ASSESSOR GUIDE

Fitness Instruction
SISFFIT003: Instruct fitness programs

2015

Your Organisation Information Here
SISFFIT003: Instruct fitness programs

Application
This unit describes the performance outcomes, knowledge and skills required to plan, instruct and evaluate a variety of fitness programs and circuit sessions aimed at the health-related components of fitness. It involves programming and instruction of cardiovascular, resistance and flexibility programs for low or moderate risk clients who have completed industry endorsed pre-exercise screening and risk stratification procedures.

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.

Licensing/Regulatory Information
No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-Requisites: Nil

Employability Skills Information: This unit contains employability skills.

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
<th>Mapped</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes of a unit of competency.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.</td>
<td></td>
</tr>
<tr>
<td>1. Identify client fitness requirements.</td>
<td>1.1. Consider and confirm client needs, expectations and preferences using suitable questioning techniques.</td>
<td>AT1.41, AT5, AT6, AT9</td>
</tr>
<tr>
<td></td>
<td>1.2. Review and advise client of outcomes of pre-exercise health screening procedures.</td>
<td>AT5, AT6, AT9</td>
</tr>
<tr>
<td></td>
<td>1.3. Refer client to medical or allied health professionals as required</td>
<td>AT1.34, AT5, AT6, AT9</td>
</tr>
<tr>
<td></td>
<td>1.4. Identify potential barriers to participation.</td>
<td>AT1.29, 1.42, AT5, AT6, AT9</td>
</tr>
<tr>
<td></td>
<td>1.5 Develop and document client profile for re-evaluation purposes.</td>
<td>AT5, AT6, AT9</td>
</tr>
</tbody>
</table>
- flexibility exercises – static and dynamic stretches
- injury prevention strategies specific to client needs and program

**PE6-** modify programs for clients, addressing at least three of the following:
- technical requirements
- changing needs due to fitness adaptations
- changing goals
- client needs, objectives, likes and dislikes
- technical difficulty adjustments of exercises.

### Knowledge Evidence

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Mapped</th>
</tr>
</thead>
</table>
| KE1 - legislative and regulatory requirements regarding fitness programs, sessions and circuit sessions:  
- work health and safety/occupational health and safety  
- duty of care | AT1.46 |
| KE2 - organisational policies and procedures in regards to:  
- pre-session screening  
- overcrowding  
- ventilation and/or climate control  
- hygiene  
- participant to instructor ratio  
- emergency  
- risk management  
- standards of personal presentation  
- participant’s clothing and footwear  
- use, care and maintenance of equipment | AT1.38 |
| KE3 - principles of program design:  
- FITT  
- overload  
- progression  
- specificity | AT1.4, 1.5, 1.7, 1.13, 1.14, 1.15, 1.16, 1.21, 1.26, 1.30, AT6, AT9 |
| KE4 - fitness program planning for improvement of health-related components of fitness:  
- body composition  
- muscle endurance  
- muscle strength  
- cardiorespiratory endurance  
- flexibility | AT1.6, 1.7, 1.12, 1.13, 1.14, 1.16, 1.21, 1.22, 1.25, AT6, AT9 |
| KE5 - program design and variables relevant to health-related components of fitness and factors affecting program design | AT1.1, 1.2, 1.4-1.8, 1.10, 1.12, 1.13, 1.14, 1.15, 1.16, 1.21, 1.22, 1.26, 1.30, 1.40, AT5, AT6, AT9 |
| KE6 – components of a circuit training session plan:  
- phases:  
  - preparation  
  - conditioning  
  - recovery  
  - adaptation  
- rest intervals  
- required equipment  
- floor plan for equipment arrangement | AT5, AT7, AT8 |
| KE7 – circuit training session planning considerations and inclusions:  
- equipment  
- layout | AT5, AT7, AT8 |
The candidate has been given the following information.

