



SIS SPORT, FITNESS AND RECREATION TRAINING PACKAGE V2.0

COMPANION VOLUME IMPLEMENTATION GUIDE



Version Control and Modification History

The latest version of the Implementation Guide is shown on the top row. The table tracks modifications to training components in this training package made after the initial release. Please check that you are using the current version of the **SIS Sport, Fitness and Recreation Training Package** by accessing information from www.training.gov.au.

Version	Release Date	Comments
2.0	December 2015	Endorsement of the following qualifications: <ul style="list-style-type: none"> • SIS10115 Certificate I in Sport and Recreation • SIS20115 Certificate II in Sport and Recreation • SIS30115 Certificate III in Sport and Recreation • SIS40115 Certificate IV in Sport and Recreation • SIS50115 Diploma of Sport and Recreation Management
1.0	September 2015	Primary release of <i>SIS Sport, Fitness and Recreation Training Package</i> .

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Introduction

This Companion Volume Implementation Guide has been developed to provide advice and guidance on the implementation of the SIS Sport, Fitness and Recreation Training Package. It also includes key information on the industry and its workforce needs.

Background

In November 2012 the former National Skills Standards Council (NSSC)¹ developed a set of *Standards for Training Packages*, to ensure that training packages are of high quality and meet the workforce development needs of industry, enterprises and individuals.² The *Standards for Training Packages* apply to the design and development of training packages for endorsement consideration.

Standard 1 identifies the products that must comprise a training package. This includes:

- Endorsed components:
 - Units of Competency
 - Assessment Requirements (associated with each Unit of Competency)
 - Qualifications
 - Credit Arrangements
- Non-endorsed components:
 - Companion Volume Implementation Guide
 - Other guides required by stakeholders.

Quality Assurance of Companion Volumes

The Companion Volumes developed by Service Skills Australia follow a quality assurance process throughout development to ensure that the guides produced are available at the time of endorsement of the Training Package and that the Implementation Guide complies with the template.

Steps in the quality assurance process:

Consult

1. Project Advisory Group informs content.
2. Industry and RTOs provide input.

Develop

3. Draft Companion Volume(s) prepared.
4. Format and copy edit first draft.
5. Draft 2 Companion Volume(s) prepared.
6. Cross check Companion Volume(s) with draft training package components for endorsement.
7. Review by Project Advisory Group

Quality Assurance

8. Copy edit and proof read.
9. Final internal quality assurance checks.

Sign off

10. Sign off by Project Advisory Group.
11. Implementation Guide made available for external Quality Panel member.
12. Desk top publish and upload to website.

¹ The functions of the National Skills Standards Council (NSSC) have been transferred to the Australian Industry and Skills Committee.

² The Standards for Training Packages were endorsed by the former Standing Council for Tertiary Education Skills and Employment (SCOTESE), which has been replaced by the COAG Industry and Skills Council. The Standards remain applicable to the VET sector.

1.0 Overview Information

This Implementation Guide is designed to assist assessors, trainers, Registered Training Organisations (RTOs) and enterprises to deliver the **SIS Sport, Fitness and Recreation Training Package**. It provides advice about the structure and content of the Training Package, its key features and industry specific information applicable to implementation.

1.1 SIS Qualifications

Qualifications are groups of Units of Competency that meet job roles and are meaningful in the workplace, and which are aligned to vocational qualifications in the Australian Qualifications Framework (AQF).

Qualifications therefore:

- represent key industry functions directly related to occupational positions in the industry
- are a framework, not a course.

Table 1: List of AQF qualifications within the SIS Sport, Fitness and Recreation Training Package

Qualification Code	Qualification Title
SIS10115	Certificate I in Sport and Recreation
SIS20115	Certificate II in Sport and Recreation
SIS30115	Certificate III in Sport and Recreation
SIS30315	Certificate III in Fitness
SIS31015	Certificate III in Aquatics and Community Recreation
SIS40115	Certificate IV in Sport and Recreation
SIS40215	Certificate IV in Fitness
SIS50115	Diploma of Sport and Recreation Management
SIS50215	Diploma of Fitness

1.2 SIS Skill Sets

Skill Sets are single Units of Competency, or combinations of Units of Competency, from an endorsed training package that link to a licensing or regulatory requirement or a defined industry need. Skill Sets are **not** Qualifications.

This Training Package contains the Skill Sets outlined in Table 2. Refer to [Appendix 1: Skill Sets in the SIS Sport, Fitness and Recreation Training Package](#) for detailed information.

Table 2: List of Skill Sets within the SIS Sport, Fitness and Recreation Training Package

Skill Set Code	Skill Set Title
SISSS00110	Aquatic Technical Operator
SISSS00111	Pool Lifeguard
SISSS00112	Swimming and Water Safety Teacher
SISSS00113	Group Exercise Leader

1.2.1 Registration Schemes

There are a number of qualifications and skill sets that are aligned to industry-led registration or accreditation schemes across the sectors covered by the **SIS Sport, Fitness and Recreation Training Package**. These schemes provide a framework for self-regulation (industry/sector regulation) and provide best-practice across the identified job role or the sector. These schemes provide for the continuing professionalisation of these sectors, with the requirement for on-

going professional development and currency in the workplace. Many also provide insurance as a benefit of registration/accreditation. Given the unregulated nature of the industry, numerous schemes exist, including different schemes for the same job role or sector.

Some industry schemes include (but are not limited to):

- **AUSTSWIM** – provide the AUSTSWIM Teacher Licence™ to candidates that undertake their training program, which meets and goes beyond the minimum standards identified in this training package for the role of Teacher of Water Safety.
- **Australian Swim Coaches and Teachers Association (ASCTA)** – provide the ASCTA Accreditation to candidates that undertake their training program, which meets and goes beyond the minimum standards identified in this training package for the role of Teacher of Water Safety.
- **Royal Life Saving Society (NSW & ACT)** – provide the Australia Pool Lifeguard Licence in NSW and ACT only – (after completion of on-the-job component) to candidates that undertake their training program, which meets and goes beyond the minimum standards identified in this training package for the role of Pool Lifeguard, and upon the completion of an on-the-job assessment.
- **Leisure Institute of Western Australia (LIWA) Aquatics** – provide accreditation to individuals who have evidence of successful completion of a recognised pool operators' training course (meets the standards in this training package), a current Senior First Aid Certificate or equivalent, a current Pool Lifeguard Award or equivalent (meets the standards in the SIS Training Package) and details of current and past employment in the aquatic industry.
- **Fitness Australia** – provide registration categories based on the fitness qualification/skill set attained from this training package.
- **Physical Activity Australia** – provide registration categories based on the fitness qualification/skill set attained from is training package.

Many of the schemes are aligned to industry or government department codes of practice or guidelines, but do not have a requirement by law.

1.3 SIS Units of Competency and Prerequisites

Units of Competency in training packages are developed to meet the skill needs identified by industry. Each Unit of Competency identifies a discrete workplace requirement and includes the knowledge and skills that underpin competency, including foundation skill requirements. Units of Competency therefore:

- are nationally-agreed statements of the skills and knowledge required for effective performance in a particular job or job function
- describe work outcomes
- logically stand alone when applied in a work situation.

A prerequisite is a Unit of Competency in which the individual must be deemed competent prior to the determination of competency in another Unit of Competency. Prerequisites are applicable when competency cannot be achieved in a given Unit of Competency without first gaining essential knowledge and skills from other Unit(s) of Competency. Prerequisites are included as part of the full Qualification and contribute to the total outcome of the Qualification.

Table 3: List of Units of Competency within the SIS Sport, Fitness and Recreation Training Package

Unit code	Unit title	Prerequisite(s)
COMMUNITY RECREATION (C)		
Aquatics		
SISCAQU001	Test pool water quality	Nil
SISCAQU002	Perform basic water rescues	Nil
SISCAQU003	Maintain aquatic facility plant and equipment	Nil
SISCAQU004	Develop and implement pool water maintenance procedures	Nil
SISCAQU005	Develop and implement aquatic facility maintenance procedures	Nil
SISCAQU006	Supervise clients in aquatic locations	Nil

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Unit code	Unit title	Prerequisite(s)
SISCAQU007	Perform advanced water rescues	HLTAID003 Provide first aid SISCAQU002 Perform basic water rescues
SISCAQU008	Instruct water familiarisation, buoyancy and mobility skills	SISCAQU002 Perform basic water rescues
SISCAQU009	Instruct water safety and survival skills	Nil
SISCAQU010	Instruct swimming strokes	Nil
SISCAQU011	Promote development of infants and toddlers in an aquatic environment	Nil
SISCAQU012	Assist participants with a disability during aquatic activities	Nil
SISCAQU013	Coordinate lifeguard service at an aquatic facility	Nil
SISCAQU014	Operate self-contained breathing apparatus in an aquatic facility	Nil
Community Recreation Development		
SISCCRD001	Facilitate community recreation initiatives	Nil
Community Recreation Operations		
SISCCRO001	Plan and conduct recreation programs for older persons	Nil
CROSS-SECTOR (X)		
Administration		
SISXADM001	Organise and supervise participant travel	Nil
Coaching and Instruction		
SISXCAI001	Provide equipment for activities	Nil
SISXCAI002	Assist with activity sessions	Nil
SISXCAI003	Conduct non-instructional sport, fitness or recreation sessions	Nil
SISXCAI004	Plan and conduct programs	Nil
SISXCAI005	Conduct individualised long-term training programs	Nil
SISXCAI006	Facilitate groups	Nil
SISXCAI007	Assist with activities not requiring equipment	Nil
Client and Customer Service		
SISXCCS001	Provide quality service	Nil
SISXCCS002	Coordinate client service activities	Nil

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Unit code	Unit title	Prerequisite(s)
SISXCCS003	Address client needs	Nil
Disability		
SISXDIS001	Facilitate inclusion for people with a disability	Nil
SISXDIS002	Plan and conduct disability programs	Nil
Emergency Response		
SISXEMR001	Respond to emergency situations	Nil
SISXEMR002	Coordinate emergency responses	Nil
Facility Management		
SISXFAC001	Maintain equipment for activities	Nil
SISXFAC002	Maintain sport, fitness and recreation facilities	Nil
SISXFAC003	Implement facility maintenance programs	Nil
SISXFAC004	Coordinate facility and equipment acquisition and maintenance	Nil
SISXFAC005	Manage stock supply and purchase	Nil
Finance		
SISXFIN001	Develop and review budgets for activities or projects	Nil
SISXFIN002	Process financial transactions	Nil
Human Resource Management		
SISXHRM001	Recruit and manage volunteers	Nil
Computer Operations and ICT Management		
SISXICT001	Select and use technology for sport, fitness and recreation work	Nil
Working in Industry		
SISXIND001	Work effectively in sport, fitness and recreation environments	Nil
SISXIND002	Maintain sport, fitness and recreation industry knowledge	Nil
SISXIND003	Maintain legal knowledge for organisation governance	Nil
SISXIND004	Analyse participation patterns	Nil
SISXIND005	Coordinate work teams or groups	Nil
SISXIND006	Conduct sport, fitness or recreation events	Nil
SISXIND007	Develop and implement participation strategies	Nil

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Unit code	Unit title	Prerequisite(s)
Management and Leadership		
SISXMGT001	Develop and maintain stakeholder relationships	Nil
Resource Management		
SISXRES001	Conduct sustainable work practices in open spaces	Nil
SISXRES002	Educate user groups	Nil
FITNESS (F)		
SISFFIT001	Provide health screening and fitness orientation	Nil
SISFFIT002	Recognise and apply exercise considerations for specific populations	Nil
SISFFIT003	Instruct fitness programs	Nil
SISFFIT004	Incorporate anatomy and physiology principles into fitness programming	Nil
SISFFIT005	Provide healthy eating information	Nil
SISFFIT006	Conduct fitness appraisals	Nil
SISFFIT007	Instruct group exercise sessions	Nil
SISFFIT008	Instruct water-based fitness activities	Nil
SISFFIT009	Deliver pre-choreographed or prescribed community fitness	Nil
SISFFIT010	Deliver pre-choreographed or prescribed group exercise to music	Nil
SISFFIT011	Instruct approved community fitness programs	Nil
SISFFIT012	Instruct movement programs to children aged 5 to 12 years	Nil
SISFFIT013	Instruct exercise to young people aged 13 to 17 years	Nil
SISFFIT014	Instruct exercise to older clients	Nil
SISFFIT015	Collaborate with medical and allied health professionals in a fitness context	Nil
SISFFIT016	Provide motivation to positively influence exercise behaviour	Nil
SISFFIT017	Instruct long-term exercise programs	Nil
SISFFIT018	Promote functional movement capacity	Nil
SISFFIT019	Incorporate exercise science principles into fitness programming	Nil
SISFFIT020	Instruct exercise programs for body composition goals	Nil
SISFFIT021	Instruct personal training programs	Nil

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Unit code	Unit title	Prerequisite(s)
SISFFIT022	Instruct aquatic sessions for specific population groups	Nil
SISFFIT023	Instruct group personal training programs	Nil
SISFFIT024	Instruct endurance programs	Nil
SISFFIT025	Recognise the dangers of providing nutrition advice to clients	Nil
SISFFIT026	Support healthy eating through the Eat for Health Program	Nil
SISFFIT027	Conduct health promotion activities	Nil
SISFFIT028	Apply evidence-based practice to exercise programs	Nil
SISFFIT029	Apply anatomy and physiology to advanced personal training	Nil
SISFFIT030	Instruct advanced exercise programs	Nil
SISFFIT031	Implement injury prevention strategies	Nil

1.4 Imported Units of Competency and Prerequisites

Codes, titles and prerequisite requirements for imported Units of Competency are applicable and current at the time of publication of the **SIS Sport, Fitness and Recreation Training Package**.

The parent Training Package is identified before each group of imported Units of Competency.

Unit code	Unit title	Prerequisite(s)
AHC10 Agriculture, Horticulture and Conservation and Land Management		
AHCBUS506A	Develop and review a business plan	Nil
BSB Business Services		
BSBADM307	Organise schedules	Nil
BSBADM311	Maintain business resources	Nil
BSBADM502	Manage meetings	Nil
BSBADM503	Plan and manage conferences	Nil
BSBADM504	Plan and implement administrative systems	Nil
BSBADM506	Manage business document design and development	Nil
BSBCMM101	Apply basic communication skills	Nil
BSBCRT301	Develop and extend critical thinking skills	Nil
BSBFIA301	Maintain financial records	Nil
BSBFIA302	Process payroll	Nil
BSBFIA303	Process accounts payable and receivable	Nil
BSBFIA304	Maintain a general ledger	Nil
BSBFIM501	Manage budgets and financial plans	Nil
BSBFIM502	Manage payroll	Nil
BSBFIM601	Manage finances	Nil
BSBFRA301	Work within a franchise	Nil
BSBFRA402	Establish a franchise	Nil
BSBFRA403	Manage relationship with franchisor	Nil
BSBGOV401	Implement board member responsibilities	Nil
BSBHRM404	Review human resources functions	Nil
BSBHRM405	Support the recruitment, selection and induction of staff	Nil
BSBHRM501	Manage human resource services	Nil

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Unit code	Unit title	Prerequisite(s)
BSBHRM502	Manage human resource management information systems	Nil
BSBHRM505	Manage remuneration and employee benefits	Nil
BSBHRM506	Manage recruitment, selection and induction processes	Nil
BSBHRM507	Manage separation or termination	Nil
BSBHRM509	Manage rehabilitation or return to work programs	Nil
BSBHRM512	Develop and manage performance-management processes	Nil
BSBINM301	Organise workplace information	Nil
BSBITU201	Produce simple word processed documents	Nil
BSBLDR502	Lead and manage effective workplace relationships	Nil
BSBLED501	Plan skills development	Nil
BSBLED502	Manage programs that promote personal effectiveness	Nil
BSBMGT502	Manage people performance	Nil
BSBMGT517	Manage operational plan	Nil
BSBMKG501	Identify and evaluate marketing opportunities	Nil
BSBMKG502	Establish and adjust the marketing mix	Nil
BSBMKG514	Implement and monitor marketing activities	Nil
BSBMKG521	Plan and implement sponsorship and event marketing	Nil
BSBMKG523	Design and develop an integrated marketing communication plan	Nil
BSBPMG522	Undertake project work	Nil
BSBRKG502	Manage and monitor business or records systems	Nil
BSBRSK401	Identify risk and apply risk management processes	Nil
BSBRSK501	Manage risk	Nil
BSBSLS408	Present, secure and support sales solutions	Nil
BSBSMB306	Plan a home based business	Nil
BSBSMB407	Manage a small team	Nil
BSBSMB401	Establish legal and risk management requirements of small business	Nil
BSBSMB403	Market the small business	Nil

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Unit code	Unit title	Prerequisite(s)
BSBSMB404	Undertake small business planning	Nil
BSBSMB405	Monitor and manage small business operations	Nil
BSBSMB406	Manage small business finances	Nil
BSBSMB407	Manage a small team	Nil
BSBSUS201	Participate in environmentally sustainable work practices	Nil
BSBSUS501	Develop workplace policy and procedures for sustainability	Nil
BSBWHS303	Participate in WHS hazard identification, risk assessment and risk control	Nil
BSBWOR201	Manage personal stress in the workplace	Nil
BSBWOR202	Organise and complete daily work activities	Nil
BSBWOR204	Use business technology	Nil
BSBWOR301	Organise personal work priorities and development	Nil
BSBWOR404	Develop work priorities	Nil
BSBWOR501	Manage personal work priorities and professional development	Nil
BSBWRK510	Manage employee relations	Nil
BSNHRM502	Manage human resource management information systems	Nil
CHC Community Services		
CHCCCS020	Respond effectively to behaviours of concern	Nil
CHCCDE002	Develop and implement community programs	Nil
CHCCDE004	Implement participation and engagement strategies	Nil
CHCCDE005	Develop and support relevant community resources	Nil
CHCCDE007	Develop and provide community projects	Nil
CHCCDE010	Develop and lead community engagement strategies to enhance participation	Nil
CHCCOM001	Provide first point of contact	Nil
CHCCOM002	Use communication to build relationships	Nil
CHCCCS007	Develop and implement service programs	Nil
CHCDIS005	Develop and provide person-centred service responses	Nil
CHCDIV001	Work with diverse people	Nil

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Unit code	Unit title	Prerequisite(s)
CHCDIV003	Manage and promote diversity	Nil
CHCEDU001	Provide community focused health promotion and prevention strategies	Nil
CHCLAH002	Contribute to leisure and health programming	Nil
CHCLAH004	Participate in planning leisure and health programs for clients with complex needs	Nil
CHCLAH006	Coordinate planning, implementation and monitoring of leisure and health programs	Nil
CHCMGT001	Develop, implement and review quality framework	Nil
CHCMGT002	Manage partnership agreements with service providers	Nil
CHCMGT003	Lead the work team	Nil
CHCMGT004	Secure and manage funding	Nil
CHCMGT005	Facilitate workplace debriefing and support processes	Nil
CHCPOL002	Develop and implement policy	Nil
CHCPRP001	Develop and maintain networks and collaborative partnerships	Nil
CHCPRP003	Reflect on and improve own professional practice	Nil
CHCVOL004	Manage volunteer workforce development	Nil
CHCYTH001	Engage respectfully with young people	Nil
CHCYTH009	Support youth programs	Nil
CHCYTH012	Manage service response to young people in crisis	Nil
CHC08 Community Services		
CHCYTH301E	Work effectively with young people	Nil
CUF07 Screen and Media		
CUFIND401A	Provide services on a freelance basis	Nil
FNS Financial Services		
FNSACC502	Prepare tax documentation for individuals	Nil
FNSACC504	Prepare financial reports for corporate entities	Nil
FNSACC505	Establish and maintain accounting information systems	Nil
FNSACC506	Implement and maintain internal control procedures	Nil
FSK Foundation Skills		

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Unit code	Unit title	Prerequisite(s)
FSKDIG03	Use digital technology for routine workplace tasks	Nil
FSKLRG09	Use strategies to respond to routine workplace problems	Nil
FSKLRG11	Use routine strategies for work-related learning	Nil
HLT Health		
HLTAHW023	Plan, develop and evaluate health promotion and community development programs	Nil
HLTAID003	Provide first aid	Nil
HLTAID006	Provide advanced first aid	Nil
HLTWHS001	Participate in workplace health and safety	Nil
HLTWHS003	Maintain work health and safety	Nil
HLTWHS004	Manage work health and safety	Nil
HLT07 Health		
HLTFA211A	Provide basic emergency life support	Nil
HLTPOP402C	Assess readiness for and effect behaviour change	Nil
ICT Information and Communications Technology		
ICTDBS409	Monitor and administer a database	Nil
ICTICT203	Operate application software packages	Nil
ICTICT308	Use advanced features of computer applications	Nil
ICTWEB201	Use social media tools for collaboration and engagement	Nil
PSP12 Public Sector		
PSPPROC414A	Manage contracts	Nil
PUA12 Public Safety		
PUAEME001B	Provide emergency care	PUAFIR215 Prevent injury (Fire sector specific)
PUAEME003C	Administer oxygen in an emergency situation	PUAEME001B Provide emergency care
PUAEME004A	Provide emergency care for suspected spinal injury	HLTFA211A Provide basic emergency life support OR HLTFA311A Apply first aid

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Unit code	Unit title	Prerequisite(s)
PUAOPE010C	Operate an automated external defibrillator in an emergency	PUAEME001B Provide emergency care Or HLTFA211A Provide basic emergency life support
SFI11 Seafood Industry		
SFICOMP205B	Communicate effectively in cross-cultural environments	Nil
SIR07 Retail Services		
SIRXCCS201	Apply point-of-sale handling procedures	Nil
SIRXINV005A	Control inventory	Nil
SIRXINV404	Manage retail merchandise	Nil
SIRXMER201	Merchandise products	Nil
SIRXMER303	Coordinate merchandise presentation	Nil
SIRXMER405	Manage store presentation and pricing	Nil
SIRXSLS002A	Advise on products and service	Nil
SIRXSLS201	Sell products and services	Nil
SIRXSLS304	Coordinate sales performance	Nil
SIRXSLS406	Manage sales and service delivery	Nil
SIS10 Sport, Fitness and Recreation		
SISSSCO513	Plan and implement high performance training and recovery programs	Nil
SISSSDE503	Develop volunteer management policies	Nil
SISOODR506A	Evaluate policy for an outdoor organisation	Nil
SISSSPA505A	Coordinate team or group management	Nil
SISSSPA506A	Coordinate team or group administration	Nil
SISSSTC301A	Instruct strength and conditioning techniques	Nil
SISSSTC402A	Develop strength and conditioning programs	Nil
SIT12 Tourism, Travel and Hospitality		
SITXEVT505	Manage on-site event operations	Nil
SITXEVT602	Develop event concepts	Nil

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Unit code	Unit title	Prerequisite(s)
SITXEVT603	Determine event feasibility	Nil
SITXFIN601	Manage physical assets	Nil
SITXFSA101	Use hygienic practices for food safety	Nil

1.5 Qualification Mapping

The following maps the relationship between previous and replacement qualifications within the training package.

