fitness specialist information about the risk factors of each condition, and what implication each individual condition has on the client's ability to undertake an exercise program or plan.

Specifically, information embedded with this unit includes the comprehensive study of hypertension (high blood pressure), cardiovascular disease, diabetes, obesity, hypercholesterolemia (high cholesterol) as well as some of the lesser known genetic diseases that clients may present with. Upon each condition that is examined, the role of the exercise specialist is discussed, including exercise recommendations, lifestyle modifications and contra-indications in relation to their presented condition or conditions.

Unit of Competency:

SISFFIT524A Deliver prescribed exercise to clients with metabolic conditions

Assessments

Assessment task 1: Short answer questions

Assessment task 2: You are to examine three case studies and submit a research paper of 1000 words for each case study

Assessment task 3: You are required to upload video footage of an initial consultation, fitness appraisal and exercise session that you will conduct with a client presenting with a metabolic condition

Assessment task 4: Professional consultation – you are to request guidance and exercise referral for a client with a metabolic condition to an accredited exercise physiologist or relevant medical or allied health professional. This referral along with your request is to be submitted with your analysis of the referral.

Exercise for Cardiorespiratory Conditions

This topic begins by examining the specific anatomy and physiology of both the cardiovascular and respiratory systems, including the structures and function of each of the organs and vessels within these systems. Included in this study is the function of each of

these systems independently, as well as how they combine to create the complete cardiorespiratory circuit.

When an understanding of the anatomy and physiology of these systems is achieved, several diseases and conditions specific to each system are investigated, including both their risk factors, and possible preventative methods that a fitness professional may encourage. Some of the conditions that will be studied include coronary heart disease, myocardial infarction and heart arrhythmias and what affect each of these may have on the cardiovascular system. Respiratory conditions such as asthma, bronchitis, and COPD are also examined in depth.

Upon each examination, the role of the fitness professional is discussed, including exercise recommendations, lifestyle modifications and contra-indications in relation to each disease specified.

Unit of competency:

SISFFIT523A - Deliver prescribed exercise to clients with cardiorespiratory conditions

Assessments

Assessment task 1: Short answer questions

Assessment task 2: You will need to review three case studies, and submit a research paper (1000 words) for each case study. In addition to each research paper, you are to provide an exercise program that would be prescribed for each of the clients in the case studies.

Assessment task 3: You are to submit a video of a consultation with a client that presents with any one of the conditions that have been identified in Assessment 2.

Assessment task 4: Professional consultation – you are to request guidance and exercise referral for a client with a cardiorespiratory condition to an accredited exercise physiologist or relevant medical or allied health professional. This referral along with your request is to be submitted with your analysis of the referral.

Musculoskeletal Injuries and Rehabilitation

This subject educates the exercise professional on the causes and consequences of many of the common injuries that occur in the sport and recreation environments. Initially the subject discusses what constitutes an injury, specific injury pathology, the healing mechanisms of the body and proposed rehabilitation processes. It is in this section of study that preventative measures are explained, and shown to the exercise specialist, so they can be put into place to minimise the risk of these injuries actually occurring. The application and use of advanced exercise science is evident in this subject as we examine the body's endocrine and immune systems and demonstrate how these systems influence the effectiveness and speed of when an injury may heal.

The second part of the subject examines the cause, correct diagnosis and rehabilitation of many of the common musculoskeletal injuries that are common to specific population groups. Both direct (caused by impact) injury rehabilitation and indirect (caused by internal factors, for example age) injury rehabilitation techniques are discussed and demonstrated in this section in depth.

Specifically students will study the cause of injuries to tendons, ligaments, bones, nerves, and joint structures and they will be given the tools to work collaboratively with allied health professionals to manage these injuries, and minimising the risks of relapse.

Units of Competency:

SISFFIT525A - Advise on injury prevention and management

SISFFIT526A - Deliver prescribed exercise to clients with musculoskeletal conditions

Assessments

Assessment task 1: Short answer questions

Assessment task 2: You are required to source information regarding three common injuries and write a report summarising your findings.

Assessment task 3: You are required to write a report on how you would formulise and develop effective injury prevention strategies for the range of exercises and activities listed below after consulting with a medical or allied health professional.

