



**Maldives National Skills Development Authority**



# **National Competency Standard for Fitness Instruction**

**Standard Code: SOC11S16V2**

**Qualification Name: National Certificate III in Fitness Instruction**  
**Qualification Code: SOC11SQ1L316**

## **PREFACE**

Technical and Vocational Education and Training (TVET) Authority was established with the vision to develop a TVET system in the Maldives that is demand driven, accessible, beneficiary financed and quality assured, to meet the needs of society for stability and economic growth, the needs of Enterprise for a skilled and reliable workforce, the need of young people for decent jobs and the needs of workers for continuous mastery of new technology.

TVET system in the Maldives flourished with the Employment Skills Training Project (ESTP) funded by ADB with the objective of increasing the number of Maldivians, actively participating in the labor force, employed and self-employed. The Project supported expansion of demand driven employment-oriented skills training in priority occupations and to improve the capacity to develop and deliver Competency Based Skill Training (CBST). The project supported delivery of CBST programs to satisfy employer demand-driven needs. The National Competency Standards (NCS) provide the base for this training. Currently CBST is offered for five key sectors in the Maldives: Tourism, Fisheries and Agriculture, Transport, Construction and the Social sectors. These sectors are included as priority sectors that play a vital role in the continued economic growth of the country.

The NCS are developed in consultation with Employment Sector Councils representing employers. They are designed using a consensus format endorsed by the Maldives Qualifications Authority (MQA) to maintain uniformity of approach and the consistency of content amongst occupations. This single format also simplifies benchmarking the NCS against relevant regional and international standards. NCS specify the standards of performance of a competent worker and the various contexts in which the work may take place. NCS also describes the knowledge, skills and attitudes required in a particular occupation. They provide explicit advice to assessors and employers regarding the knowledge, skills and attitudes to be demonstrated by the candidates seeking formal recognition for the competency acquired following training or through work experience. By sharing this information, all participants in the training process have the same understanding of the training required and the standard to be reached for certification. Certification also becomes portable and can be recognized by other employers and in other countries with similar standards. NCS are the foundation for the implementation of the TVET system in Maldives. They ensure that all skills, regardless of where or how they were developed can be assessed and recognized. They also form the foundation for certifying skills in the Maldives National Qualification Framework (MNQF).

SOC16SQ1L317 is the first version of the NCS for Event Management, and has been developed and endorsed in the year 2017. This standard includes two Qualification at Level 3 and Level 4 of Maldivian National Qualifications Framework.

## Key for coding Competency Standards and Related Materials

DESCRIPTION	REPRESENTED BY
Industry Sector as per ESC (Three letters)	Construction Sector ( <b>CON</b> ) Fisheries and Agriculture Sector ( <b>FNA</b> ) Transport sector ( <b>TRN</b> ) Tourism Sector ( <b>TOU</b> ) Social Sector ( <b>SOC</b> ) Foundation ( <b>FOU</b> )
Competency Standard	<b>S</b>
Occupation with in a industry Sector	<b>Two digits 01-99</b>
Unit	<b>U</b>
Common Competency	<b>1</b>
Core Competency	<b>2</b>
Optional/ Elective Competency	<b>3</b>
Assessment Resources Materials	<b>A</b>
Learning Resources Materials	<b>L</b>
Curricula	<b>C</b>
Qualification	<b>Q1, Q2 etc</b>
MNQF level of Qualification	<b>L1, L2 etc</b>
Version Number	<b>V1, V2 etc</b>
Year of endorsement of standard, qualification	<b>By two digits Example- 07</b>

Endorsement Application for Qualification 01		
NATIONAL CERTIFICATE III IN FITNESS INSTRUCTIONS		
Qualification code: SOC11SQ1L316		Total Number of Credits: 75
<b>Purpose of the qualification</b> The holders of this qualification are expected to work as a Fitness Instructor.		
<b>Regulations for the qualification</b>		National Certificate III in Fitness Instructions will be awarded to those who are competent in units 1+2+3+4+5+6+7+8+9+10+11+12+13+14+15+16+17+18+19+20
Schedule of Units		
Unit	Unit Title	Code
1.	Observe personal and work place hygiene practices	SOC02S1U01V1
2.	Practice health, safety and security Practices	SOC02S1U02V1
3.	Provide effective customer care	SOC02S1U03V1
4.	Practice effective workplace communication	SOC02S1U04V1
5.	Provide first aid	SOC05S1U02V1
6.	Perform computer operations	SOC05S1U05V1
7.	Role of the Fitness Instructor	SOC11S1U01V1
8.	Code of Ethics of the Fitness Instructor	SOC11S1U02V1
9.	Functional Anatomy, Physiology and Biomechanics	SOC11S1U03V1
10.	Principles of Exercise	SOC11S1U04V1
11.	Exercise Prescription	SOC11S1U05V1
12.	Physical Fitness Components	SOC11S1U06V1
13.	Basic Training Methods	SOC11S1U07V1
14.	Basic Nutrition	SOC11S1U08V1
15.	Basic Health & Fitness Assessment	SOC11S1U09V1
16.	Proper use of Gym equipment (guided practicals)	SOC11S1U10V1
17.	Posture and Exercise Technique (guided practicals)	SOC11S1U11V1
18.	Advanced Training Methods (guided practicals)	SOC11S1U12V1
19.	Fitness facility, equipment & member management (supervised internship)	SOC11S1U13V1

20.	Fitness Instructor trainee (supervised internship)	SOC11S1U14V1
<b>Accreditation requirements</b>	The training provider should have the required training facility to provide the trainees the hands-on experience related to this qualification	
<b>Recommended sequencing of units</b>	As appearing under the section 06	

## 2. Endorsement Application for Qualification 03

### 2. NATIONAL CERTIFICATE IV IN FITNESS INSTRUCTIONS

3. Qualification code: SOC11SQ2L418	Total Number of Credits: 195	
4. The holders of this qualification are expected to work as a Fitness Instructor.		
5. Regulations for the qualification	<ul style="list-style-type: none"><li>National Certificate IV in Fitness Instructions <b>will</b> be awarded to those who are competent in units 1+2+3+4+5+6+7+8+9+10+11+12+13+14+15+16+17+18+19+20+21+22+23+24</li></ul>	
6. Schedule of Units		
Unit No.	Unit Title	Unit Code
01	Observe personal and workplace hygiene practices	SOC02S1U01V1
02	Practice health, safety and security Practices	SOC02S1U02V1
03	Provide effective customer care	SOC02S1U03V1
04	Practice effective workplace communications	SOC02S1U04V1
05	Provide First Aid	SOC05S1U05V1
06	Perform computer operations	SOC05S1U06V1
07	Role of the Fitness Instructor	SOC11S1U07V1
08	Code of Ethics of the Fitness Instructor	SOC11S1U08V1
09	Functional Anatomy, Physiology and Biomechanics	SOC11S1U09V1
10	Principles of Exercise	SOC11S1U010V1
11	Exercise Prescription	SOC11S1U011V1
12	Physical Fitness Components	SOC11S1U012V1
13	Basic Training Methods	SOC11S1U013V1
14	Basic Nutrition	SOC11S1U014V1
15	Basic Health & Fitness Assessment	SOC11S1U015V1
16	Proper use of Gym equipment (guided practical's)	SOC11S1U016V1

17	Posture and Exercise Technique (guided practical's)	SOC11S1U17V1
18	Advanced Training Methods (guided practical's)	SOC11S1U18V1
19	Fitness facility, equipment & member management (supervised internship)	SOC11S1U19V1
20	Fitness Instructor trainee (supervised internship)	SOC11S1U20V1
21	Personal Trainer	SOC11S2U21V1
22	Principles to the Code of Conducts and Ethics	SOC11S2U22V1
23	Medical Conditions and Fitness Training	SOC11S2U23V1
24	Fitness Training for Different Age Groups	SOC11SU24V1
7. Accreditation requirements	The training provider should have access to a demonstration farm setup area and a training facility to provide the trainees the hands-on experience related to this qualification. In addition to this simulated, or actual organizational work environment should be provided, marketing, packaging practices, exposure to equipment and machineries should be provided.	
8. Recommended sequencing of units	As appearing under the section 06	

### UNIT DETAILS

	Unit	Unit Title	Code	Level	CR
FITNESS MANAGEMENT	01	Observe personal and workplace hygiene practices	SOC02S1U01V1	3	3
	02	Practice health, safety and security Practices	SOC02S1U02V1	3	3
	03	Provide effective customer care	SOC02S1U03V1	3	3
	04	Practice effective workplace communications	SOC02S1U04V1	3	3
	05	Provide First Aid	SOC05S1U05V1	3	3
	06	Perform computer operations	SOC05S1U06V1	3	3
	07	Role of the Fitness Instructor	SOC11S1U07V1	3	3
	08	Code of Ethics of the Fitness Instructor	SOC11S1U08V1	3	3
SPORT SCIENCE	09	Functional Anatomy, Physiology and Biomechanics	SOC11S1U09V1	3	3
	10	Principles of Exercise	SOC11S1U010V1	3	3
	11	Exercise Prescription	SOC11S1U11V1	3	3
	12	Physical Fitness Components	SOC11S1U12V1	3	3
	13	Basic Training Methods	SOC11S1U13V1	3	3
	14	Basic Nutrition	SOC11S1U14V1	3	3
	15	Basic Health & Fitness Assessment	SOC11S1U15V1	3	3
	16	Proper use of Gym equipment (guided practical's)	SOC11S1U16V1	3	6
	17	Posture and Exercise Technique (guided practical's)	SOC11S1U17V1	3	6
	18	Advanced Training Methods (guided practical's)	SOC11S1U18V1	3	6
SUPERVISED INTERNSHIP	19	Fitness facility, equipment & member management (supervised internship)	SOC11S1U19V1	3	6
	20	Fitness Instructor trainee (supervised internship)	SOC11S1U20V1	3	6
	21	Personal Trainer	SOC11S2U21V1	4	30
	22	Principles to the Code of Conducts and Ethics	SOC11S2U22V1	4	30
	23	Medical Conditions and Fitness Training	SOC11S2U23V1	4	30
	24	Fitness Training for Different Age Groups	SOC11SU24V1	4	30