Table 4: Qualification mapping between

Previous Qualification SIS10 V3.0	Replacement Qualification SIS V1.0	Comment in relation to previous version E = Equivalent N = Not Equivalent
COMMUNITY RECREATION		
SIS20113 Certificate II in Community Activities		Qualification deleted.
SIS30113 Certificate III in Aquatics		Qualification deleted.
SIS30213 Certificate III in Community Activity Programs		Qualification deleted.
	SIS31015 Certificate III in Aquatics and Community Recreation	New qualification.
SIS40113 Certificate IV in Community Recreation		Qualification deleted.
FITNESS		
SIS30313 Certificate III in Fitness	SIS30315 Certificate III in Fitness	<ul style="list-style-type: none"> N Revised Qualification structure Number of units required for completion increased from 15 to 16 units Specialisations introduced.
SIS40210 Certificate IV in Fitness	SIS40215 Certificate IV in Fitness	<ul style="list-style-type: none"> N Revised Qualification structure Number of units required for completion increased from 15 to 20 units.
SIS5013 Diploma of Fitness	SIS50215 Diploma of Fitness	<ul style="list-style-type: none"> N Revised Qualification structure Number of units required for completion increased from 13 to 18 units Job roles and skills outcomes have changed Specialisations have been introduced.
SPORT AND RECREATION		
SIS10113 Certificate I in Sport and Recreation	SIS10115 Certificate I in Sport and Recreation	<ul style="list-style-type: none"> E Revised Qualification structure Number of units required for completion remains at 8 units.
SIS20313 Certificate II in Sport and Recreation	SIS20115 Certificate II in Sport and Recreation	<ul style="list-style-type: none"> N Revised Qualification structure combining:

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Previous Qualification SIS10 V3.0	Replacement Qualification SIS V1.0	Comment in relation to previous version E = Equivalent N = Not Equivalent
		<ul style="list-style-type: none"> ○ SIS20113 Certificate II in Community Activities ○ SIS20313 Certificate II in Sport and Recreation ● Number of units required for completion 13 units.
SIS30513 Certificate III in Sport and Recreation	SIS30115 Certificate III in Sport and Recreation	<ul style="list-style-type: none"> ● E ● Revised Qualification structure ● Number of units required for completion remains at 15 units.
SIS40412 Certificate IV Sport and Recreation	SIS40115 Certificate IV Sport and Recreation	<ul style="list-style-type: none"> ● N ● Revised Qualification structure combining: <ul style="list-style-type: none"> ○ SIS40412- Certificate IV in Sport and Recreation ○ SIS40113- Certificate IV in Community Recreation ● Number of units required for completion 17 units.
SIS50712 Diploma of Sport and Recreation Management	SIS50115 Diploma of Sport and Recreation Management	<ul style="list-style-type: none"> ● E ● Revised Qualification structure ● Number of units required for completion increased from 13 to 20 units ● Specialisations have been removed.

1.6 Unit of Competency Mapping

Table 5: Unit of competency mapping between SIS10 V3.0 and SIS V1.0 Sport, Fitness and Recreation Training Package

Previous Unit Code and Title SIS10 V3.0	Replacement Unit Code and Title SIS V1.0	Comment in relation to previous version E = Equivalent N = Not Equivalent
Community Recreation		
Aquatics		
SISCAQU201A Monitor pool water quality	SISCAQU001 Test pool water quality	<ul style="list-style-type: none"> E Updated to meet Standards for Training Packages.
SISCAQU202A Perform basic water rescues	SISCAQU002 Perform basic water rescues	<ul style="list-style-type: none"> N Updated to meet Standards for Training Packages.
SISCAQU303A Operate aquatic facility plant and equipment	SISCAQU003 Maintain aquatic facility plant and equipment	<ul style="list-style-type: none"> N Updated to meet Standards for Training Packages.
SISCAQU304A Maintain pool water quality	SISCAQU004 Develop and implement pool water maintenance procedures	<ul style="list-style-type: none"> E Covers content included in: <ul style="list-style-type: none"> SISCAQU304A Maintain pool water quality, and SISCAQU414A Develop pool water maintenance procedures.
SISCAQU305A Implement aquatic facility plant and equipment maintenance program	SISCAQU005 Develop and implement aquatic facility maintenance procedures	<ul style="list-style-type: none"> E Covers content included in: <ul style="list-style-type: none"> SISCAQU305A Implement aquatic facility plant and equipment maintenance program , and SISCAQU415A Develop aquatic facility maintenance procedures.
SISCAQU306A Supervise clients at an aquatic facility or environment	SISCAQU006 Supervise clients in aquatic locations	<ul style="list-style-type: none"> E Updated to meet Standards for Training Packages More explicit focus on communication and conflict resolution.
SISCAQU308A Instruct water familiarisation, buoyancy and mobility skills	SISCAQU008 Instruct water familiarisation, buoyancy and mobility skills	<ul style="list-style-type: none"> E Updated to meet Standards for Training Packages.
SISCAQU309A Instruct clients in water safety and survival skills	SISCAQU009 Instruct water safety and survival skills	<ul style="list-style-type: none"> E Updated to meet Standards for Training Packages.
SISCAQU310A Instruct swimming strokes	SISCAQU010 Instruct swimming strokes	<ul style="list-style-type: none"> E Updated to meet Standards for Training Packages.
SISCAQU311A Foster the development of infants and toddlers in an aquatic environment	SISCAQU011 Promote development of infants and toddlers in an aquatic environment	<ul style="list-style-type: none"> E Updated to meet Standards for Training Packages.
SISCAQU312A Assist participants with a disability during aquatic activities	SISCAQU012 Assist participants with a	<ul style="list-style-type: none"> E Updated to meet Standards for Training Packages.

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Previous Unit Code and Title SIS10 V3.0	Replacement Unit Code and Title SIS V1.0	Comment in relation to previous version E = Equivalent N = Not Equivalent
	disability during aquatic activities	
SISCAQU313A Develop an aquatics career plan		<ul style="list-style-type: none"> Deleted
SISCAQU414A Develop pool water maintenance procedures	SISCAQU004 Develop and implement pool water maintenance procedures	<ul style="list-style-type: none"> E Covers content included in: <ul style="list-style-type: none"> SISCAQU304A Maintain pool water quality, and SISCAQU414A Develop pool water maintenance procedures.
SISCAQU415A Develop aquatic facility maintenance procedures	SISCAQU005 Develop and implement aquatic facility maintenance procedures	<ul style="list-style-type: none"> E Covers content included in: <ul style="list-style-type: none"> SISCAQU305A Implement aquatic facility plant and equipment maintenance program , and SISCAQU415A Develop aquatic facility maintenance procedures.
SISCAQU416A Coordinate lifeguard service at an aquatic facility	SISCAQU013 Coordinate lifeguard service at an aquatic facility	<ul style="list-style-type: none"> E Updated to meet Standards for Training Packages.
SISCAQU417A Operate self-contained breathing apparatus in an aquatic facility	SISCAQU014 Operate self-contained breathing apparatus in an aquatic facility	<ul style="list-style-type: none"> E Updated to meet Standards for Training Packages.
SISCAQU318 Perform advanced water rescues	SISCAQU007 Perform advanced water rescues	<ul style="list-style-type: none"> N Updated to meet Standards for Training Packages.
Community Recreation Development		
SISCCRD301A Facilitate community development through recreational activities	SISCCRD001 Facilitate community recreation initiatives	<ul style="list-style-type: none"> N Updated to meet Standards for Training Packages.
SISCCRD302A Recruit and manage volunteers	SISXHRM001 Recruit and manage volunteers	<ul style="list-style-type: none"> E Recoded as Cross-Sector to better reflect the coverage of the unit.
SISCCRD303A Facilitate inclusion for people with a disability	SISXDIS001 Facilitate inclusion for people with a disability	<ul style="list-style-type: none"> E Recoded as Cross-Sector to better reflect the coverage of the unit.
SISCCRD304A Work with key stakeholders	SISXMGT001 Develop and maintain stakeholder relationships	<ul style="list-style-type: none"> E Recoded as Cross-Sector to better reflect the coverage of the unit Title changed to better reflect the intent of the unit.
Community Recreation Operations		
SISCCRO301A Assist with recreation games not requiring equipment	SISXCAI007 Assist with activities not requiring equipment	<ul style="list-style-type: none"> E Recoded as Cross-Sector to better reflect the coverage of the unit

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Previous Unit Code and Title SIS10 V3.0	Replacement Unit Code and Title SIS V1.0	Comment in relation to previous version E = Equivalent N = Not Equivalent
		<ul style="list-style-type: none"> Title changed to better reflect intent of the unit.
SISCCRO302A Apply legal and ethical instructional skills		<ul style="list-style-type: none"> Deleted Skills and knowledge have been incorporated across all instructional units.
SISCCRO303A Plan and conduct recreation programs for older persons	SISCCRO001 Plan and conduct recreation programs for older persons	<ul style="list-style-type: none"> E Updated to meet Standards for Training Packages.
SISCCRO304A Plan and conduct disability recreation programs	SISXDIS002 Plan and conduct disability programs	<ul style="list-style-type: none"> E Recoded as Cross-Sector to better reflect the coverage of the unit Title changed to better reflect intent of the unit.
SISCCRO305A Develop a budget for a recreation initiative	SISXFIN001 Develop and review budgets for activities or projects	<ul style="list-style-type: none"> E Recoded as Cross-Sector to better reflect the coverage of the unit.
SISCCRO306A Organise participant travel	SISXADM001 Organise and supervise participant travel	<ul style="list-style-type: none"> E Recoded as Cross-Sector to better reflect the coverage of the unit.
Dance		
SISCDAN301A Teach recreational dance		<ul style="list-style-type: none"> Deleted
Self Defence		
SISCSDF301A Instruct the basic skills of unarmed self-defence		<ul style="list-style-type: none"> Deleted
SISCSDF302A Instruct the intermediate skills of unarmed self-defence		<ul style="list-style-type: none"> Deleted
Cross-Sector		
Coaching and Instruction		
SISXCAI101A Provide equipment for activities	SISXCAI001 Provide equipment for activities	<ul style="list-style-type: none"> E Updated to meet Standards for Training Packages Changes to elements and performance criteria.
SISXCAI102A Assist in preparing sport and recreation sessions	SISXCAI002 Assist with activity sessions	<ul style="list-style-type: none"> E Updated to meet Standards for Training Packages Changes to elements and performance criteria.
SISXCAI303A Plan and conduct sport and recreation sessions	SISXCAI003 Conduct non-instructional sport, fitness or recreation sessions	<ul style="list-style-type: none"> E Updated to meet Standards for Training Packages Changes to elements and performance criteria.

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Previous Unit Code and Title SIS10 V3.0	Replacement Unit Code and Title SIS V1.0	Comment in relation to previous version E = Equivalent N = Not Equivalent
SISXCAI304A Plan and conduct sport and recreation programs	SISXCAI004 Plan and conduct programs	<ul style="list-style-type: none"> N Updated to meet Standards for Training Packages The unit has been revised to be industry generic and now has a clear focus on the development of the program, not the instruction of program sessions Significant changes to several Performance Criteria.
SISXCAI305A Conduct individualised long-term training programs	SISXCAI005 Conduct individualised long-term training programs	<ul style="list-style-type: none"> E Updated to meet Standards for Training Packages Application of this unit changed, i.e. removal of terms 'fitness instructors' and 'personal trainers'.
SISXCAI306A Facilitate groups	SISXCAI006 Facilitate groups	<ul style="list-style-type: none"> E Updated to meet Standards for Training Packages Changes to elements and performance criteria.
Client and Customer Service		
SISXCCS201A Provide customer service	SISXCCS001 Provide quality service	<ul style="list-style-type: none"> E Updated to meet Standards for Training Packages Changes to elements and performance criteria.
SISXCCS202 Process entry transactions	SISXFIN002 Process financial transactions	<ul style="list-style-type: none"> E Recoded as Cross-Sector to better reflect the coverage of the unit.
SISXCCS402A Coordinate client service activities	SISXCCS002 Coordinate client service activities	<ul style="list-style-type: none"> N Updated to meet Standards for Training Packages Application of unit changed, removing the term 'instructors'.
SISXCCS403A Determine needs of client populations		<ul style="list-style-type: none"> Deleted Content covered in SISXCCS003 Address client needs.
SISXCCS404A Address client needs	SISXCCS003 Address client needs	<ul style="list-style-type: none"> E Updated to meet Standards for Training Packages Changes to elements and performance criteria.
Emergency Response		
SISXEMR201A Respond to emergency situations	SISXEMR001 Respond to emergency situations	<ul style="list-style-type: none"> E Updated to meet Standards for Training Packages Changes to elements and performance criteria.
SISXEMR402A Coordinate emergency responses	SISXEMR002 Coordinate emergency responses	<ul style="list-style-type: none"> E Updated to meet Standards for Training Packages Changes to elements and performance criteria.
Facility Management		
SISXFAC207 Maintain sport, fitness and recreation equipment for activities	SISXFAC001 Maintain equipment for activities	<ul style="list-style-type: none"> E Title simplified Updated to meet Standards for Training Packages Changes to elements and performance criteria.

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Previous Unit Code and Title SIS10 V3.0	Replacement Unit Code and Title SIS V1.0	Comment in relation to previous version E = Equivalent N = Not Equivalent
SISXFAC208 Maintain, sport, fitness and recreation facilities	SISXFAC002 Maintain sport, fitness and recreation facilities	<ul style="list-style-type: none"> N Updated to meet Standards for Training Packages Changes to elements and performance criteria Removed Element 4 Maintain vending machines.
SISXFAC303A Implement facility maintenance programs	SISXFAC003 Implement facility maintenance programs	<ul style="list-style-type: none"> E Updated to meet Standards for Training Packages Changes to elements and performance criteria.
SISXFAC404A Coordinate facility and equipment acquisition and maintenance	SISXFAC004 Coordinate facility and equipment acquisition and maintenance	<ul style="list-style-type: none"> N Updated to meet Standards for Training Packages Unit content amended to include more independence and involvement in the selection and management of acquiring new equipment.
SISXFAC409A Plan and provide sport, fitness and recreation services		<ul style="list-style-type: none"> Deleted Content covered in SISXCCS003 Address client needs.
SISXFAC506A Manage stock supply and purchase	SISXFAC005 Manage stock supply and purchase	<ul style="list-style-type: none"> E Updated to meet Standards for Training Packages Changes to elements and performance criteria.
Working in Industry		
SISXIND101A Work effectively in sport and recreation environments	SISXIND001 Work effectively in sport, fitness and recreation environments	<ul style="list-style-type: none"> E Title changed to better reflect coverage of the unit Updated to meet Standards for Training Packages Changes to elements and performance criteria.
SISXIND211 Develop and update sport, fitness and recreation industry knowledge	SISXIND002 Maintain sport, fitness and recreation industry knowledge	<ul style="list-style-type: none"> E Title changed to better reflect the intent of the unit Updated to meet Standards for Training Packages Changes to elements and performance criteria.
SISXIND402 Analyse legal knowledge for organisation governance	SISXIND003 Maintain legal knowledge for organisation governance	<ul style="list-style-type: none"> E Title changed to better reflect the intent of the unit Updated to meet Standards for Training Packages Changes to elements and performance criteria.
SISXIND403A Analyse participation patterns	SISXIND004 Analyse participation patterns	<ul style="list-style-type: none"> E Updated to meet Standards for Training Packages Changes to elements and performance criteria.
SISXIND405A Conduct projects		<ul style="list-style-type: none"> Deleted
SISXIND406A Manage projects		<ul style="list-style-type: none"> Deleted
SISXIND408 Select and use technology for sport, fitness and recreation work	SISXICT001 Select and use technology for sport, fitness and recreation work	<ul style="list-style-type: none"> N Recoded as ICT to better reflect the coverage of the unit Added Performance Criteria regarding working within a budget to determine suitable technology for organisation.

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Previous Unit Code and Title SIS10 V3.0	Replacement Unit Code and Title SIS V1.0	Comment in relation to previous version E = Equivalent N = Not Equivalent
SISXIND409 Organise a sport, fitness or recreation event	SISXIND006 Conduct sport, fitness or recreation events	<ul style="list-style-type: none"> E Title changed to better reflect intent of the unit Updated to meet Standards for Training Packages Changes to elements and performance criteria.
SISXIND410 Coordinate sport, fitness or recreation work teams or groups	SISXIND005 Coordinate work teams or groups	<ul style="list-style-type: none"> E Title changed to better reflect the intent of the unit Updated to meet Standards for Training Packages Changes to elements and performance criteria Element 5 Maintain staffing records incorporated into another element.
SISXIND507A Manage education initiatives	SISXIND007 Develop and implement participation strategies	<ul style="list-style-type: none"> N Updated to meet Standards for Training Packages Removed several Performance Criteria that pigeon holed the unit into education providers only Changes to elements and performance criteria.
Resource Management		
SISXRES301A Provide public education on the use of resources	SISXRES002 Educate user groups	<ul style="list-style-type: none"> E Title changed to better reflect the intent of the unit Updated to meet Standards for Training Packages Changes to elements and performance criteria.
SISXRES402A Support implementation of environmental management practices		<ul style="list-style-type: none"> Deleted
SISXRES403A Use resources efficiently		<ul style="list-style-type: none"> Deleted
SISXRES504A Conserve and re-establish natural systems	SISXRES001 Conduct sustainable work practices in open spaces	<ul style="list-style-type: none"> N Covers content included in: <ul style="list-style-type: none"> SISXRES504A Conserve and re-establish natural systems SISXRES505A Achieve sustainable land management SISXRES506A Undertake open space planning.
SISXRES505A Achieve sustainable land management	SISXRES001 Conduct sustainable work practices in open spaces	<ul style="list-style-type: none"> N Covers content included in: <ul style="list-style-type: none"> SISXRES504A Conserve and re-establish natural systems SISXRES505A Achieve sustainable land management SISXRES506A Undertake open space planning.
SISXRES506A Undertake open space planning	SISXRES001 Conduct sustainable work practices in open spaces	<ul style="list-style-type: none"> N Covers content included in: <ul style="list-style-type: none"> SISXRES504A Conserve and re-establish natural systems SISXRES505A Achieve sustainable land management SISXRES506A Undertake open space planning.

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Previous Unit Code and Title SIS10 V3.0	Replacement Unit Code and Title SIS V1.0	Comment in relation to previous version E = Equivalent N = Not Equivalent
SISXRES507A Design and maintain the built environment		<ul style="list-style-type: none"> Deleted
Risk		
SISXRSK301A Undertake risk analysis of activities		<ul style="list-style-type: none"> Deleted Replaced by BSBRSK401 Identify risk and apply risk management processes.
SISXRSK502A Manage organisational risks		<ul style="list-style-type: none"> Deleted Replaced by BSBRSK501 Manage risk.
Work Health and Safety		
SISXWHS101 Follow work health and safety policies		<ul style="list-style-type: none"> Deleted Replaced by HLTWHS001 Participate in workplace health and safety
SISXWHS402 Implement and monitor work health and safety policies		<ul style="list-style-type: none"> Deleted Replaced by HLTWHS003 Maintain work health and safety.
SISXWHS503 Establish and maintain work health and safety systems		<ul style="list-style-type: none"> Deleted Replaced by HLTWHS004 Manage work health and safety.
Fitness		
SISFFIT301A Provide fitness orientation and health screening	SISFFIT001 Provide health screening and fitness orientation	<ul style="list-style-type: none"> E Title changed to better reflect the intent of the unit Updated to meet Standards for Training Packages.
SISFFIT302A Provide quality service in the fitness industry	SISXCCS001 Provide quality service	<ul style="list-style-type: none"> E Updated to meet Standards for Training Packages Changes to elements and performance criteria.
SISFFIT303A Develop and apply an awareness of specific populations to exercise delivery	SISFFIT002 Recognise and apply exercise considerations for specific populations	<ul style="list-style-type: none"> N Title changed to better reflect the intent of the unit Updated to meet Standards for Training Packages Unit now covers the following specific population groups: <ul style="list-style-type: none"> children and adolescents women older adults clients with a disability culturally and linguistically diverse (CALD) groups.
SISFFIT304A Instruct and monitor fitness programs	SISFFIT003 Instruct fitness programs	<ul style="list-style-type: none"> N Title simplified Updated to meet Standards for Training Packages Covers content included in: <ul style="list-style-type: none"> SISFFIT304A Instruct and monitor fitness programs, and SISFFIT308A Plan and deliver gym programs.

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Previous Unit Code and Title SIS10 V3.0	Replacement Unit Code and Title SIS V1.0	Comment in relation to previous version E = Equivalent N = Not Equivalent
SISFFIT305A Apply anatomy and physiology principles in a fitness context	SISFFIT004 Incorporate anatomy and physiology principles into fitness programming	<ul style="list-style-type: none"> N Title changed to better reflect the intent of the unit Updated to meet Standards for Training Packages Performance Criteria revised to better reflect workplace application of knowledge.
SISFFIT306A Provide healthy eating information to clients in accordance with recommended guidelines	SISFFIT005 Provide healthy eating information	<ul style="list-style-type: none"> N Updated to meet Standards for Training Packages Performance Criteria revised to better reflect the appropriate level of workplace application of knowledge.
SISFFIT307A Undertake client health assessment	SISFFIT006 Conduct fitness appraisals	<ul style="list-style-type: none"> N Title changed to better reflect the intent of the unit Updated to meet Standards for Training Packages.
SISFFIT308A Plan and deliver gym programs		<ul style="list-style-type: none"> Deleted Content covered in SISFFIT003 Instruct fitness programs.
SISFFIT309A Plan and deliver group exercise sessions	SISFFIT007 Instruct group exercise sessions	<ul style="list-style-type: none"> N Updated to meet Standards for Training Packages.
SISFFIT310A Plan and deliver water based fitness activities	SISFFIT008 Instruct water-based fitness activities	<ul style="list-style-type: none"> E Title simplified Updated to meet Standards for Training Packages.
SISFFIT311A Deliver approved community fitness programs	SISFFIT011 Instruct approved community fitness programs	<ul style="list-style-type: none"> E Title changed to better reflect the intent of the unit Updated to meet Standards for Training Packages.
SISFFIT312A Plan and deliver an endurance training program	SISFFIT024 Instruct endurance programs	<ul style="list-style-type: none"> N Title simplified Updated to meet Standards for Training Packages Addition of new content that involves controlled or uncontrolled environments, and higher level of knowledge and skills to communicate solutions to endurance goals.
	SISFFIT012 Instruct movement programs to children aged 5 to 12 years	<ul style="list-style-type: none"> New Unit Developed to align with national guidelines for this group.
SISFFIT313A Plan and deliver exercise to apparently healthy children and adolescents	SISFFIT013 Instruct exercise to young people aged 13 to 17 years	<ul style="list-style-type: none"> N Title changed to better reflect the intent of the unit Updated to meet Standards for Training Packages Changes to align with national guidelines for this age group.
SISFFIT314A Plan and deliver exercise to older clients with managed conditions	SISFFIT014 Instruct exercise to older clients	<ul style="list-style-type: none"> N Title simplified Updated to meet Standards for Training Packages Removal of exercise delivery for 'managed conditions' Revised unit focused on exercise delivery for low risk older adults with health-related components of

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Previous Unit Code and Title SIS10 V3.0	Replacement Unit Code and Title SIS V1.0	Comment in relation to previous version E = Equivalent N = Not Equivalent
		fitness goals only.
SISFFIT332 Deliver pre-choreographed or prescribed community group exercise programs	SISFFIT009 Deliver pre-choreographed or prescribed community fitness	<ul style="list-style-type: none"> E Updated to Standards for Training Packages.
SISFFIT333 Deliver pre-choreographed or prescribed group exercise to music classes	SISFFIT010 Deliver pre-choreographed or prescribed group exercise to music	<ul style="list-style-type: none"> E Updated to Standards for Training Packages.
SISFFIT415A Work collaboratively with medical and allied health professionals	SISFFIT015 Collaborate with medical and allied health professionals in a fitness context	<ul style="list-style-type: none"> N Title changed to better reflect the intent of the unit Updated to meet Standards for Training Packages Performance Criteria revised to better reflect the appropriate level of workplace application of knowledge.
SISFFIT416A Apply motivational psychology to provide guidance on exercise behaviour and change to meet health and fitness goals	SISFFIT016 Provide motivation to positively influence exercise behaviour	<ul style="list-style-type: none"> N Title simplified Updated to meet Standards for Training Packages Performance Criteria revised to better reflect workplace application of knowledge.
SISFFIT417A Undertake long term exercise programming	SISFFIT017 Instruct long-term exercise programs	<ul style="list-style-type: none"> N Title changed to better reflect the intent of the unit Updated to meet Standards for Training Packages Performance Criteria revised to better reflect the appropriate level workplace application of knowledge.
SISFFIT418A Undertake appraisals of functional movement	SISFFIT018 Promote functional movement capacity	<ul style="list-style-type: none"> N Title simplified Updated to meet Standards for Training Packages Performance Criteria revised to better reflect the appropriate level workplace application of knowledge.
SISFFIT419A Apply exercise science principles to planning exercise	SISFFIT019 Incorporate exercise science principles into fitness programming	<ul style="list-style-type: none"> E Title changed to better reflect intent of the unit Updated to meet Standards for Training Packages Performance Criteria revised to better reflect workplace application of knowledge.
SISFFIT420A Plan and deliver exercise programs to support desired body composition outcomes	SISFFIT020 Instruct exercise programs for body composition goals	<ul style="list-style-type: none"> N Updated to meet Standards for Training Packages Performance Criteria revised to better reflect the appropriate level workplace application of knowledge
SISFFIT421A Plan and deliver personal training	SISFFIT021 Instruct personal training programs	<ul style="list-style-type: none"> E Title simplified Updated to meet Standards for Training Packages.