Assessment Information

This guide contains the assessment tasks required for completing the Unit of Competency:

**SISFFIT003: Instruct fitness programs**

Assessment for this Unit is competency based:

<table>
<thead>
<tr>
<th>Competency Status</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>All competencies satisfactorily completed</td>
<td>COMP</td>
</tr>
<tr>
<td>All competencies not yet satisfactorily completed</td>
<td>NYC</td>
</tr>
</tbody>
</table>

A student who has not achieved ‘SATISFACTORY’ for each of the assessments and therefore to be deemed ‘COMPETENT’ cannot receive a Statement of Attainment (SOA).

Submission of Evidence

An assessment of competence is dependent on the submission of evidence that supports your underpinning knowledge and ability to perform the tasks relating directly to the learning outcomes and performance criteria described in this particular study unit.

At this level your assessor will need to collect practical evidence in the form of workplace documentation and to observe you interacting in the workplace. Other evidence might take the form of verbal assessments, simulations and role plays. It is, however, up to the assessor to design and use the appropriate tools and to collect sufficient evidence to justify a judgment of competence.

When undertaking the projects which make up the final assessment activities, time frames and submission dates are to be negotiated with your facilitator/assessor.

- For any written piece of assessment, use the following format: Arial or Calibri, 11 pt or 12 pt.
- Assessment workbook can be submitted electronically via email, preferably in .doc (Word) format unless otherwise stated (e.g., excel).
- Make sure you have signed the relevant pages especially the front cover sheet.

Note: No responsibility can be taken by us for lost or missing assessment submissions, and these will not be returned once marked, so please take copies prior to posting should you wish to keep a copy for your records.

Reading

You might need to undertake extra reading in order to supplement your knowledge of the material in this unit. Some documents will provide reference lists, which contain useful book, web document and research paper titles. University, TAFE and public libraries, the Internet and most large bookstores will also have suitable reading materials.

Referencing

When using materials from published authors to support your assignment work remember to cite and reference the work correctly, using the Harvard Referencing System or The...
Assessment Agreement

Units of Competency: SISFFIT003: Instruct fitness programs

Assessment for this unit of competence for this learner will be undertaken using the following assessment Strategies and Tools (AT):

| AT1: Questions and Answers | AT2: Project: Key Teaching Points Resistance Training Exercises |
| AT3: Observation / Demonstration: Exercises Techniques | AT4: Written Assessment - Resistance Training Systems |
| AT5: Log Book: Instruct Fitness Program / Conduct Circuit Training Sessions | AT6: Project / Practical Activity: Design and Conduct 8 Fitness / Resistance Training Programs |
| AT7: Written Activity: Circuit Training Classes | AT8: Observation / Practical Assessment: Plan, Prepare and Deliver Elements of a Circuit Training Class (FINAL) |
| AT9: Observation / Practical Assessment: Plan, Prepare and Deliver a Fitness Program (Resistance Training) (FINAL) | |

Comments:

__________________________  ______________  ______________
Trainer name  Trainer signature  Date

__________________________  ______________  ______________
Assessor name  Assessor signature  Date

I declare that I understand how assessment will take place for this unit. I declare that this assessment is my own and contains no material written by another person except where due reference is made; hence, I understand that work completed towards this assessment must be verifiably my own. I also acknowledge that all material and sources used in the presentation of this assessment whether they are books, articles, reports, Internet searches or any other document or personal communication.

__________________________  ______________  ______________
Learner name  Learner signature  Date
Unit of Competency: SISFFIT003: Instruct fitness programs

Application
This unit describes the performance outcomes, knowledge and skills required to plan, instruct and evaluate a variety of fitness programs and circuit sessions aimed at the health-related components of fitness. It involves programming and instruction of cardiovascular, resistance and flexibility programs for low or moderate risk clients who have completed industry endorsed pre-exercise screening and risk stratification procedures.