**Packaging of National Qualifications:**

National Certificate III in Fitness Instructions will be awarded to those who are competent in units  
1+2+3+4+5+6+7+8+9+10+11+12+13+14+15+16+17+18+19+20

Qualification Code: SOC11SQ1L316

National Certificate IV in Fitness Instructions will be awarded to those who are competent in  
units 1+2+3+4+5+6+7+8+9+10+11+12+13+14+15+16+17+18+19+20+21+22+23+24

Qualification Code: SOC11SQ2L418

**FITNESS INSTRUCTOR**

Unit No	Unit Title
1.	Observe personal and work place hygiene practices
2.	Practice health, safety and security Practices
3.	Provide effective customer care
4.	Practice effective workplace communication
5.	Provide first aid
6.	Perform computer operations
7.	Role of the Fitness Instructor
8.	Code of Ethics of the Fitness Instructor
9.	Functional Anatomy, Physiology and Biomechanics
10.	Principles of Exercise
11.	Exercise Prescription
12.	Physical Fitness Components
13.	Basic Training Methods
14.	Basic Nutrition
15.	Basic Health & Fitness Assessment
16.	Proper use of Gym equipment (guided practical's)
17.	Posture and Exercise Technique (guided practical's)
18.	Advanced Training Methods (guided practical's)
19.	Fitness facility, equipment & member management (supervised internship)
20.	Fitness Instructor trainee (supervised internship)
21.	Personal Trainer
22.	Principles to the Code of Conducts and Ethics
23.	Medical Conditions and Fitness
24.	Fitness Training for Different Age Groups

## **Description of Fitness Instructor**

A fitness instructor welcomes, introduces and adheres members to fitness by providing inductions to new members and ongoing programmes to existing members. These inductions and following programmes need to be planned, instructed and evaluated. A fitness instructor coaches members through these programmes and is responsible for the resulting member fitness experience, which should be positive and meet the member's wants and needs. The role also includes actively promoting and encouraging to join and adhere to regular exercise.

## **Competency Standard Development Process**

The competencies were determined based on the analysis of the tasks required for the operation of fitness instructor in the Maldives. The task analysis was based on the existing documents prepared among the experts in the industry and on the advice of the experts in the field of fitness training in Maldives. Competency standards used for similar type of training in other countries were also examined.

## Unit 01

<b>UNIT TITLE</b>	Observe personal and work place hygiene practices				
<b>DESCRIPTOR</b>	This unit covers the knowledge, skills and attitudes required to observe workplace hygiene procedures and maintaining of personal presentation and grooming standard. This unit deals with necessary skills and knowledge required for maintaining the hygiene of workers and the hygienic practices that should be applied while on the job.				
<b>CODE</b>	SOC02S1U01V1	Level	3	Credit	3

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Observe grooming, hygiene and personal presentation standards	1.1. Grooming, hygiene and personal presentation practices maintained at high standards in line with industry norms and procedures 1.2. Adequate level of personal cleanliness observed throughout the work 1.3. Effects of poor personal hygiene understood and avoided in all practices
2. Follow hygiene procedures	2.1. Hygiene procedures followed in line with procedures and legal requirements 2.2. Hygiene standards maintained in line with procedures
3. Identify and avoid hygiene risks	3.1. Hygiene risks understood and avoided in line with general standards and guidelines

### Range statement

Procedures included

- Grooming and personal presentation
- Personal and work place hygiene

### Tools, equipment and materials required may include:

Nil

### Assessment guide

#### *Form of assessment*

- Assessment for the unit needs to be holistic and observed during assessment of other units of competency which forms the qualification.

- Any written or oral examinations may include questions related to hygiene, illness and personal grooming standard.

#### *Assessment context*

Assessment may be done in workplace or a simulated work environment.

#### *Critical aspects*

It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:

- Maintaining adequate level of all aspects of personal hygiene and cleanliness
- Following cleaning procedures for effective cleaning of work areas
- Immediately reporting any symptoms of illness
- Undertaking routine medical check-ups.
- This unit may be assessed in conjunction with all and units which form part of the normal job role

#### *Assessment conditions*

- Theoretical assessment of this unit must be carried out in an examination room where proper examination rules are followed.

#### **Underpinning knowledge and skills**

<b>Underpinning knowledge</b>	<b>Underpinning skills</b>
<ul style="list-style-type: none"> <li>• General knowledge of common terminologies used in hygiene including personal hygiene</li> <li>• Knowledge on general symptoms of different types of diseases</li> <li>• Detailed knowledge and importance of illness and injury reporting procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to follow procedures and instructions</li> <li>• Competent to work according to relevant hygiene regulations and procedures</li> <li>• Competent to work to meet requirements for personnel hygiene and hygienic practices</li> <li>• Communication skills</li> <li>• Interpersonal skills</li> </ul>

## Unit 02

<b>UNIT TITLE</b>	Practice health, safety and security Practices				
<b>DESCRIPTOR</b>	This unit describes the importance of health and safety in the working environment. It identifies the key safety hazards within the work area and recognizes the correct manner in which to safely carry out the tasks of the job, for the benefit of the trainee, colleagues and customers.				
<b>CODE</b>	SOC02S1U02V1	<b>Level</b>	3	<b>Credit</b>	3

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Follow workplace health, safety and security procedures	1.1 Health, safety and security procedures followed in line with operational policies and procedures and laws and regulations 1.2 Illnesses reported through proper channels of communication, using relevant forms and formats, in line with enterprise procedures 1.3 Safety and security breaches reported through proper channels of communication, in line with enterprise procedures
2. Deal with emergency situations	2.1 Emergency situations recognized and appropriate procedures followed in line with enterprise procedures 2.2 Assistance sought and cooperation given in emergency situations in line with enterprise procedures 2.3 Emergency incidences reported in line with enterprise procedures
3. Identify and prevent hygiene risks	3.1 Hygiene risks identified, prevented and avoided in line with enterprise procedures 3.2 Hygiene risks reported to appropriate persons and corrective action taken in line with enterprise procedures
4. Clean the work area	4.1 Cleaning tasks accomplished to enterprise standards 4.2 Proper method for cleaning selected and employed for appropriate task 4.3 Undertakes sterilization 4.4 Understands infection control procedures

5. Secure work premises	5.1 Work premises closed and locked at the end of work, in line with enterprise procedures
6. Follow first aid procedures	6.1 Emergency and first aid procedures understood and followed.
7. Inventory and storage	7.1 Inventory maintained 7.2 Equipment stored according to the set procedures

### Range Statement

Procedures included:

- Guidelines for safe handling of equipment's
- Emergency procedures
- Fire safety procedures
- Security and safety guidelines
- Accident and incidence reporting procedures
- Basic first aid procedures
- Maintaining storage and inventory

### Tools, equipment and materials required may include:

- Relevant procedure manuals

### Assessment guide

#### *Forms of assessment*

Assessment for the unit needs to be holistic and must be observed through real or simulated workplace activities.

#### *Assessment context*

Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of safe working practices.

#### *Critical aspects (for assessment)*

It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:

- Communicating effectively with others involved in or affected by the work.
- Identifying and assessing hazardous situations and rectifying, or reporting to the relevant persons.
- Safely handling and storage of dangerous and/or hazardous goods and substances.
- Applying safe manual handling practices.
- Safely and effectively operating equipment and utilizing materials over the full range of functions and processes for work undertaken on worksite.
- This unit may be assessed in conjunction with all and units which form part of the normal job role.

### *Assessment conditions*

Assessment must reflect and events processes that occur over a period of time

### *Resources required for assessment*

The following should be made available:

- A workplace or simulated workplace
- Situations requiring safe working practices
- Instructions on safe working practice

### **Underpinning knowledge and skills**

<b>Underpinning knowledge</b>	<b>Underpinning skills</b>
<ul style="list-style-type: none"><li>• General knowledge on safe practices</li><li>• Communication procedures</li><li>• Relevant workplace procedures and guidelines</li><li>• Infection control</li></ul>	<ul style="list-style-type: none"><li>• Undertake safe manual handling jobs</li><li>• Competent to follow safety regulations</li><li>• Competent to work safely with workplace equipment's, materials and colleagues</li><li>• Maintaining storage and inventory</li></ul>



### Unit 03

<b>UNIT TITLE</b>	Provide effective customer care				
<b>DESCRIPTOR</b>	This unit addresses the importance of caring for customers in the fitness industry. It shows how customer care relates to quality service and the best methods of anticipating and meeting customer's need.				
<b>CODE</b>	SOC02S1U03V1	<b>Level</b>	3	<b>Credit</b>	3

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Greet customers and colleagues	1.1. Customers and colleagues greeted according to standard procedures, job position and social norms  1.2. Sensitivity to cultural and social differences demonstrated
2. Identify and attend to customer needs	2.1. Customer needs identified, assessed and prioritized effectively. Customers informed correctly.  2.2. Personal limitations identified and assistance from proper sources sought when required
3. Deliver service to customers	3.1. Quality services provided to customers in line with enterprise procedures  3.2. Personal limitations identified and assistance from proper sources sought when required
4. Handle inquiries	4.1. Customer queries handled promptly and properly  4.2. Personal limitations identified and assistance from proper sources sought when required
5. Handle complaints	5.1. Responsibility for handling complaints taken within limit of responsibility  5.2. Personal limitations identified and assistance from proper sources sought when required  5.3. Operational procedures to handling irate or difficult customers followed correctly  5.4. Details of complaints and comments from customers properly recorded

#### Range statement

Procedures included:

- Greeting procedure

- Complaint and comment handling procedure
- Incidence reporting procedures
- General knowledge of property
- Standard operating procedures for service deliveries

**Tools, equipment and materials required may include:**

- Relevant procedure manuals

**Form of assessment**

Assessment for the unit needs to be holistic and must include real or simulated workplace activities.

*Assessment context*

Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of practices.

*Critical aspects (for assessment)*

It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations. This unit may be assessed in conjunction with all units which form part of the normal job role.

*Assessment conditions*

Assessment must reflect both events and processes over a period of time.

