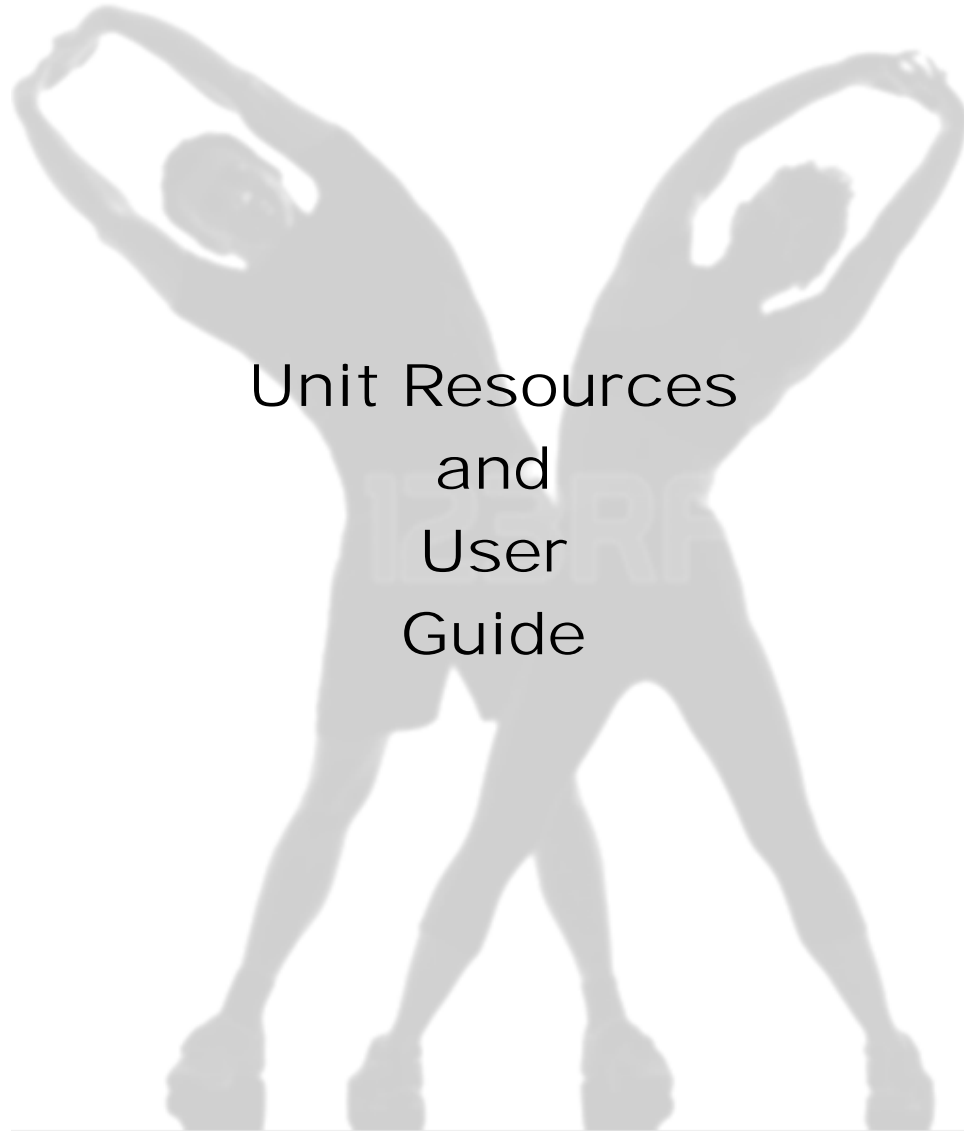


SIS - Sport, Fitness & Recreation Training Package

SIS30315—Certificate III in Fitness

Unit Resources
and
User
Guide





LANE

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INTRODUCTION

Passing Lane Pty Ltd is pleased to introduce your school/institution to our vocational education and training unit resource packages.

SIS30315—Certificate III in Fitness

This document outlines the licensing terms and conditions of the unit resource packages.

It also provides basic information on how to use the materials.

Should you have any further questions or require any additional information do not hesitate to contact Passing Lane.

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INTRODUCTION-CONT'D

The Student/Trainee and the Teacher/Trainer manuals are developed to provide training content that addresses the specific 'Unit of Competency' as outlined on the following pages.

