

# Health and Fitness

GLOBAL TEMPLATE STANDARDS

## **Group Exercise to Music Instructor (Choreographed)**

## **Occupational Description for Group Exercise to Music (Choreographed)**

A Group Exercise to Music Instructor's role includes the planning, instructing and evaluation of exercise to music sessions via a range of activities, including (but not limited to) Aerobics (Exercise to Music), Step, Body Conditioning and Circuit Training. An Exercise to Music instructor should also actively encourage class members to adhere to regular group fitness sessions, employing appropriate motivational strategies to achieve this.

### **Relevant Template Standards for Group Exercise to Music (Choreographed)**

- A1. Conduct health screening and assess client exercise preferences, barriers and goals
- B1. Apply principles of anatomy and physiology in a fitness context
- B4. Plan and instruct group exercise to music
- D1. Provide motivation and support as part of exercise instruction
- D3. Promote healthy eating and a healthy lifestyle
- G1. Promote health and safety in the fitness environment
- H1. Provide customer service in health and fitness
- II. Develop professional practice and personal career in the health and fitness industry

## **Introduction**

In March 2012 the Global Template Standards for the fitness industry were published. The Standards provided a globally agreed benchmark for defining the skills and knowledge needed to work in the fitness industry. SkillsActive Global Network is made up of SkillsActive UK, SkillsActive Aotearoa (New Zealand) and Service Skills Australia.

## **ICREPS and Registers of Exercise Professionals**

National registers of fitness professionals are developing around the world. The International Confederation of Registers of Exercise Professionals (ICREPs) provides a forum for national registers to work together and share good practice. Occupational standards provide the building blocks for the development of a register and the glue that binds different registers together. All existing registers around the world are based on occupational standards, qualifications for entry to registers are based on standards.

## **ICREPs international recognition scheme**

ICREPs has decided to offer the service, in conjunction with Central YMCA Qualifications (CYQ) to endorse fitness qualifications around the world for global recognition. This means graduates from endorsed courses can move around the world and access registers in ICREPs member countries such as UK, New Zealand, Australia, Ireland and South Africa.

## **Purpose of this document**

This document pulls out the Global Template Standards which are relevant to the job role of Group Exercise to Music Instructor (Choreographed). Education institutions who wish to receive ICREPs endorsement must ensure that the content of their Exercise to Music programme matches the Standards contained here. There will also be requirements for practical assessment and other criteria to meet for endorsement in addition to covering the performance criteria and knowledge contained in these standards.

## **Uses of the standards and further information**

These standards should not be used without permission of SkillsActive Global Network for any other purpose than the ICREPs endorsement scheme. For further information contact SkillsActive Global Network or ICREPs.

## *AI. Conduct health screening and assess client exercise preferences, barriers and goals*

This template standard describes the competence required to identify the fitness requirements of clients through the use of a screening form and the collecting of information about exercise preferences, barriers to exercise and the setting of goals. The standard also covers how to advise clients on appropriate fitness facilities and services.

### **Performance Criteria**

#### **Exercise professionals should be able to:**

1. Establish a rapport with clients
2. Administer a health screening questionnaire
3. Collect screening information from clients, this could include lifestyle evaluation, time availability, exercise history, likes and dislikes, medical history, medications, informed consent, clearance letter from an allied health professional or medical practitioner
4. Show sensitivity and empathy to clients and the information they provide
5. Follow an agreed process for the gathering, storage and disposal of client information
6. Ensure the privacy, security and communication needs of clients and any legal or ethical considerations are met
7. Gain client feedback to ensure they understand the reasons for the collection of information and how it will be used
8. Operate within professional boundaries and refer to other professionals as appropriate
9. Provide relevant information on the impact of poor lifestyle behaviours on health and fitness to the client
10. Determine the perceived benefits clients expect from an exercise programme
11. Identify and document clients' exercise preferences
12. Identify potential barriers to clients achieving their exercise goals and discuss and document possible solutions
13. Work with clients to agree short, medium and long-term goals appropriate to their needs
14. Explain the purpose of assessing preferences, goals and barriers to the client
15. Match the fitness goals of clients to products and services available in the fitness industry
16. Identify clients' fitness requirements and provides clear information about appropriate exercise programmes and services
17. Agree needs and readiness to participate with clients
18. Identify and agree strategies to prevent drop out or relapse