*Special notes for assessment*

Evidence of performance may be provided by customers, team leaders/members or other persons, subject to agreed authentication arrangements

*Resources required for assessment*

The following should be made available:

- A workplace or simulated workplace
- Simulated work place scenarios

**Underpinning knowledge and skills**

Underpinning Knowledge	Underpinning Skills
<ul style="list-style-type: none"> <li>• General knowledge of the implications on efficiency, morale and customer relations</li> <li>• General knowledge of ways of caring for customers</li> </ul>	<ul style="list-style-type: none"> <li>• Undertake effective customer related communications</li> <li>• Competent in providing customer care</li> </ul>

## Unit 04

<b>UNIT TITLE</b>	Practice effective workplace communication				
<b>DESCRIPTOR</b>	This unit addresses the need for effective communication in the gym and fitness environment. It describes the ethics of communication and shows the importance of selecting the best method of communication during various situations. It also identifies the barriers to communication and explains how to overcome them.				
<b>CODE</b>	SOC02S1U04V1	<b>Level</b>	3	<b>Credit</b>	3

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Communicate with customers and colleagues	1.1. Proper channels and methods of communication used 1.2. Workplace interactions with customers and colleagues appropriately made 1.3. Appropriate non-verbal communication used 1.4. Appropriate lines of communication followed
2. Participate in workplace meetings and discussions	2.1. Meetings and discussions attended on time 2.2. Procedures to expressing opinions and following instructions clearly followed 2.3. Questions asked and responded to effectively 2.4. Meeting and discussion outcomes interpreted and implemented correctly
3. Handle relevant work related documentation	3.1. Conditions of employment understood correctly 3.2. Relevant information accessed from appropriate sources 3.3. Relevant data on workplace forms and other documents filled correctly 3.4. Instructions and guidelines understood and followed properly 3.5. Reporting requirements completed properly
4. Handle telephone	4.1. Procedures for taking messages and making outgoing calls followed correctly 4.2. Incoming calls answered correctly 4.3. Outgoing calls made efficiently 4.4. Communication in both English and Dhivehi demonstrated correctly

### Range statement

Procedures included:

- Organizational hierarchy and reporting order
- Communications procedures
- Telephone handling procedures

Aspects evaluated:

- Non-verbal communication
- Interpersonal skills
- General attitude to customers, colleagues and work
- Conformity to policies and procedures

#### **Tools, equipment and material used in this unit may include**

- Telephone
- Note pads
- Pens
- Forms and formats related to inter-personal communication

#### **Assessment guide**

##### *Forms of assessment*

Assessment for the unit needs to be continuous and holistic and must include real or simulated workplace activities.

##### *Assessment context*

Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of opportunities for communication.

##### *Critical aspects (for assessment)*

It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of communicating effectively with others involved in or affected by the work. This unit may be assessed in conjunction with all and units which form part of the normal job role.

##### *Assessment conditions*

It is preferable that assessment reflects a process rather than an event and occurs over a period of time to cover varying circumstances.

##### *Special notes for assessment*

Evidence of performance may be provided by customers, team leaders/members or other persons, subject to agreed authentication arrangements

##### *Resources required for assessment*

The following should be made available:

- A workplace or simulated workplace
- Materials and equipment

#### **Underpinning knowledge and skills**

<b>Underpinning Knowledge</b>	<b>Underpinning Skills</b>
<ul style="list-style-type: none"> <li>• General knowledge of English and Divehi grammar</li> </ul>	<ul style="list-style-type: none"> <li>• Undertake effective customer relation communications</li> </ul>

<ul style="list-style-type: none"> <li>• General knowledge of common telephone equipment</li> <li>• General knowledge on effective communication</li> </ul>	<ul style="list-style-type: none"> <li>• Competent in communicating basic with customers</li> <li>• Fluency in English and Dhivehi language usage</li> </ul>
---	--

## Unit 05

<b>UNIT TITLE</b>	<b>Provide First Aid</b>				
<b>DESCRIPTOR</b>	This unit deals with the skills and knowledge required for the provision of essential first aid in recognizing and responding to emergency using basic life support measures. The person providing first aid is not expected to deal with complex casualties or incidents, but to provide an initial response where first aid is required. It is assumed the person providing first aid is working under supervision and/or according to established workplace first aid policies and procedures.				
<b>CODE</b>	SOC05S1U05V1	Level	3	Credit	3

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Assess the situation	1.1 Physical hazards and risks to personal and others' health and safety identified  1.2 Immediate risks to self and casualty's health and safety minimized by controlling hazards in accordance with occupational health and safety requirements.  1.3 The situation assessed and decides on actions required, promptly.  1.4 Assistance sought from appropriate others, as required and at the appropriate time.
2. Apply basic first aid techniques	2.1 Casualty's physical condition assessed by visible vital signs.  2.2 First aid provided to stabilise the patient's physical and mental condition in accordance with enterprise policy on provision of first aid and recognised first aid procedures.  2.3 Available first aid equipment used as appropriate.
3. Monitor the situation	3.1 Back-up services appropriate to the situation identified and notified promptly  3.2 Information about the patient's condition conveyed accurately and clearly to an emergency services personnel or health professionals.
4. Prepare required documentation	4.1 Documented emergency situations according to enterprise procedures.  4.2 Reports which are clear, accurate provided within required time frames.

### Range statement

Established first aid principles include:

- Checking and maintaining the casualty's airway, breathing and circulation

- Checking the site for danger to self, casualty and others and minimising the danger.

Physical and personal hazards may include:

- workplace hazards such as fire, floods, violent persons
- environmental hazards such as electrical faults, fires, slippery surfaces, floods, fumes,
- proximity of other people
- hazards associated with the casualty management processes.

Risks may include:

- worksite equipment
- bodily fluids
- risk of further injury to the casualty
- risks associated with the proximity of other workers and bystanders.

First aid management will need to account for:

- location and nature of the work environment
- environmental conditions and situations
- the level of knowledge, skills, training and experience of the person administering first aid
- familiarity with particular injuries
- legal issues that affect the provision of first aid in different industry sectors
- the characteristics of the site where the injury occurs
- the nature of the injury and its cause
- infection control procedures
- availability of first aid equipment, medications and kits or other suitable alternative aids
- proximity and availability of trained paramedical and medical/health professional assistance
- the patient's cardio-vascular condition as indicated by vital signs such as body temperature, pulse rate and breathing rates
- Unresolved dangers such as fire, chemical contamination or fume toxicity of the area where the injury occurs.

Vital signs include:

- breathing
- circulation
- consciousness.

Injuries may include:

1. abdominal trauma
2. bleeding
3. choking
4. cold injuries
5. -vascular failure
6. cardio dislocations and fractures
7. medical conditions including epilepsy, diabetes, asthma
8. eye injuries
9. head injuries

10. minor skin injuries
11. neck and spinal injuries
12. needle stick injuries
13. puncture wounds and cuts
14. crush injuries
15. shock
16. smoke inhalation
17. sprains and strains
18. substance abuse
19. unconsciousness
20. bone and joint injuries
21. eye injuries
22. burns and scalds, thermal, chemical, friction and electrical

Injuries may involve:

- unconsciousness
- confusion
- tremors
- rigidity
- numbness
- inability to move body parts
- pain
- delirium
- external bleeding
- internal bleeding
- heat exhaustion
- hypothermia
- pre-existing illness.

Appropriate others from whom assistance may be sought may include:

- emergency services personnel
- health professionals
- colleagues
- customers
- passers-by.

Assistance may include, as appropriate to emergency situations:

- maintaining site safety and minimizing the risk of further injury or injury to others
- making the casualty comfortable and ensuring maximum safety
- assessment of injury situations
- providing first aid including managing bleeding through the application of tourniquets, pressure and dressings
- giving CPR and mouth-to-mouth resuscitation
- giving reassurance and comfort
- raising the alarm with emergency services or health professionals
- removing debris



### **Tools, equipment and material used in this unit may include:**

- first aid kit
- pressure and other bandages
- thermometers
- eyewash
- pocket face masks
- rubber gloves
- dressings
- flags and flares
- fire extinguishers
- communication equipment such as mobile phones

## **ASSESSMENT GUIDE**

### **Forms of assessment**

Assessment methods must be chosen to ensure that obtained knowledge can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:

- practical demonstration of the use of commonly-used equipment and first aid supplies
- explanation about management of a variety of common simulated injury situations
- questions to test knowledge of injury situations, types of injury and management of injury situations
- review of portfolios of evidence and third party reports of performance of first aid by the candidate

### **Assessment context**

Assessment must ensure:

- use of real first aid equipment
- ability to assess situations requiring first aid and to decide on a plan of action including seeking help
- ability to apply established first aid principles including:
  1. checking and maintaining the casualty's airway, breathing and circulation
  2. checking the site for danger to self, casualty and others and minimising the danger

## Unit 06

<b>UNIT TITLE</b>	Perform Computer Operations				
<b>DESCRIPTOR</b>	This unit covers the knowledge, skills and attitudes and values needed to perform computer operations that include inputting, accessing, producing and transferring data using the appropriate hardware and software.				
<b>CODE</b>	SOC05S1U06V1	<b>Level</b>	3	<b>Credit</b>	3

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Input data into computer	1.1. Data entered into the computer using appropriate program/application in accordance with company procedures 1.2. Accuracy of information checked and information saved in accordance with standard operating procedures 1.3. Input data stored in storage media according to requirements
2. Access information using computer	2.1. Correct program/application selected based on job requirement 2.2. Program/application containing the information required accessed according to company procedures 2.3. Desktop icons correctly selected, opened and closed for navigation purposes
3. Produce/output data using computer system	3.1. Entered/stored data processed using appropriate software commands 3.2. Data printed out as required using computer hardware/peripheral devices in accordance with standard operating procedures 3.3. Files and data transferred between compatible systems using computer software, hardware/ peripheral devices in accordance with standard operating procedures

### **Range Statement**

This unit covers computer hardware to include personal computers used independently or within networks, related peripherals, such as printers, scanners, keyboard and mouse, and storage media such as disk drives and other forms of storage. Software used must include but not limited to word processing, spreadsheets, database and billing software packages and Internet browsing software.