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Previous Unit Code and Title SIS10 V3.0	Replacement Unit Code and Title SIS V1.0	Comment in relation to previous version E = Equivalent N = Not Equivalent
SISFFIT422A Implement inclusive aquatic activities for specific population groups	SISFFIT022 Instruct aquatic sessions for specific population groups	<ul style="list-style-type: none"> N Title simplified Updated to meet Standards for Training Packages Unit now covers the following specific population groups in an aquatic exercise environment: <ul style="list-style-type: none"> children and adolescents women older adults clients with a disability culturally and linguistically diverse (CALD) groups.
SISFFIT523A Deliver prescribed exercise to clients with cardiorespiratory conditions		<ul style="list-style-type: none"> Deleted Content not within the professional scope of practice and contradicted the expert professional standards authorities in Allied Health.
	SISFFIT023 Instruct group personal training programs	<ul style="list-style-type: none"> New Unit Covers content required to instruct personal training sessions and programs to a group of people, whilst taking into account individual goals, programming requirements, personality and fitness level.
SISFFIT524A Deliver prescribed exercise to clients with metabolic conditions		<ul style="list-style-type: none"> Deleted Content is not within the professional scope of practice and contradicted the expert professional standards authorities in Allied Health.
SISFFIT525A Advise on injury prevention and management	SISFFIT031 Implement injury prevention strategies	<ul style="list-style-type: none"> N Title changed to better reflect the intent of the unit Updated to Standards for Training Packages Content is covered in SISFFIT031 Implement injury prevention strategies.
	SISFFIT025 Recognise the dangers of providing nutrition advice to clients	<ul style="list-style-type: none"> New Unit Covers the identification of when the provision of nutritional advice is beyond the scope of practice of a personal trainer.
	SISFFIT026 Support healthy eating through the Eat for Health Program	<ul style="list-style-type: none"> New Unit Covers nutrition content within the scope of practice of a personal trainer Incorporates an understanding of and the nutritional rationale for the Eat for Health Program.
SISFFIT526A Deliver prescribed exercise to clients with musculoskeletal conditions		<ul style="list-style-type: none"> Deleted Content not within the professional scope of practice and contradicted the expert professional standards authorities in Allied Health.
SISFFIT527A Undertake health promotion activities to decrease risk factors and prevent chronic disease	SISFFIT027 Conduct health promotion activities	<ul style="list-style-type: none"> N Title simplified Updated to meet Standards for Training Packages Performance Criteria revised to better reflect the appropriate level workplace application of knowledge.

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Previous Unit Code and Title SIS10 V3.0	Replacement Unit Code and Title SIS V1.0	Comment in relation to previous version E = Equivalent N = Not Equivalent
SISFFIT528A Apply research findings to exercise management strategies	SISFFIT028 Apply evidence-based practice to exercise programs	<ul style="list-style-type: none"> N Title changed to better reflect the intent of the unit Updated to meet Standards for Training Packages Critical aspect of current unit requires candidates to conduct research for clients with medical conditions or needs. This has been removed Focus has shifted from managing clients with medical needs to ensuring up-to-date evidence based approaches to fitness programming.
SISFFIT529A Deliver prescribed exercise to clients with a disability or neurological impairment		<ul style="list-style-type: none"> Deleted Content not within the professional scope of practice and contradicted the expert professional standards authorities in Allied Health.
SISFFIT530A Deliver prescribed exercise to children and young adolescents with specific chronic conditions		<ul style="list-style-type: none"> Deleted Content not within the professional scope of practice and contradicted the expert professional standards authorities in Allied Health.
SISFFIT531A Deliver prescribed exercise to older clients with chronic conditions		<ul style="list-style-type: none"> Deleted Content not within the professional scope of practice and contradicted the expert professional standards authorities in Allied Health.
	SISFFIT029 Apply anatomy and physiology to advanced personal training	<ul style="list-style-type: none"> New Unit Developed to cover progressed knowledge of anatomy and physiology relevant to advanced personal training.
	SISFFIT030 Instruct advanced exercise programs	<ul style="list-style-type: none"> New Unit Developed to cover advanced exercise programming.

1.7 Key Work and Training Requirements in the Industry

1.7.1 Overview of the Sport, Fitness and Recreation Industry

The sport, fitness and recreation landscape is complicated. It comprises four industry sectors—sport, fitness, community recreation and outdoor recreation—that are made up of:

- not-for-profits (including volunteer organisations)
- government bodies (local, state and federal)
- commercial enterprises (from large companies down to sole traders like personal trainers).

It also intersects with a number of other sectors, particularly tourism, education and health. For example, outdoor recreation overlaps with both the tourism and education sectors, and the fitness sector overlaps with the health sector.

There are 68,907 people employed in the industries covered by the Sport, Fitness and Recreation Training Package, with a total of 95,950 recorded as working in the industry overall.³

Additionally, the involvement of volunteers is a key feature of the industry. The activities they undertake include assisting an organisation to run smoothly (e.g. performing administration and fundraising tasks) and providing information and advice (including coaching), as well as providing practical assistance to others, such as serving food and helping with grounds maintenance. Sport and recreation sectors benefit significantly from the input of volunteers, with sporting organisations relying heavily on volunteers to provide services for their members.

Table 6 outlines current industry and workforce issues and how they have been addressed within the **SIS Sport, Fitness and Recreation Training Package**.

Table 6: Identified Industry Developments and Training Package Response

Industry and Work Issue	Training Package Response
Fitness	
The fitness sector is responding to demands for flexible, personalised service, and there has been an increase in outdoor fitness activities.	<p>SISFFIT023 Instruct group personal training programs has been developed and added to the Certificate IV in Fitness. This unit also includes indoor and outdoor assessment.</p> <p>SISFFIT021 Instruct personal training programs now includes both indoor and outdoor environments.</p> <p>SISXRES001 Conduct sustainable work practices in open spaces covers the use of open space and is included within the Certificate IV.</p> <p>SISFFIT028 Apply evidence-based practice to exercise programs has been added to the Diploma of Fitness to increase personalised and innovative approaches to client success.</p>
Technology is becoming a more important part of a fitness professional's arsenal.	The Certificate IV in Fitness includes two different technology related electives, including SISXICT001 Select and use technology for sport, fitness and recreation work. Technology skills are identified in the foundation skills field when these skills are essential but not explicit in the performance criteria of units.
Fitness professionals are working with more older and younger clients than before, which requires new skills and knowledge.	The Certificate III allows instructors to work with low-risk clients including older adults and children. SISFFIT002 Recognise and apply exercise considerations for specific populations now includes introductory grounding in specific populations and the referral processes to medical and allied health practitioners.

³ ABS, 2014, Census Table Builder (Census of Population and Housing 2011) Includes the occupations Sport and Fitness Workers nfd, Outdoor Adventure Guides, Sportspeople, Fitness Instructors and Sport Coaches, Instructors and Officials

Industry and Work Issue	Training Package Response
	<p>SISFFIT014 Instruct exercise to older clients has also moved to the core of the Certificate III and includes more knowledge requirements of flexibility, strength, endurance, falls prevention, balance and the benefits of exercise while aging.</p> <p>SISFFIT013 Instruct exercise to young people aged 13 to 17 years has also been added to the core of the Certificate IV. It covers anatomy and physiology related to children and adolescents, the stages of growth and development to enable effective and appropriate planning, and appropriate selection of exercise and equipment for various ages and abilities.</p>
Personal trainers are implementing more fitness programs prescribed by medical and allied health professionals than ever before.	SISFFIT015 Collaborate with medical and allied health professionals in a fitness context has been reviewed by the peak bodies within allied health and changes have been made to ensure the content is current to prepare personal trainers to undertake referrals, and interpret and implement instructions.
Nutritional advice within the Fitness Industry has been a contentious issue.	<p>The nutrition components of the qualifications have been reviewed and developed with guidance from the Nutritional peak bodies.</p> <p>SISFFIT005 Provide healthy eating information has been revised to better reflect the appropriate level of workplace knowledge application.</p> <p>The Certificate IV now includes SISFFIT026 Support healthy eating through the Eat for Health Program which covers energy and nutrient requirements and identifying factors that increase the flexibility in food choices in healthy eating.</p> <p>SISFFIT025 Recognise the dangers of providing nutrition advice to clients has been included within the Certificate IV.</p>
Community Recreation and Sport and Recreation	
Community recreation and aquatic centres are crucial to the physical and mental health of Australia, especially the growing number of older Australians and particularly in rural communities.	Communication skill requirements have been strengthened in a number of units within the Certificate III in Aquatics and Community Recreation.
The centres are playing an increasing role in engaging marginalised and culturally diverse groups.	<p>SISCCRO001 Plan and conduct recreation programs for older persons has also been revised to include psychological stages and the impact on aging, and suitable exercises for older persons.</p> <p>The following Units related to developing and implementing community programs, facilitating groups, educating user groups, and facilitating inclusions for those with a disability have also been updated to reflect the skills needs of the industry:</p> <ul style="list-style-type: none"> • SISCCRD001 Facilitate community recreation initiatives • SISXDIS001 Facilitate inclusion for people with a disability • SISXRES002 Educate user groups • SISXCAI006 Facilitate groups.
Pressure for centres to be financially viable combined with rising costs demand innovative solutions and	Both the Certificate IV in Sport and Recreation and the Diploma of Sport and Recreation include core units that

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Industry and Work Issue	Training Package Response
<p>more use of technology, which means workers need new skills.</p>	<p>address key finance skills:</p> <ul style="list-style-type: none"> • BSBFIM601 Manage finances • SISXFIN001 Develop and review budgets for activities or projects <p>The suite of Sport and Recreation qualifications, and the Certificate III in Aquatics and Community Recreation have been packaged to provide the flexibility to accommodate the different needs of employers within the industry. This will make the workforce more diverse with skills across a range of roles within the industry or organisation.</p>
<p>It is believed that the sector will see an increase in the number of multipurpose recreation facilities.</p>	<p>The suite of sport and Recreation qualifications reflect the multi-skilled role requirements of individuals to be competent in a range of activities and functions across locations such as fitness centres, sporting grounds or complexes, leisure and aquatic centres, and community recreation centres.</p> <p>The Diploma of Sport and Recreation Management has been packaged to include core and elective units that prepare individuals with the skills to manage the effective provision of services and programs in multipurpose recreation facilities.</p>
<p>There are emerging needs for staff with marketing skills to promote facilities to the community to increase participation.</p>	<p>In addition to general elective inclusions, the following units have been packaged into the core of Sport and Recreation qualifications to meet this need:</p> <ul style="list-style-type: none"> • Certificate III in Sport and Recreation <ul style="list-style-type: none"> ○ ICTWEB201 Use social media tools for collaboration and engagement • Certificate IV in Sport and Recreation <ul style="list-style-type: none"> ○ SISXCCS003 Address client needs ○ SISXIND004 Analyse participation patterns • Diploma of Sport and Recreation Management <ul style="list-style-type: none"> ○ BSBMKG523 Design and develop an integrated marketing communications plan ○ SISXIND007 Develop and implement participation strategies

1.8 Regulation and Licensing Implications for implementation

Sport, fitness and recreation industry personnel must comply with general laws that regulate customer, business and employee interaction.

Occupational and licensing requirements impacting on the *SIS Sport, Fitness and Recreation Training Package* are outlined in Table 7:

Table 7: Impact of Regulation and Licensing Requirements on the SIS Sport, Fitness and Recreation Training Package

Unit of Competency	Occupational and Licensing Requirements
SISCAQU002 Perform basic water rescues	For specific licensing requirements relating to these Units of Competency, including requirements for refresher training, refer to the relevant state/territory regulatory bodies and the details provided in Section 1.2.1 .
SISCAQU007 Perform advanced water rescues	
SISCAQU014 Operate self-contained breathing apparatus in an aquatic facility	<p>This unit applies to those working at aquatic facilities where chlorine gas is used. The Australian and New Zealand Safety Standard 2927 requires a SCBA to be kept at any public swimming pool or public place where chlorine is stored or used. The Western Australian Code of Practice for the Design, Construction, Operation, Management and Maintenance of Aquatic Facilities imposes conditions on Pool Operators of Group 1 Swimming Pools to hold this Unit of Competence.</p> <p>With regard to other states and territories, no licensing, regulatory or certification requirements apply to this unit at the time of publication.</p>

Wherever knowledge of a specific law, regulation or licensing arrangement is required to effectively perform a job task described in the Unit of Competency, it is covered in the Knowledge Evidence field of the Assessment Requirements. The Assessment Conditions field requires RTOs to provide current regulatory documents to assist the assessment.

For example, the Knowledge Evidence field of the Unit of Competency SISCCRO001 Plan and conduct recreation programs for older persons is provided in Table 8.

Table 8: Knowledge Evidence for SISCCRO001 Plan and conduct recreation programs for older persons

Knowledge Evidence of relevant law:	Assessment Conditions resource requirement:
<ul style="list-style-type: none"> • legislative and regulatory requirements that support and facilitate safe conduct of recreation programs for older participants: <ul style="list-style-type: none"> ○ work health and safety/occupational health and safety ○ privacy and confidentiality ○ duty of care ○ equal opportunity and anti-discrimination ○ sexual harassment. • organisational policies and procedures for planning and conducting an recreation programs for older participants: <ul style="list-style-type: none"> ○ appropriate use of equipment and venues ○ work health and safety/occupational health and safety ○ risk minimisation ○ privacy ○ duty of care ○ extent and limitations of responsibilities ○ time constraints and scheduling requirements ○ budget allocation ○ use of modified equipment ○ use of aids. 	<ul style="list-style-type: none"> • industry or organisational documentation such as program plans, forms relating to equipment checks and equipment damage • legislation and organisational policies and procedures in relation to the conduct of programs for older persons.

2.0 Implementation Information

2.1 Key Training Package and Industry Features

The competencies in this training package may be attained via:

- formal or informal education and training
- experience in the workplace
- general life experience, and/or
- any combination of the above.

2.1.1 Resourcing Training and Assessment Pathways

The delivery of training and assessment within a realistic operational environment using current industry tools, equipment, documents and other resources is essential to produce graduates that are immediately useful and competent in an industry environment.

Mandatory conditions and resources are specified in the Assessment Conditions field in the Assessment Requirements for each Unit of Competency. The mandatory resources include the:

- physical environment where assessment must take place
- equipment and resources that must be provided
- consumable resources or stock that must be provided
- workplace documentation required
- people who must be present, if relevant
- time imperatives and/or time constraints
- assessor requirements.

The availability of these resources will need to be considered when selecting an appropriate training and assessment pathway.

2.1.2 Simulated Assessment

Where workplace assessment of a Unit of Competency is not practical, a Simulated Assessment Environment (SAE) may be used. The SAE must simulate real life working conditions with all the relevant equipment and conditions of that working environment, including interactions with clients and co-workers.

In reality, candidates have to perform the required skills as a component of multiple tasks, within a multi-disciplinary team and with interruptions, difficult clients and unexpected glitches. These conditions must also be replicated in the SAE.

Figure 1 provides an example of the Assessment Conditions for the Unit of Competency, SISFFIT015 Collaborate with medical and allied health professionals in a fitness context, which allows a Simulated Assessment Environment

Figure 1: Assessment Conditions for SISFFIT015 Collaborate with medical and allied health professionals in a fitness context

Skills must be demonstrated in:

- a workplace or simulated fitness industry environment that offers a variety of services and facilities suitable for working collaboratively with medical and allied health professionals.

Assessment must ensure use of:

- a variety of equipment appropriate for use by clients
- industry endorsed screening and risk stratification procedures
- documented session plans with inclusion of identified modifications/adjustments in response to guidance from a medical or allied health professional
- learning and assessment tools validated by an accredited/registered allied health professional with at least two years' current experience in clinical practice
- clients and medical or allied health professionals for referral processes; these can be:
 - clients, and medical or allied health professionals in the workplace, or
 - individuals who participate in project activities, role plays or simulated activities, set up for the purpose of assessment, within a training organisation.

Assessment must ensure access to:

- industry endorsed scope of practice
- manufacturer guidelines on equipment safety and usage
- organisational policies and procedures related to working with medical and allied health professionals.

Assessment activities that allow the individual to:

- deliver a variety of exercise programs for clients where the personal trainer requires guidance from a medical or allied health professional to work within scope of practice
- deliver programs over a period of time, ensuring adequate time to allow for the implementation of required modifications
- complete and update client records:
 - pre-exercise screening documents
 - program as prescribed
 - modifications
 - client consent
 - copies of any communications.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors; and

- have achieved a Diploma of Fitness; and
- have at least 1 year consecutive post qualification fitness industry experience in the application of the skills and knowledge of the Diploma of Fitness.

2.1.3 Work Placement Hours

Industry strongly supports the use of work placements in the fitness sector for a number of reasons:

- to strengthen the individual's experience of the workplace to support expectations of performance in the workplace
- to practise skills and apply knowledge within the workplace, which promotes stronger embedding of learning
- to provide exposure to real workplace situations and circumstances which cannot be replicated in a learning environment or simulation.

Further, work placements can also prepare individual candidates for their assessment experiences. Learning and practicing skills in the classroom or simulated learning environment, and then coming to the workplace only for assessment, can prove challenging to the individual as they encounter a new environment for assessment. Work placements, when integrated with learning, can also be used for 'on the spot' assessment and to capture a range of evidence to support a decision of competency.

To successfully conduct training and assessment in the workplace, the RTO must provide the learner and workplace supervisor with an agreed, structured learning plan that indicates the purpose of the work placement and the minimum requirements for training and assessment in the specified Units of Competency. It should also clearly identify the training, monitoring and assessment roles and responsibilities of both parties.

Work placements should always involve the appropriate supervision and guidance from supervisors in the workplace and trainers and assessors from the RTO. In sourcing an appropriate workplace, attention should also be paid to the availability of opportunities for the learner to observe, develop and practise required skills, and the availability of appropriately qualified workplace supervisors.

Table 9 details the hours of work placement suggested for relevant qualifications within the SIS Sport, Fitness and Recreation Training Package, as determined through consultation with industry.

Table 9: Suggested Work Placement Hours for Qualifications within the SIS Sport, Fitness and Recreation Training Package

Qualification Code	Qualification Title	Work Placement
SIS30315	Certificate III in Fitness	30 hours
SIS40215	Certificate IV in Fitness	40 hours
SIS50215	Diploma of Fitness	50 hours

Evidence of work placement should be collected and may include timesheets, log books, meeting minutes or other forms of workplace documentation

Where an individual has undertaken a qualification involving a work placement, those hours should not mean a decrease in the hours required for the subsequent qualifications if there is no overlap of core Units of Competency.

2.1.4 Assessment Hours

Mandatory assessment hours and client contact sessions have been included in several units of competency within the *SIS Sport, Fitness and Recreation Training Package*.

Table 10 provides the assessment hours and client contact sessions for relevant units of competency within the SIS Sport, Fitness and Recreation Training Package, as determined through consultation with the fitness industry.

Table 10: Assessment Hours and Client Contact Sessions for Relevant Units of Competency within the SIS Sport, Fitness and Recreation Training Package

Unit Code	Unit Title	Assessment Hours	Client Contact Sessions
SISFFIT001	Provide health screening and fitness orientation	3	5
SISFFIT003	Instruct fitness programs	8	8
SISFFIT005	Provide healthy eating information	2	5
SISFFIT006	Conduct fitness appraisals	5	5
SISFFIT008	Instruct water based fitness activities	8	8
SISFFIT014	Instruct exercise to older clients	5	5
SISFFIT016	Provide motivation to positively influence exercise behaviour	3	3
SISFFIT017	Instruct long term exercise programs	10	10
SISFFIT018	Promote functional movement capacity	8	5
SISFFIT019	Incorporate exercise science principles into fitness programming	5	5
SISFFIT020	Instruct exercise programs for body composition goals	10	10
SISFFIT021	Instruct personal training programs	10	10
SISFFIT023	Instruct group personal training programs	10	10
SISFFIT026	Support healthy eating through the Eat for Health Program	5	5
SISFFIT027	Conduct health promotion activities	5	3
SISFFIT030	Instruct advanced exercise programs	10	10
SISFFIT031	Implement injury prevention strategies	15	10

2.2 Industry Sectors

2.2.1 Fitness

The fitness sector encompasses the provision of fitness and exercise services in the context of health clubs, fitness centres and gyms, as well as the provision of personal training on an individual and group basis in a variety of settings.

The Australian Bureau of Statistics (ABS) defines fitness professionals as those who 'direct, instruct and guide individuals and groups in the pursuit of physical fitness and wellbeing'.⁴ This includes a broad range of fitness service occupations, such as gym and group instructors, and personal, aqua, and other specialised trainers.

2.2.2 Community Recreation and Sport and Recreation

Recreation is defined as activities that require physical exertion, but are predominantly engaged in for the purpose of enjoyment. However, the ABS does not differentiate between sport and recreation. The sport and recreation sector encompasses a broad range of services to promote an active and healthy lifestyle, and is comprised of a diverse set of business and organisation types. These include not-for-profit organisations including many volunteer-run organisations; local, state or federal government managed bodies; and businesses ranging in size.

Community recreation, refers to recreation at the community level, such as community recreation facilities and community activity programs. The organisations involved in community recreation are diverse and run across national, state and territory, and local levels. The delivery of community recreation activities is facilitated by commercial providers, clubs, schools, higher education institutions and youth and community groups. Recreation activities are also supported by the management of venues and facilities, such as aquatics centres, outdoor centres and camps. Relevant organisations include peak and representative bodies for individual recreation activities and for the sector as a whole.

Recreation receives a great deal of assistance from all levels of government: local governments, state and territory sport and recreation government departments and at the federal level.

2.2.3 Occupational Outcomes of Qualifications

Table 11: Occupational Outcomes of Qualifications by Industry Sector

Qualification	Occupational Outcome
COMMUNITY RECREATION	
SIS31015 Certificate III in Aquatics and Community Recreation	<p>This qualification reflects the role of individuals who work in aquatic facilities or environments, and recreation facilities. These individuals are competent in a range of activities and functions requiring autonomous work within a defined range of situations and activities.</p> <p>This qualification provides a pathway to work as a swimming teacher, pool lifeguard, or recreation leader.</p> <p>Possible job titles include:</p> <ul style="list-style-type: none"> • swimming teacher • pool lifeguard • recreation leader.
FITNESS	
SIS30315 Certificate III in Fitness	<p>This qualification reflects the role of instructors who perform a range of activities and functions within the fitness industry. Depending on the specialisation chosen, this qualification provides a pathway to work as an instructor providing exercise instruction for group, aqua or gym programs.</p>

⁴ The occupational title used by the ABS is 'Fitness Instructors,' however industry has explicitly stated that 'Fitness Professionals' is more appropriate. The statistics presented in this Environmental Scan are drawn from the ABS category of 'Fitness Instructors' but will use the title of 'Fitness Professionals.' Australian Bureau of Statistics (2013) ANZSCO – Australian and New Zealand Standard Classification of Occupation, 2013, Version 1.2, Cat 1220.0.