## Knowledge and Understanding

### Exercise professionals should know and understand:

- K1 Organisational policies and procedures to enable the collection, use and storage of personal client information
- K2 Different ways of establishing rapport with clients
- K3 The purpose and content of basic health screening questionnaires
- K4 Fitness industry standards and practices for client health screening
- K5 Different types of information which can be collected from clients and methods of collection
- K6 How to analyse and interpret collected information so that client needs and goals can be identified
- K7 Correct methods of gathering, storing and disposing of client information
- K8 Professional boundaries and how to refer to other professionals
- K9 Typical barriers which may prevent clients achieving their goals and how to overcome them
- K10 The impact of lifestyle behaviours on health and fitness and the benefits of exercise and physical activity
- K11 How to manage the expectations of clients related to their participation in exercise
- K12 How to work with clients to develop, agree and record client goals
- K13 Why it is important to base goal setting on proper analysis of clients' needs
- K14 How to set short, medium and long term goals with clients
- K15 Features and benefits of different fitness industry products and services to enable clients to receive accurate advice about the most appropriate programmes and services for their needs and fitness goals
- K16 Strategies which can prevent drop out or relapse

### *BI. Apply principles of anatomy and physiology in a fitness context*

This template standard describes the competence required to apply an understanding of human body structure, systems and terminology as they relate to fitness instruction. The standard covers the structure and function of the circulatory system, respiratory system, the skeleton, the muscular system, nervous system and energy systems and their relation to exercise.

## **Performance Criteria**

### **Exercise professionals should be able to:**

1. Apply relevant anatomical and physiological terminology in the provision of fitness advice
2. Use anatomical and physiological terminology and describe and demonstrate movements of the body to clients
3. Apply knowledge of the body's systems to fitness instruction
4. Apply an understanding of the structure and function of the musculoskeletal system when providing information about exercise to clients
5. Relate the type and the structure of joints to joint mobility, joint integrity and risk of injury when planning exercise programmes and providing information to clients
6. Use knowledge of the structure of skeletal muscle and the process of muscle contraction to plan and develop exercise programmes
7. Analyse common exercises to identify to clients the joint action occurring, the muscle responsible and the type of contraction
8. Describe ideal postural alignment for exercises
9. Relate the structure and function of the circulatory system and respiratory system to fitness activities
10. Apply knowledge of the structure and function of the cardiovascular system when providing information to clients
11. Apply knowledge of the structure and function of the nervous system to fitness activities and its role in the control of movement and exercise
12. Explain the effect of exercise intensity on the energy substrate to clients during exercise instruction
13. Apply the limiting factors of the body's energy systems to the setting of exercise intensities when instructing fitness activities
14. Apply knowledge of anatomy and physiology to analyse and identify client requirements and needs in relation to fitness instruction

## **Knowledge and Understanding**

### **Exercise professionals should know and understand:**

- K1 Relevant anatomical and physiological terminology in the provision of fitness advice
- K2 The structure and function of the circulatory system
- Location, function and structure of the heart
  - how blood moves through the four chambers of the heart
  - systemic and pulmonary circulation
  - the structure and functions of blood vessels
  - blood pressure
  - blood pressure classifications

- K3** The structure and function of the respiratory system
- Location, function and structure of the lungs
  - main muscles involved in breathing
  - passage of air through the respiratory tract
  - process of gaseous exchange of oxygen and carbon dioxide in the lungs
- K4** The structure and function of the skeleton
- basic functions of the skeleton
  - structures of the axial skeleton
  - structures of the appendicular skeleton
  - classification of bones
  - structure of long bone
  - stages of bone growth
  - posture in terms of: curves of the spine, neutral spine alignment, potential ranges of motion of the spine
  - postural deviations to include kyphosis, lordosis, scoliosis and the effect of pregnancy
- K5** Joints in the skeleton
- classification of joints
  - structure of synovial joints
  - types of synovial joints and their range of motion
  - joint movement potential and joint actions
- K6** The muscular system
- the three types of muscle tissue
  - the characteristics and functions of the three types of muscle tissue
  - the basic structure of skeletal muscle
  - Name and location the skeletal muscles
  - structure and function of the pelvic floor muscles
  - different types of muscle action
  - joint actions brought about by specific muscle group contractions
  - skeletal muscle fibre types and their characteristics
- K7** Energy systems and their relation to exercise
- how carbohydrates, fats and proteins are used in the production of energy/adenosine triphosphate
  - the use of the three energy systems during aerobic and anaerobic exercise
- K8** The nervous system and its relation to exercise
- role and functions of the nervous system
  - principles of muscle contraction