### **Tools, equipment and materials required may include:**

- Storage device
- Different software and hardware
- Personal computers system
- Laptop computer
- Printers
- Scanner
- Keyboard
- Mouse
- Disk drive /CDs, DVDs, compressed storage device

### **Assessment guide**

#### ***Forms of assessment***

The assessor may select two of the following assessment methods to objectively assess the candidate:

- Observation
- Questioning
- Practical demonstration

#### ***Assessment context***

Assessment may be conducted out of the workplace preferably in a computer classroom

#### ***Critical aspects (for assessment)***

Assessment must show that the candidate:

- Selected and used hardware components correctly and according to the task requirement
- Identified and explain the functions of both hardware and software used, their general features and capabilities
- Produced accurate and complete data in accordance with the requirements
- Used appropriate devices and procedures to transfer files/data accurately

#### ***Assessment conditions***

Assessment may be conducted out of the work environment and may include assignments and projects.

#### ***Special notes for assessment***

During the assessment the trainees shall:

- Carry out all the tasks according to the industry and organizational policies and procedures
- Meet the performance criteria of all competence
- Demonstrate accepted level of performance determined by the assessors

### *Resources required for assessment*

Computer hardware with peripherals and appropriate software

### **Underpinning knowledge and skills**

<b>Underpinning knowledge</b>	<b>Underpinning skills</b>
<ul style="list-style-type: none"><li>• Basic ergonomics of keyboard and computer use</li><li>• Main types of computers and basic features of different operating systems</li><li>• Main parts of a computer</li><li>• Storage devices and basic categories of memory</li><li>• Relevant software</li><li>• General security and computer Viruses</li></ul>	<ul style="list-style-type: none"><li>• Reading skills required to interpret work instruction</li><li>• Communication skills</li><li>• Keyboard skills</li></ul>

## Unit 07

<b>UNIT TITLE</b>	Role of the Fitness Instructor				
<b>DESCRIPTOR</b>	A fitness instructor welcomes, introduces and adheres members to fitness by providing inductions to new members and ongoing programmes to existing members. These inductions and following programmes need to be planned, instructed and evaluated. A fitness instructor coaches members through these programmes and is responsible for the resulting member fitness experience, which should be positive and meet the member's wants and needs. The role also includes actively promoting and encouraging to join and adhere to regular exercise.				
<b>CODE</b>	SOC11S1U07V1	Level	3	Credit	3

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Maintain professional image	1.1 Personnel grooming. 1.2 Avoid unacceptable behaviors. 1.3 Practice exercises regularly.
2 Always update knowledge	2.1 Follow trusted source of resources. 2.2 Update knowledge of techniques and technologically advance equipment. 2.3 Knowledge of nutrition, supplementation and banned substances.
3 Work according to the rules regulations and ethics.	3.1 Knowledge of government, sports regulatory laws and regulations. 3.2 Knowledge of organizational laws and regulations. 3.3 Knowledge of code of ethics.

### Range statement

- styles of coaching,
- characteristic of a good coach,
- role of the coach,
- Communication and coaching models.

### Habits to be avoided

- Alcoholism
- Smoking

### Tools, equipment, and materials required

- PAR-Q Forms,
- Workout progress sheets,
- Assessment sheets
- Sports Laws, Government and Sports Governing bodies regulations, other relevant documents, etc.

## ASSESSMENT GUIDE

### Forms of assessment

The assessor may select two (2) of the following assessment methods to objectively assess the candidate:

- Observation
- Questioning
- Practical demonstration

### Assessment context

This unit may be assessed in either or both on the job, off the job, individually or in small groups

### Underpinning knowledge and skills

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none"><li>• Culture</li><li>• Ethics</li><li>• Rules and regulations</li><li>• Professionalism</li><li>• Grooming</li><li>• IT knowledge</li></ul>	<ul style="list-style-type: none"><li>• Language proficiency</li><li>• Verbal and silent demonstration skills</li><li>• Management</li><li>• Presentation</li><li>• Information technology</li><li>• Communication</li><li>• Analytical skills</li><li>• Team work</li><li>• Marketing skills</li></ul>

## Unit 08

<b>UNIT TITLE</b>	Code of Ethics				
<b>DESCRIPTOR</b>	Exercise professionals can add significant value to not only the physical wellbeing, but also the overall health and wellness, of an individual. However, in doing so it is expected that all exercise professionals maintain a high degree of professionalism and ethical behavior. Specially, all registered exercise professionals agree to abide by the following code of ethical practices. Professional standards, relationships, privacy, general standards.				
<b>CODE</b>	SOC11S1U08V1	Level	3	Credit	3

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Knowledge of code of ethics	1.1 Understand rules regulations and ethics related to the industry standards. 1.2 Learn rules regulations and ethics according to the cultural diversity.
2. Always follow rules regulations and ethics.	2.1 Apply rules regulations and ethics as appropriate

### Range statement

Rules and regulations of the gym or fitness club

Ethical regulations of the industry

## ASSESSMENT GUIDE

### Forms of assessment

The assessor may select the following assessment methods to objectively assess the candidate:

- Observation
- Questioning

### Assessment context

This unit may be assessed in either or both on the job, off the job, individually or in small groups.

## Underpinning knowledge and skills

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none"><li>• Sports laws</li><li>• Organizational laws</li><li>• Ethics</li><li>• Guidance</li><li>• Culture differences</li></ul>	<ul style="list-style-type: none"><li>• Language</li><li>• Management</li><li>• Communication</li><li>• Presentation skills</li><li>• Ability to read and write</li></ul>



## Unit 09

<b>UNIT TITLE</b>	Basic Anatomy, Physiology and Biomechanics				
<b>DESCRIPTOR</b>	This unit outlines the fundamental disciplines of functional anatomy, exercise physiology, and biomechanics applied to physical activity. Theoretical concepts are applied through practical experience and participating in physical fitness exercises. The unit familiarize students with basic anatomical, biomechanical and physiological concepts including, muscular system, skeletal system, bio energetic, body types and biomechanical concepts of how the body moves, concepts of gravity, stability, axis and planes, the effects of forces have on body and motion; physiological systems involved in physical activity; physiological factors effecting performance; and application of these principles in physical activities.				
<b>CODE</b>	SOC11S1U09V1	Level	3	Credit	3

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Understanding of human body and its functions	1.1 Knowledge of muscles, bones, joints, and its actions 1.2 Basic understanding of physiology 1.3 Basic concepts of how body moves
2. Integrate anatomy, physiology and biomechanics knowledge to the exercise programmed designing	2.1 Apply knowledge of basic anatomy for exercise science 2.2 Apply the knowledge of related physiological concepts to programmed design 2.3 Apply the knowledge of the biomechanical concepts as they relate to movement and exercise to programmed design
3. Knowledge of effect of physiological factors on performance.	3.1 Basic knowledge of body types and their characteristics, differences and effects of sports and fitness training adaptations. 3.2 Energy systems and contribution for sports and fitness performance.

### Range statement

The learners should be able to cover the following range;

- Muscular-skeletal structure
- Muscle physiology
- Biomechanical concepts
- Stability, balance, equilibrium, and force

## ASSESSMENT GUIDE

### Forms of assessment

Assessment methods must be chosen to ensure that obtained knowledge can be practically and theoretically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

### Assessment context

Assessment of this unit must be completed on the job or in a simulated work environment.

### Underpinning knowledge and skills

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none"><li>• Anatomy</li><li>• Physiology</li><li>• Biomechanics</li><li>• Kinesiology</li><li>• Body types</li><li>• Exercise physiology</li><li>• Bio energetic</li><li>• Stability, balance, force</li></ul>	<ul style="list-style-type: none"><li>• Application of Functional anatomy.</li><li>• terminology</li><li>• Biomechanics principles</li><li>• Levers</li><li>• Laws of motion</li><li>• Knowledge of human movements.</li></ul>

## Unit 10

<b>UNIT TITLE</b>	Principles of Exercise				
<b>DESCRIPTOR</b>	To maximize the results from a training program, several scientific and research based principles should be understood. Such as;-individual needs, specificity, progression, overload, reversibility, rest, recovery and balance and periodization. Also knowledge of advance principles such as (S.A.I.D Principle) specific adaptation for imposed demand,(F.I.T.T. Principle) Frequency, Intensity, Type and Time and (SMART Principle) Specific, Measurable, Achievable, Relevant and Time bound of objective setting.				
<b>CODE</b>	SOC11S1U10V1	Level	3	Credit	3

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Basic understanding of principles of exercises	1.1 understand basic principles of exercises  1.2 knowledge of reps, sets, rest, intensity and load  1.3 knowledge of training specific fitness goals  1.4 understanding of programme designing for beginner to advance clients through gradual progression
2. Application of principles on practical exercise environment.	2.1 application of FITT principle for programme designing for different client needs 2.2 application of SAID Principle for specific adaptation 2.3 understanding of overloading, rest recovery, balance overtraining and undertraining
3. Integrate Exercise Science and principles of exercises for programme designing.	3.1 Apply the knowledge of exercise science integrate with principles of exercises  3.2 Application of SMART Principle for programme designing

### Range Statement

The learners should be able to cover the following range;

- Basic understanding of principles of exercises and their application for different client needs and expectations.

## ASSESSMENT GUIDE

### Forms of assessment

Assessment methods must be chosen to ensure that obtained knowledge can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

### Assessment context

Assessment of this unit must be completed on the job or in a simulated work environment.

### Underpinning knowledge and skills

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none"><li>• Specificity</li><li>• Progression</li><li>• Overload</li><li>• Reversibility</li><li>• Rest, recovery, balance</li><li>• Reps, sets, rest</li><li>• intensity</li></ul>	<ul style="list-style-type: none"><li>• application of FITT Principle</li><li>• SMART Principle</li><li>• SAID principle</li><li>• Adaptation</li><li>• Over training</li><li>• detraining</li></ul>

## Unit 11

<b>UNIT TITLE</b>	Exercise Prescription				
<b>DESCRIPTOR</b>	In this unit students will develop the knowledge and skills required to plan and implement exercise programs for apparently healthy individuals and working with special populations. Following an introduction of exercise prescription principles, evidence based training methods to improve health and performance related components of physical fitness are explored. Students will prescribed and manipulate exercise programs, consistent with these methods and develop practical skills in leading and supervising gymnasium and field based exercise participation. Also introduction of variety of group fitness classes, class formations, music and equipment selection and etc.....				
<b>CODE</b>	SOC11S1U11V1	Level	3	Credit	3

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Identify client's fitness needs and expectations.	1.1 Identify client and his fitness goals by questionnaire, PAR-Q form, relevant pre-tests and medical reports. 1.2 Fitness assessment following standard guidelines 1.3 Evaluate and interpret fitness assessment results.
2. Guidelines for clients exercise prescription.	2.1 Understand client needs, expectations and physical capabilities  2.2 Exercise prescription guidelines according to the basic principles and specific principles, FITT, SAID and SMART
3. Exercise prescription	3.1 Document exercise programme to a standard format according to the organizational procedure.  3.2 Explain exercise programme to the client and physically demonstrate and correct the techniques until he familiar for the programme  3.3 Gradually progress exercise programme according to the overload and adaptation theories.