Qualification	Occupational Outcome
	<p>They work independently with some level of autonomy in a controlled environment such as fitness, leisure, aquatic and community centres where risks are managed through pre-existing risk assessment and hazard control processes.</p> <p>Individuals who specialise in Aqua Exercise Instruction deliver water-based exercise sessions designed for participation by a group of clients. Sessions may be freestyle, pre-choreographed or circuit style. They also have the skills to rescue a client in distress, and an appropriate level of pool deck fitness and endurance.</p> <p>Individuals who specialise in Group Exercise Instruction deliver exercise sessions designed for participation by a group of clients with a mix of ages/fitness levels. Sessions may be freestyle, pre-choreographed or circuit style. These individuals instruct and demonstrate complete exercise sessions to groups with limited individual interaction.</p> <p>Individuals who specialise in Gym Instruction provide individually tailored client assessments, provide technique correction as needed, and develop and demonstrate programs. They also provide supervision of a facility or service, keep equipment clean, tidy and well maintained, and handle various customer inquiries.</p>
SIS40215 Certificate IV in Fitness	<p>This qualification reflects the role of personal trainers who have specialist skills to train individual clients, or groups of clients, on a one-on-one or group basis, to improve health-related components of fitness in relatively low risk situations. This may include training of older clients and children.</p> <p>They have a substantial depth of knowledge to plan, conduct and evaluate exercise training; provide leadership and guidance to clients and other staff; and deal with unpredictable situations applying defined guidelines and procedures from the fitness industry and the organisation.</p> <p>They work independently or with limited guidance from others and use discretion to solve non-routine problems, including monitoring and managing business activities to operate efficiently and profitably.</p> <p>The qualification does not provide the skills and knowledge for an individual to provide advice or exercise instruction to high risk clients, other than to refer the client to an appropriate medical or allied health professional.</p> <p>This qualification provides a pathway to work in a diversity of fitness industry businesses including fitness centres, gyms, aquatic facilities, community facilities and in open spaces, where risk management (through risk assessment and hazard control processes) does not already exist.</p>
SIS50215 Diploma of Fitness	<p>This qualification reflects the role of individuals who perform a range of activities and functions within the fitness industry. These individuals have substantial depth of knowledge to plan, conduct and evaluate advanced exercise programs using principles of program design, and progressed anatomy and physiology knowledge to support delivery of functional, effective and safe exercise programs.</p> <p>They have specialist skills to independently implement current approaches supported by evidence, and establish strategies for the prevention of recurrence of injury with guidance from medical or allied health professionals where appropriate.</p> <p>The qualification does not provide the skills and knowledge for an individual to provide advice or exercise instruction to high risk clients, other than to refer the client to an appropriate medical or allied health professional.</p> <p>This qualification provides a pathway to work in a diversity of fitness industry businesses including fitness centres, gyms, aquatic facilities, community facilities and in open spaces, where risk management (through risk assessment and hazard control processes) does not already exist.</p> <p>Individuals who specialise in Fitness Service Coordination develop collaborative programs across various health and wellness sectors. They have knowledge of relevant local and national health networks, and the skills to build and maintain stakeholder relationships.</p> <p>Individuals who specialise in Management manage and support a team of fitness professionals. This involves mentoring staff on business skills and technical skills. These</p>

Qualification	Occupational Outcome
	<p>individuals have skills and knowledge in marketing and sales; business analysis; time and financial management; recruiting and retaining personal trainers.</p> <p>Possible job titles include:</p> <ul style="list-style-type: none"> • advanced personal trainer • fitness services coordinator • personal training manager.
SPORT AND RECREATION	
SIS10115 Certificate I in Sport and Recreation	<p>This qualification allows individuals to develop basic functional knowledge and skills to prepare for work in the sport and recreation industry. The range of technical knowledge and skills is limited. It does not have an industry employment outcome.</p>
SIS20115 Certificate II in Sport and Recreation	<p>This qualification allows individuals to develop basic functional knowledge and skills for work in customer contact positions in the sport or community recreation industry. These individuals are competent in a range of administrative activities and functions within a team and under supervision. They are involved in mainly routine and repetitive tasks using practical skills and basic sport and recreation industry knowledge.</p> <p>They work in locations such as sport and recreation centres or facilities, and leisure and aquatic centres assisting with the conduct of recreation activities, and facility maintenance and operations.</p> <p>Possible job titles include:</p> <ul style="list-style-type: none"> • customer service assistant • leisure assistant • recreation assistant • retail assistant • grounds assistant • facility assistant.
SIS30115 Certificate III in Sport and Recreation	<p>This qualification reflects the multi-skilled role of individuals in operational and customer support positions in the sport or community recreation industry. These individuals are competent in a range of activities and functions requiring autonomous work within a defined range of situations and environments.</p> <p>They work in locations such as fitness centres, sporting grounds or complexes, leisure and aquatic centres and community recreation centres.</p> <p>Possible job titles include:</p> <ul style="list-style-type: none"> • recreation officer • activity operation officer • sport and recreation attendant • community activities officer • leisure services officer.
SIS40115 Certificate IV in Sport and Recreation	<p>This qualification reflects the role of individuals who work in the sport and recreation industry in an administrative or organisational capacity. These individuals are able to plan, conduct and evaluate activities of others, deal with unpredictable and non-routine situations and provide leadership and guidance to staff.</p> <p>The qualification provides a pathway to work in a diversity of sport and recreation locations such as fitness centres, sporting grounds or complexes, leisure and aquatic centres and community recreation centres or sporting organisations and associations</p> <p>Possible job titles include:</p> <ul style="list-style-type: none"> • facility coordinator • administration coordinator • duty manager • recreation coordinator • swim school coordinator • operations coordinator

Qualification	Occupational Outcome
	<ul style="list-style-type: none"> • aquatic operations coordinator.
SIS50115 Diploma of Sport and Recreation	<p>This qualification reflects the role of individuals who work in the sport and recreation industry in a management or organisational capacity. These individuals have a high degree of autonomy and manage the effective provision of services or programs in locations such as fitness centres, sporting grounds or complexes, leisure and aquatic centres and community recreation centres.</p> <p>Possible job titles include:</p> <ul style="list-style-type: none"> • competition manager • executive officer • facility manager • program manager • centre manager • assistant centre manager • volunteer coordinator • sports program officer • operations officer.

2.3 Entry Requirements for Qualifications

Where Entry Requirements are identified, these are mandatory. Entry Requirements are identified because industry identified it as essential that a level of competence and/or experience in industry is achieved prior to entering the next level Qualification.

Entry Requirements:

- do not form part of a Qualification for training and assessment purposes
- must be achieved prior to enrolling in a Qualification or being issued a Qualification
- are specific to the knowledge, skills or experience required to enter a Qualification
- may be expressed as:
 - a Qualification
 - core Units of Competency of a lower AQF level Qualification
 - a significant number of Units of Competency from a lower level Qualification
 - specialist Units of Competency from a related stream
 - vocational expertise, including typical job roles
 - a combination of Units of Competency and vocational expertise.

Table 12: Entry Requirements for Qualifications within the SIS Sport, Fitness and Recreation Training Package

Qualification	Entry Requirements																
COMMUNITY RECREATION																	
SIS31015 Certificate III in Aquatics and Community Recreation	There are no entry requirements for this qualification.																
FITNESS																	
SIS30315 Certificate III in Fitness	There are no entry requirements for this qualification.																
SIS40215 Certificate IV in Fitness	<p>Entry to this qualification is open to individuals who hold a current first aid and CPR certificate⁵ and have been recognised as competent through a recognised training program or recognition process against the following units of competency:</p> <table border="0"> <tr> <td>SISFFIT001</td><td>Provide health screening and fitness orientation</td></tr> <tr> <td>SISFFIT002</td><td>Recognise and apply exercise considerations for specific populations</td></tr> <tr> <td>SISFFIT003</td><td>Instruct fitness programs</td></tr> <tr> <td>SISFFIT004</td><td>Incorporate anatomy and physiology principles into fitness programming</td></tr> <tr> <td>SISFFIT005</td><td>Provide healthy eating information</td></tr> <tr> <td>SISFFIT006</td><td>Conduct fitness appraisals</td></tr> <tr> <td>SISFFIT014</td><td>Instruct exercise to older clients</td></tr> <tr> <td>SISXCCS001</td><td>Provide quality service</td></tr> </table>	SISFFIT001	Provide health screening and fitness orientation	SISFFIT002	Recognise and apply exercise considerations for specific populations	SISFFIT003	Instruct fitness programs	SISFFIT004	Incorporate anatomy and physiology principles into fitness programming	SISFFIT005	Provide healthy eating information	SISFFIT006	Conduct fitness appraisals	SISFFIT014	Instruct exercise to older clients	SISXCCS001	Provide quality service
SISFFIT001	Provide health screening and fitness orientation																
SISFFIT002	Recognise and apply exercise considerations for specific populations																
SISFFIT003	Instruct fitness programs																
SISFFIT004	Incorporate anatomy and physiology principles into fitness programming																
SISFFIT005	Provide healthy eating information																
SISFFIT006	Conduct fitness appraisals																
SISFFIT014	Instruct exercise to older clients																
SISXCCS001	Provide quality service																
SIS50215 Diploma of Fitness	<p>Entry to this qualification is open to individuals who hold a current first aid and CPR certificate⁶ and:</p> <ol style="list-style-type: none"> 1. Have achieved a Certificate IV in Fitness; and 2. Have at least 1 year post qualification fitness industry experience in the application of the skills and knowledge of the Certificate IV in Fitness. 																

⁵ For information regarding currency and requirements for recertification, see section [2.8 Health and Safety Implications for the Sport, Fitness and Recreation Industries](#).

⁶ For information regarding currency and requirements for recertification, see section [2.8 Health and Safety Implications for the Sport, Fitness and Recreation Industries](#).

Qualification	Entry Requirements
SPORT AND RECREATION	
SIS10115 Certificate I in Sport and Recreation	There are no entry requirements for this qualification.
SIS20115 Certificate II in Sport and Recreation	There are no entry requirements for this qualification.
SIS30115 Certificate III in Sport and Recreation	There are no entry requirements for this qualification.
SIS40115 Certificate IV in Sport and Recreation	There are not entry requirements for this qualification.
SIS50115 Diploma of Sport and Recreation Management	There are no entry requirements for this qualification.

2.4 Pathways into and from SIS Sport, Fitness and Recreation Qualifications

The following charts and tables are provided to show the types of pathways into and from Qualifications that are possible with this Training Package.

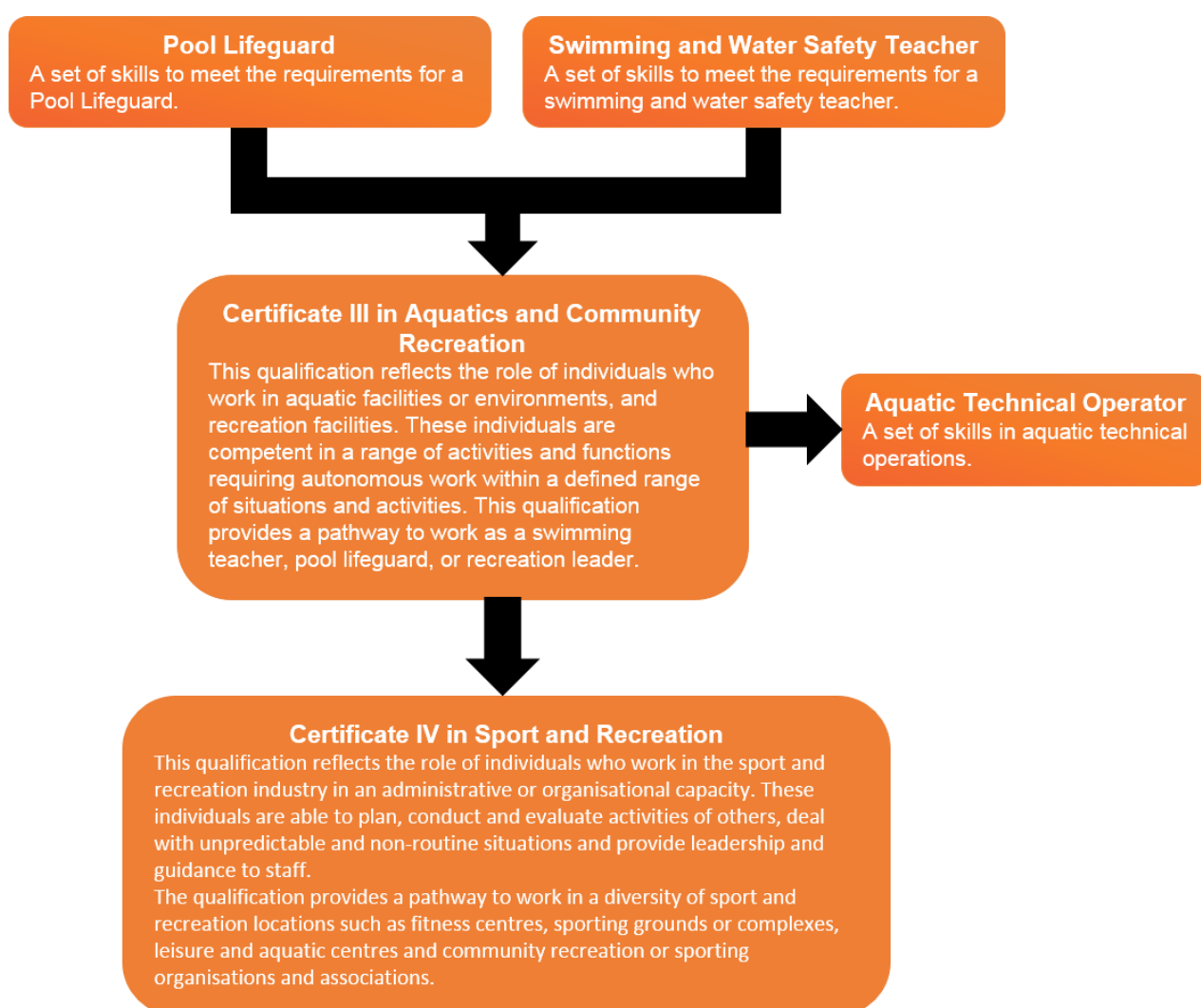
There are a range of credit transfer and recognition arrangements in place between RTOs and higher education institutions. These arrangements usually relate to credit provided for specific subjects at degree level for units completed in VET at the Diploma level. A number of representations were made to higher education institutions partnering with RTOs to ensure the structure and strength of qualifications were maintained or enhanced in the new qualifications to enable these arrangements to be maintained.

Ongoing discussions with the higher education sector following endorsement will further support these ongoing, and new, credit arrangements to ensure further learning and career progression opportunities for individuals in the sport, fitness and recreation industry.

2.4.1 Community Recreation

The following summary chart shows the common qualification pathways within the industry, but it is recognised that typical career paths are not always linear. Community recreation qualifications are flexible to meet a range of job outcomes and to support a wide range of career paths. They allow for various entry options, including direct entry at all qualification levels, and enable significant transfer between qualifications.

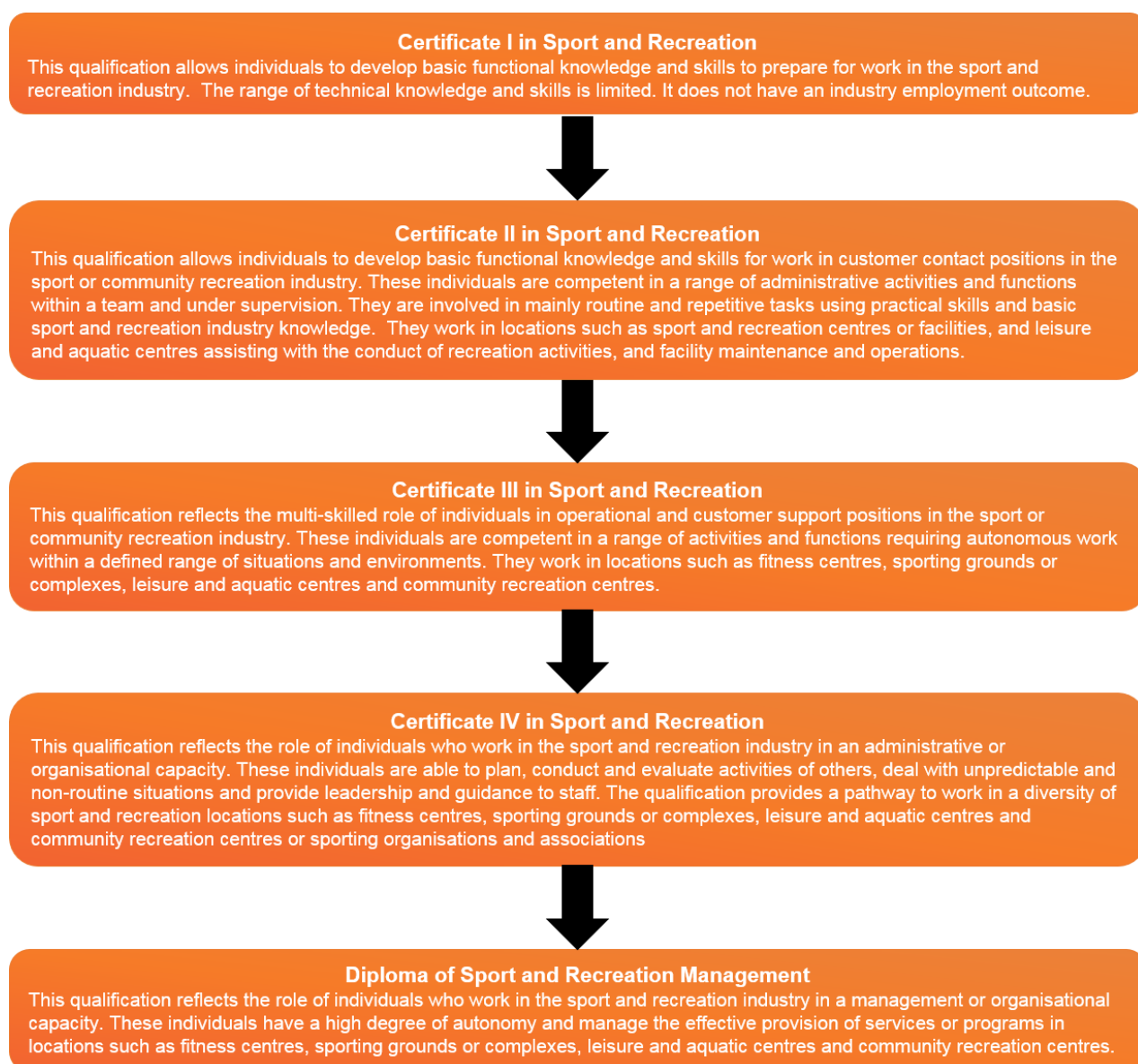
Figure 2: Pathway Diagram for the Community Recreation Industry



2.4.2 Sport and Recreation

The following summary chart shows the common qualification pathways within the industry, but it is recognised that typical career paths are not always linear. The qualifications are flexible to meet a range of job outcomes and to support a wide range of career paths

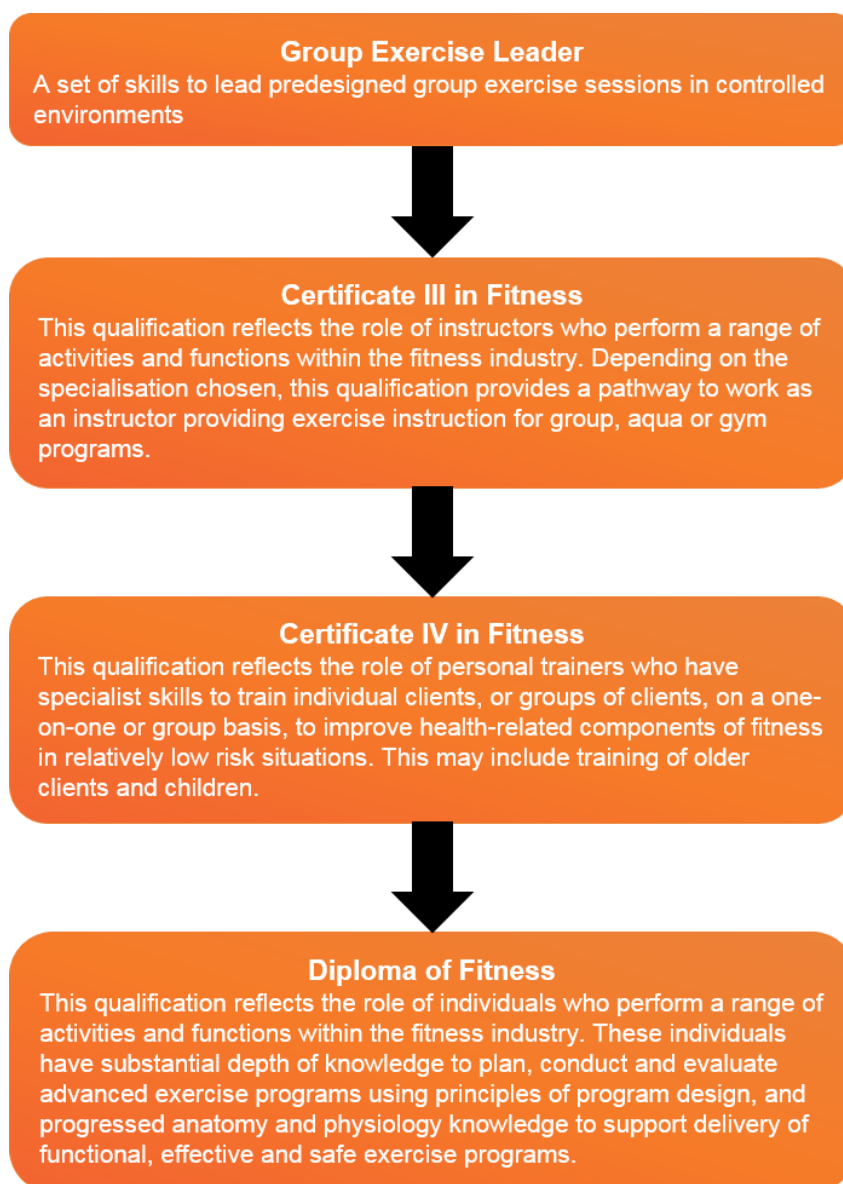
Figure 4: Pathway Diagram for the Sport and Recreation Industry



2.4.3 Fitness

The following summary chart shows the common qualification pathways within the industry, but it is recognised that typical career paths are not always linear. The qualifications are flexible to meet a range of job outcomes and to support a wide range of career paths.

Figure 3: Pathway Diagram for the Fitness Industry



The following qualifications in the **SIS Sport, Fitness and Recreation Training Package** are not suitable for learners under the age of 18.

- SIS30315 Certificate III in Fitness
- SIS40215 Certificate IV in Fitness
- SIS50215 Diploma of Fitness.

A part-Certificate III in Fitness qualification resulting in a Statement of Attainment may be achieved and the appropriateness should be negotiated with industry prior to commencement.

2.5.4 Qualifications suited to Preparing Secondary Students for Work

The following qualifications in the **SIS Sport, Fitness and Recreation Training Package** have been identified as suitable for delivery to prepare secondary students for work.

- SIS10115 Certificate I in Sport and Recreation
- SIS20115 Certificate II in Sport and Recreation
- SIS30115 Certificate III in Sport and Recreation
- SIS31015 Certificate III in Aquatics and Community Recreation

2.5.5 Qualifications suited to Australian Traineeships or Apprenticeships

All qualifications in the **SIS Sport, Fitness and Recreation Training Package** are suitable for an Australian Apprenticeship pathway.

2.6 Access and Equity Considerations

An individual's access to training and assessment should not be adversely affected by restrictions placed on location or context beyond the requirements specified in this Training Package: training and assessment must be bias-free.

The flexibilities offered by the **SIS Sport, Fitness and Recreation Training Package** should enhance opportunities and potential outcomes for all people so that we can all benefit from a wider national skills base and a shared contribution to Australia's economic development and social and cultural life.

Standards for the registration of training organisations require RTOs to adhere to common the principles of access and equity. For implementation of the **SIS Sport, Fitness and Recreation Training Package** it is important that:

- learners have access to accurate and current information about Qualifications and job outcomes in industry
- training and assessment is customised to the individual's current employment or employment prospects in their local region including access to elective units of competency to achieve relevant job outcomes and training and assessment activities that are directly related to their work
- for equity in assessment, conditions for training and assessment should not exceed those specified in the Assessment Requirements for each Unit of Competency
- learners have access to accurate and current information about their rights during training and assessment, including:
 - an efficient and effective complaints and appeals process
 - training assessment and support services that meet individual needs including reasonable adjustment of assessments.

2.6.1 Reasonable Adjustment

It is important that RTOs take meaningful, transparent and reasonable steps to consult, consider and implement reasonable adjustments for learners with a disability.

Under the *Disability Standards for Education 2005*, providers must make reasonable adjustments for people with a disability to the maximum extent that those adjustments do not cause that provider unjustifiable hardship. While 'reasonable adjustment' and 'unjustifiable hardship' are different concepts and involve different considerations, they both seek to strike a balance between the interests of providers and the interests of learners with and without disability.

An adjustment is any measure or action that a learner requires because of their disability, and which has the effect of assisting the learner to access and participate in education and training on the same basis as learners without a disability. An adjustment is reasonable if it achieves this purpose while taking into account factors such as the nature of the learner's disability, the views of the learner, the potential effect of the adjustment on the learner and others who might be affected, and the costs and benefits of making the adjustment.

A provider is also entitled to maintain the academic integrity of a course or program and to consider the requirements or components that are inherent or essential to its nature when assessing whether an adjustment is reasonable. There may be more than one adjustment that is reasonable in a given set of circumstances; providers are required to make adjustments that are reasonable and that do not cause them unjustifiable hardship.

