
Unit Specification

USP183 – Professional practice for exercise and fitness professionals

Unit reference number: F/617/2591

Level: 2

Guided Learning (GL) hours: 28

Overview

This unit provides the foundation knowledge required for professional practice in an exercise and fitness environment. It introduces learners to health and safety, safeguarding; customer care; information technology and business acumen.

Learners will develop their knowledge of health, safety and welfare requirements in an exercise and fitness environment; including how to identify and manage risks and follow emergency procedures and how to safeguard the welfare of children and vulnerable adults in a fitness environment. They will develop knowledge of the key principles relating to customer care and how to provide a positive customer experience. Learners will develop the knowledge and skills to support clients with physical activity, promote services and products to meet client needs and manage customer complaints.

Learners will develop knowledge of professional conduct and ethics, including the value of continuing professional development. They will develop knowledge of basic business requirements, when working in the fitness instructor role, including tax, national insurance, liability insurance and music licenses.

Learners will develop knowledge of information technology that can be used in a fitness environment, including the use of social media and wearable technology that may enhance the customer experience.

Learners will apply their professional knowledge and skills in a range of customer facing duties, specific to their role with the aim of maximising the customer experience.

Learning outcomes

On completion of this unit, learners will:

LO1 Know health, safety and welfare procedures in a fitness environment

LO2 Know how to maximise the customer experience within a fitness environment

LO3 Understand professional practice in a fitness environment

LO4 Know how information technology can be used in a fitness environment

LO5 Be able to demonstrate professional practice to maximise the customer experience

Unit content

LO1 Know health, safety and welfare procedures in a fitness environment

Legal and regulatory requirements for health, safety and welfare in a fitness environment

Taught content

- The importance of health and safety
 - To protect clients, staff and self
 - To ensure provision of safe and effective equipment
 - To ensure safe and hygienic premises
 - To meet health and safety legislative requirements and industry standards/codes of ethical practice
- National legislation
 - Health and safety legislation – Health and safety at work act (1974), Control of Substances Hazardous to Health, Manual handling, Reporting of Injuries, Diseases and Dangerous Occurrences Regulations, Electricity at Work Regulations, First Aid Regulations, Personal Protective Equipment (PPE)
 - Equalities Act (2010) and disability discrimination legislation
 - Safeguarding children and vulnerable adults
 - Other – Law of Tort, employee and public liability insurance, organisation policies and procedures, Disclosure and Barring Service (DBS) checks
- Security procedures that may apply in a fitness environment
 - Controlled and recorded reception access/departure, CCTV coverage of public areas, entrances and exits
 - Lockable storage for personal valuables
 - Locked storage of maintenance and cleaning products
 - Locked doors to areas with restricted public access
 - Locked storage of client data records – data protection and client confidentiality
 - Opening and closing procedures
 - Fire and evacuation procedures, fire alarm testing
- Organisational procedures and key documents
 - Organisation health and safety policy
 - Normal operating procedures (NOPs) or Standard operating procedures (SOPs)
 - Emergency Action Plans (EAPs)
 - Risk assessments and how to conduct these (appropriate to role)
 - Accident/incident report form
 - First aid book
 - Manual handling - appropriate to role
 - Control of substances hazardous to health
 - Screening and informed consent records

- Equipment and facility - maintenance and service records and storage of equipment
- Use of and following manufacturer's guidelines (and where to access)
- Personal liability insurance
- Professional indemnity insurance

Duty of care and professional role boundaries in a fitness environment

Taught content

- The roles and responsibilities of individuals for maintaining health and safety in the workplace
 - Instructors/trainers – equipment and facility checks, service and maintenance, completing and recording specific activity risk assessments, maintaining safe practice during exercise provision
 - Managers/health and safety officer – monitor health and safety practice, maintain and review risk assessments, review organisational health and safety policy, update staff on health and safety policy
 - Health and safety executive – inspection and review of organisation's health and safety procedures and practice
- Duty of care and professional responsibilities and role boundaries
 - Ensure customer safety and wellbeing at all times
 - Comply with legislation
 - Follow organisation procedures
 - Duty of care – to ensure no unreasonable harm or loss (three criteria for negligence)
 - Greater duty of care with vulnerable adults (over 18 years and in need of community care services, mental or other disability, unable to care for self, potential for exploitation)
 - Greater duty of care with clients undergoing special physiological lifespan processes, e.g. ageing, childhood, antenatal, postnatal
 - Educate customers/clients about own role, responsibilities and limitations
 - Work within scope of practice and maintain role boundaries
 - Screening and informed consent of customers
 - Ensuring safety of self and others
 - Adequate professional insurances
 - Appropriate record keeping – adhering to confidentiality and data protection legislation
 - The health and safety implications of assembly, dismantling, hygiene and storage of equipment; including use of manufacturer guidelines and where to access these and equipment storage plans
 - Work in areas of competence, e.g. where relevant qualifications are held
 - Level 2 fitness instructors work with apparently healthy adults
 - Must hold additional qualifications to work with special populations
 - Not qualified to practise or advertise as a special populations instructor; instruct special population clients on one to one or group