### Range Statement

Student must understand design exercise programme for different client needs using exercise knowledge integrate with knowledge of principles of exercises. Special skills need to be shown applying FITT Principle, SAID Principle and SMART Principle.

## ASSESSMENT GUIDE

### Forms of assessment

Assessment methods must be chosen to ensure that obtained knowledge can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

### Assessment context

This unit can assess on the job, off the job or both. At fitness center, in a classroom, outdoor stadium can assess theory and practical knowledge by using case studies, assignments and presentations.

### Underpinning knowledge and skills

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none"><li>• Anatomy</li><li>• Physiology</li><li>• biomechanics</li><li>• Knowledge of exercises</li><li>• Principles of exercises</li><li>• Training methods</li><li>• Correct techniques</li><li>• Anatomy and physiology</li><li>• Biomechanics</li></ul>	<ul style="list-style-type: none"><li>• Communication skills</li><li>• Research skills</li><li>• Teaching skills</li><li>• Presentation skills</li><li>• Analytical skills</li></ul>

## Unit 12

<b>UNIT TITLE</b>	Physical Fitness Components				
<b>DESCRIPTOR</b>	In this unit will teach students to understand what physical fitness is and an understanding of health related physical fitness components (muscular strength, muscular endurance, cardiovascular fitness, flexibility and body composition) and skill related fitness components ( speed, agility, balance, coordination, power and reaction time)				
<b>CODE</b>	SOC11S1U12V1	Level	3	Credit	3

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Knowledge of health related physical fitness components	<ul style="list-style-type: none"><li>1.1 Apply knowledge of muscular strength and muscular endurance and how to train to improve and enhance skills.</li><li>1.2 Apply knowledge of cardiovascular fitness and improve it using exercise knowledge.</li><li>1.3 Knowledge of improve flexibility and range of motion</li><li>1.4 Apply knowledge to keep body composition on ideal range</li></ul>
2. Knowledge of skill related physical fitness components	<ul style="list-style-type: none"><li>2.1 Identify specific physical fitness component need for different sports and different client needs.</li><li>2.2 Identify differences on skill related physical fitness components</li></ul>
3. Exercise prescription for develop both health related and skill related physical fitness components.	<ul style="list-style-type: none"><li>3.1 Identify differences of health related and skill related physical fitness components.</li><li>3.2 Apply exercise science knowledge to improve each fitness quality</li><li>3.3 Exercise prescription for develop health and skill related fitness.</li></ul>

### Range Statement

The learners should be able to cover the following range;

Demonstrate knowledge of health related and skill related physical fitness components and prescribe exercises to improve each skill.

## ASSESSMENT GUIDE

### Forms of assessment

Assessment methods must be chosen to ensure that obtained knowledge can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

### Assessment context

This unit may be assessed in a simulated environment

### Underpinning knowledge and skills

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none"><li>• Collecting and Analysing Information</li><li>• Anatomy and physiology</li><li>• Biomechanics</li><li>• Principles of exercises</li><li>• Training methods</li><li>• Health related fitness</li><li>• Skill related fitness</li><li>• Body composition</li><li>• Fat mass</li><li>• Lean mass</li></ul>	<ul style="list-style-type: none"><li>• Communication skills</li><li>• Research skills</li><li>• Language skills</li><li>• Management skills</li><li>• IT</li><li>• Teaching method</li></ul>



## Unit 13

<b>UNIT TITLE</b>	Basic Training Methods				
<b>DESCRIPTOR</b>	This study unit aims to give the students basic knowledge in regards to sports and fitness training and safe and effective exercise prescription. Being able to decide what would be the best possible training program for the particular client in relation to his/her needs goals, exercise history, potential and limitations. The unit aim to provide knowledge of basic training methods, pyramid training, supersets, tri sets, interval training, circuit training, cross training, continuous training, strength training etc.....				
<b>CODE</b>	SOC11S1U13V1	Level	3	Credit	3

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Understanding of basic training methods	1.1 Theoretical and practical knowledge of training methods  1.2 Understand need of training methods
2. Suitable application of training methods.	2.1 Understand performance plateau and how to use training methods to overcome it.  2.2 Knowledge of periodisation and how to use different training methods on different training periods.
3. Programme designing	3.1 Programme designing using training methods to improve performance  3.2 Document exercise programme using standard formats according to the organizational standards.

### Range Statement

The learners should be able to cover the following range;

Knowledge of training methods and implementation and write exercise programmes using training methods.

### ASSESSMENT GUIDE

#### Forms of assessment

Assessment methods must be chosen to ensure that obtained knowledge can be practically demonstrated.

Methods must include assessment of knowledge as well as assessment of practical skills.

### Assessment context

This unit may be assessed in a simulated environment

### Underpinning knowledge and skills

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none"><li>• Designing Individual Fitness Programs</li><li>• Information Gathering, Screening and Informed Consent</li><li>• Delivering a Fitness Session</li><li>• Knowledge of anatomy and physiology</li><li>• Bio mechanics</li><li>• Periodization</li><li>• Training methods</li></ul>	<ul style="list-style-type: none"><li>• Communication skills</li><li>• Research skills</li><li>• Delivery skills</li><li>• Planning</li><li>• Analytical skills</li><li>• Standard formats</li></ul>

## Unit 14

<b>UNIT TITLE</b>	Basic Nutrition				
<b>DESCRIPTOR</b>	Nutrients are substances that allow your body to make energy, build and maintain tissues and regulate bodily process. If you eat a healthy diet filled with a variety of high nutrient foods, you are more likely to enjoy good health, than if you eat a poor diet that is lacking in nutrients. This lesson will provide an overview of nutrition, which is the process of taking in nutrients from foods, by looking at the two main categories. Macronutrients (Carbohydrates, Proteins, Fat and water) and Micro nutrients (Vitamins and Minerals)				
<b>CODE</b>	SOC11S1U14V1	Level	3	Credit	3

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Understand basic nutrition	1.1 Macro nutrition 1.2 Importance of hydration
2 Basic understanding of Metabolic disorders	2.1 Obesity 2.2 Under weight
3 Identify Eating disorders	3.1 Aneroxia, Bullimia
4 Metabolic rate	4.1 Basal metabolic rate 4.2 Calorie expenditure by activity 4.3 Calorie intake by foods 4.4 Calorie deficit

### Range Statement

The learners should be able to cover the following range;

Understand basic nutrition's and ability to provide dietary recommendations and help change lifestyle habits.

### ASSESSMENT GUIDE

#### Forms of assessment

Assessment methods must be chosen to ensure that obtained knowledge can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

#### Assessment context

Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of practices.

## Underpinning knowledge and skills

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none"><li>• Basic nutrition's</li><li>• Metabolic rate</li><li>• Macro nutrition's</li><li>• Marco nutrition's</li><li>• Weight management</li><li>• Obesity</li><li>• Under weight</li></ul>	<ul style="list-style-type: none"><li>• Record keeping</li><li>• Diet tracking</li><li>• Presentation</li><li>• Communication</li><li>• Simple maths</li><li>• Dietary recommendations</li><li>• Eating disorders</li><li>• Good dietary habits</li></ul>

## Unit 15

<b>UNIT TITLE</b>	Basic Health & Fitness Assessment				
<b>DESCRIPTOR</b>	This unit introduces common basic fitness assessments and training practices in the health and sports settings. Students will further their understanding of the equipment and methods used to assess and improve health and performance. Students will develop the technical and interpersonal skills to perform, interpret and use fitness test results to prescribe evidence based exercise interventions, focused on health and fitness in the general population.				
<b>CODE</b>	SOC11S1U15V1	Level	3	Credit	3

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Measure clients basic physical fitness assessment	1.1 Measure Clients height, weight, anthropometry measurements, body mass index. 1.2 Body composition test according to the standard guidelines and using standard equipment. 1.3 Physical fitness component tests, flexibility test, cardiovascular test, muscular endurance test while adhering to the standard guidelines.
2. Health screening and medical clearance	2.1 Physical activity readiness questionnaire (PAR-Q Form) 2.2 Oral questionnaire, dietary patterns and medical conditions 2.3 If required request a medical report from qualified medical practitioner.
3. Record and interpret assessment results	3.1 Standard measurement sheet for data recording. 3.2 Evaluate assessment results 3.3 Interpret assessment results 3.4 Dietary recommendations and life style coaching
4. Re assessments	4.1 Periodic re assessments (monthly, quarterly) 4.2 Evaluate assessment results

### Range Statement

The learners should be able to cover the following range;

Understand client's fitness goal, fill PAR-Q Form, basic and full assessments

### ASSESSMENT GUIDE

#### Forms of assessment

Assessment methods must be chosen to ensure that obtained knowledge can be practically demonstrated.

Methods must include assessment of knowledge as well as assessment of practical skills.