It is important that providers understand that the content of the unit of competency cannot be changed as this describes a workplace outcome. For example, in SISXIND001 Conduct Sport, fitness or recreation events requires real events and a simulated industry activity or event created for the purpose of skills assessment that has commercial, community or business relevance in one or more of the following environments: auditoria, exhibition areas, conference rooms, restaurants and/or sporting facilities.

It does not matter how the person gains and demonstrates the skills and knowledge. In the workplace, it is only important that they are competent.

The inherent requirements of the actual workplace performance described by the Unit of Competency must inform the decision about what adjustment is reasonable. SISCAQU007 Perform advanced water rescues requires individuals to complete fitness and strength tests. Competency could not be solely assessed by asking oral questions about fitness or strength tests; the learner would need to successfully complete the required fitness and strength tests.

Information about the Disability Standards for Education is available at:

<http://education.gov.au/disability-standards-education>

2.7 Foundation Skills

The five core Foundation Skills of reading, writing, oral communication, numeracy and learning have been embedded within the units of competency in this training package. Additionally, employment skills (the non-technical skills and knowledge necessary for effective participation in the workforce) have also been embedded. These are: problem-solving, initiative and enterprise, teamwork, planning and organising, self-management and technology.

Foundation Skills have been included in the Unit of Competency in two ways:

1. Relevant skills essential to performance are explicit in the Performance Criteria, written in a way that reflects both the context and the skill level. For example communication skills have been written explicitly in the Performance Criteria of SISCCRO001 Plan and conduct recreation programs for older persons:

3.2. Provide clear and accurate instructions and information using communication techniques suited to participants.
2. A summary of those skills essential to performance of a Unit of Competency, that are NOT explicit in the Performance Criteria, are summarised in the Foundation Skills field within the Unit of Competency, together with a description reflecting the workplace skill. For example in SISCAQU014 Operate self-contained breathing apparatus in an aquatic facility, the individual is required to perform tasks in accordance to manufacturer instructions. However, reading skills are not explicit within the Performance Criteria, and therefore have been summarised in the Foundation Skills Field:

Reading skills to:	<ul style="list-style-type: none"> • interpret technical documents such as manufacturer instructions for the use, care and maintenance of self-contained breathing apparatus units.
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Not every Unit of Competency will contain every Foundation Skill or employment skill. Some Units of Competency contain some but not others, e.g. reading, numeracy and problem solving only. Qualifications contain a range of Units of Competency; the combination will appropriately cover all Foundation Skills and employment skills required for the job outcome.

2.8 Health and Safety Implications for the Sport, Fitness and Recreation Industries

To ensure learners are able to participate, implement or manage safe work practices, Units of Competency in the **SIS Sport, Fitness and Recreation Training Package** contain embedded work health and safety skills and knowledge appropriate to the qualification and job outcome. The following relevant components can be found in the Unit of Competency and associated Assessment Requirements document:

- Application Statement
- Performance Criteria
- Knowledge Evidence
- Assessment Conditions.

Additionally, the following workplace health and safety units of competency are included in the **SIS Sport, Fitness, and Recreation Training Package**:

- BSBWHS303 Participate in WHS hazard identification, risk assessment and risk control
- HLTWHS001 Participate in workplace health and safety
- HLTWHS003 Maintain work health and safety
- HLTWHS004 Manage work health and safety.

The industry expects that graduates who are certified as competent will be able to evaluate and manage the risks, dangers and potential hazards associated with their relevant qualification outcomes. As a result, RTOs need to carefully consider potential risks associated with specified requirements for defined client groups, equipment and assessment environments.

In many units of competency, assessment should confirm the candidate's ability to undertake and apply risk assessment procedures for the activity-specific outcomes and take appropriate measures to protect the safety of clients/participants. This confirmation requires that candidates know and are able to apply techniques and procedures to deal appropriately with changes in conditions or equipment failure that have the potential to impact on the safety of clients/participants. As changes in conditions cannot be reliably predicted, assessment strategies should include the opportunity to demonstrate competency in the specified environment using scenarios that incorporate the relevant contingency, such as changes in weather conditions or equipment malfunction.

2.8.1 CPR and First Aid Currency and Recertification

The *First Aid in the Workplace Code of Practice* states that refresher training in CPR should be undertaken annually and first aid qualifications should be renewed every three years.⁷ To have legal effect in a jurisdiction, this model Code of Practice must be approved as a code of practice in that jurisdiction. To determine if this model Code of Practice has been approved in a particular jurisdiction, check with the **relevant regulator**.

These recommendations are in line with the Australian Resuscitation Council Guidelines⁸, and the requirements and expectations of industry peak bodies in the Sport, Fitness, and Recreation industries.

2.8.2 Fitness

Pre-exercise health screening and referral processes

Exercise professionals are qualified to plan and deliver exercise for low and moderate-risk clientele based on the guidelines defined in the Adult Pre-exercise Screening system (APSS) document. Pre-exercise screening is used to identify individuals who may have medical conditions which put them at a higher risk of an adverse event⁹ during physical activity or exercise. It helps to determine if the potential benefits of exercise outweigh the risks for an individual.

To safely and effectively deliver exercise programs that meet a broad range of client needs, exercise professionals will typically need support and expertise from a range of disciplines including the exercise, sport, primary health, allied health, and government and non-government health sectors.

Exercise professionals may work with higher risk clientele (whose conditions are stabilised and managed) after making a written referral to and receiving documented guidance on the exercise program from the client's treating medical and/or allied health practitioner. Exercise professionals should refer to the nationally endorsed APSS to assess client risk and determine appropriate exercise intensity for physical activities based on the client's risk classification.

Professional scope of practice

Exercise professionals operate within a professional scope of practice. For health and safety reasons, this scope does not include:

- provision of personalised dietary advice outside of nationally endorsed guidelines or individual nutritional assessment and development of personalised meal plans
- prescription of nutritional supplements or medicines
- therapeutic treatment or independent rehabilitative exercise prescription
- independent exercise prescription for high-risk clients
- diagnostic tests or procedures
- sports coaching
- psychological counselling.

Controlled versus uncontrolled environments

These environments can be defined as follows:

Controlled: Where risks are managed through pre-existing risk assessment and hazard control processes.

This scenario therefore requires professional capacity to comply with and support organisational or existing risk management protocols.

Uncontrolled: Where risk management (through risk assessment and hazard control processes) does not already exist.

This scenario therefore requires the professional capacity to develop and implement risk management processes.

Examples might include a facility or location without existing risk management protocols and/or one that is not set up to be a fitness setting– e.g. community/church hall, workplace environment, some public outdoor settings.

2.8.3 Community Recreation

Guidelines for Safe Pool Operation

⁷ Safe Work Australia, 2015, *First Aid in the Workplace: Code of Practice*, p. 13, available at: <http://www.safeworkaustralia.gov.au/sites/SWA/about/Publications/Documents/693/first-aid-in-workplace.pdf>

⁸ Australian Resuscitation Council, 2013, *Guideline 10.1 Basic Life Support Training*, available at: http://resus.org.au/?wpfb_dl=46

⁹ An adverse event refers to an unexpected event that occurs as a consequence of an exercise session, resulting in ill health, physical harm or death to an individual.

Management standards and practices provide the managers of public pools and aquatic facilities with useful information about the minimum requirements and best practice in the operation of public pools and aquatic facilities.

The Guidelines for Safe Pool Operation (GSPO) is a venue-based risk management tool which assists an operator in satisfying their legislative duties and providing a high standard of care for visitors to their centre.

Operators of aquatic facilities are charged with a responsibility for public and occupational health and safety and they must work within a diverse array of standards, state legislation and industry best practice. The Guidelines relate to all facilities in which members of the public are encouraged to attend for recreational, fitness or educational purposes. The Guidelines are intended to be voluntary, acting as a guide to operators on the safe operation of swimming facilities.

The GSPO includes 92 guidelines across the following seven sections of aquatic facility operation:

- General Operations
- Technical Operations
- First Aid
- Facility Design
- Supervision
- Low Patronage Pools
- Programs.

2.9 Legal Considerations for Learners in the Workplace or on Placements

Learners engaged as trainees, apprentices and those on work placements must comply with any general laws that regulate customer, business and employee interaction and should be inducted and supervised to ensure compliance.

2.9.1 Workplace Laws

Legitimate work-based learning programs and placements give learners an opportunity to gain experience in the workplace. Under the *Fair Work Act 2009*, a vocational placement is a working arrangement where all of the following apply:

- the worker is not paid a wage
- it is a requirement of an Australian based education or training course
- it is authorised under a law or administrative arrangement of the Commonwealth, a State or Territory.

A learner in an arrangement that meets all of these criteria is not covered by the Fair Work Act; is not entitled to the minimum wages and other entitlements provided in the National Employment Standards and any applicable modern awards or agreement.

Further information can be found at: <http://www.fairwork.gov.au/pay/student-placement-and-unpaid-work/pages/student-placements-work-experience-and-internships.aspx>

Trainees, apprentices and learners gaining work experience are considered to be workers under Work Health and Safety (WHS) law. Provisions of law relating to worker and employer responsibilities apply. Learners should be inducted and supervised to ensure compliance.

2.9.2 Restrictions on Activities

High risk Units of Competency in the **SIS Sport, Fitness and Recreation Training Package** have several restrictions on activities that can be performed by the individual. These restrictions are outlined within the Application Statement, where appropriate. An example of this is provided in Figure 4.

Figure 4: Application Statement for SISFFIT005 Provide Healthy Eating Information

This unit describes the performance outcomes, skills and knowledge required to provide healthy eating information and support healthy attitudes to eating and body composition. This is undertaken in accordance with recommended guidelines within industry endorsed scope of practice.

The scope of practice of a fitness instructor does not include:

- the provision of specific or individualised dietary analysis or advice, or information regarding:
 - specific diets
 - fad diets
 - nutritional supplementation
 - sports foods
 - ergogenic aids
 - nutrition for exercise or sports performance
- the provision of information or advice to people with medical conditions requiring specialised dietary advice, or to frail elderly people who are at risk of malnutrition

- the provision of dietary information or advice for infants and toddlers.

The fitness instructor must refer clients to an Accredited Practising Dietitian, Accredited Sports Dietitian, or General Practitioner as appropriate.

This unit applies to fitness instructors who work in a variety of fitness locations such as fitness, leisure and community centres. These individuals typically work independently with some level of autonomy in a controlled environment. Work is performed according to relevant legislation and organisational policies and procedures.

2.9.3 Working with Children and/or Vulnerable People Requirements

Several Units of Competency in the **SIS Sport, Fitness and Recreation Training Package** require working with children and/or other vulnerable people. The associated requirements in these circumstances are outlined within the Application Statement as follows: 'Work is performed according to relevant legislation including working with children and/or vulnerable people checks, and organisational policies and procedures.' The relevant Units of Competency with these requirements are detailed in Table 13

Table 13: Units of Competency with Requirements to Work with Children and/or Other Vulnerable People

Unit Code	Unit Title
SISCAQU008	Instruct water familiarisation, buoyancy and mobility skills
SISCAQU009	Instruct water safety and survival skills
SISCAQU010	Instruct swimming strokes
SISCAQU011	Promote development of infants and toddlers in an aquatic environment
SISFFIT002	Recognise and apply exercise considerations for specific populations
SISFFIT012	Instruct movement programs to children aged 5 to 12 years
SISFFIT013	Instruct exercise to young people aged 13 to 17 years
SISFFIT022	Instruct aquatic sessions for specific population groups

2.10 Resources and Equipment

The Assessment Requirements for each Unit of Competency specifies the equipment and other resources which must be provided by the RTO for assessment. This information is also relevant to delivery and is found in the Assessment Conditions field, which specifies:

- where the assessment must take place, the physical environment and indicates whether a simulated environment is appropriate
- what equipment must be provided for assessment
- what types of consumable resources or stock must be provided for assessment
- what workplace documentation must be provided
- if relevant, other people who must be present during assessment. An example of this is provided in Figure 5 and further information can be found in [Appendix 2: Mandatory Equipment and Resource Requirements](#).

Figure 5: Assessment Conditions for SISFFIT021 Instruct Personal Training Programs

Assessment Conditions

Skills must be demonstrated in:

a fitness industry workplace or simulated environment; this must occur over a period(s) totalling at least ten hours comprising at least ten different client contact sessions in a mixture of controlled and uncontrolled environments.

Assessment must ensure access to:

- industry endorsed risk stratification procedures
- manufacturer guidelines on equipment safety and usage
- current industry endorsed best practice for client pre-exercise health screening and risk stratification
- organisational policies and procedures regarding the use of equipment and locations for personal training sessions.

Assessment must ensure use of:

- client record forms
- equipment and resources required for the delivery of the personal training program:
- resistance equipment
- program cards
- resistance bands
- gym and fitness equipment
- documented session plans with inclusion of identified modifications/adjustments needed.
- clients with real or simulated health and fitness goals; these can be:
 - clients in an industry workplace, or
 - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessment activities that allow the individual to:

- develop a variety of personal training programs over a period of time suitable for ensuring adequate time for the client to achieve several health and fitness related goals
- demonstrate ability to instruct a variety of personal training sessions where a variety of exercise modes and equipment are available:
 - weights gym
 - exercise room
 - an outdoor environment
- demonstrate ability to instruct sessions that cater for:
 - beginners, intermediate and advanced participants
 - low and high impact.

2.11 Assessor Requirements

Industry values assessors who maintain currency in training and education skills and the relevant vocational skills. Currency of vocational competence is crucial to the success of assessment outcomes for the Sport, Fitness and Recreation industries. It ensures that those involved in assessment processes have current industry knowledge, expertise in current operational practice and knowledge of what workplace equipment is currently used so that assessments reflect up-to-date workplace practice.

Assessor requirements specific to individual Units of Competency are outlined in the related Assessment Requirements. An example of this is provided in Figure 6.

Figure 6: Assessor Requirements for SISFFIT005 Provide Healthy Eating Information

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors, and:

- Have achieved a Certificate IV in Fitness; and
- Have at least 1 year post qualification fitness industry experience in the application of the skills and knowledge of the Certificate IV in Fitness.

2.12 Volume of Learning

Qualifications in a training package must comply with Standard 8 of the Standards for Training Packages. This Standard requires qualifications to comply with the AQF specification for that qualification type. Volume of learning is a mandated component of the AQF qualification specifications.

The volume of learning includes more than 'delivery' and is therefore different to 'nominal hours'. Volume of Learning identifies the notional duration of all activities required for the achievement of the learning outcomes specified for a particular AQF qualification type, expressed in equivalent full-time years. The volume of learning allocated to a qualification should include all teaching, learning and assessment activities that are required to be undertaken by the typical student to achieve the learning outcomes. These activities may include some or all of the following:

- guided learning (such as classes, lectures, tutorials, on-line study or self-paced study guides)
- individual study
- research
- learning activities in the workplace
- assessment activities.

3.0 Links

3.1 General

Australian Apprenticeships

<http://www.australianapprenticeships.gov.au/>

Australian Skills Quality Authority (ASQA)

<http://www.asqa.gov.au/>

Australian Qualifications Framework

<http://www.aqf.edu.au/>

Department of Education and Training

<https://www.education.gov.au/>

Industry Skills Councils

<http://www.isc.org.au>

Training Accreditation Council of Western Australia (TAC)

<http://www.tac.wa.gov.au/>

Training.gov.au

<http://www.training.gov.au>

Victorian Registration and Qualifications Authority (VRQA)

<http://www.vrqa.vic.gov.au/Pages/default.aspx>

3.2 State and Territory Training Authorities

Australian Capital Territory

<http://www.det.act.gov.au/home>

New South Wales

<https://www.det.nsw.edu.au/>

Northern Territory

<http://www.det.nt.gov.au/>

Queensland

<http://training.qld.gov.au/>

South Australia

<http://www.dfeest.sa.gov.au/>

Tasmania

<http://www.education.tas.gov.au/>

Victoria

<http://www.education.vic.gov.au/>

Western Australia

<http://www.dtwd.wa.gov.au/>

Appendix 1: Skill Sets in SIS Sport, Fitness and Recreation Training Package

SISSS00110	Aquatic Technical Operator	
Description	<p>A set of skills in aquatic technical operations.</p> <p>The companion volume implementation guide available for download at www.serviceskills.com.au/resources details aquatic registration schemes aligned to these skills.</p>	
Pathway	Achievement of these units provides credit towards a range of qualifications in the SIS Sport, Fitness and Recreation Training Package.	
Licensing/Regulatory Information	These competencies are a pathway to industry led registration/accreditation schemes.	
Units	Unit Code	Unit Title
	BSBRK401A	Identify risk and apply risk management processes
	SISCAQU001	Test pool water quality
	SISCAQU003	Maintain aquatic facility plant and equipment
	SISCAQU004	Develop and implement pool water maintenance procedures
	SISCAQU005	Develop and implement aquatic facility maintenance procedures
Target group	This skill set is for individuals wishing to work as an aquatic technical operator.	
Suggested form of words on Statement of Attainment	These units of competency from the SIS Sport, Fitness and Recreation Training Package provide a set of skills to meet the requirements for an aquatic technical operator.	

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COMPANION VOLUME IMPLEMENTATION GUIDE**

SISSS00111	Pool Lifeguard	
Description	<p>A set of skills to meet the requirements for a Pool Lifeguard.</p> <p>The companion volume implementation guide available for download at www.serviceskills.com.au/resources details aquatic registration schemes aligned to these skills.</p>	
Pathway	Achievement of these units provides credit towards SIS31015 Certificate III in Aquatics and Community Recreation.	
Licensing/Regulatory Information	These competencies are a pathway to industry led registration/accreditation schemes.	
Units	Unit Code	Unit Title
	HLTAID003	Provide first aid
	PUAEME001B	Provide emergency care
	PUAEME003C	Administer oxygen in an emergency situation
	SISCAQU002	Perform basic water rescues
	SISCAQU006	Supervise clients in aquatic locations
	SISCAQU007	Perform advanced water rescues
Target group	This skill set is for individuals wishing to work as a pool lifeguard.	
Suggested form of words on Statement of Attainment	These units of competency from the SIS Sport, Fitness and Recreation Training Package provide a set of skills to meet the requirements for a Pool Lifeguard.	

**SIS SPORT, FITNESS AND RECREATION TRAINING PACKAGE
COMPANION VOLUME IMPLEMENTATION GUIDE**

SISS00112	Swimming and Water Safety Teacher	
Description	A set of skills to meet the requirements for a swimming and water safety teacher. The companion volume implementation guide available for download at www.serviceskills.com.au/resources details aquatic registration schemes aligned to these skills.	
Pathway	Achievement of these units provides credit towards SIS31015 Certificate III in Aquatics and Community Recreation.	
Licensing/Regulatory Information	These competencies are a pathway to industry led registration/accreditation schemes.	
Units	Unit Code	Unit Title
	SISCAQU002	Perform basic water rescues
	SISCAQU008	Instruct water familiarisation, buoyancy and mobility skills
	SISCAQU009	Instruct clients in water safety and survival skills
	SISCAQU010	Instruct swimming strokes
Target group	This skill set is for those wishing to instruct swimming and water safety.	
Suggested form of words on Statement of Attainment	These units of competency from the SIS Sport, Fitness and Recreation Training Package provide a set of skills to meet the requirements for a Swimming and Water Safety Teacher.	

**SIS SPORT, FITNESS AND RECREATION TRAINING PACKAGE
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SISSS00113	Group Exercise Leader	
Description	A set of skills to lead predesigned group exercise sessions in controlled environments.	
Pathway	Achievement of these units provides credit towards SIS30315 Certificate III in Fitness.	
Licensing/Regulatory Information	These competencies are a pathway to industry led registration/accreditation schemes.	
Units	Unit Code	Unit Title
	HLTWHS001	Participate in workplace health and safety
	SISFFIT009	Deliver pre-choreographed or prescribed community fitness
	SISFFIT010	Deliver pre-choreographed or prescribed group exercise to music
	SISXCCS001	Provide quality service
Target group	Group exercise leaders working in a variety of locations who lead predesigned group exercise sessions according to program developer guidelines.	
Suggested form of words on Statement of Attainment	These units of competency from the SIS Sport, Fitness and Recreation Training Package provide a set of skills required by a group exercise leader in the fitness industry.	

Appendix 2: Packaging of Units in SIS Sport, Fitness and Recreation Training Package

Unit Code	Unit title	Cert I	Cert II	Cert III	Cert IV	Dip
COMMUNITY RECREATION (C)						
Aquatics						
SISCAQU001	Test pool water quality			✓	✓	
SISCAQU002	Perform basic water rescues			✓	✓	
SISCAQU003	Maintain aquatic facility plant and equipment				✓	
SISCAQU004	Develop and implement pool water maintenance procedures				✓	
SISCAQU005	Develop and implement aquatic facility maintenance procedures				✓	
SISCAQU006	Supervise clients in aquatic locations			✓		
SISCAQU007	Perform advanced water rescues			✓	✓	
SISCAQU008	Instruct water familiarisation, buoyancy and mobility skills			✓	✓	
SISCAQU009	Instruct water safety and survival skills			✓	✓	
SISCAQU010	Instruct swimming strokes			✓	✓	
SISCAQU011	Promote development of infants and toddlers in an aquatic environment			✓	✓	
SISCAQU012	Assist participants with a disability during aquatic activities			✓	✓	
SISCAQU013	Coordinate lifeguard service at an aquatic facility				✓	
SISCAQU014	Operate self-contained breathing apparatus in an aquatic facility				✓	
Community Recreation Development						
SISCCRD001	Facilitate community recreation initiatives				✓	✓
Community Recreation Operations						
SISCCRO001	Plan and conduct recreation programs for older persons			✓		
CROSS-SECTOR (X)						
Administration						
SISXADM001	Organise and supervise participant travel			✓		

**SIS SPORT, FITNESS AND RECREATION TRAINING PACKAGE
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Unit Code	Unit title	Cert I	Cert II	Cert III	Cert IV	Dip
Coaching and Instruction						
SISXCAI001	Provide equipment for activities	✓	✓	✓		
SISXCAI002	Assist with activity sessions	✓	✓			
SISXCAI003	Conduct non-instructional sport, fitness or recreation sessions			✓		
SISXCAI004	Plan and conduct programs			✓	✓	
SISXCAI005	Conduct individualised long-term training programs				✓	
SISXCAI006	Facilitate groups			✓		
SISXCAI007	Assist with activities not requiring equipment			✓		
Client and Customer Service						
SISXCCS001	Provide quality service	✓	✓	✓		
SISXCCS002	Coordinate client service activities				✓	✓
SISXCCS003	Address client needs				✓	✓
Disability						
SISXDIS001	Facilitate inclusion for people with a disability			✓	✓	
SISXDIS002	Plan and conduct disability programs			✓	✓	
Emergency Response						
SISXEMR001	Respond to emergency situations		✓	✓		
SISXEMR002	Coordinate emergency responses					
Facility Management						
SISXFAC001	Maintain equipment for activities		✓	✓		
SISXFAC002	Maintain sport, fitness and recreation facilities		✓	✓		
SISXFAC003	Implement facility maintenance programs			✓	✓	✓
SISXFAC004	Coordinate facility and equipment acquisition and maintenance				✓	✓
SISXFAC005	Manage stock supply and purchase			✓		✓
Finance						
SISXFIN001	Develop and review budgets for activities or projects			✓	✓	

**SIS SPORT, FITNESS AND RECREATION TRAINING PACKAGE
COMPANION VOLUME IMPLEMENTATION GUIDE**

Unit Code	Unit title	Cert I	Cert II	Cert III	Cert IV	Dip
SISXFIN002	Process financial transactions	✓	✓	✓		
Human Resource Management						
SISXHRM001	Recruit and manage volunteers			✓	✓	✓
Computer Operations and ICT Management						
SISXICT001	Select and use technology for sport, fitness and recreation work				✓	✓
Working in Industry						
SISXIND001	Work effectively in sport, fitness and recreation environments	✓		✓		
SISXIND002	Maintain sport, fitness and recreation industry knowledge		✓			
SISXIND003	Maintain legal knowledge for organisation governance			✓	✓	✓
SISXIND004	Analyse participation patterns				✓	
SISXIND005	Coordinate work teams or groups				✓	✓
SISXIND006	Conduct sport, fitness or recreation events			✓	✓	✓
SISXIND007	Develop and implement participation strategies					✓
Management and Leadership						
SISXMGT001	Develop and maintain stakeholder relationships			✓	✓	✓
Resource Management						
SISXRES001	Conduct sustainable work practices in open spaces			✓	✓	✓
SISXRES002	Educate user groups			✓	✓	✓
FITNESS (F)						
SISFFIT001	Provide health screening and fitness orientation			✓		
SISFFIT002	Recognise and apply exercise considerations for specific populations			✓		
SISFFIT003	Instruct fitness programs			✓		
SISFFIT004	Incorporate anatomy and physiology principles into fitness programming			✓		
SISFFIT005	Provide healthy eating information			✓		
SISFFIT006	Conduct fitness appraisals			✓		
SISFFIT007	Instruct group exercise sessions			✓		