Assessment task 4: You will need to review three case studies, and submit a research paper (1000 words) for each case study. In addition to each research paper, you are to provide an exercise program that would be prescribed for each of the clients in the case studies.

Assessment task 5: You are required to upload a video of a pre-exercise screening session and training session with a client. This client **must** present with a condition mentioned within this subject.

Assessment task 6: You are to submit a video of a consultation and complete postural appraisal that is conducted with a client.

Assessment task 7: You are required to monitor/supervise the exercise programming/training of a client of your choosing over a period of time (minimum one month).

Assessment task 8: Professional consultation – you are to request guidance and exercise referral for a client with a musculoskeletal condition or injury to an accredited exercise physiologist or relevant medical or allied health professional. This referral along with your request is to be submitted with your analysis of the referral.

Exercise for Clients with Neurological Conditions

One of the most science based subjects found in the Diploma of Fitness, this subject examines two key areas of neurological consideration.

The first is a study of the complexity of the human brain, the spinal cord and nervous system. In this area of study, you will have the opportunity to learn about the divisions of the brain, and how each division plays a role in the homeostasis of the body. The anatomy and physiology of the brain is examined, including the different lobes, what features and function each of these lobes have in human physiology, and how damage to a particular lobe may impair normal homeostasis and function.

The subject then moves into the anatomy and physiology of the remaining parts of the nervous system, starting at the brain stem and spinal cord and progressing through both the central and peripheral nervous systems.

The second area of study in this subject is the examination of specific diseases, injuries and illnesses that directly affect the human bodies neurological functioning. Both congenital (from birth) and after-birth trauma is investigated here. It is in this section of the learning that the exercise specialist will be exposed to both direct and indirect brain injuries, and the affect both of these have on a client.

More 'common' neurological disorders, such as cerebral palsy, Parkinson's disease and spinal cord injuries are also presented to conclude this very informative subject. At the completion of this unit, the fitness professional will have a greater understanding of each of the listed conditions, the exercise prescription and contraindications for clients with these conditions and appropriate allied health professionals to collaborate with, depending on the condition presented

Unit of Competency:

SISFFIT529A Deliver prescribed exercise to clients with a disability or neurological impairment

Assessments

Assessment task 1: Short answer questions.

Assessment task 2: You are required to review three case studies, and submit a research paper (1000 words) for each case study. In addition to each research paper, you are to provide an exercise program that would be prescribed for each of the clients in the case studies.

Assessment task 3: You are to upload video footage of a pre-exercise screening session and training session with a client. The client must present with a condition mentioned in this subject.

Assessment task 4: Professional consultation – you are to request guidance and exercise referral for a client with a neurological condition to an accredited exercise physiologist or relevant medical or allied health professional. This referral along with your request is to be submitted with your analysis of the referral.

Exercise for Moderate Risk Children, Adolescents and Older Adults

This subject focuses directly on both children and older adults who may present with a number of chronic conditions. Initially the unit examines the importance of exercise for younger age groups and the variations that need to be applied in order to create successful exercise adherence in the younger population.

Anatomical and physiological differences between adults and children are examined and correct exercise parameters are established based on these differences. Along with the correct exercise prescription guidelines for younger age groups, this unit also discussed several of the key injury pathologies that are more common in children and what the exercise specialist can do to minimise the risk factors associated with these injuries and associated exercise. Included in the study are the injury pathologies of Osgood Schlatter's Disease, Severs Disease and Scheuremanns Disease.

The second half of the subject draws attention to the aging population and the effect of exercise as a management tool for many of the conditions that they may present with. Much like the information on children that precedes it, information here includes the examination of both structural and functional changes to the body as we age. Anatomical and physiological changes that occur with age are examined and correct exercise parameters are established based on these changes.

Units of Competency:

SISFFIT530A – Deliver prescribed exercise to children and young adolescents with specific chronic conditions.

SISFFIT531A – Deliver prescribed exercise to older client with chronic conditions

Assessments

Assessment task 1: Short answer questions.

Assessment task 2: You are required to review three case studies, and submit a research paper (1000 words) for each case study. In addition to each research paper, you are to provide an exercise program that would be prescribed for each of the clients in the case studies.