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Readings:

STUDENT ASSESSMENT CHECKLIST

<table>
<thead>
<tr>
<th>Assessment Tool</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>AT1: Questions and Answers</td>
<td></td>
</tr>
<tr>
<td>AT2: Project: Key Teaching Points Resistance Training Exercises</td>
<td></td>
</tr>
<tr>
<td>AT3: Observation / Demonstration: Exercises Techniques</td>
<td></td>
</tr>
<tr>
<td>AT4: Written Assessment - Resistance Training Systems</td>
<td></td>
</tr>
<tr>
<td>AT5: Log Book: Instruct Fitness Program / Conduct Circuit Training Sessions</td>
<td></td>
</tr>
<tr>
<td>AT6: Project / Practical Activity: Design and Conduct 8 Fitness / Resistance Training Programs</td>
<td></td>
</tr>
<tr>
<td>AT7: Written Activity: Circuit Training Classes</td>
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<tr>
<td>AT8: Observation / Practical Assessment: Plan, Prepare and Deliver Elements of a Circuit Training Class (FINAL)</td>
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<tr>
<td>AT9: Observation / Practical Assessment: Plan, Prepare and Deliver a Fitness Program (Resistance Training) (FINAL)</td>
<td></td>
</tr>
</tbody>
</table>

Assessment 1 (AT1) | Questions / Answers (Written)

You are required to answer all the questions below. This is an open book assessment, to be completed under assessment conditions that is without input from a third person. This is to be all your own work. Written responses may be recorded in the space provided or entered in a separate word processing document and attached. You can either **bold** or **highlight** the answer or circle it (if print out in hard copy).
7. Strength endurance resistance training is characterised by: [KE3, KE4, KE5, KE8, KE11]
   a. Cycling
   b. Light weights, high reps
   c. 3 sets of 12 reps
   d. 6 sets of 6 reps with no rest

8. A compound exercise is also termed as: [KE5, KE11]
   a. A single joint exercise
   b. One that uses large muscle groups
   c. A multi-joint exercise
   d. An exercise that targets a specific muscle

9. The use of this equipment allows a contraction to take place with a constant angular velocity. [PC2.1, KE14]
   a. Machine systems providing dynamic constant angular velocity
   b. Isometric training using static resistance
   c. Free weights
   d. Machine systems providing dynamic variable resistance

10. Machines require less use of … [PC2.1, KE5, KE11]
    a. Prime movers
    b. Stabilizers
    c. Antagonist muscles
    d. Ligaments

11. This motivational model postulates the functional relationship between emotions and optimal performance, and aims to predict the quality of upcoming performance with respect to the pre-performance emotional state of the performer. What is the name of this theory? [KE16]
    a. Inverted U theory
    b. Individual zone of optimal function
    c. Drive theory
    d. None of the above

12. Marchese and Hill state that this type of flexibility training produces the best results in flexibility: [PE5, KE4, KE5, KE11]
    a. Ballistic flexibility
    b. PNF flexibility
    c. Static flexibility
    d. None of the above

13. Forced reps are [PC2.1, PE3, KE3, KE4, KE5, KE6, KE8]
    a. Lowering a resistance eccentrically only
    b. Resting then completing additional reps
    c. Completing additional reps with assistance from a partner
    d. Lifting during the concentric phase only
- weight control
- improved bone and muscle health
- social benefits

Anaerobic Fitness
- better at building overall strength and muscle mass.
- will increase the maximum amount of oxygen you use during exercise, improving cardio and respiratory fitness.
- increases endurance and the ability to stand fatigue
- can also help with weight loss

29. Name two factors that will affect a client’s ability to engage in a fitness program. [PC1.4]
- medical conditions
- prescribed medications
- existing injuries
- current fitness level
- functional limitations
- lifestyle evaluation
- exercise history

30. What is the FITT principles of training? Explain the different components. [PE3, KE3, KE5]
FITT is a set of rules that must be adhered to in order to benefit from any form of fitness training program. These rules relate to the Frequency, Intensity, Type and Time.
- frequency - how often
- intensity. It defines the amount of effort that should be invested in a training program or any one session.
- type or kind of exercise you should choose to achieve the appropriate training response
- time - or how long you should be exercising for. Is longer better?