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Unit Code	Unit title	Cert I	Cert II	Cert III	Cert IV	Dip
SISFFIT008	Instruct water-based fitness activities			✓		
SISFFIT009	Deliver pre-choreographed or prescribed community fitness			✓		
SISFFIT010	Deliver pre-choreographed or prescribed group exercise to music			✓		
SISFFIT011	Instruct approved community fitness programs			✓	✓	
SISFFIT012	Instruct movement programs to children aged 5 to 12 years			✓	✓	
SISFFIT013	Instruct exercise to young people aged 13 to 17 years				✓	
SISFFIT014	Instruct exercise to older clients			✓		
SISFFIT015	Collaborate with medical and allied health professionals in a fitness context				✓	
SISFFIT016	Provide motivation to positively influence exercise behaviour				✓	
SISFFIT017	Instruct long-term exercise programs				✓	
SISFFIT018	Promote functional movement capacity				✓	
SISFFIT019	Incorporate exercise science principles into fitness programming				✓	
SISFFIT020	Instruct exercise programs for body composition goals				✓	
SISFFIT021	Instruct personal training programs				✓	
SISFFIT022	Instruct aquatic sessions for specific population groups			✓	✓	
SISFFIT023	Instruct group personal training programs				✓	
SISFFIT024	Instruct endurance programs				✓	
SISFFIT025	Recognise the dangers of providing nutrition advice to clients				✓	
SISFFIT026	Support healthy eating through the Eat for Health Program				✓	
SISFFIT027	Conduct health promotion activities					✓
SISFFIT028	Apply evidence-based practice to exercise programs					✓
SISFFIT029	Apply anatomy and physiology to advanced personal training					✓
SISFFIT030	Instruct advanced exercise programs					✓
SISFFIT031	Implement injury prevention strategies					✓

Appendix 3: Mandatory Equipment and Resource Requirements

Unit	Environment	Equipment	Documents	Other People
COMMUNITY RECREATION				
Aquatics				
SISCAQU001 Test pool water quality	<ul style="list-style-type: none"> a workplace or simulated aquatic facility with an operating pool. 	<ul style="list-style-type: none"> pool water testing apparatus. 	<ul style="list-style-type: none"> public health regulatory documentation organisational policies and procedures. 	
SISCAQU002 Perform basic water rescues	<ul style="list-style-type: none"> a workplace or simulated aquatic facility or environment – indoor pool, outdoor pool, shallow water venue. 	<ul style="list-style-type: none"> pool safety equipment: <ul style="list-style-type: none"> flotation devices first aid facilities and equipment ropes suitable to perform a reach rescue 		<ul style="list-style-type: none"> participants to enable demonstration of all water rescue techniques and scenarios, these can be: <ul style="list-style-type: none"> participants in a workplace, or individuals who participate in project activities, role plays or simulated activities, set up for the purpose of assessment, within a training organisation.
SISCAQU003 Maintain aquatic facility plant and equipment	<ul style="list-style-type: none"> a workplace or simulated aquatic facility. 	<ul style="list-style-type: none"> aquatic plant, equipment and consumables resources to maintain facility and equipment. 	<ul style="list-style-type: none"> organisational policies and procedures repairs and maintenance documentation. 	
SISCAQU004 Develop and implement pool water	<ul style="list-style-type: none"> a workplace or simulated aquatic facility or environment a pool for which a maintenance program 	<ul style="list-style-type: none"> resources to maintain facility and equipment. 	<ul style="list-style-type: none"> information about pool water quality maintenance to allow the individual to develop a tailored system organisational policies and 	

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Unit	Environment	Equipment	Documents	Other People
maintenance procedures	would be developed.		<ul style="list-style-type: none"> procedures incident reporting documentation. 	
SISCAQU005 Develop and implement aquatic facility maintenance procedures	<ul style="list-style-type: none"> a workplace or simulated aquatic facility or environment 	<ul style="list-style-type: none"> equipment and plant for which the candidate plans maintenance procedures. resources to maintain facility and equipment. 	<ul style="list-style-type: none"> organisational policies, procedures and budget equipment operating and maintenance instructions. 	
SISCAQU006 Supervise clients in aquatic locations	<ul style="list-style-type: none"> a workplace or simulated aquatic facility or confined natural shallow water environment. 	<ul style="list-style-type: none"> first aid facilities and equipment. 	<ul style="list-style-type: none"> organisational policies and procedures appropriate to risk management incident reporting documentation. 	<ul style="list-style-type: none"> participants using the aquatic facility, these can be: <ul style="list-style-type: none"> participants in a workplace, or individuals who participate in project activities, role plays or simulated activities, set up for the purpose of assessment, within a training organisation.
SISCAQU007 Perform advanced water rescues	<ul style="list-style-type: none"> a workplace or simulated aquatic facility or environment appropriate to the candidate's current or intended work role. 	<ul style="list-style-type: none"> CPR mannequins rescue equipment: <ul style="list-style-type: none"> reaching aids cervical collar spine board and straps head blocks pool rescue equipment (rescue tubes/rings) 		<ul style="list-style-type: none"> suitable participants to enable demonstration of all water rescue techniques and scenarios, these can be: <ul style="list-style-type: none"> participants in a workplace, or individuals who participate in project activities, role plays or simulated activities, set up for the purpose of assessment, within a training organisation.
SISCAQU008 Instruct water familiarisation,	<ul style="list-style-type: none"> a workplace or simulated aquatic facility or confined natural shallow water 	<ul style="list-style-type: none"> swimming instructional equipment first aid facilities and equipment. 	<ul style="list-style-type: none"> organisational policies and procedures appropriate to risk management. 	<ul style="list-style-type: none"> participants to whom instruction is provided, these can be: <ul style="list-style-type: none"> participants in a

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buoyancy and mobility skills	environment.			<ul style="list-style-type: none"> workplace, or ○ individuals who participate in project activities, role plays or simulated activities, set up for the purpose of assessment, within a training organisation.
SISCAQU009 Instruct water safety and survival skills	<ul style="list-style-type: none"> a workplace or simulated aquatic facility or confined natural shallow water environment. 	<ul style="list-style-type: none"> swimming instructional equipment: <ul style="list-style-type: none"> ○ flotation devices ○ ropes ○ reaching poles ○ pool safety equipment first aid facilities and equipment. 	<ul style="list-style-type: none"> organisational policies and procedures appropriate to risk management. 	<ul style="list-style-type: none"> participants to whom instruction is provided, these can be: <ul style="list-style-type: none"> ○ participants in a workplace, or ○ individuals who participate in project activities, role plays or simulated activities, set up for the purpose of assessment, within a training organisation.
SISCAQU010 Instruct swimming strokes	<ul style="list-style-type: none"> a workplace or simulated aquatic facility or confined natural shallow water environment. 	<ul style="list-style-type: none"> swimming instructional equipment: <ul style="list-style-type: none"> ○ flotation devices ○ ropes ○ reaching poles ○ pool safety equipment first aid facilities and equipment. 	<ul style="list-style-type: none"> organisational policies and procedures appropriate to risk management. 	<ul style="list-style-type: none"> participants to whom instruction is provided, these can be: <ul style="list-style-type: none"> ○ participants in a workplace, or ○ individuals who participate in project activities, role plays or simulated activities, set up for the purpose of assessment, within a training organisation.
SISCAQU011 Promote development of infants and toddlers in an	<ul style="list-style-type: none"> a workplace or simulated warm water pool. 	<ul style="list-style-type: none"> aquatic equipment and toys. first aid facilities and equipment. 	<ul style="list-style-type: none"> organisational policies and procedures. 	<ul style="list-style-type: none"> infant and toddler participants with differing needs and expectations.

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Unit	Environment	Equipment	Documents	Other People
aquatic environment				
SISCAQU012 Assist participants with a disability during aquatic activities	<ul style="list-style-type: none"> a workplace or simulated aquatic facility or confined natural shallow water environment. 	<ul style="list-style-type: none"> first aid facilities and equipment. 	<ul style="list-style-type: none"> organisational policies and procedures appropriate to risk management incident reporting documentation. 	<ul style="list-style-type: none"> disabled participants to whom services are provided.
SISCAQU013 Coordinate lifeguard service at an aquatic facility	<ul style="list-style-type: none"> a workplace or simulated aquatic environment. 		<ul style="list-style-type: none"> organisational policies and procedures appropriate to risk management incident reporting documentation. 	<ul style="list-style-type: none"> individuals to whom the candidate provides leadership, training and supervision Participants to be supervised by lifeguards, these can be: <ul style="list-style-type: none"> participants in a workplace, or individuals who participate in project activities, role plays or simulated activities, set up for the purpose of assessment, within a training organisation.
SISCAQU014 Operate self-contained breathing apparatus in an aquatic facility	<ul style="list-style-type: none"> a workplace or simulated aquatic facility where chlorine gas is used. 	<ul style="list-style-type: none"> chlorine gas system a self-contained breathing apparatus first aid facilities and equipment. 	<ul style="list-style-type: none"> organisational policies and procedures for risk management incident and maintenance reporting documentation. 	
Community Recreation Development				
SISCCRD001 Facilitate community recreation initiatives	<ul style="list-style-type: none"> an appropriate facility or venue within a community setting such as a community hall, aquatic or sport centre a simulated community recreation environment. 	<ul style="list-style-type: none"> equipment and resources required for the implementation of the initiative. 	<ul style="list-style-type: none"> industry, community or organisational documentation such as community recreation plans, forms relating to resource and equipment, evaluation tools legislation and organisational policies and procedures in 	<ul style="list-style-type: none"> participants for the recreation initiative; these can be: <ul style="list-style-type: none"> participants in a community setting, or individuals who participate in project activities, role plays or simulated activities, set up for the

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Unit	Environment	Equipment	Documents	Other People
			relation to the conduct of recreational activities.	purpose of assessment, within a training organisation.
Community Recreation Operations				
SISCCRO001 Plan and conduct recreation programs for older persons	<ul style="list-style-type: none"> a workplace or simulated community recreation facility, venue or environment. 	<ul style="list-style-type: none"> equipment and resources required for the delivery of the program: <ul style="list-style-type: none"> modified equipment and aids 	<ul style="list-style-type: none"> industry or organisational documentation such as program plans, forms relating to equipment checks and equipment damage legislation and organisational policies and procedures in relation to the conduct of programs for older persons. 	<ul style="list-style-type: none"> older participants to undertake recreation programs; these can be: <ul style="list-style-type: none"> participants in a community setting, or individuals who participate in project activities, role plays or simulated activities, set up for the purpose of assessment, within a training organisation.
CROSS-SECTOR				
Administration				
SISXADM001 Organise and supervise participant travel	<ul style="list-style-type: none"> a sport, fitness or recreation environment. This can be a workplace or simulated environment. 		<ul style="list-style-type: none"> legislation and organisational policies and procedures such as travel booking procedures, communication protocols, privacy and confidentiality industry or organisation documentation for travel logistical resources and equipment required for travel. 	<ul style="list-style-type: none"> a group of participants for whom travel is organised; these can be: <ul style="list-style-type: none"> individuals in sport or recreation organisations, or individuals who participate in project activities, role plays or simulated activities, set up for the purpose of assessment, within a training organisation.
Coaching and Instruction				
SISXCAI001 Provide	<ul style="list-style-type: none"> a sport, fitness or recreation environment with access to required 	<ul style="list-style-type: none"> up-to-date equipment currently used in the sport, fitness or recreation industries, to ensure: 	<ul style="list-style-type: none"> workplace documents currently used in the sport, fitness or recreation 	<ul style="list-style-type: none"> activity supervisor and participants in a sport, fitness or recreation activity;

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Unit	Environment	Equipment	Documents	Other People
equipment for activities	equipment for participants. This can be a workplace or simulated environment.	<ul style="list-style-type: none"> ○ safety, e.g. helmets, head gear, gloves ○ the participant can participate in activities to suit their goals, e.g. racquets, bats, balls. 	<p>industries:</p> <ul style="list-style-type: none"> ○ equipment hiring documentation ○ safety and maintenance of equipment checklists and report forms ● organisational policies and procedures related to reporting and record keeping. 	<p>supervisor and participants can be:</p> <ul style="list-style-type: none"> ○ staff and participants in an industry workplace who are assisted by the individual during the assessment process or ○ individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.
SISXCAI002 Assist with activity sessions	<ul style="list-style-type: none"> ● a sport, fitness or recreation environment with access to required equipment for participants. This can be a workplace or simulated environment. 	<ul style="list-style-type: none"> ● up-to-date equipment currently used in the sport, fitness or recreation industries, to ensure: <ul style="list-style-type: none"> ○ safety, e.g. helmets, head gear, gloves ○ the participant can participate in activities to suit their goals, e.g. racquets, bats, balls. 	<ul style="list-style-type: none"> ● workplace documents currently used in the sport, fitness or recreation industries: <ul style="list-style-type: none"> ○ session plans ○ session and equipment checklists ○ participant feedback or evaluation forms ● organisational policies and procedures related to: <ul style="list-style-type: none"> ○ preparing, conducting and evaluating activity sessions ○ roles and responsibilities of leaders or supervisors, and assistants. 	<ul style="list-style-type: none"> ● activity supervisor and participants in a sport, fitness or recreation activity; supervisor and participants can be: <ul style="list-style-type: none"> ○ staff and participants in an industry workplace who are assisted by the individual during the assessment process or ○ individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.
SISXCAI003 Conduct non-instructional sport, fitness or	<ul style="list-style-type: none"> ● a sport, fitness or recreation environment with access to required equipment for participants. This can 	<ul style="list-style-type: none"> ● up-to-date equipment currently used in the sport, fitness or recreation industries, to ensure: <ul style="list-style-type: none"> ○ safety, e.g. helmets, head gear, gloves 	<ul style="list-style-type: none"> ● workplace documents currently used in the sport, fitness or recreation industries: <ul style="list-style-type: none"> ○ session plans 	<ul style="list-style-type: none"> ● activity support personnel and participants in a sport, fitness or recreation activity; support personnel and participants can be:

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Unit	Environment	Equipment	Documents	Other People
recreation sessions	be a workplace or simulated environment.	<ul style="list-style-type: none"> the participant can participate in activities to suit their goals, e.g. racquets, bats, balls. 	<ul style="list-style-type: none"> session and equipment checklists participant feedback or evaluation forms organisational policies and procedures related to: <ul style="list-style-type: none"> preparing, conducting and evaluating activity sessions. 	<ul style="list-style-type: none"> staff and participants in an industry workplace who are assisted by the individual during the assessment process or individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.
SISXCAI004 Plan and conduct programs	<ul style="list-style-type: none"> a sport, fitness or recreation environment with access to required equipment for participation. This can be a workplace or simulated environment. 	<ul style="list-style-type: none"> up-to-date equipment currently used in the sport, fitness or recreation industries, to ensure: <ul style="list-style-type: none"> safety, e.g. helmets, head gear, gloves the participant can participate in activities to suit their goals, e.g. racquets, bats, balls. 	<ul style="list-style-type: none"> workplace documents currently used in the sport, fitness or recreation industries: <ul style="list-style-type: none"> program plans program and equipment checklists participant feedback or evaluation forms organisational policies and procedures related to: <ul style="list-style-type: none"> preparing, conducting and evaluating programs. 	<ul style="list-style-type: none"> activity support personnel and participants in a sport, fitness or recreation activity; support personnel and participants can be: <ul style="list-style-type: none"> staff and participants in an industry workplace who are assisted by the individual during the assessment process or individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

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Unit	Environment	Equipment	Documents	Other People
SISXCAI005 Conduct individualised long-term training programs	a sport, fitness or recreation environment. This can be a workplace or simulated environment.	<ul style="list-style-type: none"> up-to-date equipment currently used in the sport, fitness or recreation industries, to ensure: <ul style="list-style-type: none"> safety, e.g. helmets, head gear, gloves the participant can participate in activities to suit their goals, e.g. racquets, bats, balls. 	<ul style="list-style-type: none"> workplace documents currently used in the sport, fitness or recreation industries: <ul style="list-style-type: none"> program plans program and equipment checklists participant feedback or evaluation forms. 	<ul style="list-style-type: none"> activity support personnel and participants in a sport, fitness or recreation activity; support personnel and participants can be: <ul style="list-style-type: none"> staff and participants in an industry workplace who are assisted by the individual during the assessment process or individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation
SISXCAI006 Facilitate groups	<ul style="list-style-type: none"> a sport, fitness or recreation environment with access to participants. This can be a workplace or simulated environment. 			
SISXCAI007 Assist with activities not requiring equipment	<ul style="list-style-type: none"> a sport, fitness or recreation environment. This can be a workplace or simulated environment. 	<ul style="list-style-type: none"> activity-specific resources. 	<ul style="list-style-type: none"> sources of information on activities and their requirements activity-specific information documentation, program plans, evaluation forms. 	<ul style="list-style-type: none"> participants with varying needs to undertake recreation activities; these may be: participants in an industry workplace, or individuals who participate in simulated activities, set up for the purpose of assessment, within a training organisation.
Client and Customer Service				

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Unit	Environment	Equipment	Documents	Other People
SISXCCS001 Provide quality service	<ul style="list-style-type: none"> a client service delivery environment. This can be a workplace or simulated environment. 	<ul style="list-style-type: none"> computers and databases. 	<ul style="list-style-type: none"> organisational policies and procedures related to the customer service role, as specified in the Knowledge Evidence. relevant legislation related to customer service, as specified in the Knowledge Evidence. sources of information on related services 	<ul style="list-style-type: none"> clients with whom the individual can interact; these can be: <ul style="list-style-type: none"> clients in an industry workplace who are assisted by the individual during the assessment process or individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.
SISXCCS002 Coordinate client service activities	<ul style="list-style-type: none"> a client service delivery environment. This can be a workplace or simulated environment. 		<ul style="list-style-type: none"> current plain English regulatory documents distributed by government consumer protection regulators codes of practice and standards issued by industry groups sources of information on client service needs, complaints and feedback. 	<ul style="list-style-type: none"> staff, colleagues and/or clients to be involved in the process of providing client service activities; these can be: <ul style="list-style-type: none"> staff, colleagues and/or clients in an industry workplace who are assisted by the individual during the assessment process or individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

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Unit	Environment	Equipment	Documents	Other People
SISXCCS003 Address client needs	<ul style="list-style-type: none"> a client service delivery environment. This can be a workplace or simulated environment. 		<ul style="list-style-type: none"> documentation related to service provision and organisational policies and procedures for customer service: <ul style="list-style-type: none"> staff codes of behaviour documentation requirements quality systems, standards and guidelines customer service and feedback requirements. 	<ul style="list-style-type: none"> clients with whom the individual can interact; these can be: <ul style="list-style-type: none"> clients in an industry workplace who are assisted by the individual during the assessment process or individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.
Disability				
SISXDIS001 Facilitate inclusion for people with a disability	a sport, fitness or recreation environment. This can be a workplace or simulated environment.	<ul style="list-style-type: none"> technology for the storage and processing of client information. 	<ul style="list-style-type: none"> documented organisational policies and procedures concerning inclusion processes sources of information about recreational services and options for people with a disability. 	<ul style="list-style-type: none"> clients with differing disability needs and expectations who require appropriate support, services, and facilities.
SISXDIS002 Plan and conduct disability programs	<ul style="list-style-type: none"> a sport, fitness or recreation environment. This can be a workplace or simulated environment. 	<ul style="list-style-type: none"> equipment and resources required for the delivery of the program: <ul style="list-style-type: none"> modified equipment and aids. 	<ul style="list-style-type: none"> industry or organisational documentation such as program plans, forms relating to equipment checks and equipment damage legislation and organisational policies and procedures in relation to the conduct of programs for people with a disability. 	<ul style="list-style-type: none"> support staff participants with a disability to undertake programs; these can be: <ul style="list-style-type: none"> participants in a community setting, or individuals who participate in project activities, role plays or simulated activities, set up for the purpose of assessment,

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Unit	Environment	Equipment	Documents	Other People
				within a training organisation.
Emergency Response				
SISXEMR001 Respond to emergency situations	<ul style="list-style-type: none"> a sport, fitness or recreation environment where the individual is exposed to simulated emergencies requiring response. This can be a workplace or simulated environment. 	<ul style="list-style-type: none"> equipment and resources to ensure adequate response to emergencies relevant to work role and workplace, for example: <ul style="list-style-type: none"> hoses ladders rescue equipment monitors foam equipment and extinguishers blankets spill kits personal protective clothing and equipment salvage gear first aid and evacuation equipment 	<ul style="list-style-type: none"> current industry procedures for reporting and managing emergency situations legislation relevant to emergencies: <ul style="list-style-type: none"> work health and safety/occupational health and safety duty of care environment protection hazardous substances and dangerous goods public health and safety industry codes of practice. 	<ul style="list-style-type: none"> a variety of clients and/or participants requiring an emergency response, clients and participants can be: <ul style="list-style-type: none"> clients and participants in a sport, fitness or recreation industry workplace who are assisted by the individual during the assessment process or individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation
SISXEMR002 Coordinate emergency responses	<ul style="list-style-type: none"> a sport, fitness or recreation environment where the individual is exposed to simulated emergencies requiring response. This can be a workplace or simulated environment. 	<ul style="list-style-type: none"> equipment and resources to ensure adequate response to emergencies relevant to work role and workplace. 	<ul style="list-style-type: none"> current industry procedures for reporting and managing emergency situations legislation relevant to emergencies: <ul style="list-style-type: none"> work health and safety/occupational health and safety duty of care environment protection hazardous substances and dangerous goods public health and safety industry codes of practice. 	<ul style="list-style-type: none"> a variety of clients and/or participants requiring an emergency response, clients and participants can be: <ul style="list-style-type: none"> clients and participants in a sport, fitness or recreation industry workplace who are assisted by the individual during the assessment process or individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry

Unit	Environment	Equipment	Documents	Other People
				environment operated within a training organisation.
Facility Management				
SISXFAC001 Maintain equipment for activities	<ul style="list-style-type: none"> a sport, fitness or recreation environment with access to required equipment. This can be a workplace or simulated environment. 	<ul style="list-style-type: none"> a variety of equipment relevant to the sport, fitness and recreation activity or facility equipment repair and maintenance resources maintenance storage facilities. 	<ul style="list-style-type: none"> maintenance records and forms. 	
SISXFAC002 Maintain sport, fitness and recreation facilities	<ul style="list-style-type: none"> a sport, fitness or recreation facility. This can be a workplace or simulated facility. 	<ul style="list-style-type: none"> fixtures, large equipment and wet and dry areas to be cleaned, that include a range of different hard and soft surfaces cleaning equipment: <ul style="list-style-type: none"> electrically operated equipment: <ul style="list-style-type: none"> polishers scrubbers vacuum cleaners garbage receptacles manual equipment: <ul style="list-style-type: none"> brushes buckets dusters mops pans toilet brushes range of cloths: <ul style="list-style-type: none"> dry dusting lint-free polishing wet cleaning agents and chemicals for hard and soft surfaces: <ul style="list-style-type: none"> acid-based products agents for specialised 	<ul style="list-style-type: none"> organisational specifications: <ul style="list-style-type: none"> equipment manufacturer instructions organisational procedures for cleaning premises and equipment standards for presentation of premises. 	