- 'all or none law'/motor unit recruitment
  - how exercise can enhance neuromuscular connections and improve motor fitness
- K9 The acute physiological responses and physiological adaptations of the body's systems to exercise
- K10 The effects of commencing, sustaining and ceasing types of training are described in terms of physiological responses
- K11 How to use anatomy and physiology principles in the design of exercise programmes and in providing exercise advice and instruction

## *B4. Plan and instruct group exercise to music (choreographed)*

This template standard describes the competence required to plan and instruct group exercise sessions to music. The standard focuses on the planning, selection, sequencing and progression of exercises and appropriate music, and instructing and monitoring participants to ensure safe conduct of activities. The standard includes planning original choreography for sessions.

### **Performance Criteria**

#### **Exercise professionals should be able to:**

##### *Collect and analyse information*

1. Collect the information required to plan group exercise to music sessions
2. Analyse the information and identify the implications for the group exercise to music session
3. Refer any participants whose needs and potential can not be met to another professional

##### *Plan group exercise to music*

4. Plan objectives for a group exercise to music session
5. Plan the class structure, this could include: single peak, twin peak, interval, steady state
6. Determine the expected fitness outcomes and session type for the client group
7. Plan appropriate phases of the session and a varied range of exercises to meet the needs of the client group, phases should include:
  - Warm up
    - Pulse raiser
    - Mobility
  - Main CV workout using the aerobic curve
    - Pulse raiser
    - Main workout



- Build down
    - Muscular strength and endurance
    - Flexibility
8. Plan realistic timings and original choreography for sessions and sequence of choreography to suit session type including: Add on, 32 count phrase, Verse chorus, Layering
  9. Provide safe and effective exercises for a beginner, intermediate or advanced level of workout appropriate to the needs and levels of the client group
  10. Select and sequence music according to duration, concepts and phases and type of session
  11. Access music according to organisational policies and procedures and legislation and regulatory requirements
  12. Identify possible risks for the session

*Prepare for a group exercise to music session*

13. Arrive in time to set up the session, meet the participants punctually and make them feel welcome and at ease
14. Prepare self to instruct the session
15. Provide safe and appropriate equipment for participants where relevant
16. Organise sufficient space for safe exercise performance
17. Check participants' level of experience and ability, identifying any new participants
18. Check participants' physical condition, whether they have an illness or injury and advise individuals of any reasons why they should not participate in the exercises where appropriate
19. Explain the purpose and value of the session, including warm-up and cool-down
20. Describe the exercises, including physical and technical demands
21. Use warm up activities that are safe and effective for the participants

*Deliver a group exercise to music session*

22. Observe participants' performance throughout the session from a variety of appropriate instructing positions
23. Give explanations and demonstrations that are technically correct with safe and effective alignment of exercise positions
24. Build up exercises gradually
25. Use volume, pitch and voice projection relative to the music, with or without a microphone
26. Provide effective cueing
27. Ensure participants work to the structure and phrase of the music
28. Vary the pace and speed of exercise to ensure safety and effectiveness
29. Keep to the planned timings for the session
30. Use appropriate teaching methods to correct technical errors, reinforce technique and improve performance

31. Change teaching positions during the session to improve observation and ask questions
32. Use effective verbal and visual communication and employ mirroring
33. Provide feedback and instructing points which are timely, clear and motivational
34. Deliver the selection of exercises using appropriate instructional methodologies, sequencing and progression.
35. Adapt exercises with suitable progressions and regressions according to participants' needs
36. Monitor exercise intensity and adjust as required.
37. Give attention and encouragement to all participants and use motivational techniques to positively influence performance during exercise sessions and maximise exercise adherence
38. Ensure participants exercise safely
39. Recognise and respond to inappropriate client behaviour to effectively manage group cohesion