31. Explain how potential injury could occur for the following anatomical regions. Give an example of an exercise that may cause injury to this area if performed incorrectly. [PE5, KE10]

**Lower Back**
- Low back sprain/strain, herniated disk
  - Squats: if weight is too heavy or the client is using poor technique

**Knees**
- Anterior cruciate ligament (ACL) damage usually caused when changing direction rapidly, slowing down when running, or landing from a jump.
- Patellar tendonitis / patellar tracking problem (Especially in women)
- Poor technique in hack squats, lunges and excess weight when doing leg extensions

32. Name two arousal control techniques. [KE16]
- anxiety management
- progressive relaxation
- stress management
Disturbed sleep patterns
Increased RPE during workouts
Increased incidence of colds and infections
Reduced appetite
Impaired recovery from exercise

45. What is the formula to use to calculate the total training volume load for a client taking part in a resistance training program? [PC2.2]

Volume load = Total repetitions x Load
Total repetitions = sets x reps

46. What is ‘primary duty of care’ according to the Work Health and Safety Act 2011 as it pertains to delivering fitness programs and circuit sessions. [KE1]

(1) A person conducting a business or undertaking must ensure, so far as is reasonably practicable, the health and safety of:

(a) workers engaged, or caused to be engaged by the person; and
(b) workers whose activities in carrying out work are influenced or directed by the person; while the workers are at work in the business or undertaking.

(2) A person conducting a business or undertaking must ensure, so far as is reasonably practicable, that the health and safety of other persons is not put at risk from work carried out as part of the conduct of the business or undertaking.

47. Name three communication techniques that can encourage and support clients as a fitness instructor? Give an example of each. [PC3.5]

- Active Listening
  - Resisting interrupting the customer
  - Use eye contact
  - Display open positive body language
  - Follow rather than lead the conversation
  - Clarify customer meaning and feeling
  - Summarise where appropriate

- Questioning
  - Closed questions: e.g., have you ever smoked?
  - Open questions: What was previous experience when you participated in physical activity?
  - Probing questions: If I gave you a magic wand, what would be your ideal outcome after completing the program?
  - Formulating questions: any who, what, where, why and how questions.

- Non-verbal communication

48. Name three methods of monitoring exercise intensity. [KE13]

- heart rate
- rate of perceived exertion
- observation of technique
- completed sets and repetitions
- loads lifted
Assessment #2 (AT2)

KEY TEACHING POINTS in EXERCISE EXPLANATION

MUSCLES USED

CONTRAINDICATIONS

SAFETY CONSIDERATIONS

Note: Delavier’s Strength Training Anatomy book is a great reference to complete this assessment.
### Key Teaching Points in Exercise Explanation, Muscles Used, and Contraindications