This unit manuals can be packaged with various manuals addressing other 'Units of Competency' in order to meet the 'Packaging Rules' of a particular Australian Training Package Qualification.

This resource has been designed to be delivered in a form that is conducive to the learning environment including:

- ☆ Online delivery
- ☆ Classroom delivery
- ☆ On the job training

The documents are designed in a 'landscape' format in order to make reading on a computer screen easier as well as reduces the need to scroll down pages. Documents can be easily printed if the learning environment requires the student or trainee to have hard copies of the learning materials.

The Student/Trainee and the Teacher/Trainer manuals are Portable Document Files (PDF) and are opened using Adobe Reader.



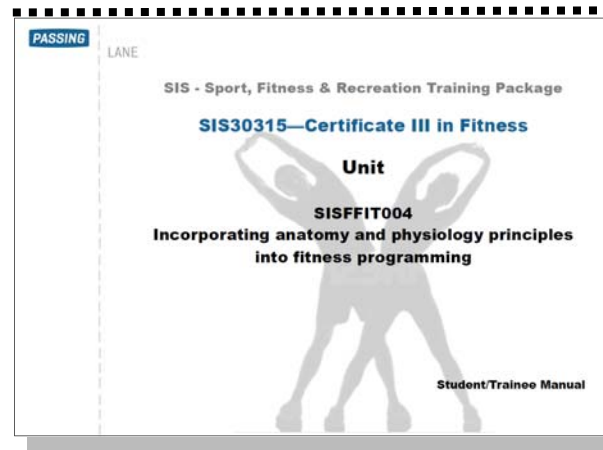
The latest Acrobat Reader software is available at no charge from the website <http://get.adobe.com/reader/>

INTRODUCTION—CONT'D

The Student/Trainee and the Teacher/Trainer manuals can be used on both PC and MAC platforms.

Generally, the materials are easily exported to most learning platforms.

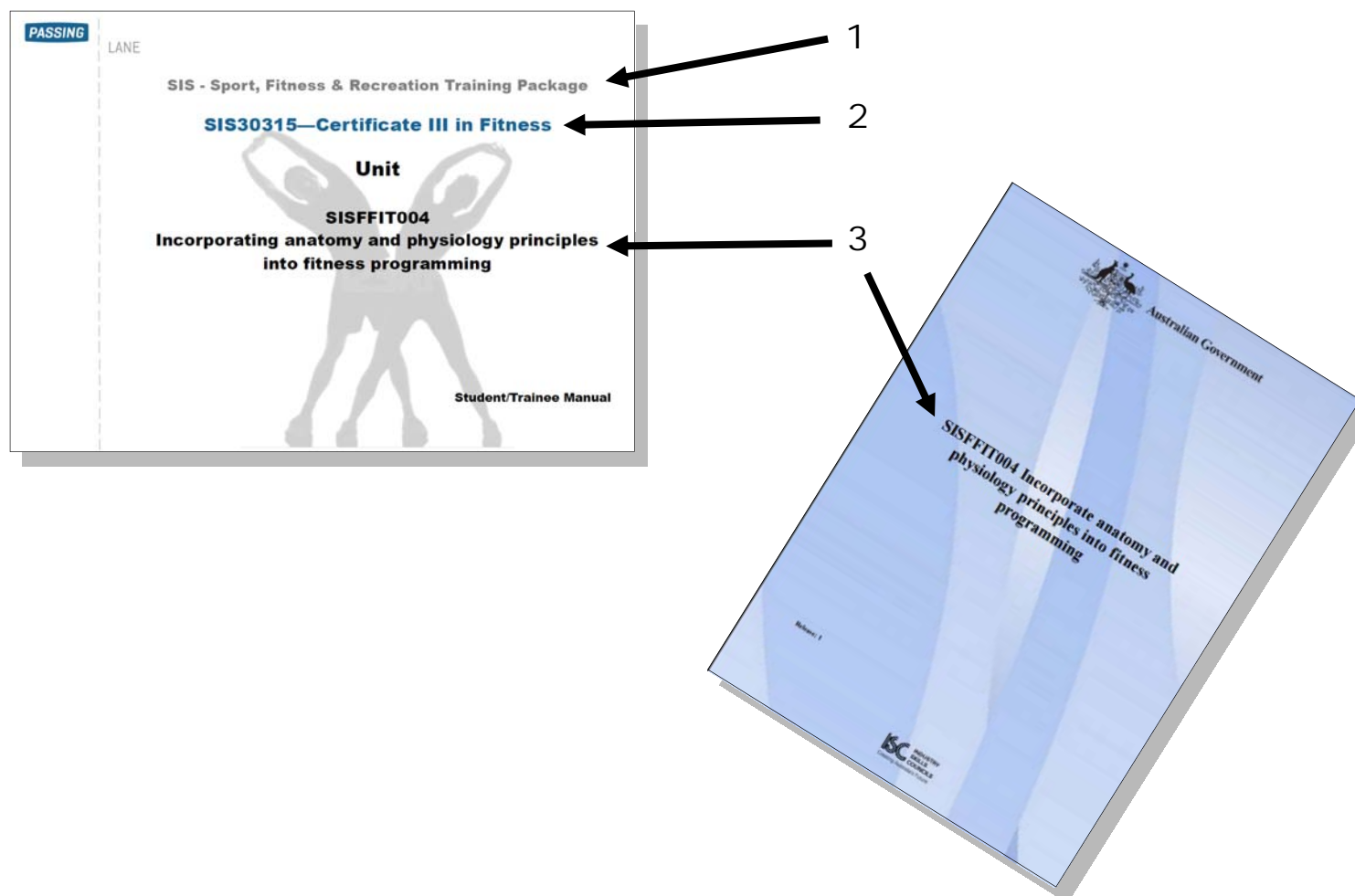
The materials can also be printed and bound and handed out as hardcopies to each student or trainee.