*Bring a group exercise to music session to an end*

40. Allow sufficient time to end the session
41. End the session using cool down activities that are safe and effective for the participants
42. Give the participants an accurate summary of feedback on the session
43. Give the participants the opportunity to think about the session, ask questions, provide feedback, and identify their further needs
44. Make sure the participants have information about future sessions
45. Follow the correct procedures for checking and dealing with any equipment used
46. Leave the environment in a condition acceptable for future use

*Evaluate a group exercise to music session*

47. Seek and acknowledge feedback from participants
48. Evaluate participant response and feedback
49. Identify how well the exercises met participants' needs, how effective and motivational the relationship with the participants was, and how well the instructing style matched the participants' needs
50. Evaluate own performance
51. Identify potential improvements for future sessions
52. Identify how to improve personal practice in group exercise

## **Knowledge and Understanding**

### **Exercise professionals should know and understand:**

#### *For the whole template standard*

- K1 The principles of training and components of fitness in terms of their use in group exercise to music
- K2 The motivational needs of exercise participants in group fitness classes
- K3 Injury prevention strategies related to group exercise
- K4 The effect of levers, gravity, resistance and speed on exercise
- K5 The physical, psychological and social reasons for participating in group exercise

#### *Collect and analyse information*

- K6 The information which can be collected before a group exercise to music session including the needs and potential of the participants
- K7 How to collect and use participant information to plan group exercise to music
- K8 The reasons for referring participants to other professionals and temporary deferral of exercise including common injuries

#### *Plan group exercise to music*

- K9 Different objectives for a group exercise to music session, to include developing cardio-vascular fitness, muscular fitness, flexibility, motor skills
- K10 A range of session types and exercises that are safe and appropriate for participants
- K11 Exercises that are safe and appropriate for participants, including alternatives to potentially harmful exercises; safe and effective alignment of exercise positions
- K12 The purpose of exercises, how to break exercise/movements down to their component parts
- K13 Principles of exercise planning and repertoires to enable the selection and sequencing of exercises appropriate for beginner, intermediate and advanced clients
- K14 Equipment used in group exercise to music and its uses
- K15 How to select speed and type of music as appropriate to the participants and phases of the class
- K16 How to select appropriate music for exercise sessions with appropriate music beat, tempo and phrasing
- K17 The organisational, regulatory and legal requirements covering the use of music
- K18 The principles involved in developing choreography for a group exercise session which may include add-ons, pyramids, holding patterns, travelling, organised action, movement transitions.
- K19 Suitability of speed and type of music for the participants and section of the class

#### *Prepare for a group exercise to music session*

- K20 How to prepare self, equipment and space for group exercise to music classes

K21 The purpose and value of the warm up and safe and effective warm up activities for group exercise to music

*Deliver a group exercise to music session*

- K22 Appropriate instructing positions and how to observe participants throughout the session
- K23 Safe and effective alignment of exercise positions
- K24 How to build exercises up gradually, to include: layering techniques, holding patterns
- K25 Effective methods of combining movements
- K26 Principles of exercise instruction to ensure a safe and effective session
- K27 Different methods of adapting exercise to music to ensure appropriate progression and regression
- K28 Teaching methods and how to correct technical errors
- K29 Instructional and motivational techniques suitable for group exercise to support client adherence to exercise
- K30 Appropriate communication skills
- K31 Methods of voice projection and effective use of volume and pitch of voice
- K32 The structure of music and suitability of speed and type of music for the participants and section of the class
- K33 Principles of effective cuing and how to work to the structure and phrase of the music
- K34 Safety factors during a session and how to identify any new risks
- K35 The principles of group behaviour management during exercise to music sessions

*Bring a group exercise to music session to an end*

- K36 The purpose and value of the cool down and safe and effective cool down activities for group exercise to music
- K37 How to ensure participants can give feedback and receive information about future sessions

*Evaluate a group exercise to music session*

- K38 Principles of evaluation and self reflection
- K39 How to use session evaluation to improve future sessions

## *DI. Provide motivation and support as part of exercise instruction*

This template standard describes the competence required to provide motivation and support to exercise participants. The standard covers exercise preferences, and barriers to exercise and how to overcome them. Goal setting, motivation techniques and factors that affect exercise adherence are also covered.