Assessment task 3: You are to upload 2 lots of video footage of a consultation and training session with a client. For these sessions, one client is to be a child or adolescent and the other an older adult. The client must also present with a condition mentioned in this subject.

Assessment task 4: Professional consultation – you are to request guidance and exercise referral for a child or adolescent with a chronic condition to an accredited exercise physiologist or relevant medical or allied health professional. This referral along with your request is to be submitted with your analysis of the referral. Accompanying this, you need to include a document which identifies under what circumstances advice from an allied health professional should be sought for this specific client, or under what circumstances you may need to refer the client back to the allied health professional after commencing exercise training.

Assessment task 5: Professional consultation – you are to request guidance and exercise referral for an older adult with a chronic condition to an accredited exercise physiologist or relevant medical or allied health professional. This referral along with your request is to be submitted with your analysis of the referral.

Assessment task 6: You are to observe and critique a series of exercise session for children and/or adolescents with special needs and provide a written evaluation of the session (1 page long).

High Performance Training Strategies

Short and long term planning is the cornerstone upon which an effective high performance training program is built. Furthermore, good planning is a key element of effective fitness instruction. Training must be meaningful and specific to the individual within the context of working towards performance goals at specific time points: what was done yesterday must match today, must match tomorrow...

With the subject High Performance Training, the student will learn about the planning process behind a high performance training program, and examine all of the steps involved from planning, to development and finally to implementation. The universal challenge for any fitness specialist is to develop training programs that provide an adequate training stimulus to promote adaptation, without unduly increasing the incidence of injury or illness. How this works for one person, will be very different for someone else. The goal of this subject is to equip the student with the theoretical knowledge and practical skills to achieve the desired outcomes for their athlete or client, and not only meet, but exceed the challenges mentioned beforehand.

By the conclusion of this subject, the student will have a thorough understanding of exactly what it takes to plan these high performance training plans, how to implement and modify these for all clients and athletes, and how to judge the success of current training plans and use this judgment to influence future high performance training decisions.

This is a great subject for those interested in working in a strength and conditioning or high performance training environment, or for the fitness specialist wanting to add an extra 'edge' to their training methods.

Unit of Competency:

SISSSCO513 – Plan and implement high performance training and recovery programs

Assessments

Assessment task 1: You are required to assess an athlete's ability to participate in high level performance training, determine the requirements of high level performance for the athlete's sport, identifying assessment methods that you will use to determine the athlete's fitness and skill level, and identify key areas of improvement. You are to identify key aims, targets and priorities for the athlete undertaking the high performance training program.

Assessment task 2: You will need to plan the high performance training program and individual training sessions that the athlete will undertake as part of the overall high performance training program

Assessment task 3: Observation – you will need to implement the high performance training program that has been prescribed for the athlete, and ensure that the athlete understands how the training program needs to be delivered. You will need to conduct the high performance training sessions in front of a supervisor with relevant (Diploma of Fitness or higher) qualifications.

Assessment task 4 – You are required to monitor the athlete as they perform the high performance training program, and identify any changes or modifications that are required.

Assessment task 5: You are required to observe the athlete in a competition situation, and report on athletic competitive performance.

Assessment task 6: Case Study – In this assessment you make a selection of an athlete and sport and answer a series of questions regarding their training in relation to their professional sport.

Planning and Conducting Projects

Once the student has studied the intricate details of client needs, the subject moves forward and begins to examine how to use these same needs to establish reasons and methods for conducting projects. Project preparation, implementation and evaluation are discussed in this section of study, with the exercise specialist being exposed to everything that is required to successfully design and implement a working project.

Embedded within project planning is the important task of effective project management, and it is during this section of the lesson, that the exercise specialist is asked to consider not only their own role, but the role of others in bringing a project together. This is a wonderful subject for any exercise specialist, but in particular for those wishing to manage a new business or leverage an existing business idea to better service their clients.

Unit of Competency:

SISXIND405A – Conduct Projects

Assessments

Assessment task 1: Prepare project scope documentation (1000 words) that identifies specific project goals, deliverables, tasks, risks, costs, deadlines, resources and their availability, inter-relationships with other projects and project impacts.