## Assessment context

**This unit may be assessed in a simulated environment**

## Underpinning knowledge and skills

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none"><li>• Knowledge of physical fitness components.</li><li>• Physical fitness components testing methods.</li><li>• Standard testing protocols.</li><li>• Evaluation methods</li><li>• Record keeping methods.</li><li>• Knowledge of basic nutrition.</li><li>• Ethics</li><li>• Basic mathematic calculations</li></ul>	<ul style="list-style-type: none"><li>• Analytical skills.</li><li>• Result evaluation.</li><li>• Results interpretation.</li><li>• Communication.</li><li>• Proficiency of using testing equipment's.</li><li>• Decision making.</li><li>• Observation</li><li>• professionalism</li></ul>

## Unit 16

<b>UNIT TITLE</b>	Proper use of Gym and equipment(guided practical)				
<b>DESCRIPTOR</b>	Operate and use standard exercise equipment including stretching, aerobic, free weights, machines and various other equipment				
<b>CODE</b>	SOC11S1U16V1	Level	3	Credit	6

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Select appropriate gym equipment, weights	1.1 Provide safe and effective use of a range of cardiovascular exercises
2. Select appropriate cardiovascular training methods for the session planned	2.1 Provide safe and effective cardio vascular training methods 2.2 Apply principles of training

### Range Statement

The learners should be able to cover the following range;

Handle a practical gym session using exercise science, principles of training and training methods.

### ASSESSMENT GUIDE

#### Forms of assessment

Assessment for the unit needs to be holistic and must include real or simulated workplace activities.

#### Assessment context

Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of practices.

### Underpinning knowledge and skills

<b>Underpinning knowledge</b>	<b>Underpinning skills</b>
<ul style="list-style-type: none"><li>• Machine Lifts (Including warm up)</li><li>• Free Weights (Standing)</li><li>• Free Weights (Bench) Including Spotting</li><li>• Cardiovascular (CV) Machines</li></ul>	<ul style="list-style-type: none"><li>• Communication skills</li><li>• Application skills</li><li>• Delivery skills</li></ul>

## Unit 17

<b>UNIT TITLE</b>	Posture and Exercise technique(guided practical)				
<b>DESCRIPTOR</b>	Essentials of optimum postural adjustments in exercise and do core exercises with good technique				
<b>CODE</b>	SOC11S1U17V1	Level	3	Credit	6

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Best use of available resources	1.1 Exercise demonstration according to the correct technique. 1.2 Silent demonstration and verbal demonstration. 1.3 Best teaching skills
2. Correct the techniques	2.1 Observe clients exercise techniques. 2.2 Correct postures. 2.3 Correct breathing techniques. 2.4 Use best exercise for client physical limitations. 2.5 Use safety guidelines

### Range Statement

The learners should be able to cover the following range;

- Correct posture
- Breathing exercises
- Safety guidelines

### ASSESSMENT GUIDE

#### Forms of assessment

Assessment for the unit needs to be holistic and must include real or simulated workplace activities.

#### Assessment context

Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of practices.



## Underpinning knowledge and skills

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none"><li>• Knowledge of exercise names</li><li>• Knowledge of correct posture</li><li>• Muscle involvement</li><li>• Breathing techniques</li><li>• Demonstrations</li><li>• Verbal guidance</li><li>• Understand postural abnormalities.</li><li>• Correct postural abnormalities</li><li>• Bio mechanics</li><li>• Understand the correct load</li></ul>	<ul style="list-style-type: none"><li>• Observation skills</li><li>• Analytical skills</li><li>• Communication skills</li><li>• Teaching skills</li><li>• Equipment handling skills</li><li>• Techniques</li><li>• Training methods</li><li>• First aid</li></ul>

## Unit 18

<b>UNIT TITLE</b>	Advanced Training Methods (guided practical)				
<b>DESCRIPTOR</b>	Interval training, pyramid training, super sets, and tri sets etc...				
<b>CODE</b>	SOC11S1U18V1	Level	3	Credit	6

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Organize available resources	1.1 Choose appropriate tools and equipment's 1.2 Select most suitable training method to enhance performance 1.3 Identify the fitness goal
2. Monitor training load	2.1 Understand suitable training method 2.2 Appropriate exercises 2.3 Correct reps and set range 2.4 Rest , recovery and balance

### Range Statement

The learners should be able to cover the following range;

- Appropriate tools and equipment's
- Fitness goal
- Reps and range setting
- Rest
- Recovery
- Balance

### ASSESSMENT GUIDE

#### Forms of assessment

Assessment for the unit needs to be holistic and must include real or simulated workplace activities.

#### Assessment context

Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of practices.

## Underpinning knowledge and skills

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none"><li>• Anatomy</li><li>• Physiology</li><li>• Bio mechanics</li><li>• Training principles</li><li>• Training methods</li><li>• Safety procedures</li><li>• Fitness apparatus and equipment</li><li>• Fitness test and assessment</li><li>• Exercise methods</li><li>• Safe operation of machines</li><li>• Motivation techniques</li></ul>	<ul style="list-style-type: none"><li>• Communication</li><li>• Planning</li><li>• Delivering</li><li>• Teaching methods</li><li>• Observation</li><li>• Analytical skills</li><li>• First aid</li><li>• Selecting proper load</li><li>• Recovery</li><li>• Reps and sets</li></ul>

## Unit 19

<b>UNIT TITLE</b>	Fitness facility, equipment & member management(supervised internship)				
<b>DESCRIPTOR</b>	Membership rates explanation, gym induction and member enrollment .Equipment and Gym Management involving cleaning of specialized equipment and gym floors.				
<b>CODE</b>	SOC11S1U19V1	Level	3	Credit	6

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1.Familiarize with facility and equipment	1.1 Size of the facility, entrance, exit, fans, and air conditioners, electric switches etc... 1.2 Equipment's available, proper use of equipment's, brands, equipment placing etc...
2.Membership and sales management	2.1 Client rep function 2.2 Knowledge of member enrolments 2.3 Gym induction 2.4 Cleanliness and maintenance management

### Range Statement

The learners should be able to cover the following range;

Understand about the facility, familiar with equipment's available, knowledge of membership sales.

### ASSESSMENT GUIDE

#### Forms of assessment

Assessment for the unit needs to be holistic and must include real or simulated workplace activities.

#### Assessment context

Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of practices.

## Underpinning knowledge and skills

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none"><li>• Marketing</li><li>• Knowledge of the place</li><li>• Public relations</li><li>• Advertising</li><li>• Information technology</li><li>• Fitness knowledge</li><li>• Promotional methods</li><li>• Knowledge of equipment's</li><li>• Facility management</li></ul>	<ul style="list-style-type: none"><li>• Communication</li><li>• Operational procedures</li><li>• Analytical skills</li><li>• Marketing skills</li><li>• Team work</li><li>• Inter personnel skills</li><li>• Motivation</li><li>• Psychology</li><li>• Understand behaviors</li></ul>

## Unit 20

<b>UNIT TITLE</b>	Fitness Instructor trainee (supervised internship)				
<b>DESCRIPTOR</b>	This unit includes the knowledge and skills required for structuring personal workouts, assisting instructors with guidance and supervision of general members and conducting basic fitness assessments as per the respective gym protocols. It also includes team teach with personal trainers and group fitness leaders.				
<b>CODE</b>	SOC11S1U20V1	Level	3	Credit	6

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Sound knowledge about physical fitness	1.1 Mentored ,supervised exercise practical guidelines 1.2 Implement theories 1.3 Assessment and fitness testing methods
2. Maintain professionalism	2.1 Personal hygiene 2.2 Grooming standards 2.3 Avoid smoking , alcohol and drugs
3. Follow code of ethics	3.1 Follow state ,organizational and sporting organizational rules and regulations 3.2 Follow code of ethics

### Range Statement

The learners should be able to cover the following range;

- Practical guidelines
- Theories
- Assessment and fitness methods
- Personal hygiene
- Grooming
- Organizational rules and regulations
- Code of ethics

## ASSESSMENT GUIDE

### Forms of assessment

Assessment for the unit needs to be holistic and must include real or simulated workplace activities.

### Assessment context

Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of practices.

### Underpinning knowledge and skills

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none"><li>• Anatomy, physiology and biomechanics</li><li>• Principles of training</li><li>• Application of FITT principle</li><li>• Exercise prescription</li><li>• Knowledge of equipment's</li><li>• Exercises</li><li>• Training methods</li><li>• Rest, recovery and balance</li><li>• Fitness assessments</li><li>• Nutrition</li><li>• Record keeping</li><li>• Basic calculations</li><li>• First aid</li></ul>	<ul style="list-style-type: none"><li>• Communication</li><li>• Public relation</li><li>• Motivation</li><li>• Equipment handling</li><li>• Analytical skills</li><li>• Interpretational skills</li><li>• Decision making</li><li>• Grooming</li><li>• Teaching skills</li><li>• Team work</li><li>• Good listener</li><li>• Observation</li></ul>

## Unit 21

<b>UNIT TITLE</b>	<b>Personal Trainer</b>				
<b>DESCRIPTOR</b>	Personal Trainer is the industry's most recognized training. This unit covers the skills at which a personal trainer must be qualified such as screening potential client and identifying health risk factors, structure an exercise regimen according to a client's fitness level and specific goals and perform fitness assessment of a client to structure his training regimen. It also describes the knowledge and skills required as a personal trainer to recommend dietary supplements that can help a client meet her specific fitness goals such as protein shakes for lean muscle gain or vitamins for exercise recovery.				
<b>CODE</b>	SOC11S2U21V1	<b>Level</b>	4	<b>Credit</b>	15
<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>				
1.Screening and General information	<p>Screen a potential client to determine if he can be physically trained</p> <p>Identify health risk factors such as diabetes or obesity</p> <p>1.1 Collect information about a potential client's personal medical history, chronic illnesses, biomechanical problems and current medications</p> <p>1.2 Obtain clearance from a client's physician if the client is on blood pressure, cardiac or blood glucose medications</p> <p>1.3 Collect general client information, which includes the client's age, gender, height and weight</p> <p>1.4 Collect information about a client's occupation can help the trainer determine her daily activity level</p> <p>1.5 Inquire about a client's sleeping and dietary habits, water intake and the most recent exercise program she practiced</p>				
2 Fitness Assessment	<p>2.1 Perform a fitness assessment of a client to structure his training regimen</p> <p>2.2 Administer a body composition test to determine a client's percentage of body fat.</p> <p>2.3 Perform Muscular strength and muscular endurance tests to determine the intensity of the client's exercise regimen.</p> <p>2.4 Perform A "step-test" to helps trainer evaluates a client's cardiorespiratory ability</p> <p>2.5 Perform a "sit-and-reach" test to assess client's flexibility with minimal equipment.</p>				