<table>
<thead>
<tr>
<th>Name of Exercise: Leg Extension Machine</th>
<th>Name of Exercise: Leg curl machine</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key Teaching Points</strong></td>
<td><strong>Key Teaching Points</strong></td>
</tr>
<tr>
<td>1. raises the legs to horizontal</td>
<td>Major Muscles Used: Quadriceps</td>
</tr>
<tr>
<td>2. greater backrest angle will further rotates the pelvis</td>
<td>1. plantar flexion to isolates the hamstrings muscle</td>
</tr>
<tr>
<td>3. exhale at the end of the exercise</td>
<td>Major Muscles Used: Semimembranosus, biceps femoris, semitendinosus,</td>
</tr>
<tr>
<td><strong>Contraindications / Safety Concerns: this exercise is recommended for beginners</strong></td>
<td><strong>Contraindications / Safety Concerns: this exercise is not recommended for pregnant woman</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name of Exercise: Dumbbell squats</th>
<th>Name of Exercise: Leg Press Machines</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key Teaching Points</strong></td>
<td><strong>Key Teaching Points</strong></td>
</tr>
<tr>
<td>1. work with moderate weights in sets of 10 to 15 reps provides the best result</td>
<td>Major Muscles Used: Quadriceps, gluteus medius, gluteus maximus</td>
</tr>
<tr>
<td>2. don’t round your back, slightly arch it instead</td>
<td>1. place the feet parallel or slightly pointed to the outside</td>
</tr>
<tr>
<td>3. look forward while performing this exercise</td>
<td>2. hold the back straight against the back of the seat</td>
</tr>
<tr>
<td><strong>Contraindications / Safety Concerns: looking down while performing this exercise will cause loss of balance</strong></td>
<td><strong>Contraindications / Safety Concerns: this exercise is recommended for beginners</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name of Exercise: Seated calf raises</th>
<th>Name of Exercise: standing calf raises</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key Teaching Points</strong></td>
<td><strong>Key Teaching Points</strong></td>
</tr>
<tr>
<td>1. sit in a machine, with knees positioned under the pads</td>
<td>Major Muscles Used: soleus</td>
</tr>
<tr>
<td>2. the toes on the foot bar, &amp; the ankles relaxed</td>
<td>1. rise up on the toes, keeping the knee joint slightly flexed</td>
</tr>
<tr>
<td>3. slight arch back</td>
<td>Major Muscles Used: Gastrocnemius, soleus, plantaris</td>
</tr>
<tr>
<td><strong>Contraindications / Safety Concerns: rounding your back will create bad posture that may cause back pain</strong></td>
<td><strong>Contraindications / Safety Concerns: control every movement to avoid injury</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name of Exercise: Floor hip extensions</th>
<th>Name of Exercise: Bridging</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key Teaching Points</strong></td>
<td><strong>Key Teaching Points</strong></td>
</tr>
<tr>
<td>1. kneel on one leg &amp; bring the other knee to the chest</td>
<td>Major Muscles Used: Gluteus maximus</td>
</tr>
<tr>
<td>2. extend the bent leg back with complete hip extension</td>
<td>1. performed in long sets</td>
</tr>
<tr>
<td>3. keep a flat back or slightly arch</td>
<td>Major Muscles Used: Biceps femoris, gluteus maximus</td>
</tr>
<tr>
<td><strong>Contraindications / Safety Concerns: bent the extended knee to ease back pain</strong></td>
<td><strong>Contraindications / Safety Concerns: fail to engage your abs may cause back pain</strong></td>
</tr>
</tbody>
</table>
Assessment 4: Written Assessment - Resistance Training Systems

In the space provided, explain the training system and then write a simple workout on a body part / parts that demonstrates how you would write a program using the particular resistance training system.

**SUPERSET SYSTEM**

Muscle Group/s: _________________________________________

Workout Example:

Seated dumbbell hammer curls with dumbbell tricep kickbacks

Explanation:

Two different systems:

1. several sets of 2 exercises for the agonist and atagonist muscle groups of one body part
2. similar to the triset system: performing 1 set of 2-3 exercises in rapid succession for the same muscle group or body part; results in significant strength gains, changes in body composition

   both systems involve 8-10+ repetitions with little or no rest between sets and exercises

**COMPOUND OR TRISET SYSTEM**

Muscle Group/s: _________________________________________

Workout Example:

Seated dumbbell hammer curls, Standing Barbell Curls and machine curl

Explanation:

- Incorporates groups or sequences of three exercises for the same major body segment
- Little or no rest between exercises is allowed; normally three sets of each exercises are performed.
- Very effective for increasing static strength
- Good system when goal is to increase local muscular endurance.
Assessment 5 (AT5)  | Log Book: Instruct Fitness Programs / Conduct Circuit Training Sessions

Each student is required to complete a minimum of 20 hours of supervised / observed practical experience as part of the SISFFIT003 Instruct fitness programs.