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Unit	Environment	Equipment	Documents	Other People
		<p>surfaces:</p> <ul style="list-style-type: none"> ▪ glass ▪ wood <ul style="list-style-type: none"> ○ cream cleansers ○ deodorisers ○ disinfectants ○ multi-surface cleaners ○ sanitisers ○ spot cleaning agents ○ pesticides <ul style="list-style-type: none"> ● personal protective clothing: <ul style="list-style-type: none"> ○ aprons ○ breathing apparatus ○ gloves ○ goggles and masks ○ headwear ○ jackets ○ overalls ○ waterproof clothing and footwear. 		
SISXFAC003 Implement facility maintenance programs	<ul style="list-style-type: none"> ● a sport, fitness or recreation facility. This can be a workplace or simulated facility. ● a facility for which a maintenance program would be implemented. 	<ul style="list-style-type: none"> ● resources to maintain facility and equipment ● maintenance equipment ● supplies and stock: <ul style="list-style-type: none"> ○ first aid ○ pool chemicals (where applicable) ○ office supplies ○ hygiene and sanitary supplies (where applicable) ○ cleaning supplies ○ activity-specific equipment. 	<ul style="list-style-type: none"> ● organisational policies and procedures on which procedures are based ● reporting documentation ● organisational policies and procedures in relation to facility maintenance: <ul style="list-style-type: none"> ○ work health and safety/occupational health and safety ○ documents relating to purchase, receipt, storage and issue ○ record keeping ○ maintenance timeframes and schedules ○ roles and responsibilities of staff ○ isolation and reporting of 	<ul style="list-style-type: none"> ● appropriate personnel such as facility managers and supervisors; these can be: <ul style="list-style-type: none"> ○ personnel in an industry workplace who are assisted by the individual during the assessment process or ○ individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

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Unit	Environment	Equipment	Documents	Other People
			<ul style="list-style-type: none"> failed or unsafe equipment relevant legislation: <ul style="list-style-type: none"> work health and safety/occupational health and safety building codes and regulations fire regulations health acts industrial relations environment legislation local government regulations Australian tax office regulations information on equipment safety specifications. 	
SISXFAC004 Coordinate facility and equipment acquisition and maintenance	<ul style="list-style-type: none"> a sport, fitness or recreation facility for which physical assets are monitored and maintained. This can be a workplace or simulated facility. 	<ul style="list-style-type: none"> resources and equipment to implement maintenance plan. 	<ul style="list-style-type: none"> current commercial purchase specifications, supplier product and cost information and contractual documentation used for the purchase of assets. 	<ul style="list-style-type: none"> suppliers with whom the individual can interact; these can be: <ul style="list-style-type: none"> suppliers in an industry workplace or individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.
SISXFAC005 Manage stock supply and purchase	<ul style="list-style-type: none"> a sport, fitness or recreation facility or context for which stock is purchased and stock control systems are developed. This can be a workplace or simulated facility. 	<ul style="list-style-type: none"> computers, printers and stock control software systems. 	<ul style="list-style-type: none"> current commercial purchase specifications, stock control procedures and reports, supplier cost and contractual documentation used for the purchase of stock. 	<ul style="list-style-type: none"> suppliers with whom the individual can interact and negotiate; these can be: <ul style="list-style-type: none"> suppliers in an industry workplace who are assisted by the individual during the assessment

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Unit	Environment	Equipment	Documents	Other People
				<ul style="list-style-type: none"> process or <ul style="list-style-type: none"> individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.
Finance				
SISXFIN001 Develop and review budgets for activities or projects	<ul style="list-style-type: none"> a workplace or simulated industry environment. 	<ul style="list-style-type: none"> computers and technology required for the preparation of budget documents. 	<ul style="list-style-type: none"> data required to develop budgets such as sources of income, costing information relevant legislation and organisational policies and procedures such as communication protocols, privacy and confidentiality, approval processes. 	<ul style="list-style-type: none"> individuals with whom the candidate interacts on budget allocation and approvals, these can be: <ul style="list-style-type: none"> participants in a workplace, or individuals who participate in project activities, role plays or simulated activities, set up for the purpose of assessment, within a training organisation.
SISXFIN002 Process financial transactions	<ul style="list-style-type: none"> a workplace or simulated industry environment. 	<ul style="list-style-type: none"> point-of-sale equipment and software used to process and reconcile financial transactions forms of payments. 	<ul style="list-style-type: none"> current commercial procedures and documentation for the processing of financial transactions. 	<ul style="list-style-type: none"> customers from whom the individual can take payments and with whom they can interact; these can be <ul style="list-style-type: none"> customers in an industry workplace who are assisted by the individual during the assessment process or individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated

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Unit	Environment	Equipment	Documents	Other People
				within a training organisation.
Human Resource Management				
SISXHRM001 Recruit and manage volunteers	<ul style="list-style-type: none"> a workplace or simulated industry environment. 		<ul style="list-style-type: none"> organisational documentation such as volunteer management policies and procedures, volunteer job descriptions, selection tools, induction packages legislation and organisational policies and procedures in relation to the recruitment and management of volunteers. 	<ul style="list-style-type: none"> participants to be recruited; these can be: <ul style="list-style-type: none"> participants in a sport or recreation setting, or individuals who participate in project activities, role plays or simulated activities, set up for the purpose of assessment, within a training organisation.
Computer Operations and ICT Management				
Management and Leadership				
SISXMG001 Develop and maintain stakeholder relationships	<ul style="list-style-type: none"> a workplace or simulated industry environment. 		<ul style="list-style-type: none"> legislative information related to communication of information information about stakeholder groups / organisations. 	<ul style="list-style-type: none"> individuals and groups with whom the candidate builds relationships; these can be: <ul style="list-style-type: none"> individuals in industry organisations, or individuals who participate in project activities, role plays or simulated activities, set up for the purpose of assessment, within a training organisation.
Resource Management				
SISXRES001 Conduct sustainable work practices in open spaces	<ul style="list-style-type: none"> an outdoor space that could be used for sport, recreation or fitness work purposes an area or location containing natural 	<ul style="list-style-type: none"> resources relevant to the natural system. 	<ul style="list-style-type: none"> relevant information impacting on conservation of natural systems relevant stakeholder and local government information regarding the use of open 	

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Unit	Environment	Equipment	Documents	Other People
	systems or components of these systems.		<ul style="list-style-type: none"> spaces industry code of ethical practice organisational documentation relevant to open space planning. 	
SISXRES002 Educate user groups	<ul style="list-style-type: none"> a sport, fitness or recreation environment. This can be a workplace or simulated environment. 	<ul style="list-style-type: none"> audio-visual or multimedia presentation equipment suitable resources, for example facilities or venues. 	<ul style="list-style-type: none"> information relating to public safety issues organisational policies and procedures related to: <ul style="list-style-type: none"> budget constraints storage of documentation production and circulation of materials. 	<ul style="list-style-type: none"> a range of target user groups, these can be: <ul style="list-style-type: none"> user groups in a workplace, or individuals who participate in project activities, role plays or simulated activities, set up for the purpose of assessment, within a training organisation.
Fitness				
SISFFIT001 Provide health screening and fitness orientation	<ul style="list-style-type: none"> a fitness industry workplace or simulated environment with clients with real or simulated fitness needs and expectations, including new and existing clients. 		<ul style="list-style-type: none"> industry standard pre-exercise health screening questionnaire informed consent forms client record forms referral letter legislation and organisational policies and procedures in relation to health screening and fitness orientation manufacturer guidelines on equipment safety and usage. 	<ul style="list-style-type: none"> clients; these can be: <ul style="list-style-type: none"> clients in an industry workplace, or individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.
SISFFIT002 Recognise and apply exercise considerations for specific populations	<ul style="list-style-type: none"> a workplace or simulated fitness industry environment that offers a variety of services and facilities suitable for specific population clients. 	<ul style="list-style-type: none"> a variety of equipment appropriate for use by specific population clients. 	<ul style="list-style-type: none"> organisational policies and procedures related to specific population clients manufacturer guidelines on equipment safety and usage industry endorsed risk stratification procedures 	<ul style="list-style-type: none"> specific population clients and medical or allied health professionals for referral processes; these can be: <ul style="list-style-type: none"> clients, and medical or allied health professionals in the workplace, or

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			<ul style="list-style-type: none"> documented session plans with inclusion of identified modifications/adjustments needed learning and assessment tools validated by an accredited/registered allied health professional with at least two consecutive years experience in clinical practice. 	<ul style="list-style-type: none"> individuals who participate in project activities, role plays or simulated activities, set up for the purpose of assessment, within a training organisation.
SISFFIT003 Instruct fitness programs	<ul style="list-style-type: none"> a fitness industry workplace or simulated environment with clients with real or simulated health and fitness goals. an appropriate area for the delivery of circuit training sessions. 	<ul style="list-style-type: none"> a variety of fitness industry standard equipment: <ul style="list-style-type: none"> resistance <ul style="list-style-type: none"> free weights machines proprioception and stability training equipment cardiovascular training. 	<ul style="list-style-type: none"> legislation and organisational policies and procedures in relation to fitness programs and circuit training industry endorsed risk stratification procedures client record forms documented session plans with inclusion of identified modifications/adjustments needed. 	<ul style="list-style-type: none"> clients; these can be: <ul style="list-style-type: none"> clients in an industry workplace, or individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment within a training organisation.
SISFFIT004 Incorporate anatomy and physiology principles into fitness programming	<ul style="list-style-type: none"> a workplace or simulated fitness industry environment that offers a variety of fitness services and facilities for clients. 	<ul style="list-style-type: none"> anatomical and physiological resources anatomical models or images. 	<ul style="list-style-type: none"> planning and evaluation documentation with inclusion of identified improvements to professional practice. anatomical and physiological information 	<ul style="list-style-type: none"> clients for the purposes of explanation and demonstration in instruction; these can be: <ul style="list-style-type: none"> clients in the workplace, or individuals who participate in project activities, role plays or simulated activities, set up for the purpose of assessment, within a training organisation.
SISFFIT005 Provide healthy eating information	<ul style="list-style-type: none"> a fitness industry workplace with clients with real or simulated healthy eating and fitness goals. 		<ul style="list-style-type: none"> documented organisational policies and procedures related to providing nutrition information workplace documents and 	<ul style="list-style-type: none"> clients and medical or allied health professionals for referral processes; these can be: <ul style="list-style-type: none"> clients, and medical or allied health professionals

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Unit	Environment	Equipment	Documents	Other People
			<p>systems for the documenting of client consultation and referral letters, as required</p> <ul style="list-style-type: none"> learning and assessment tools validated by: <ul style="list-style-type: none"> an Accredited Practising Dietitian or an Accredited Sports Dietitian with at least two consecutive years experience in clinical practice current healthy information resources: <ul style="list-style-type: none"> National Health and Medical Research Council (NHMRC) – Australian Dietary Guidelines. 	<p>in the workplace, or</p> <ul style="list-style-type: none"> individuals who participate in project activities, role plays or simulated activities, set up for the purpose of assessment, within a training organisation
SISFFIT006 Conduct fitness appraisals	<ul style="list-style-type: none"> a fitness industry workplace or simulated environment with clients with real or simulated health and fitness goals. 	<ul style="list-style-type: none"> fitness industry standard appraisal equipment suitable for assessing health-related components of fitness: <ul style="list-style-type: none"> heart rate monitor tape measure scales sit and reach tools bicycle, treadmill, rowing ergometer or step-up box sphygmomanometer stop watch. 	<ul style="list-style-type: none"> legislation and organisational policies and procedures in relation to fitness appraisals manufacturer guidelines on equipment safety and usage client record forms. 	<ul style="list-style-type: none"> clients; these can be: <ul style="list-style-type: none"> clients in an industry workplace, or individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.
SISFFIT007 Instruct group exercise sessions	<ul style="list-style-type: none"> a fitness industry workplace or simulated environment with clients with real or simulated health and fitness goals. appropriate area for instruction of group exercise sessions 	<ul style="list-style-type: none"> equipment and resources required for the delivery of the session appropriate music and music equipment, as required. 	<ul style="list-style-type: none"> legislation and organisational policies and procedures in relation to group exercise and circuit training manufacturer guidelines regarding equipment usage and safety, as required. 	<ul style="list-style-type: none"> group exercise participants; these can be: <ul style="list-style-type: none"> group exercise participants in the workplace, or individuals who participate in project activities, role plays or simulated activities, set up for the

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Unit	Environment	Equipment	Documents	Other People
				purpose of assessment, within a workplace.
SISFFIT008 Instruct water-based fitness activities	<ul style="list-style-type: none"> an industry workplace or simulated environment with participants with real or simulated fitness needs and expectations. an industry workplace with the appropriate environmental features: <ul style="list-style-type: none"> indoor or outdoor swimming pool in a controlled environment swimming pool entry and exit points wet decks ramps steps bulk heads surface of pool and concourse pool floor gradient water temperature railings chemical additives ambient temperature. 	<ul style="list-style-type: none"> safety equipment relevant to local regulatory and organisational policies and procedures appropriate participant equipment appropriate music for instructing water-based fitness sessions: <ul style="list-style-type: none"> motivating themed phrased and unphrased appropriate beats per minute. 	<ul style="list-style-type: none"> appropriate organisational documentation and resources such as equipment checklists and session plan templates documentation such as manufacturer specifications for equipment use and maintenance legislation, best practice principles, and organisational policies and procedures in relation to aquatic activities. 	<ul style="list-style-type: none"> clients; these can be: <ul style="list-style-type: none"> clients in an industry workplace, or individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.
SISFFIT009 Deliver pre-choreographed or prescribed community fitness	<ul style="list-style-type: none"> a fitness industry workplace or simulated environment that offers appropriate services and facilities relevant to provision of pre-choreographed or prescribed community 	<ul style="list-style-type: none"> equipment and resources required for the delivery of the program. 	<ul style="list-style-type: none"> legislation and organisational policies and procedures in relation to pre-choreographed or prescribed community fitness programs manufacturer guidelines regarding equipment usage and safety, as required 	<ul style="list-style-type: none"> participants in pre-choreographed or prescribed community fitness programs; these can be: <ul style="list-style-type: none"> participants in a community setting, or individuals who participate in project activities, role

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Unit	Environment	Equipment	Documents	Other People
	fitness programs.		<ul style="list-style-type: none"> documentation related to pre-choreographed or prescribed community fitness programs. 	plays or simulated activities, set up for the purpose of assessment, within a training organisation.
SISFFIT010 Deliver pre-choreographed or prescribed group exercise to music	<ul style="list-style-type: none"> a fitness industry workplace or simulated environment with clients with real or simulated health and fitness goals. appropriate area for instruction of pre-choreographed or prescribed group exercise to music class. 	<ul style="list-style-type: none"> equipment and resources required for the delivery of the session appropriate music and music equipment, as required. 	<ul style="list-style-type: none"> legislation and organisational policies and procedures in relation to pre-choreographed or prescribed group exercise to music classes manufacturer guidelines regarding equipment usage and safety, as required. 	<ul style="list-style-type: none"> group exercise participants; these can be: <ul style="list-style-type: none"> group exercise participants in the workplace, or individuals who participate in project activities, role plays or simulated activities, set up for the purpose of assessment, within a workplace.
SISFFIT011 Instruct approved community fitness programs	<ul style="list-style-type: none"> a fitness industry workplace or simulated environment that offers appropriate services and facilities relevant to provision of an approved community fitness program. 	<ul style="list-style-type: none"> equipment and resources required for the delivery of the program. 	<ul style="list-style-type: none"> legislation and organisational policies and procedures in relation to approved community fitness programs manufacturer guidelines regarding equipment usage and safety, as required documentation related to an approved community fitness program. 	<ul style="list-style-type: none"> participants in an approved community fitness program; these can be: <ul style="list-style-type: none"> participants in a community setting, or individuals who participate in project activities, role plays or simulated activities, set up for the purpose of assessment, within a training organisation.
SISFFIT012 Instruct movement programs to children aged 5 to 12 years	<ul style="list-style-type: none"> a fitness industry workplace or simulated environment that offers a variety of appropriate services and facilities and equipment suitable for children. an appropriate area for the delivery of 	<ul style="list-style-type: none"> a variety of equipment appropriate for use by children, e.g. balls and skipping ropes. 	<ul style="list-style-type: none"> organisational policies and procedures related to working with children manufacturer guidelines on equipment safety and usage industry endorsed risk stratification procedures documented session plans with inclusion of identified 	<ul style="list-style-type: none"> participants; these can be: <ul style="list-style-type: none"> participants in the workplace, or individuals who participate in project activities, role plays or simulated activities, set up for the purpose of assessment, within a training

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Unit	Environment	Equipment	Documents	Other People
	movement programs.		modifications/adjustments needed.	organisation.
SISFFIT013 Instruct exercise to young people aged 13 to 17 years	<ul style="list-style-type: none"> a fitness industry workplace or simulated environment that offers a variety of appropriate services and facilities suitable for youth aged 13-17 years. 	<ul style="list-style-type: none"> a variety of equipment appropriate for use by children and young adolescents. 	<ul style="list-style-type: none"> industry endorsed risk stratification procedures organisational policies and procedures related to working with children documented session plans with inclusion of identified modifications/adjustments needed manufacturer guidelines on equipment safety and usage. 	<ul style="list-style-type: none"> participants aged 13-17 years; these can be: <ul style="list-style-type: none"> participants in the workplace, or individuals who participate in project activities, role plays or simulated activities, set up for the purpose of assessment, within a training organisation.
SISFFIT014 Instruct exercise to older clients	<ul style="list-style-type: none"> a fitness industry workplace or simulated environment with clients with real or simulated health and fitness goals. 	<ul style="list-style-type: none"> a variety of equipment appropriate for use by older clients. 	<ul style="list-style-type: none"> organisational policies and procedures related to older clients manufacturer guidelines on equipment safety and usage industry endorsed risk stratification procedures documented session plans with inclusion of identified modifications/adjustments needed. 	<ul style="list-style-type: none"> older clients; these can be: <ul style="list-style-type: none"> older clients in an industry workplace, or individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.
SISFFIT015 Collaborate with medical and allied health professionals in a fitness context	<ul style="list-style-type: none"> a workplace or simulated fitness industry environment that offers a variety of services and facilities suitable for working collaboratively with medical and allied health professionals. 	<ul style="list-style-type: none"> a variety of equipment appropriate for use by clients. 	<ul style="list-style-type: none"> industry endorsed screening and risk stratification procedures documented session plans with inclusion of identified modifications/adjustments in response to guidance from a medical or allied health professional learning and assessment tools validated by an accredited/registered allied health professional with at least two consecutive years' 	<ul style="list-style-type: none"> clients and medical or allied health professionals for referral processes; these can be: <ul style="list-style-type: none"> clients, and medical or allied health professionals in the workplace, or individuals who participate in project activities, role plays or simulated activities, set up for the purpose of assessment, within a training

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Unit	Environment	Equipment	Documents	Other People
			<ul style="list-style-type: none"> experience in clinical practice industry endorsed scope of practice manufacturer guidelines on equipment safety and usage organisational policies and procedures related to working with medical and allied health professionals. 	organisation.
SISFFIT016 Provide motivation to positively influence exercise behaviour	<ul style="list-style-type: none"> a fitness industry workplace or simulated environment with clients with real or simulated health and fitness goals. 	<ul style="list-style-type: none"> motivation and behaviour change resources. 	<ul style="list-style-type: none"> motivation and behaviour change information planning and evaluation documentation with inclusion of identified improvements to professional practice client record forms: <ul style="list-style-type: none"> appropriate documentation suitable for acquiring client information regarding exercise and lifestyle factors appropriate documentation for goal setting and monitoring of client progress and changes. 	<ul style="list-style-type: none"> clients; these can be: <ul style="list-style-type: none"> clients in an industry workplace, or individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.
SISFFIT017 Instruct long-term exercise programs	<ul style="list-style-type: none"> a fitness industry workplace or simulated environment with clients with real or simulated long-term health and fitness goals. 	<ul style="list-style-type: none"> a variety of cardiovascular (electrical or non-electrical) equipment, free weights, such as barbells, dumbbells and plates, and contemporary equipment, such as fit balls. 	<ul style="list-style-type: none"> resistance training methods that are aimed at a variety of client goals, such as muscle hypertrophy and muscle strength legislation and organisational policies and procedures in relation to the conduct of long-term exercise programs. 	<ul style="list-style-type: none"> clients that are considered capable of participating in exercise sessions from long-term exercise programs with: <ul style="list-style-type: none"> cardiovascular training methods, such as continuous and interval training resistance training methods using body weight, free weights and contemporary exercise

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Unit	Environment	Equipment	Documents	Other People
				<ul style="list-style-type: none"> equipment <ul style="list-style-type: none"> ○ stretching techniques that involve the client performing the stretches independently and the use of the fitness trainer's skills to conduct partner-based PNF stretching. • clients; these can be: <ul style="list-style-type: none"> ○ clients in an industry workplace, or ○ individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.
SISFFIT018 Promote functional movement capacity	<ul style="list-style-type: none"> • a fitness industry workplace or simulated environment with clients with real or simulated health and fitness goals. 	<ul style="list-style-type: none"> • a variety of appropriate equipment to demonstrate and observe functional movement patterns, dynamic posture, joint range of movement, muscle activation and strength, balance, stability and coordination: <ul style="list-style-type: none"> ○ flexometer ○ goniometer ○ plumb line ○ grid ○ plurimeter ○ tape measure • photographic technology • video analysis. 	<ul style="list-style-type: none"> • legislation and organisational policies and procedures in relation to functional movement observation and improvement • industry endorsed risk stratification procedures • client record forms • documented plans with inclusion of identified modifications/adjustments needed. 	<ul style="list-style-type: none"> • clients; these can be: <ul style="list-style-type: none"> ○ clients in an industry workplace, or ○ individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.
SISFFIT019 Incorporate exercise science principles into	<ul style="list-style-type: none"> • a fitness industry workplace or simulated environment with clients with real or 		<ul style="list-style-type: none"> • current industry endorsed best practice for client pre-exercise health screening and risk stratification 	<ul style="list-style-type: none"> • clients; these can be: <ul style="list-style-type: none"> ○ clients in an industry workplace, or ○ individuals who participate

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fitness programming	simulated health and fitness goals.		<ul style="list-style-type: none"> organisational policies and procedures relevant to incorporating exercise science principles into fitness programming informed consent forms client record forms planning and evaluation documentation with inclusion of identified improvements to professional practice. 	in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation
SISFFIT020 Instruct exercise programs for body composition goals	<ul style="list-style-type: none"> a fitness industry workplace or simulated environment with clients with real or simulated body composition goals. 		<ul style="list-style-type: none"> industry endorsed risk stratification procedures manufacturer guidelines on equipment safety and usage current industry endorsed best practice for client pre-exercise health screening and risk stratification organisational policies and procedures: <ul style="list-style-type: none"> privacy work health and safety/occupational health and safety confidentiality referral forms and processes recording and storage of information body composition appraisal methods to suit the goals of clients anthropometric standards current fitness industry recognised methods for achieving body composition outcomes documented session plans 	<ul style="list-style-type: none"> clients; these can be: <ul style="list-style-type: none"> clients in an industry workplace, or individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation

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Unit	Environment	Equipment	Documents	Other People
			<ul style="list-style-type: none"> with inclusion of identified modifications/adjustments needed client record forms. 	
SISFFIT021 Instruct personal training programs	<ul style="list-style-type: none"> a fitness industry workplace or simulated environment with clients with real or simulated health and fitness goals. 	<ul style="list-style-type: none"> equipment and resources required for the delivery of the personal training program: <ul style="list-style-type: none"> resistance equipment program cards resistance bands gym and fitness equipment 	<ul style="list-style-type: none"> industry endorsed risk stratification procedures manufacturer guidelines on equipment safety and usage current industry endorsed best practice for client pre-exercise health screening and risk stratification organisational policies and procedures regarding the use of equipment and locations for personal training sessions client record forms documented session plans with inclusion of identified modifications/adjustments needed. 	<ul style="list-style-type: none"> clients; these can be: <ul style="list-style-type: none"> clients in an industry workplace, or individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation
SISFFIT022 Instruct aquatic sessions for specific population groups	<ul style="list-style-type: none"> an industry workplace or simulated environment that offers aquatic services and facilities suitable for specific population clients. an industry workplace with the appropriate environmental features: <ul style="list-style-type: none"> indoor or outdoor swimming pool in a controlled environment swimming pool entry and exit points wet decks 	<ul style="list-style-type: none"> safety equipment relevant to local regulatory and organisational policies and procedures a variety of equipment appropriate for use in water by specific population clients. 	<ul style="list-style-type: none"> industry endorsed risk stratification procedures documented session plans with inclusion of identified modifications/adjustments needed appropriate organisational documentation and resources such as equipment checklists and session plan templates documentation such as manufacturer specifications for equipment use and maintenance legislation, best practice principles, and organisational policies and procedures in relation to aquatic activities. 	<ul style="list-style-type: none"> specific population clients and medical or allied health professionals for referral processes; these can be: <ul style="list-style-type: none"> clients, and medical or allied health professionals in the workplace, or individuals who participate in project activities, role plays or simulated activities, set up for the purpose of assessment, within a training organisation.