### **Performance Criteria**

#### **Exercise professionals should be able to:**

1. Identify clients' reasons for taking part in regular exercise and physical activity
2. Identify clients' preferences for exercise
3. Ensure clients understand the benefits of taking part in exercise and physical activity
4. Provide clients with accurate information about the recommended amount of physical activity for them to derive health benefits
5. Inform clients about opportunities for regular physical activity appropriate to their needs, abilities and preferences
6. Identify potential barriers to clients taking part in exercise and physical activity and work with clients to reduce these
7. Work with clients to make best use of incentives, preferences and rewards
8. Help clients to develop and follow through their own motivational strategies
9. Use personal attitudes and values to positively influence clients exercise adherence and behaviour
10. Apply a variety of motivational techniques when training clients
11. Use effective verbal and nonverbal communication skills when instructing clients to optimise motivation and performance
12. Provide positive reinforcement and feedback to clients to positively influence exercise behaviour
13. Increase confidence in clients
14. Demonstrate instructor actions that enhance exercise adherence

### **Knowledge and Understanding**

#### **Exercise professionals should know and understand:**

- K1 How to support clients to adhere to exercise/physical activity
- K2 Why it is important for a client to take personal responsibility for their own fitness and motivation
- K3 How to assist clients to develop their own strategy for motivation and adherence
- K4 Different behaviour change approaches to encourage adherence to exercise/physical activity

- K5 How to form effective working relationships with clients
- K6 The typical barriers to exercise/physical activity that clients experience and how to address them
- K7 How incorporating clients' exercise/physical activity preferences into their programme can strengthen motivation and adherence
- K8 Different incentives and rewards that can strengthen clients' motivation and adherence
- K9 The typical goals and expectations that clients have
- K10 The types of barriers individual clients may face when undertaking physical activity and achieving their goals and how to help clients identify and overcome these barriers
- K11 The types of incentives and rewards that may be appropriate to a range of different clients
- K12 The types of exercise preferences that different clients may have
- K13 The communication skills needed to assist clients with motivation
- K14 How to interpret client responses including body language and other forms of behaviour especially when undertaking physical activity
- K15 The health benefits of regular physical exercise
- K16 The amount of physical activity required to achieve health benefits
- K17 How to assist clients to develop their own motivational strategy
- K18 The stages of change a person may go through when taking part in regular physical activity
- K19 Human behavioural change related to the different stages of change
- K20 Appropriate intervention strategies for each stage of behavioural change
- K21 The requirements for successful behavioural change
- K22 Personal, environmental and cognitive factors and their potential effect on exercise adherence

### *D3. Promote healthy eating and physical activity*

This template standard describes the competence required to promote healthy eating and physical activity to clients. The standard describes the performance outcomes and skills and knowledge required to provide basic healthy eating information and advice to fitness industry clients, who have no major health concerns. The standard requires the application of nutritional standards and guidelines to provide accurate information to clients and the ability to recognise and work within professional limitations.

#### **Performance Criteria**

## **Exercise professionals should be able to:**

### *Healthy eating and nutrition*

1. Briefly explain the general features of healthy eating to clients
2. Explain the concept of a well balanced diet and regular exercise to promote good health when providing information to clients
3. Explain the interaction between healthy eating options and physical activity and obtain information about current nutritional intake and physical activity levels of clients
4. Provide information to clients about the fundamental principles of healthy eating to improve overall health
5. Apply knowledge of the general principles of healthy eating to provide basic information to clients about healthy eating options and requirements for exercising individuals
6. Observe the industry standards for giving healthy eating information to clients and refer clients with healthy eating or dietary concerns to a suitably qualified medical professional/ dietician
7. Recognise and acknowledge the current legal and ethical limitations of a fitness instructor in providing healthy eating information