basis; to plan a progressive and long term special population activity programme

- Health screened and asymptomatic special populations may be accommodated on an occasional basis within mainstream exercise sessions, clients must be informed of instructor role boundaries and given the choice to participate
 - Instructors should obtain relevant qualifications if regularly working with special population clients, insurance policies must cover the instruction of special populations
- Information sources for maintaining professional role boundaries – Code of Ethics, CIMSPA, REPs
 - Signposting sources for customers with specific needs – general practitioner, physiotherapist, registered dietitian, registered nutritionist, first aider, line manager
 - Routine cleaning and maintenance schedule
 - Cleaning rota and maintenance checks (frequency and sign off responsibilities) for equipment, e.g. CV and resistance machines; indoor cycles; studio equipment, e.g. mats, hand weights; portable equipment
 - Cleaning substances – anti-bacterial spray, soap, disinfectant etc. The uses of different cleaning products. Appropriate storage and use of cleaning products. Awareness of product labels (COSHH)
 - Cleaning equipment – mops, buckets, paper towels, use of warning signs when cleaning
 - Waste management – for both hazardous and non-hazardous waste; disposal of waste in line with environmental policy

Managing emergencies in a fitness environment

Taught content

- The different types of emergencies that can happen in a fitness environment
 - First aid – accidental injury (sprain, strain, bleeding), medical conditions (angina, heart attack, asthma attack, epilepsy)
 - Accidents – using equipment, trips, slips, falls
 - Fire – building, electrical equipment, flammable products
 - Missing person – child, disabled person, vulnerable adults
 - Other – suspected bomb, chemical spillage, theft, security issues (breaking and entering), abuse
- The roles of staff and external services when dealing with accidents and emergencies
 - Instructor – deal with situation when it arises within limits of own responsibility, refer situation if necessary, report emergency and complete incident report form
 - Reception staff – contact emergency services, contact duty manager and duty first aider as required, meet and direct emergency services to location
 - Line/duty manager – complete incident/report form according to organisation requirements
 - First aider – deal with first aid accidents and emergencies
 - Paramedic – treat medical emergency
 - Police – investigate missing person, theft of belongings, security issues, abuse (verbal or physical)
 - Fire service – investigate, resolve and make safe fire emergency
- The importance of following emergency procedures when dealing with accidents and emergencies
 - To ensure the emergency is resolved
 - To maintain the health and safety of all clients and staff
 - To ensure all staff responsibilities are clearly located and followed
 - To ensure the emergency is reported and recorded
 - To meet legislative requirements
- How to maintain the safety of people involved in accidents and emergencies
 - Stop the fitness activity, provide information to keep people informed
 - Direct to a safe environment (other area, first aid room, fire assembly point)
 - Contact appropriate personnel (line manager, emergency services, first aider, parent or guardian, significant others)
 - Consider needs of specific populations (disabilities, older adult, children) and ensure appropriate procedures are in place for managing special populations