<p>3. Dietary Recommendation</p>	<p>3.1 Provide the client with general dietary advice</p> <p>3.2 Provide a client with literature or recommend foods that provide nutrients that help the body recover from exercise or meet the client's fitness goals</p> <p>3.3 Explain how a client's daily activity determines her dietary caloric requirements and provide charts and tables to help a client make informed meal and meal timing decisions.</p> <p>3.4 Trainers may recommend dietary supplements that can help a client meet her specific fitness goals such as protein shakes for lean muscle gain or vitamins for exercise recovery.</p>
<p>4. Training</p>	<p>4.1 Structure an exercise regimen according to a client's fitness level and specific goals such as weight loss, lean muscle gain, endurance or muscular strength.</p> <p>4.2 Provide instructions about specific resistance movements and the number of sets and repetitions a client should perform during an exercise session</p> <p>4.3 Demonstrate the appropriate technique for completing exercise movements and evaluate progress</p> <p>4.4 Ensure that a client has enough recovery time between workouts. Recovery time depends on the intensity of an individual workout session</p>
<p>5 Guide to workout nutrition</p>	<p>5.1 Recovery Time: recovery should be thought of as a window of opportunity</p> <ul style="list-style-type: none"> <li>- Advice clients to take approximately 30 minutes. Approximately 30 minutes after cardio, the body is optimized to replenish its energy stores muscle and liver glycogen.</li> </ul> <p>5.2 Pre-workout Advice to consume meal between 30-60 min before hitting gym</p> <ul style="list-style-type: none"> <li>- Advice to add protein and fiber to deliver a steadier supply of energy throughout the workout and prevent fatigue resulting from consuming only carbs</li> <li>- Advice to take meal that include low carbs to give you the energy need and protein-rich foods to store in reserve</li> <li>- Advice small snack to help boost blood sugar levels especially if the cardio workout is before the meal or between meals.</li> </ul>

## **Range Statement**

Procedures included:

- Screening procedures client through collection of information about client's personal medical history, chronic illnesses, biomechanical problems and current medication
- Fitness assessment procedures to structure client training regimen
- Procedures for muscular strength and muscular endurance tests to determine the intensity of the clients exercise regimen.
- Procedures for structuring an exercise regimen according to a client's fitness level and specific goals such as weight loss, lean muscle gain, endurance or muscular strength.

**Tools, equipment and materials required may include:**

- Relevant fitness activity equipment

## **Assessment guide**

### *Forms of assessment*

Assessment for the unit needs to be holistic and must be observed through real or simulated workplace activities.

### *Assessment context*

Assessment of this unit must be completed on the job or in a simulated work environment which reflects candidate's ability to demonstrate fitness screening and fitness assessment, recommend dietary requirement based on the clients health.

### *Critical aspects (for assessment)*

It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:

- Communicating effectively with clients to collect required information
- Identifying and assess health issues of clients through fitness assessment
- Safely handling and storage of dangerous and/or hazardous goods and substances.
- Based on intervention with fitness client structure an exercise regimen according to a client's fitness level and specific goals such as weight loss, lean muscle gain, endurance or muscular strength.

### *Assessment conditions*

Assessment must reflect skills and knowledge required by a personal trainer to perform tasks in joining clients and carrying out physical activities

### *Resources required for assessment*

The following should be made available:

- A workplace or simulated workplace

- Fitness activity equipment

### Underpinning knowledge and skills

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none"> <li>• General knowledge on conducting screening procedure and fitness assessment</li> <li>• General knowledge on structuring exercise regimen</li> <li>• General knowledge on specific resistance movements and the number of sets and repetitions a client should perform during an exercise session</li> <li>• General knowledge about foods that provide nutrients that help the body recover from exercise or meet the client's fitness goals</li> <li>• General knowledge dietary supplements that can help a client meet her specific fitness goals such as protein shakes for lean muscle gain or vitamins for exercise recovery.</li> </ul>	<ul style="list-style-type: none"> <li>• Undertake client screening and fitness assessment activities</li> <li>• Effectively communicate with clients in advising on training and recommending healthy foods and providing guide to workout nutrition</li> <li>• Time management skill to manage time accordingly when carrying out fitness activities.</li> <li>• Personal attributes: dependable, analytical, friendly, helping and motivational</li> <li>• Interpersonal skills: speaking, advising, coaching and communication</li> </ul>

## Unit 22

<b>UNIT TITLE</b>	<b>Principles to the Code of Conducts and Ethics</b>				
<b>DESCRIPTOR</b>	As a professional fitness instructor, he/she must follow and stick to the key principles to the code of ethics and conducts to provide quality services. This unit defines good practice for as a professional in the fitness industry by reflecting the core values of rights, relationships, responsibilities, standards and safety.				
<b>CODE</b>	SOC11S2U22V1	Level	4	Credit	15

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Rights	<p>1.1. Maintain a standard of professional conduct as an exercise professional that is appropriate to your dealings with all client groups, and responsibly demonstrate.</p> <p>1.2. Ensure contractual arrangements with your clients are clear and transparent</p> <p>1.3. Have appropriate regard for dealing with and addressing concerns raised by the clients.</p> <p>1.4. If a dispute arises between you and a member of the public concerning role as an exercise professional, try to resolve that dispute between yourselves</p> <p>1.5. Respect for individual differences and diversity</p> <p>1.6. Good practice in challenging discrimination and unfairness</p> <p>1.7. Discretion in dealing with confidential client disclosure.</p>
2. Relationship	<p>2.1. Develop a healthy relationship with customers and other health professionals</p> <p>2.2. Make the clients' needs a priority when planning an appropriate training program promote the client's welfare and best interests</p> <p>2.3. Ensure honesty, accuracy and cooperation when seeking agreements, and avoiding misrepresentation or any conflict of interest arising between clients and your own professional obligations</p>

	2.4. Integrity as an exercise professional and recognition of the position of trust this role puts you in.
3. Personal Responsibilities	<p>3.1. A high standard of professional conduct appropriate in dealings with client groups that meets the image and expectations aimed to maintain for the role of an exercise professional working in the fitness industry</p> <p>3.2. Knowledge of organizational laws and regulations. an understanding of legal responsibilities and accountability when dealing with the public.</p> <p>3.3. Awareness of the need for honesty and accuracy in substantiating claims of authenticity when promoting services to the public</p> <p>3.4. A duty of care to be aware of working environment and able to deal with all reasonably foreseeable accidents and emergencies, protecting oneself, colleagues and clients</p> <p>3.5. Be a positive role model, maintaining control, respect and dignity for all involved in the profession</p> <p>3.6. An image of health and well-being, delivering effective sessions to the clients.</p>
4. Professional Standards	<p>4.1. Seek to adopt the highest level of professional standards in your work and the development of your career</p> <p>4.2. Actively seeking to update knowledge and improve professional skills to ensure service is always of a high standard</p> <p>4.3. Accept responsibility and be accountable for professional decisions or actions.</p> <p>4.4. Evaluate work, and recognize the need, when appropriate, to refer to another professional specialist</p>
5. Safe Working Practice	<p>5.1. Prepare for all activities, ensuring the safety of clients a priority.</p> <p>5.2. A responsible attitude to the care and safety of your clients within the training environment and</p>

	<p>in planned activities, ensuring both are appropriate to the needs of your clients</p> <p>5.3. An appropriate ratio of instructors to clients within any group sessions to ensure that, at all times, the safety of all clients is paramount</p> <p>5.4. Systematically prepare all the clients for the activity in terms of safety, including the safe use of equipment</p>
6. Implementation	<p>6.1. As a fitness professional should pro-actively champion ethical behavior</p> <p>6.2. Reflect the core values of rights, relationships, responsibilities, standards and safety</p> <p>6.3. Recognize and resolve ethical issues and conflicts</p> <p>6.4. Conduct a process of careful reflection, reasoning and consultation with others, as well as consulting further detailed guidance on key areas of practice.</p>

### Range Statement

Principles to be followed and practiced:

- Ensure transparent contractual agreement with the client
- Dealing with and addressing concerns raised by the clients.
- Resolve disputes and respect for individual difference
- Fitness assessment procedures to structure client training regimen

### Assessment guide

#### *Forms of assessment*

Assessment for the unit needs to be holistic and must be observed through real or simulated workplace activities.

#### *Assessment context*

Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of good practice for as a professional in the fitness industry by reflecting the core values of rights, relationships, responsibilities, standards and safety.

#### *Critical aspects (for assessment)*

It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:

- Good practice in challenging discrimination and unfairness
- Follow organization rules and guideline when working with client
- Make the clients' needs a priority when planning an appropriate training program promote the clients welfare and best interests
- Ensure honesty, accuracy and cooperation when seeking agreements, and avoiding misrepresentation or any conflict of interest arising between clients and your own professional obligations

### *Assessment conditions*

Assessment must reflect and events processes that occur over a period of time

### *Resources required for assessment*

The following should be made available:

- A workplace or simulated workplace
- Situations requiring safe working practices

### **Underpinning knowledge and skills**

<b>Underpinning knowledge</b>	<b>Underpinning skills</b>
<ul style="list-style-type: none"><li>• General knowledge of organizational laws and regulations</li><li>• Communication procedures</li><li>• Relevant workplace procedures and guidelines</li><li>• A duty of care to be aware of working environment and able to deal with all reasonably foreseeable accidents and emergencies, protecting oneself, colleagues and clients</li></ul>	<ul style="list-style-type: none"><li>• Undertake safe manual handling jobs</li><li>• Competent to follow good practice in challenging discrimination and unfairness</li><li>• Competent to work safely with workplace equipment's</li><li>• Good customer care skills</li></ul>

<b>UNIT TITLE</b>	<b>Medical conditions and training</b>				
<b>DESCRIPTOR</b>	Medical conditions are rarely a total bar to exercise but they may often impose limitations or require modification of training program. This unit covers skills and knowledge required in helping, encouraging, coaching/teaching people with medical conditions.				
<b>CODE</b>	SOC11S2U23V1	<b>Level</b>	4	<b>Credit</b>	15

## Unit 23

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Asthma and Obesity	<p>1.1. Asthma is common and affects children and adults. Fitness instructor should have asthma action plan or care plans which incorporate advice or exercise</p> <p>1.2. Demonstrate good control. Improvements in control of asthma may be required when symptoms limit performance</p> <p>1.3. Exercise and physical training are important for obese patients to improve weight loss and are an essential part of a return to health and fitness</p> <p>1.4. Caution is required because obesity is also a risk factor for other disease including heart disease hypertension, diabetes and arthritis</p>
2. Diabetes	<p>2.1. Focus on exercises which metabolizes glucose and increase tissue sensitivity to insulin. This can be done through vigorous exercise in hose on insulin</p> <p>2.2. Advice to reduce insulin and increase carbohydrate 20 minutes before exercise when vigorous exercise is anticipated.</p> <p>2.3. Ensure availability of “fast glucose” for symptomatic hypoglycemia</p>
3. Arthritis and Depression	<p>3.1. Plan goals which are realistic as arthritis benefits from exercise, an exception to inflammatory arthritis that needs rest.</p> <p>3.2. Plan exercise program that will benefit young people with depression</p>

## Range Statement



- Care plan for clients with asthma when symptoms limit performance
- Exercise and physical training are important for obese patients to improve weight loss
- Exercises which metabolizes glucose and increase tissue sensitivity to insulin in case of clients with diabetes
- Plan exercise which benefit clients with arthritis

**Tools, equipment and materials required may include:**

- Exercise equipment for physical exercises such as weight lifting, push-ups

**Assessment guide**

*Forms of assessment*

Assessment for the unit needs to be holistic and must be observed through real or simulated workplace activities.