Evidence must be demonstrated of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role. This must include period(s) totalling at least eight hours comprising at least eight different client contact sessions, and:

- plan, document, implement and evaluate at least five fitness programs using the principles of program design to suit the needs of clients with goals related to health-related components of fitness
- plan, document, implement and evaluate at least three circuit training sessions with interrelated components
## ASSESSOR GUIDE:

### Assessment 6 (AT6) Design and Conduct 8 Fitness / Resistance Training Programs

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Student ID:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit Code and Name:</strong></td>
<td><strong>SISFFIT003: Instruct fitness programs</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>For each of the eight (8) clients, in responding to the assessment, the student:</th>
<th>Yes</th>
<th>No</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submitted the ParQ as identified as required by Fitness Australia / SMA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clearly identified the needed and goals of the client</td>
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<td></td>
<td></td>
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<tr>
<td>Where applicable, referred the client to medical or allied health professionals</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identified potential barriers to participation</td>
<td></td>
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<tr>
<td>Developed a program plan for the client including the type of training, appropriate methods and equipment.</td>
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<td></td>
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<tr>
<td>Included appropriate cardiovascular exercises</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Included appropriate warm-up and cool-down components</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Included appropriate static and dynamic stretches (flexibility)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Included a variety of exercises and equipment to meet the client needs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program addressed the 5 health-related components of fitness</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Considered injury prevention strategies for the client</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Modified the session appropriately</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reviewed own performance and identified areas for needing improvement</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Result of this assessment:**

- [ ] Satisfactory
- [ ] Not Satisfactory

**Assessor:** I declare that I have conducted an authentic assessment process with this student, and I have provided appropriate feedback

**Assessor Name:** ____________________________________________

**Signature:** ____________________________________________ **Date:** ___/___/____
Assessment 7 (AT7)  Written Activity: Circuit Training

Part A:
Highlight two (2) advantages and two disadvantages of each of the following circuit training layouts. In the right hand column, draw of diagram of the circuit format.

<table>
<thead>
<tr>
<th>Traditional Circuit Format</th>
<th>Draw Diagram</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Advantage</strong></td>
<td></td>
</tr>
<tr>
<td>- Enables a large number and variety of exercise stations which will maintain interest and assist motivation</td>
<td></td>
</tr>
<tr>
<td>- Can be very challenging</td>
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</tr>
<tr>
<td>- Can use a variety of equipment</td>
<td></td>
</tr>
<tr>
<td>- Can be used for CV and muscular strength and endurance-biased sessions</td>
<td></td>
</tr>
<tr>
<td><strong>Disadvantage</strong></td>
<td></td>
</tr>
<tr>
<td>- More difficult for teacher to move around and observe</td>
<td></td>
</tr>
<tr>
<td>- Difficult to instruct and coach beginners</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>‘Star’ Circuit</th>
<th>Draw Diagram</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Advantage</strong></td>
<td></td>
</tr>
<tr>
<td>- Utilise space well</td>
<td></td>
</tr>
<tr>
<td>- All CV exercises / leg exercises are on the outside</td>
<td></td>
</tr>
<tr>
<td>- All muscle strength / endurance exercises are on the inside</td>
<td></td>
</tr>
<tr>
<td>- A lot of people can be put into a small area.</td>
<td></td>
</tr>
<tr>
<td><strong>Disadvantage</strong></td>
<td></td>
</tr>
<tr>
<td>- Need to allow space for equipment</td>
<td></td>
</tr>
<tr>
<td>- Need to plan exercises carefully</td>
<td></td>
</tr>
<tr>
<td>- Participants need careful direction to order of stations</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Corners Circuit</th>
<th>Draw Diagram</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Advantage</strong></td>
<td></td>
</tr>
<tr>
<td>- Works well for cardiovascular circuits</td>
<td></td>
</tr>
<tr>
<td>- Easier to manage</td>
<td></td>
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<tr>
<td>- Ideal for smaller groups</td>
<td></td>
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<tr>
<td>- Suitable for beginners</td>
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<tr>
<td>- Very small groups can perform at one station while the trainer can move around</td>
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<tr>
<td><strong>Disadvantage</strong></td>
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<tr>
<td>- May become too repetitious or boring</td>
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</tbody>
</table>
Part C:

Participate in a two (2) different Circuit Training Classes preferably with a different focus (e.g., outdoor boot camp and indoor kettleball circuit). Take notes on the class using the form provided. The Circuit Training class is to be recorded and signed by the instructor and a timetable from the Centre is to be handed in with your completed evaluation of the Circuit Training class.