Managing risks in a fitness environment

Taught content

- The possible hazards in a fitness environment
 - Facilities – slippery or uneven floor surfaces, obstructed floor areas, fire, space and overcrowding, temperature
 - Equipment – broken, improper technical use, maintenance
 - Working practices – inappropriate exercise type and intensity, improper exercise technique, lifting, handling
 - Client – health and screening issues, medical conditions, behaviour (e.g. abusive behaviour or equipment misuse)
 - Security – unauthorised persons, theft, suspected bomb
 - Hygiene – cross-infection, contact with hazardous cleaning and maintenance products
 - Other – anything else that may cause harm
- Different methods of risk assessment
 - Informal – visual inspection and appraisal of possible hazards, verbal screening of clients, identification of who may be harmed
 - Formal – Health and Safety Executive – Five stages to risk assessment; written completion of risk assessment form (hazards, harm potential, people affected, risk severity, risk frequency, risk rating (low, medium, high, very high), appropriate actions and additional control measures (eliminate, reduce, isolate, protective clothing), review of risks
- How to manage and control risks
 - Facilities (e.g. cleaning and maintenance schedule, appropriate activities, sufficient floor area, location of fire exits, location of fire extinguishers, serviced fire extinguishers, storage of flammable products, organisational procedure for fire emergency
 - Equipment – appropriate layout and spacing around equipment, service and maintenance schedule undertaken and recorded, out of order equipment clearly marked, correct technical instruction
 - Working practices – induction, correct technical instruction, appropriate exercise type and intensity, correct lifting and handling technique, gym floor supervision, appropriate cleaning and maintenance and use of cleaning products
 - Client – screening, suitable client footwear and clothing, behaviour (e.g. rules and standards information, no chewing gum or jewellery)
 - Security – controlled reception access, locked fire and emergency doors, alarm systems, supervision on gym floor
 - First aid – qualified first aider, replenished first aid kit, location of nearest first aid kit, organisational procedure for medical emergency
 - Hygiene – regular cleaning schedule, appropriate use of cleaning products (and PPE) clothing guidelines for clients, client hygiene information, changing room checks
- The appropriate personnel to refer to for assistance in managing risks outside of personal authority
 - Line manager
 - Organisation health and safety manager

- First aider
- Lifeguard
- External services
- Health and safety executive
- Fire officer
- Safeguarding officer

Principles of safeguarding the welfare of children and vulnerable adults

Taught content

- Key features of safeguarding
 - Protecting from maltreatment, preventing impairment of health and development, ensuring provision of safe and effective care, ensuring optimum life chances
 - Legislation that affects those working with children and vulnerable adults (the children act, the police act, the protection of children act, every child matters act, safeguarding vulnerable groups act, the disability discrimination act, DBS (previously CRB) check
- The responsibilities and limitations of their role in safeguarding
 - Responsibility of fitness instructor – duty of care to safeguard children and adults during provision of service. Refer suspected and reported abuse to the designated employee
 - Limitations – refer but not deal with suspected or reported abuse
- The different types of abuse and possible signs and symptoms
 - Physical – hitting, shaking, throwing, poisoning, burning, drowning, suffocating, causing physical harm, forcing training and competition exceeding the capacity of the body, giving drugs to enhance performance or delay puberty
 - Emotional – constant criticism, name calling, sarcasm, bullying, under constant pressure to perform to unrealistically high standards
 - Neglect – not ensuring safety, exposure to undue cold or heat, exposure to unnecessary risk of injury
 - Bullying – name calling, insults, verbal abuse, being deliberately embarrassed and humiliated by others, being made to feel different, being lied about, being physically assaulted or threatened with violence, being ignored
 - Sexual – forcing or enticing a person to take part in sexual activities, involving people in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging people to behave in sexually inappropriate ways
- Possible signs of abuse
 - Physical – unexplained recurrent injuries or burns, probable excuses or refusal to explain injuries, wearing clothes to cover injuries, refusal to undress for exercise, bald patches, chronic running away, fear of medical help or examination, self-destructive tendencies, aggression towards others, fear of physical contact
 - Emotional – physical, mental and emotional development lags, sudden speech disorders, continual self-depreciation, overreaction to mistakes, extreme fear of any

new situation, inappropriate response to pain, neurotic behaviour, extremes of passivity or aggression

- Neglect – constant hunger, poor personal hygiene, constant tiredness, poor state of clothing, untreated medical problems, no social relationships, destructive tendencies
- Bullying – become withdrawn, start stammering, lack confidence, become distressed and anxious, stop eating, attempt or threaten suicide, have their possessions go missing, refuse to talk about problems, have unexplained bruises and cuts, begin to bully others, become aggressive and unreasonable
- Sexual – distracted, sudden mood swings, exhibit or mimic sexual behaviours, poor self or body image, resist changing clothes, wetting and soiling accidents, self-injury and harm
- The policies, procedures and reporting procedures for managing suspected abuse
 - Policies for a specific fitness organisation – safeguarding children, safeguarding vulnerable adults, protection from accusations of abuse
 - Statutory agencies – Social Services, Police, National Society for the Prevention of Cruelty to Children (NSPCC), Ofsted, Estyn, Independent Safeguarding Authority (ISA), associated roles and responsibilities
 - When to contact statutory agencies (when abuse is suspected and/or when abuse has been reported)
 - Maintaining confidentiality – follow organisational procedures, refer to designated member of staff, use a safe and private place to discuss the issue with professional staff member, record and store details according data protection legislation