### *Body composition management*

8. Evaluate information collected in the fitness appraisal of clients about current body composition using relevant body composition measures
9. Provide basic information about the relationship between diet and the management of body composition to clients
10. Describe briefly the role of the body's energy systems in the storage and utilisation of energy substrates for energy production
11. Refer clients requiring more extensive dietary information to a suitably qualified medical professional/ dietician

### *Support fitness clients with body image issues*

12. Implement strategies to promote body satisfaction when providing information about exercise, fitness testing and healthy eating options
13. Provide information about healthy eating options that fosters a positive attitude towards food and eating
14. Recognise indicators of poor body image and discuss body satisfaction with clients
15. Show sensitivity to cultural and social differences

### *Provide information about the structure and function of the digestive system*

16. Use knowledge of the structure and function of the digestive system when providing information to clients

## **Knowledge and Understanding**

### **Exercise professionals should know and understand:**

- K1 The relationship between healthy eating options and health and relevant guidelines for a balanced diet to enable the provision of accurate information to clients
- K2 Structure and function of the digestive system and the effect of healthy eating on other major body systems
- K3 Factors that influence fat loss response to exercise to enable effective goal setting
- K4 Appropriate protocols for advising clients on healthy eating
- K5 Own role and limitations in providing healthy eating information and situations requiring advice from or referral to medical or health professionals
- K6 Body composition measurement methods and the relationship between body composition, fat distribution and health to enable the development of realistic and achievable exercise and healthy eating plans aligned to client needs and targets
- K7 Guidelines for developing exercise plans to improve body composition
- K8 Body composition measures which may include: weight; height; waist circumference; hip circumference; skin folds, waist to hip ratio
- K9 Dietary trends which may include: 'fad' or popular diets; nutritional supplementation; healthy eating ergogenic aids
- K10 Energy substrates including: lipids; carbohydrate; protein; alcohol
- K11 Energy systems including: alactic; lactic; aerobic
- K12 General features of balanced healthy eating including: energy balance; recommended daily intake of nutrients; fuel for exercise; fuel for minimising post-exercise fatigue and maximising recovery; hydration levels
- K13 General principles of healthy eating including: food groups; national dietary guidelines; carbohydrates; lipids; cholesterol; protein; minerals; vitamins; fluid and electrolytes; intake of nutrients; balanced diet; food labelling; food preparation; myths and fallacies; nutritional supplementation
- K14 Management of body composition including: metabolism; balance between energy intake and energy expenditure; energy expenditure; energy intake
- K15 Healthy eating or dietary concerns may include: anorexia; bulimia; overweight or obesity; nutritional deficiencies including iron, calcium; dehydration; diabetes
- K16 The scope of practice for fitness professionals in providing healthy eating advice and how to remain within professional boundaries

## *GI. Promote health and safety in the fitness environment*

This template standard describes the competence required to promote and ensure health and safety when working as an exercise professional. It is vital to ensure the health and safety of clients, colleagues and the exercise professional themselves. Health and safety law and regulations will be different in each country around the world. The standard contains some of the key elements of ensuring health and safety.

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safety in the fitness environment including assessing risk and dealing with incidents and emergencies.

## **Performance Criteria**

### **Exercise professionals should be able to:**

1. Have access to relevant and up-to-date health and safety information to carry out all work tasks safely and responsibly
2. Ensure first aid equipment meets health and safety guidelines and is present and functional
3. Follow relevant health and safety requirements and procedures at all times
4. Identify relevant organisational policies and procedures
5. Carry out health and safety checks as required
6. Identify and minimise hazards in the fitness environment
7. Assess and control risks using organisational procedures
8. Pass on suggestions for improving health and safety to relevant colleagues
9. Deal with injuries and signs of illness according to organisational procedures
10. Employ emergency procedures when required
11. Call for a qualified first aider or the emergency services when required
12. Identify and follow relevant accident/ incident/ hazard reporting procedures
13. Undertake risk-assessment processes to enable contribution to a safe workplace
14. Follow and maintain safety procedures to achieve a safe work environment
15. Carry out general maintenance procedures
16. Monitor cleanliness, safety and tidiness of the workplace and remove general waste as required
17. Identify damaged items and equipment and notify appropriate personnel
18. Participate in workplace processes to manage health and safety
19. Identify unsafe work practices
20. Address safety issues within the limits of own role and responsibility