If your institution purchased the materials on DVD, it is recommended that the master DVD be copied on to a network and/or a teacher's notebook computer and the master DVD then stored in a secure location.

MATERIALS CONTENT

The title page of both the Student/Trainee and the Teacher/Trainer manuals specify 1) the training package it has been developed for, 2) the qualifications which the content in each manual has been written for and 3) the specific unit the content is addressing.



MATERIALS CONTENT—CONT'D

The manuals contain detailed information aligned specifically to the 'Unit of Competency' and the unit's 'Elements' and 'Performance Criteria'.

The 1) Table of Contents for both manuals show that each section title is the 2) 'Unit of Competency' 'Element'.

Table of Contents (Left Panel):

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Unit of Competency Overview	Page 8
Section One <i>Consolidate understanding of anatomy and physiology</i>	Page 9
Section Two <i>Apply knowledge to own professional practice</i>	Page 47
Section Three <i>Maintain and update knowledge of anatomy principles</i>	Page 66
Self Assessment	Page 84
Glossary of Anatomical and Physiological Terms	Page 86

Section One Manual (Middle Panel):

Section One

Consolidate Understanding of Anatomy and Physiology

Manual Page (Right Panel):

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Consolidate understanding of anatomy and physiology.	1.1 Source and access information on anatomy and physiology relevant to fitness outcomes. 1.2 Use knowledge of anatomy and physiology in day-to-day professional practice. 1.3 Discuss/explain how understanding of anatomy and physiology contribute to safe/optimum technique and skill development. 1.4 Use a wide range of anatomical terminology relevant to injury prevention and fitness outcomes. 1.5 Identify how anatomical structures respond to physical activity. 1.6 Apply a sound understanding of injury prevention techniques to fitness instruction and programming.
2. Apply knowledge to own professional practice.	2.1 Assess ways in which knowledge of anatomy and physiology may be used, adapted or challenged in instruction and provision of fitness advice. 2.2 Identify current and emerging knowledge of anatomy and physiology relevant to development of own professional practice. 2.3 Modify approach to fitness programming activities and advice as required.
3. Maintain and update knowledge of anatomy principles.	3.1 Identify and use opportunities to update and expand own knowledge of anatomy and physiology. 3.2 Monitor response to changes made to own professional practice or instruction. 3.3 Continue to adjust own practice to optimise results.

MATERIALS CONTENT—CONT'D

In each section the content is broken down into sub-sections and the titles for each sub-section is the same as the 1) 'Element's' 'Performance Criteria'.