Assessment task 2: Submit a project implementation plan for your proposed health and fitness project, using the project implementation template.

Assessment task 3: You are required to implement the proposed project, and report on the success of the implementation. In addition to this, you are to complete a project evaluation form.

Advanced First Aid

Students are required to complete the Advanced First Aid unit of competency in order to gain the Diploma of Fitness qualification, however please note that this unit of competency is not offered by Onfit Training College.

Students must provide a Statement of Attainment from a nationally recognised training provider detailing their completion of this unit in order to complete their diploma.

Unit of Competency:

HLTAID006 – Provide Advanced First Aid

Note: the equivalent unit of HLTAID006 will also be accepted.

Period of Enrolment

You have 18 months from when you receive your log-in details to complete your Diploma. The flexibility of competency based training allows you to move through the course as quickly or as slowly as you like.

Study Plan

SIS50213 Diploma of Fitness 18 month suggested timeframe

- Addressing Client Needs in the Fitness Industry: 3 weeks
- Research Methods in Sports Science: 5 weeks
- Chronic Disease and the Promotion of Health: 6 weeks
- Exercise for Metabolic Conditions: 8 weeks
- Exercise for Cardiorespiratory Conditions: 8 weeks
- Musculoskeletal Injuries and Rehabilitation: 16 weeks
- Exercise for Clients with Neurological Conditions: 8 weeks
- Exercise for Moderate Risk Children, Adolescents and Older Adults: 12 weeks
- High Performance Training Strategies: 6 weeks
- Planning and Conducting Projects: 4 weeks
- Apply Advanced First Aid: 1 week – external to Onfit (see above)

Study Tips

- Be prepared to study hard and avoid interruptions and distractions while you are working on your course.
- Don't assume that your course is easy no matter whether you are studying face to face, online or by correspondence.
- Keep up with assignments! Don't let yourself fall behind.
- Read, read, read! Read all the materials and access additional sources, such as libraries and the internet for additional information.
- Use more than one of your senses to study. Where possible access audio, visual and a hands-on approach to your theory; for example, when studying your anatomy get up and move the body part to help understand the theory application. Studies have proven this method of learning, combining the senses, dramatically improves comprehension of course materials.
- Study in a place that is comfortable and free from distractions. Take stretch breaks every 40 to 50 minutes.
- Be focused, organized, dedicated, patient, consistent, determined, and have fun!

How to manage study time

- Study regularly. While you may not "attend" class, you do need to establish a routine which includes time to work on your course.
- Keep a calendar of your study habits. Note what elements of the course you have covered set and mark deadlines and test dates. Mark items off as you complete and pass them.
- Set your own goals and deadlines as many aspects of your course rely on self-paced learning and does not have specific due dates. To ensure you can finish your course in the allocated timeline, set dates up for yourself. Set specific days or times to complete your assessments.
- Keep established and recommended deadlines as it is much easier to stay on schedule than to catch up when you fall behind.
- Don't procrastinate and don't wait until the last minute to do assessment pieces. When studying online, allow time for technical difficulties--the web may be slow at times. If you get your work done ahead of schedule, you'll have time to try again when problems arise.
- Communicate often! Information and study support tips can be emailed to you. If you are having difficulty with any element of your course, do not panic. Contact your eTutor who will help you out.

Completing Assignments

- Read all the instructions carefully. When in doubt, ask questions. This helps you get to know what your instructor expects.
- Be prepared to apply critical thinking and decision making skills. Rather than reciting facts, you will need to make decisions based on information you have gathered and processed.

Ask for help

- Once enrolled, your e-Tutor will introduce themselves to you via email. You will then be able to communicate directly with your e-Tutor throughout your study.
- Our e-Tutors love to help – so do not hesitate to contact them at any stage!
- You can contact our Education support team after hours on 1300 557 637 or by emailing education@onfit.edu.au.
- Our team are committed to responding to you as soon as possible and will always endeavour to answer you within a 48 hour time frame or less
- Please feel very welcome to ask for help as soon as you need to. Do not wait until you have fallen behind or until the end of the course to share concerns.