## **Knowledge and Understanding**

### **Exercise professionals should know and understand:**

- K1 Health and safety requirements in a fitness environment
- K2 The legal and regulatory requirements for health and safety relevant to working in a fitness environment
- K3 The key health and safety documents that are relevant in a fitness environment
- K4 How to control risks in a fitness environment

- K5 Organisational health and safety policies and procedures which may include: chemical handling, duty of care, emergency procedures, first aid, general maintenance, hazard identification, health and hygiene, issue resolution, manual handling, occupational health and safety, personal safety, reporting procedures, security, stress management, use of personal protective equipment, waste disposal
- K6 Typical safety issues in the fitness environment which may include: environmental conditions, slippery surfaces, manual handling and lifting, toxic substances, industrial gases, body fluids, fire, infectious waste, sharps, chemical spills, dust and vapours, noise, light and energy sources, faulty electrical equipment, faulty sport or activity-specific equipment, vehicles
- K7 Methods of controlling risk in the fitness environment: dealing with the hazard personally, reporting the hazard to the relevant colleague, protecting others from harm
- K8 Roles of designated personnel within the fitness environment which could include: supervisors, managers, team leaders
- K9 Hazards which can be found in the fitness environment: unsafe facilities or environment, unsafe equipment, unsafe working practices, unsafe behaviour, use of hazardous substances, security breaches, situations likely to cause emotional distress
- K10 Definition of hazards and how they can be identified, isolated, eliminated or minimised
- K11 How to identify hazards
- K12 How to risk assess the types of possible hazards in a fitness environment
- K13 Why it is important to get advice from a relevant colleague if unsure about hazards and risks in the workplace
- K14 How to deal correctly with the types of hazards that may occur in the workplace, taking account of their risks
- K15 Manufacturers' guidelines and instructions for the use of facilities and equipment
- K16 Documents relating to health and safety that may have to be completed and how to complete them correctly
- K17 Why it is important to make suggestions about health and safety issues and how to do so
- K18 Legislative rights and responsibilities for workplace health and safety
- K19 The types of accidents, injuries and illnesses that may occur in the fitness environment
- K20 How to deal with accidents, injuries and illnesses before qualified assistance arrives
- K21 How to decide whether to contact the on-site first aider or immediately call the emergency services
- K22 The procedures to follow to contact the emergency services
- K23 Organisational reporting procedures for emergencies
- K24 Emergency procedures in a fitness environment
- K25 The roles that different staff and external services play during an emergency

## *HI. Provide customer service in health and fitness*

This template standard describes the competence required to provide good customer service in the health and fitness industry. The standard covers presentation, communication, customer service and dealing with complaints. Customer refers to the recipient of health and fitness services. Customer service refers to any action taken to meet customer needs and expectations in relation to provision of health and fitness services.

## **Performance Criteria**

### **Exercise professionals should be able to:**

#### *Presentation*

1. Maintain personal presentation standards

#### *Communication*

2. Communicate with clients in a polite, professional and friendly manner
3. Use appropriate language and tone in both written and spoken communication
4. Develop a rapport with and provide empathy with clients
5. Provide information clearly to clients
6. Use appropriate non-verbal communication skills
7. Listen to clients and ask questions to check understanding

#### *Customer service*

8. Greet the customer effectively
9. Identify client needs and expectations correctly and provide appropriate products, services or information
10. Ensure customer satisfaction
11. Meet all reasonable client needs and requests
12. Identify and take all opportunities to enhance service quality
13. Engage with clients during exercise
14. Consult with a colleague or other professional where there is difficulty in meeting customer needs and expectations
15. Provide alternative customer service solutions if necessary
16. Show sensitivity to cultural and social differences

#### *Complaints*

17. Recognise client dissatisfaction promptly and take action to resolve the situation
18. Respond to client complaints positively, sensitively and politely and in consultation with the client

19. Handle customer complaints effectively
20. Maintain a positive and cooperative manner at all times
21. Refer complaints which can not be resolved to other staff as appropriate