Using the form provided, the following points are to be addressed in your written observation on EACH circuit training class.

- structure of the class
- class numbers, age and sexes
- general fitness levels of participants
- education methods
- instructor presentation and demonstration of exercises

- motivation level, environment and atmosphere
- voice projection
- music quality, suitability and loudness
- safety and effectiveness of exercises
- heart rate monitoring technique
### Mirror Imaging
- Progression: Intensity
- Progression: Complexity
- Transitions
- Variety of Stations
- Creativity
- Modification
- Participant Safety Considered

### Music (if Applicable [NA=Not Applicable])
- Appropriateness/Quality
- Volume
- Tempo

### CUEING (Communication)
#### Verbal Cueing
- Instructional (what):
- Preparatory (when):
- Directional (where):
- Correctional (how):

Could the class follow?  □ Yes  □ No

### Vocal Quality
- Projection/Enunciation
- Inflection/Pitch
- Microphone technique

### Motivation
- Body posture & expression
- Variety of Motivational Phrases

### Post Class Conduct
- Congratulate/Thank participants
- Local Announcements
- Offer to be available after class/Follow-through
- Smile/Exchange a pleasantry
Competency Record

After assessment the competency record should be completed and signed by the participant, assessor, and the supervisor (if applicable). If competency is not achieved at the first attempt strategies to address gaps in performance need to be identified and time for reassessment arranged.

Name of Participant: _____________________ Name of Assessor: _____________________

<table>
<thead>
<tr>
<th>Unit of Competency</th>
<th>SISFFIT003: Instruct fitness programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Tools</td>
<td>Satisfactory/ Not Yet Satisfactory</td>
</tr>
<tr>
<td>AT1: Questions and Answers</td>
<td>□ SAT □ NYS</td>
</tr>
<tr>
<td>AT2: Project: Key Teaching Points Resistance Training Exercises</td>
<td>□ SAT □ NYS</td>
</tr>
<tr>
<td>AT3: Observation / Demonstration: Exercises Techniques</td>
<td>□ SAT □ NYS</td>
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<tr>
<td>AT4: Written Assessment - Resistance Training Systems</td>
<td>□ SAT □ NYS</td>
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<tr>
<td>AT5: Log Book: Instruct Fitness Program / Conduct Circuit Training Sessions</td>
<td>□ SAT □ NYS</td>
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<tr>
<td>AT6: Project / Practical Activity: Design and Conduct 8 Fitness / Resistance Training Programs</td>
<td>□ SAT □ NYS</td>
</tr>
<tr>
<td>AT7: Written Activity: Circuit Training Classes</td>
<td>□ SAT □ NYS</td>
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<tr>
<td>AT8: Observation / Practical Assessment: Plan, Prepare and Deliver Elements of a Circuit Training Class (FINAL)</td>
<td>□ SAT □ NYS</td>
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<tr>
<td>AT9: Observation / Practical Assessment: Plan, Prepare and Deliver a Fitness Program (Resistance Training) (FINAL)</td>
<td>□ SAT □ NYS</td>
</tr>
</tbody>
</table>

The evidence presented in: □ Valid □ Sufficient □ Authentic □ Current

The participant is: □ Competent □ Not Yet Competent: Date for re-assessment:

Strategies to address gaps in performance

Participant Signature: _____________________ Date: _____________________

Supervisor Signature: _____________________ Date: _____________________

Assessor Signature: _____________________ Date: _____________________