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Unit	Environment	Equipment	Documents	Other People
	<ul style="list-style-type: none"> ○ ramps ○ steps ○ bulk heads ○ surface of pool and concourse ○ pool floor gradient ○ water temperature ○ railings ○ chemical additives ○ ambient temperature. 			
SISFFIT023 Instruct group personal training programs	<ul style="list-style-type: none"> ● a fitness industry workplace or simulated environment with clients with real or simulated health and fitness goals. 	<ul style="list-style-type: none"> ● equipment and resources required for the delivery of the group personal training program: <ul style="list-style-type: none"> ○ resistance equipment ○ program cards ○ resistance bands ○ gym and fitness equipment. 	<ul style="list-style-type: none"> ● industry endorsed risk stratification procedures ● manufacturer guidelines on equipment safety and usage ● current industry endorsed best practice for client pre-exercise health screening and risk stratification ● organisational policies and procedures regarding the use of equipment and locations for group personal training sessions ● client record forms ● documented session plans with inclusion of identified modifications/adjustments needed. 	<ul style="list-style-type: none"> ● clients; these can be: <ul style="list-style-type: none"> ○ clients in an industry workplace, or ○ individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation
SISFFIT024 Instruct endurance programs	<ul style="list-style-type: none"> ● a fitness industry workplace or simulated environment with clients with real or simulated health and fitness goals. 	<ul style="list-style-type: none"> ● appropriate technology for instruction and record keeping of endurance training programs ● equipment and resources required for the delivery of the program: <ul style="list-style-type: none"> ○ resistance equipment ○ heart rate monitor ○ program cards ○ resistance bands 	<ul style="list-style-type: none"> ● legislation and organisational policies and procedures in relation to endurance programs and sessions ● manufacturer guidelines regarding equipment usage and safety, as required. 	<ul style="list-style-type: none"> ● clients with real or simulated needs and goals and a range of fitness and experience levels; these can be: <ul style="list-style-type: none"> ○ clients in a workplace, or ○ individuals who participate in project activities, role plays or simulated activities, set up for the purpose of assessment,

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Unit	Environment	Equipment	Documents	Other People
		<ul style="list-style-type: none"> ○ gym and fitness equipment. 		<p>within a training organisation.</p>
<p>SISFFIT025 Recognise the dangers of providing nutrition advice to clients</p>	<ul style="list-style-type: none"> ● a fitness industry workplace or simulated environment where clients are seeking information regarding health and fitness, including nutrition information and guidance. 		<ul style="list-style-type: none"> ● documented organisational policies and procedures ● industry endorsed scope of practice for the role and scope of a personal trainer ● workplace documents and systems for client consultations and referral letters ● scope of practice documents of medical and allied health professionals ● current healthy information resources: <ul style="list-style-type: none"> ○ National Health and Medical Research Council (NHMRC) – Australian Dietary Guidelines ● up-to-date resources for researching the role of various health professionals and the risks of providing nutritional information to various clients. ● learning and assessment tools validated by: <ul style="list-style-type: none"> ○ an Accredited Practising Dietitian or an Accredited Sports Dietitian with at least two consecutive years experience in clinical practice. 	<ul style="list-style-type: none"> ● clients and medical or allied health professionals for referral processes; these can be: <ul style="list-style-type: none"> ○ clients, and medical or allied health professionals in the workplace, or ○ individuals who participate in project activities, role plays or simulated activities, set up for the purpose of assessment, within a training organisation.
<p>SISFFIT026 Support healthy eating through the Eat for Health Program</p>	<ul style="list-style-type: none"> ● a fitness industry workplace or simulated environment with clients with real or simulated healthy eating and fitness goals. 		<ul style="list-style-type: none"> ● documented organisational policies and procedures related to providing nutrition information ● industry endorsed scope of practice for a personal trainer ● current healthy information 	<ul style="list-style-type: none"> ● clients and medical or allied health professionals for referral processes; these can be: <ul style="list-style-type: none"> ○ clients, and medical or allied health professionals in the workplace, or

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Unit	Environment	Equipment	Documents	Other People
			<p>resources:</p> <ul style="list-style-type: none"> ○ National Health and Medical Research Council (NHMRC) – Australian Dietary Guidelines ○ Eat for Health Educator Guide • workplace documents and systems for the documenting of client consultation and referral letters. • learning and assessment tools validated by: <ul style="list-style-type: none"> ○ an Accredited Practising Dietitian or an Accredited Sports Dietitian with at least two consecutive years experience in clinical practice 	<ul style="list-style-type: none"> ○ individuals who participate in project activities, role plays or simulated activities, set up for the purpose of assessment, within a training organisation.
SISFFIT027 Conduct health promotion activities	<ul style="list-style-type: none"> • a fitness industry workplace or simulated environment with clients with real or simulated health and fitness goals. 	<ul style="list-style-type: none"> • relevant health promotion resources. 	<ul style="list-style-type: none"> • current industry endorsed best practice for client pre-exercise health screening and risk stratification • organisational policies and procedures regarding health promotion activities • planning and evaluation documentation with inclusion of identified improvements to professional practice • relevant health promotion information • documented session plans with inclusion of identified health promotion modifications/adjustments. 	<ul style="list-style-type: none"> • clients; these can be: <ul style="list-style-type: none"> ○ clients in an industry workplace, or ○ individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation
SISFFIT028 Apply evidence-	<ul style="list-style-type: none"> • a fitness industry workplace or simulated 	<ul style="list-style-type: none"> • suitable technology for the research processes. 	<ul style="list-style-type: none"> • organisational policies and procedures relevant to using 	<ul style="list-style-type: none"> • clients; these can be: <ul style="list-style-type: none"> ○ clients in an industry

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Unit	Environment	Equipment	Documents	Other People
based practice to exercise programs	environment that offers a variety of fitness services and facilities for clients.		<ul style="list-style-type: none"> research to support and improve professional practice established and reputable primary and secondary sources of information planning and evaluation documentation with inclusion evidence based improvements to professional practice. 	<ul style="list-style-type: none"> workplace, or <ul style="list-style-type: none"> individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation
SISFFIT029 Apply anatomy and physiology to advanced personal training	<ul style="list-style-type: none"> a fitness industry workplace or simulated environment that offers a variety of fitness services and facilities for clients. 	<ul style="list-style-type: none"> resources relating to anatomy and physiology of the musculoskeletal, neuromuscular, cardiorespiratory and endocrine systems to support delivery of functional, effective and safe exercise programs anatomical models fitness industry standard equipment and methods suitable for monitoring intensity of client sessions. 	<ul style="list-style-type: none"> information relating to anatomy and physiology of the musculoskeletal, neuromuscular, cardiorespiratory and endocrine systems to support delivery of functional, effective and safe exercise programs anatomical images planning and evaluation documentation with inclusion of identified improvements to professional practice. 	<ul style="list-style-type: none"> clients for the purposes of explanation and demonstration in instruction; these can be: <ul style="list-style-type: none"> clients in the workplace, or individuals who participate in project activities, role plays or simulated activities, set up for the purpose of assessment, within a training organisation.
SISFFIT030 Instruct advanced exercise programs	<ul style="list-style-type: none"> a fitness industry workplace or simulated environment with clients with real or simulated health and fitness goals. 	<ul style="list-style-type: none"> equipment and resources required for the delivery of advanced exercise programs. 	<ul style="list-style-type: none"> industry endorsed risk stratification procedures manufacturer guidelines on equipment safety and usage current industry endorsed best practice for client pre-exercise health screening and risk stratification legislation and organisational policies and procedures in relation to the conduct of advanced exercise programs client record forms documented session plans with inclusion of identified modifications/adjustments 	<ul style="list-style-type: none"> medical or allied health professionals for referral processes; these can be: <ul style="list-style-type: none"> medical or allied health professionals in the workplace, or individuals who participate in project activities, role plays or simulated activities, set up for the purpose of assessment, within a workplace or training organisation clients; these can be: <ul style="list-style-type: none"> clients in an industry workplace, or

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Unit	Environment	Equipment	Documents	Other People
			needed.	<ul style="list-style-type: none"> ○ individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.
SISFFIT031 Implement injury prevention strategies	<ul style="list-style-type: none"> ● a fitness industry workplace or simulated environment with clients with real or simulated health and fitness goals. 	<ul style="list-style-type: none"> ● anatomical and physiological resources related to injury prevention ● anatomical models ● fitness industry standard equipment suitable for analysing client risk of injury and conducting range of movement tests ● at least four of the following postural screening equipment: <ul style="list-style-type: none"> ○ plumb line ○ grid ○ photographic technology ○ video analysis ○ tape measure ○ goniometer ○ flexometer ○ plurimeter ○ pressure biofeedback unit. 	<ul style="list-style-type: none"> ● anatomical and physiological information related to injury prevention ● anatomical images ● legislation and organisational policies and procedures in relation to injury prevention strategies ● planning and evaluation documentation with inclusion of identified improvements to professional practice ● client record forms ● industry endorsed client pre-exercise health screening and risk stratification tools. 	<ul style="list-style-type: none"> ● medical or allied health professionals for referral processes; these can be: <ul style="list-style-type: none"> ○ medical or allied health professionals in the workplace, or ○ individuals who participate in project activities, role plays or simulated activities, set up for the purpose of assessment, within a workplace or training organisation. ● clients; these can be: <ul style="list-style-type: none"> ○ clients in an industry workplace, or ○ individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.
SISXICT001 Select and use technology for sport, fitness and recreation work	<ul style="list-style-type: none"> ● a sport, fitness or recreation environment. This can be a workplace or simulated environment. 	<ul style="list-style-type: none"> ● a variety of technology based equipment and relevant software for the individual's current or intended work. 	<ul style="list-style-type: none"> ● relevant information sources in order to conduct research and collect sufficient information ● codes of ethical behaviour or conduct 	

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Unit	Environment	Equipment	Documents	Other People
			<ul style="list-style-type: none"> technical documentation relevant to sport, recreation and fitness technologies. 	
Working in Industry				
SISXIND001 Work effectively in sport, fitness and recreation environments	<ul style="list-style-type: none"> a sport, fitness or recreation environment. This can be a workplace or simulated environment. 	<ul style="list-style-type: none"> products and services to be delivered to clients. 		<ul style="list-style-type: none"> industry-realistic ratios of staff to clients; these can be: <ul style="list-style-type: none"> staff and clients in an industry workplace, or individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.
SISXIND002 Maintain sport, fitness and recreation industry knowledge	<ul style="list-style-type: none"> a sport, fitness or recreation environment. This can be a workplace or simulated environment. 	<ul style="list-style-type: none"> computers, printers, communication technology and information programs used to source industry information. 	<ul style="list-style-type: none"> plain English documents issued by government regulators that describe laws specifically relevant to the industry. 	
SISXIND003 Maintain legal knowledge for organisation governance	<ul style="list-style-type: none"> a sport, fitness or recreation environment or context for which a tailored set of regulatory requirements can be researched and compliance management implemented. This can be a workplace or simulated environment. 	<ul style="list-style-type: none"> computers, software programs, printers and communication technology used to administer regulatory requirements. 	<ul style="list-style-type: none"> current legislation current plain English regulatory documents distributed by government regulators codes of practice and standards issued by regulatory authorities regulatory information and business management manuals issued by industry associations or commercial publishers current commercial policies and procedures used to manage regulatory issues 	

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Unit	Environment	Equipment	Documents	Other People
			<ul style="list-style-type: none"> sources of specialist legal advice: <ul style="list-style-type: none"> compliance consultants industry associations lawyers local, state, territory or commonwealth government departments or regulatory agencies. 	
SISXIND004 Analyse participation patterns	<ul style="list-style-type: none"> a sport, fitness or recreation environment. This can be a workplace or simulated environment. 		<ul style="list-style-type: none"> sources of information on participation patterns and market segments in the sport and recreation industry: <ul style="list-style-type: none"> Australian Bureau of Statistics commercial research internet print media surveys television organisational policies and procedures regarding the use of market research information: <ul style="list-style-type: none"> access to and collection of market information privacy reporting requirements information protocols security and confidentiality requirements management and accountability channels. 	
SISXIND005 Coordinate work teams or groups	<ul style="list-style-type: none"> a sport, fitness or recreation environment. This can be a workplace or simulated 	<ul style="list-style-type: none"> rostering and recording systems. 	<ul style="list-style-type: none"> relevant documentation, such as: <ul style="list-style-type: none"> legislation and statutory requirements 	<ul style="list-style-type: none"> a work team or group; these can be: <ul style="list-style-type: none"> individuals in an industry workplace, or

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Unit	Environment	Equipment	Documents	Other People
	environment.		<ul style="list-style-type: none"> awards and agreements job descriptions and responsibilities training programs organisation policies and procedures including volunteer management. 	<ul style="list-style-type: none"> individuals who participate in project activities, role plays or simulated activities, set up for the purpose of assessment, within a training organisation.
SISXIND006 Conduct sport, fitness or recreation events	<ul style="list-style-type: none"> a sport, fitness or recreation environment. This can be a workplace or simulated environment with: <ul style="list-style-type: none"> real events a simulated industry activity or event created for the purpose of skills assessment that has commercial, community or business relevance in one or more of the following environments: <ul style="list-style-type: none"> auditoria exhibition areas conference rooms restaurants sporting facilities. 		<ul style="list-style-type: none"> current and comprehensive event venue information: <ul style="list-style-type: none"> product information within sales kits, brochures, product manuals, information kits or information databases site specifications, operational and capacity information technical production and staging specifications industry current template documents for: <ul style="list-style-type: none"> event proposals event documentation issued to customers including booking conditions, confirmation letters, contracts and invoices event operational documentation including event orders floor plans procedures for preparing proposals. 	<ul style="list-style-type: none"> customers, internal personnel and external suppliers with whom the individual can interact; these can be: <ul style="list-style-type: none"> individuals in an industry workplace, or individuals who participate in project activities, role plays or simulated activities, set up for the purpose of assessment, within a training organisation.
SISXIND007 Develop and implement	<ul style="list-style-type: none"> a sport, fitness or recreation environment. This can be a workplace or simulated environment. 		<ul style="list-style-type: none"> organisational data on participation levels and patterns and market segments in the sport, fitness and recreation industry 	

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Unit	Environment	Equipment	Documents	Other People
participation strategies	<ul style="list-style-type: none"> an environment or facility with a range of recreation and leisure services 		<ul style="list-style-type: none"> organisational policies and procedures regarding the use of market research information: organisational marketing plans and objectives. 	

Appendix 4: Units of Competency and Assessment Requirements Explained

Each Unit of Competency follows this format:

<p>UNIT CODE</p>	<p>Units are coded in sequence from 001 onwards.</p> <p>Community Recreation</p> <ul style="list-style-type: none"> • SISCAQU001- 014 Aquatics • SISCCRD001 Community Recreation Development • SISCCRO001 Community Recreation Operations <p>Cross sector</p> <ul style="list-style-type: none"> • SISXADM001 Administration • SISXCAI001-07 Coaching and Instruction • SISXCCS001- 03 Client and Customer Service • SISXDIS001-02 Disability • SISXEMR001-02 Emergency Response • SISXFAC001- 05 Facility Management • SISXFIN001-02 Finance • SISXHRM001 Recruit and manage volunteers • SISXICT001 Computer Operations and ICT Management • SISXIND001-07 Working in Industry • SISXMGT001 Management and Leadership • SISXRES001-02 Resource Management <p>Fitness</p> <ul style="list-style-type: none"> • SISFFIT001-31 Fitness <p>Codes no longer contain an AQF indicator which previously identified where a Unit of Competency was first packaged within a Qualification.</p> <p>Rationale Units do not have an AQF level; Qualifications do. Inclusion had caused confusion for RTO users when selecting electives and RTO auditors when checking compliance with packaging rules. Some have believed, for example, that a Unit of Competency with an AQF indicator 3 or 4, should not or cannot be packaged within a Diploma.</p> <p>Users should:</p> <ul style="list-style-type: none"> • read the Unit of Competency in entirety to ascertain the complexity of skills and knowledge covered • read the Application Statement which describes to whom the unit applies • refer to the table in the Companion Volume Implementation Guide to check where Units of Competency first appear in an SIS qualification. <p>Version indicators have been removed. Subsequent versions of Units of Competency will be given a new and unique code.</p>
<p>UNIT TITLE</p>	<p>The majority of titles from SIS10 have been retained.</p> <p>Changes for clarity include:</p> <ul style="list-style-type: none"> • Title updated to better reflect intent of unit e.g.; <i>SISFFIT313A Plan and deliver exercise to apparently healthy children and adolescents</i> updated to <i>SISFFIT013 Instruct exercise to young people aged 13 to 17 years</i> • Title simplified e.g.; <i>SISXFAC207 Maintain sport, fitness and recreation equipment for activities</i> updated to <i>SISXFAC001 Maintain equipment for activities</i> • Title updated to better reflect the coverage of the unit e.g.; <i>SISXIND101A Work effectively in sport and recreation environments</i> updated to <i>SISXIND001 Work effectively in sport, fitness and recreation environments</i>

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<p>APPLICATION</p> <p>This combines the Unit descriptor and Application statement in previous units.</p>	<p>This statement introduces the Unit of Competency, assists users to understand its complexity and includes this information:</p> <ul style="list-style-type: none"> • a brief description of unit content • types of businesses and/or industries to which the unit applies • who performs the function described by the unit and at what level of workplace responsibility • typical job titles to clarify the unit's applicability to different jobs • the unit's relationship to any specific occupational licensing, certification or laws; where none exists this is stated.
<p>PREREQUISITE UNIT</p>	<p>A prerequisite is a Unit of Competency in which the individual must be deemed competent prior to the determination of competency in the unit. Prerequisites are applicable when competency cannot be achieved in a given Unit of Competency without first gaining essential knowledge and skills from other Unit(s) of Competency.</p> <p>Some SIS Units of Competency contain prerequisite units.</p>
<p>COMPETENCY FIELD</p>	<p>Units of Competency are categorised into the following fields:</p> <ul style="list-style-type: none"> • AQU Aquatics • CRD Community Recreation Development • CCR Community Recreation Operations • ADM Administration • CAI Coaching and Instruction • CCS Client and Customer Service • DIS Disability • EMR Emergency Response • FAC Facility Management • FIN Finance • HRM Recruit and manage volunteers • ICT Computer Operations and ICT Management • IND Working in Industry • MGT Management and Leadership • RES Resource Management • FIT Fitness
<p>UNIT SECTOR</p>	<p>Units are categorised as:</p> <ul style="list-style-type: none"> • Community Recreation (C) • Cross Sector (X) • Fitness (F) • Sport (S)
<p>ELEMENTS</p>	<p>PERFORMANCE CRITERIA</p>
<p>Element language has been streamlined.</p> <p>Some reworded for clarity.</p>	<p>Language has been streamlined.</p> <p>Some Performance Criteria reworded in more explicit terms:</p> <ul style="list-style-type: none"> • Critical aspects for assessment statements are no longer part of a unit of competency. These included some explicit words to describe performance and some have been moved into PC. • Range statements have been removed completely.
<p>FOUNDATION SKILLS</p>	

This section describes language, literacy, numeracy and employment skills that are essential to performance and which must be assessed along with technical skills. This field now lists these skills:

- reading
- writing
- oral communication
- numeracy
- learning
- problem-solving
- initiative and enterprise
- teamwork
- planning and organising
- self-management
- technology

This new field replaces **Required Skills**.

Some content previously in Required Skills moved to Knowledge Evidence for a better fit, some already covered in Performance Criteria

Some Units of Competency contain some Foundation Skills but not others, e.g. reading, numeracy and problem solving but not teamwork. This field provides a summary statement on those Foundation Skills that are embedded in Performance Criteria. They explain what the person is doing with the Foundation Skill in the context of the Unit of Competency and job role and provide guidance on the level of Foundation Skill. For example, *numeracy skills to conduct measurements and calculations, such as body mass index within industry standard pre-exercise health screening questionnaire; then; provide clients with advice on appropriate exercise intensity guidelines and heart rate calculations based on pre-exercise health screening questionnaire results.*

RANGE OF CONDITIONS

This is an optional field in new style Units of Competency. If used, the Range of Conditions can no longer provide long explanatory lists of things that might apply. **It is not** used in the way that Range Statements were previously.

Anything identified is mandatory for performance in a job and, therefore, must be assessed.

Any Range of Conditions statements can only provide details of essential but different work environments or operating conditions.

No special environmental or operating conditions apply and no Range of Conditions statements are included in any Units of Competency.

Information in previous Range Statements has been moved – “must” statements.

Some important content previously in Range Statements moved to other fields for a better fit. Look in:

- Performance Criteria
- Performance Evidence
- Knowledge Evidence
- Assessment Conditions

UNIT MAPPING INFORMATION

Specifies code and title of any equivalent Unit of Competency from SIS10.

Does not include detailed information about changes to a Unit of Competency. Full details are provided in a mapping table of Units of Competency in this Companion Volume Implementation Guide.

LINKS

This provides a hyperlink to the Companion Volume Implementation Guide.

TITLE	Assessment Requirements for [Unit of Competency Code and Title]
PERFORMANCE EVIDENCE <div style="background-color: #f4a460; padding: 10px; margin-top: 10px;"> <p>This field includes information previously contained in:</p> <ul style="list-style-type: none"> • Critical aspects for assessment. </div>	<p>These statements replace but are not the same as Critical aspects statements. Performance Evidence specifies the:</p> <ul style="list-style-type: none"> • required product and process evidence • frequency and or volume of product or process evidence <p>In other words, what does a person have to do to:</p> <ul style="list-style-type: none"> • prove that they can competently do xyz? • cover all performance criteria and foundation skills • prove they have all the knowledge to effectively perform the work task? <p>This section uses sufficiency and consistency as a guiding principle for reliable assessment. There must be enough Performance Evidence to prove that an individual is truly competent in the Unit of Competency and consistently demonstrates the outcomes.</p> <p>Statements articulate sufficiency of evidence and ability to respond to different situations and requirements. They stipulate a requirement to, for example;</p> <ul style="list-style-type: none"> • identify and respond to various types of hazards and/or emergency situations • maintain various types of facilities and/or equipment • use a diverse range of equipment • deal with a range of client needs • develop and sell a range of specified programs <p>To meet the volume of specified Performance Evidence required, sufficient evidence of consistent performance would be gathered:</p> <ul style="list-style-type: none"> • using multiple assessments • over a period of time. <p>Volume and type of Performance Evidence is explicitly expressed in this section. Statements are now very specific and outline stringent assessment requirements.</p>
KNOWLEDGE EVIDENCE <div style="background-color: #f4a460; padding: 10px; margin-top: 10px;"> <p>This field replaces Required Knowledge.</p> </div>	<p>Specifies what the individual must know in order to effectively perform the work task described in the Unit of Competency. For some Units, knowledge was very broadly expressed. New Units of Competency better identify breadth and depth required.</p> <p>Much of the content has not changed. Content of some lost fields has been relocated here:</p> <ul style="list-style-type: none"> • Some content previously in Required Skills moved for a better fit • Some “must” statements previously in Range Statement moved.
ASSESSMENT CONDITIONS	<p>This field stipulates mandatory conditions for assessment. It lists all the things that an RTO must provide. It specifies:</p> <ul style="list-style-type: none"> • where the assessment must take place, the physical environment and indicates whether a simulated environment is allowed • what equipment must be provided for assessment, e.g. a variety of cardiovascular (electrical or non-electrical) equipment, free weights, such as barbells, dumbbells and plates, and contemporary equipment, such as fit balls • what types of consumable resources or stock must be provided for assessment; e.g. first aid resources • what workplace documentation must be provided, e.g. manufacturer specifications for fitness equipment use and maintenance • if relevant, other people who must be present during assessment, e.g. clients • any essential time constraints, e.g. a requirement for RTOs to design assessment activities that allow the individual to demonstrate water rescue techniques and broader emergency responses in required emergency situation timeframes

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<p>This field includes information previously contained in:</p> <ul style="list-style-type: none"> • Context of and specific resources for assessment and • Assessment Guidelines 	<ul style="list-style-type: none"> • the competency requirements for assessors including requirements for industry experience (vocational competency) and currency of knowledge; e.g. have achieved a Certificate IV in Fitness or above; and have at least 1 year consecutive post qualification fitness industry experience in the application of the skills and knowledge of the Certificate IV in Fitness. <p>These statements are now very specific and are tailored to each Unit of Competency.</p>
<p>LINKS</p>	<p>This provides a hyperlink to Companion Volume Implementation Guide.</p>