2

1

Section One

Consolidate Understanding of Anatomy and Physiology

1

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Consolidate understanding of anatomy and physiology.	1.1 Source and access information on anatomy and physiology relevant to fitness outcomes. 1.2 Use knowledge of anatomy and physiology in day-to-day professional practice. 1.3 Discuss/explain how understanding of anatomy and physiology contributes to safe/optimum technique and skill development. 1.4 Use a wide range of anatomical terminology relevant to injury prevention and fitness outcomes. 1.5 Identify how anatomical structures respond to physical activity. 1.6 Apply a sound understanding of anatomical structures and techniques to fitness training.

Source and Access Information on Anatomy and Physiology Relevant to Fitness Outcomes

The aim of this unit is to help you as a fitness trainer to understand what goes on in the human body during exercise and how the different parts of the body coordinate to bring about movement.

Anatomy and physiology help us understand the body structure and how it functions. Anatomy is the study of the body structure; while, physiology is the study of the functioning of the body systems.

Many fitness professionals will have had taken high school courses in biology and anatomy which is a good basic starting point when it comes to relating the human body's anatomy to fitness training.

Not having any basic knowledge of the human anatomy and physiology should not prevent any person from aspiring to be fitness trainer or instructor, however should the decision be made to start a career in the fitness industry an understanding of anatomy and physiology and how it relates to fitness training is important.

Anatomy and physiology will provide you the basis of knowledge to create exercises that use the proper muscles at the proper times. To provide proper angles and ranges of motion for clients that have different body alignments and to recognise imbalances in strength and stability of muscle groups that will need to be remedied. The more you know and understand the body, the better you will be at creating successful fitness programs. Anatomy is not limited to the muscles and bones of the body; you will also want to have a significant knowledge of how the cardiovascular system works to understand how exercise affects the oxygenation of the blood and therefore the working muscles.

In these training materials we have provided a glossary of commonly used anatomical and physiological terms. As you go through the next few Sections of these training materials we will introduce some of those terms as they relate to fitness training and exercise and supplement them with graphics.

However, you are encouraged to locate other sources of information about anatomy and physiology and how they relate to fitness and training. Some sources include:

- ✦ The internet
- ✦ Libraries
- ✦ Teachers and/or trainers
- ✦ Fitness professionals
- ✦ Health professionals

Student / Trainee Manual
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MATERIALS CONTENT-CONT'D

As earlier mentioned, the materials are vocational education and training unit resources in the form of Student/Trainee and the Teacher/Trainer manuals.

We will go through each in more detail.

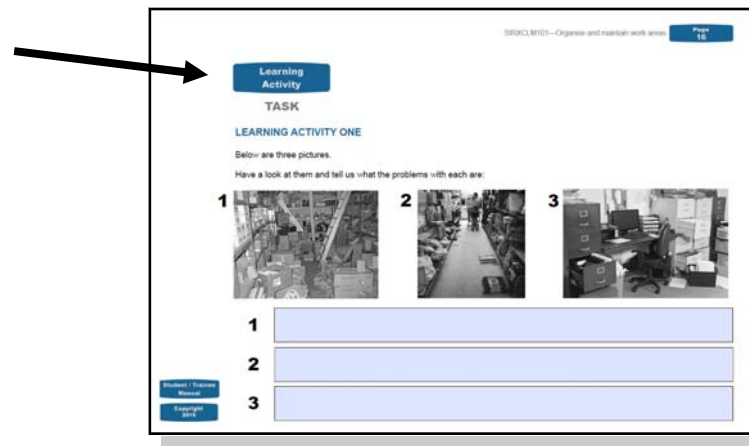
STUDENT/TRAINEE MANUAL

The 'Student/Trainee Manual' could be likened to a textbook.

The manuals contain detailed information aligned specifically the 'Unit of Competency' and the unit's 'Elements' and 'Performance Criteria' and are supported with graphics, charts, tables, photos and drawings.

The manuals contain a series of 'Learning Activities'.

Each learning activity is identified with the following icon.



**Learning
Activity**

MATERIALS CONTENT-CONT'D

Learning activities come in the following forms.