## **Knowledge and Understanding**

### **Exercise professionals should know and understand:**

#### *Presentation*

- K1 Standards of personal presentation that apply to the health and fitness industry and their organisation
- K2 The importance of presenting themselves and their organisation positively to clients

#### *Communication*

- K3 How to communicate effectively with a range of clients including different cultural groups
- K4 Appropriate language and the use of spoken, written and non-verbal communication
- K5 Characteristics, uses and conventions of different types of communication in the health and fitness industry

#### *Customer service*

- K6 Personal and interpersonal factors and their influence on customer service
- K7 How to identify client needs and expectations
- K8 How to find the correct information, products or services to meet client needs and expectations
- K9 How to form effective working relationships with clients
- K10 How to provide ongoing customer service to clients
- K11 The importance of client care both for the client and the organisation
- K12 Why it is important to deal with clients needs to their satisfaction
- K13 What types of issues may need to be referred to colleague or other professional, when to refer them and who this professional may be in different situations
- K14 Customer service techniques to meet client requirements and requests; develop rapport and promote suitable products and services.
- K15 Promotional products and services provided by the fitness industry and the specific organisation
- K16 How to engage with clients during exercise
- K17 How to link customer service to client motivation and exercise adherence
- K18 The importance of valuing equality and diversity when working with clients
- K19 Legal and ethical issues relating to exercise instructors and client relations
- K20 The importance of customer service to the development of the health and fitness industry and reaching out to non-traditional participants

### *Complaints*

- K21 How to recognise client dissatisfaction
- K22 The importance of explaining any delay in dealing with clients and how to do so effectively
- K23 The importance of handling client complaints positively, sensitively and politely
- K24 The importance of remaining positive and cooperative at all times
- K25 Complaint handling policies and procedures that generally operate within the fitness industry and the specific organisation
- K26 How to refer a complaint to other staff as appropriate

## *II. Develop professional practice and personal career in the health and fitness industry*

This template standard describes the competence required for self-development and improvement for exercise professionals. This involves evaluating the exercise and physical activity they have planned and delivered, identifying strengths and weaknesses and learning lessons for the future. The standard also covers keeping up-to-date with developments in the health and fitness industry and taking part in continuing professional development to reinforce current competences and expand knowledge and skills in to new areas.

### **Performance Criteria**

#### **Exercise professionals should be able to:**

1. Reflect on professional practice
2. Review the outcomes of working with clients, their feedback and feedback from colleagues or managers
3. Identify the effectiveness of their exercise instruction or programmes
4. Identify how effective and motivational relationships with clients have been
5. Identify how well instructing styles matched clients' needs
6. Identify effectiveness in managing clients' exercise, including their health, safety and welfare
7. Identify ways in which to improve future practice
8. Discuss ideas with other professionals and take account of their views
9. Evaluate performance against a code of conduct or code of ethical practice for instructors
10. Improve professional practice and career opportunities
11. Review professional practice on a regular basis

- I2. Keep up-to-date with developments in the health and fitness industry
- I3. Consider career goals
- I4. Identify plans for continuing professional development
- I5. Develop a personal action plan to help to improve professional practice and career advancement
- I6. Take part in relevant development activities as part of personal action plan

## **Knowledge and Understanding**

### **Exercise professionals should know and understand**

- K1 How to reflect on professional practice
- K2 The importance of reflection and continuing professional development in helping to develop client fitness and motivation
- K3 How to monitor the effectiveness of a training programme, exercise instruction, motivational relationships and instructional styles
- K4 The structure of the fitness industry
- K5 The role of the exercise professional in the industry
- K6 Industry organisations and their relevance to the fitness professional
- K7 Appropriate registration systems and continuing professional development requirements
- K8 Relevant code of conduct or code of ethical practice
- K9 Employment opportunities in different sectors of the industry
- K10 How to identify key lessons and how to make use of these in the future
- K11 The importance of discussing ideas with another professional
- K12 How to improve own professional practice and career opportunities
- K13 How to access information on developments in the fitness industry
- K14 How to identify areas where further development of professional practice is needed
- K15 The importance of having a personal action plan for development
- K16 The types of development activities that are available and how to access these
- K17 The importance of regularly reviewing and updating personal action plan