*Assessment context*

Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range skills and knowledge required in helping, encouraging, and coaching/teaching people with medical conditions.

*Critical aspects (for assessment)*

It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:

- Communicating effectively providing advice with clients who has medical condition such as diabetes, asthma and depression
- Being cautious carrying out exercise for obese clients as it is a risk factor for other disease including heart disease hypertension, diabetes and arthritis
- Plan exercise program that will benefit young people with depression

*Assessment conditions*

Assessment must reflect and events processes that occur in a fitness industry when dealing with clients with medical conditions.

*Resources required for assessment*

The following should be made available:

- A workplace or simulated workplace

### Underpinning knowledge and skills

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none"><li>• General knowledge on safe physical exercises for clients with asthma, diabetes and obesity</li><li>• Relevant workplace procedures and guidelines when providing advice to clients with medical conditions</li><li>• General knowledge of exercise which are realistic in achieving goals and which benefit clients with medical conditions</li></ul>	<ul style="list-style-type: none"><li>• Undertake safe fitness exercise according to the medical demands of the clients</li><li>• Competent to work safely with workplace equipment'</li><li>• Good communication skill to provide advice and recommendations</li></ul>

<b>UNIT TITLE</b>	<b>Fitness Training for Different Age Groups</b>				
<b>DESCRIPTOR</b>	This unit describes skills and knowledge required to conduct age appropriate exercises which is safe.				
<b>CODE</b>	SOC11S2U24V1	<b>Level</b>	4	<b>Credit</b>	15

## UNIT 24

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Athletes	<p>1.1. Plan fitness programs that match the fitness components demanded by athletes. Programs can be built to target fitness components such as muscular strength, power, speed, agility, flexibility, muscular endurance, and energy fitness.</p> <p>1.2. Must decide which training methods produce the best results in the most efficient ways to develop strength fitness. The following are common methods of strength development</p> <ul style="list-style-type: none"> <li>- <b>Free weights:</b> develops strength, as well as other fitness components, and also teaches mental concepts, such as the use of the lower body before the arms</li> <li>- <b>Machines:</b> emphasize the development of specific muscle groups. ore suited to strengthen muscles that are more difficult to target with free weights, such as the lats and hip ab/adductors</li> <li>- <b>Body weight exercises</b></li> </ul> <p>1.3. Tips to Build Endurance Fitness for Sports</p> <ul style="list-style-type: none"> <li>- <b>Test Athletes:</b> The 1.5-mile run</li> <li>- <b>Training Intensity:</b> Maximum heart rate can be used to calculate the training target</li> <li>- <b>Intermittent vs. Continuous:</b> Carry intense training activities as well as continuous activities, that match the demands of the sport.</li> <li>- <b>Duration:</b> Allocate corresponding proportions of training time and intensity to competitive demands.</li> <li>- <b>Annual Training Plan:</b> Train 5-6 times per week at 70% max HR; during pre-season, train at 6-7 times per week at</li> </ul>

	<p>85-95% of max HR; during early season train 5-6 times per week at 95-100% max HR; and during peak season train at 70-100% max HR. Both competition and practice sessions are considered as training</p> <p>1.4. Build agility fitness through training activities that improve the ability to change directions and making position transitions quickly.</p> <p>1.5. Intergrade motor (movement) efficiency to develop coordination--another performance-related component of fitness.</p> <p>1.6. Develop a periodized program with several phases and cycles that allow more time for the athlete to make substantial improvements.</p> <p>1.7. Improve psychological preparation, sport skill development, and other qualities that will transfer to sport performance.</p>
2. Kids and adolescents	<p>2.1. Prefer a wide range of activities such as hopping, running, skipping, jumping off things and rapid twisting</p> <p>2.2. Exercise with weights for adolescents to increase bone density</p> <p>2.3. Use a variety of enjoyable activities designed to improve cardiovascular fitness, muscular strength and endurance, body composition and flexibility</p> <p>2.4. Always make sure youths are under the supervision and instruction of a trainer.</p> <p>2.5. Always start with a warm-up and end with a cool-down</p> <p>2.6. Begin with 1 set of 8–15 repetitions and enough exercises to include all major muscle groups. Work young clients through their full range of motion. To achieve strength gains, the workout should be at least 20–30 minutes long 2–3 times per week.</p>
3. Training for Seniors	<p>3.1. Conduct exercise that gradually build endurance, strength, balance, and flexibility.</p> <p>3.2. begin with are low-impact exercises, such as walking, cycling, swimming, and water aerobics.</p> <p>3.3. If the client is aged 65 or older, make clients do at least 150 minutes of moderate-intensity aerobic activity per week — or 75 minutes of vigorous-intensity aerobic activity.</p> <p>3.4. Carry pushup to strengthen chest, upper back and shoulders. Example of modified pushup to strengthen chest, upper back and shoulders.</p> <ul style="list-style-type: none"> <li>- Stand facing a wall, with toes 12 to 18 inches away from it</li> <li>- Lean forward slightly and place palm flat on the wall at shoulder height</li> </ul>

	<ul style="list-style-type: none"> <li>- Slowly bend elbows to lower body toward the wall at shoulder height</li> <li>- Bend elbows to lower body toward the wall until nose touch it and get close without straining.</li> </ul> <p>3.5. For older adults, even minor injuries can have severe consequences. Carrying out Yoga and similar exercise will help improve balance as well as flexibility</p> <p>3.6. Carry out the following exercise to help improve balance</p> <p>-- Stand directly behind a sturdy chair, such as a dining room chair that won't tip easily.</p> <ul style="list-style-type: none"> <li>- Rest one hand on the back of the chair and the other hand on hip.</li> <li>- Lift right leg, bending the knee slightly.</li> <li>- Hold leg up for a count of 10. Relax for a moment.</li> <li>- Then do nine more repetitions on that side, before switching legs and repeating on the other side.</li> </ul> <p>3.7. Carry out warm up for 3 to 5 minutes before stretching by walking or simply marching in space and slowly move body into each stretch holding the pose for at least 10 seconds.</p> <p>3.8. Carry out simple neck stretch while standing or sitting down as follow</p> <ul style="list-style-type: none"> <li>- Slowly turn head toward the right until you feel a slight stretch.</li> <li>- Don't tilt head backward or forward.</li> <li>- Hold this pose for 10 to 30 seconds.</li> <li>- Then slowly turn head to the left. Hold for another 10 to 30 seconds.</li> <li>- Repeat three times in each direction.</li> </ul>
--	--

### Range Statement

- Plan fitness programs that match the fitness components demanded by athletes
- Build agility fitness through training activities
- Develop a periodized program with several phases and cycles that allow more time for the athlete to make substantial improvements
- Plan and carry out wide variety of enjoyable activities designed to improve cardiovascular fitness, muscular strength and endurance, body composition and flexibility specially designed for kids and adolescents

- Plan and conduct safe fitness exercise/activities that is appropriate for seniors

**Tools, equipment and materials required may include:**

- Fitness equipment

**Assessment guide**

*Forms of assessment*

Assessment for the unit needs to be holistic and must be observed through real or simulated workplace activities such as planning and conducting fitness programs for different age groups

*Assessment context*

Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of safe fitness training activities appropriate for different age groups

*Assessment conditions*

Assessment must reflect and events processes that occur over a period of time

*Resources required for assessment*

The following should be made available:

- A workplace or simulated workplace
- Situations requiring safe working practices

**Underpinning knowledge and skills**

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none"> <li>• General knowledge on planning fitness programs that built to target fitness components such as muscular strength, power, speed, agility, flexibility, muscular endurance, and energy fitness</li> <li>• General knowledge in deciding which training methods produce the best results in the most efficient ways to develop strength fitness</li> <li>• General knowledge to conduct wide variety of enjoyable activities designed to improve cardiovascular fitness, muscular strength and endurance, body composition and flexibility such as hopping, running, skipping, jumping off things and rapid twisting</li> </ul>	<ul style="list-style-type: none"> <li>• Undertake training methods such as free weights, machines and body weight exercises</li> <li>• <b>Listening skills.</b> Fitness trainers and instructors must be able to listen carefully to what clients tell them to determine the client's fitness levels and desired fitness goals.</li> <li>• <b>Physical fitness.</b> Fitness trainers and instructors need to be physically fit because their job requires a considerable amount of exercise. Group instructors often participate in classes, and personal trainers often need to show exercises to their clients.</li> <li>• <b>Problem-solving skills.</b> Fitness trainers and instructors must evaluate</li> </ul>

	<p>each client's level of fitness and create an appropriate fitness plan to meet the client's individual needs.</p> <ul style="list-style-type: none"><li>• <b>Speaking skills.</b> Fitness trainers and instructors must be able to communicate well because they need to be able to explain exercises and movements to clients, as well as motivate them verbally during exercises.</li></ul>
--	---