- ☆ Questions
- ☆ Research
- ☆ Tasks
- ☆ Interviews

Questions

Questions would relate to the information presented on previous pages.

Research

This type of learning activity would require the student or trainee to locate information by using research methods. The information they would be required to locate would be in line and/or support the information that the manual had outlined in previous pages.

**Learning
Activity**

Research

Tasks

This learning activity type would require the student/trainee to actually do or undertake something and would be reinforcing the knowledge they have gained from reading the manual's previous pages.

Interviews

This learning activity type would require the student/trainee to interview person(s) in an actual workplace environment or a person(s) who are experienced in the industry sector which the student/trainee is currently undergoing training.

The student/trainee is made aware of the type of learning activity by noting the learning activity type displayed under the learning activity icon.

MATERIALS CONTENT—CONTID

The learning activities in the Student/Trainee manuals are 'Form Enabled' so that if the resources delivered are online, the activities can be filled in using the computer keyboard.

The student or trainee would simply place the cursor in the field and click once with the mouse.

Seconds later the blue colour disappears and the student enters his/her answers into the field .

The screenshot shows a web-based learning activity interface. At the top, it says 'Learning Activity' and 'TASK'. Below that, it says 'LEARNING ACTIVITY ONE' and 'Below are three pictures. Have a look at them and tell us what the problems with each are:'. There are three numbered images: 1. A cluttered warehouse floor, 2. A narrow aisle in a warehouse, and 3. A desk with a computer monitor and papers. Below each image is a text input field. The first field is labeled '1' and contains the placeholder text 'Type in the answers in the field...'. The second and third fields are labeled '2' and '3' respectively and are currently empty. A black arrow points to the first input field. In the bottom left corner, there are two buttons: 'Student - Trainee Manual' and 'Copyright 2016'.

When the student or trainee leaves the filled in field to move on to the next field, the previous field returns to a blue colour.

IT IS VERY IMPORTANT THAT THE MANUAL IS SAVED REGULARLY.

It is recommended that the student or trainee set up a 'Student/Trainee' folder on their computer and saves their manuals to that folder.

The '**first**' SAVE will have the software will ask if you wish to replace the file and the student/trainee would click YES.

Saving does not prevent the student or trainee from going back to previous fields to make changes.

After the 'first' SAVE, the student or trainee would need to use the '**SAVE AS**' function.

MATERIALS CONTENT—CONT'D

Self Assessment

At the end of each manual is a series of questions that the student or trainee should review and answer.

This self assessment is to ensure in the student's or trainee's mind that they have reviewed and understood the information that was presented in the manual.

If they are unsure of their understanding in any of the topics reviewed, they are encouraged to go back and review the information again and/or seek the assistance of their teacher or trainer.

TEACHER/TRAINER MANUAL

The Teacher/Trainer manuals have exactly the same content as the Student/Trainee manuals.

The only differences are the explanatory introduction pages and after each learning activity there are 'Teacher/Trainer Guidance Notes'. These provide the answers to the 'Learning Activities' as well as some notes on how to assess the student/trainee's submission to each learning activity.

SRXCLM101—Organize and maintain work areas Page 23

Learning Activity

Question

LEARNING ACTIVITY THREE

In this section we learned about 'routines' that basically meant the cleaning and handling issues within a store environment.

What six areas of a store were affected by 'routines'?

TEACHER/TRAINER GUIDANCE NOTES

- 1) Storeroom
- 2) Retail office
- 3) Selling area and displays
- 4) Staffrooms
- 5) Toilets
- 6) Change rooms

Teacher/Trainer Manual Copyright 2016

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The Passing Lane licence agreement allows the Passing Lane materials to be modified or contextualised to suit the teaching/training environment.

This includes adding or deleting written content, adding school or institution's logos and adding your own pictures or graphics.

Graphics, pictures or illustrations in the original materials can be removed ,but not used elsewhere or modified.

The PDFs can be converted to WORD files using PDF conversion tools that are readily available on the market.



UPDATES AND UPGRADES

On occasions the training packages will be updated and if the updates are minor, Passing Lane updates the materials and the updated materials are provided free to those holding a current user licence.

If the training package changes are substantial, Passing Lane will update the materials.

However, there would be a small upgrading fee charged to those schools or institutions wanting to upgrade their materials.