LO2 Know how to maximise the customer experience within a fitness environment

Key principles relating to customer care

Taught content

- The terminology that is used within customer service
 - Clients and customers
 - Customer needs, customer service, customer experience, customer engagement, customer care, customer journey, customer data
 - Positive experience, negative experience
 - Customer contact points, customer facing roles
 - Internal customer, external customer
 - Standard service, professional service, quality service, going the 'extra mile'
 - Team work
- The importance of customer care (internal and external customers)
 - For the organisation
 - For the customer
 - The benefits and effects of a positive experience – customer loyalty, word of mouth promotion, retention, competitive edge
 - The disadvantages and effects of a negative experience – poor reputation, low retention, reduced adherence, loss of customer support
- The customer journey and ways to improve service at all customer contact points – front of house, gym desk, bookings and appointments, marketing and sales, membership tours, gym induction, gym motivator, gym floor walking, first aid etc.
- Examples of responsibilities and duties at all customer contact points
 - How to improve a customer's experience
 - The importance of listening to customer's wants and needs
 - Obtaining customer feedback and monitoring customer provision and the effects of this on the customer experience
 - The importance of dealing with client needs to their satisfaction
 - Where to source relevant and appropriate information to meet client needs
 - Dealing with any delay in meeting client needs effectively
 - Using customer feedback to adapt the customer support and care provided
- Going the 'extra mile'
 - How this differs from routine, every day service
 - The effect on the customer experience
 - The benefits of going the 'extra mile' for the customer and organisation
 - Actions and behaviours add value to the customer experience and which make customers feel valued
 - How to exceed customer expectations
- The legislation relating to working with customers
 - Equality and diversity – what is meant by equality and diversity, examples of diverse needs, how to support diverse needs, actions and behaviours that may cause offense

and/or disrespect customers (internal and external), how to promote equality and fairness

- Health and safety at work – key principles relating to customer care – manual handling, first aid
- Data Protection Act – the importance of maintaining confidentiality, maintaining customer and client records securely, information sharing
- Importance of adhering to legislation
- Responsibilities of employees and employers relating to customer care – policies, procedures

Providing a positive customer experience

Taught content

- Awareness of local demographics and different customer needs – the organisations service and product users and their expectations
 - External and internal customers
 - New customers
 - Regular customers
 - Specific needs, e.g. disabilities (deaf or partial hearing, blind or partial sighted, physical disabilities), language, cultural differences
 - Special populations, e.g. Children/teenagers, older adults
 - Emotional needs – happy customers, confused customers, satisfied or dissatisfied customers, angry or upset customers
- Throughout the customer journey and specific contact points and in the variety of different customer facing services
 - Front of house – reception, gym desk
 - Providing a specific service, e.g. membership tours, induction to equipment; activity instruction
 - Supervision and motivation, e.g. gym, pool or studio
 - Responding to customer requests or needs
 - Responding to customer complaints
- Types of information and support that may be sought by customers
 - Membership and facility tours
 - Bookings and appointments
 - Products and services
 - General information
 - Complaints or problems
 - Additional products and services
 - Client consultations and assessment
 - Inductions
 - Training sessions
 - Health and lifestyle advice and guidance
- The characteristics, skills and behaviours needed to deliver customer care and support clients

- Personal qualities
- Professionalism
- Self-presentation
- Attitude and values
- Knowledge and skills
- Behaviours and actions
- How to respond to customer needs and requests for information
- How to make a positive impression:
 - Appropriate attitude when dealing with customers
 - Awareness of behaviours and actions that may positively or negatively affect the customer experience and emotions
 - How to carry out customer care activities and show consideration for customers and their needs
- Behaviours and actions to make a positive impression
 - Recognising when a customer wants or needs help or attention and respond appropriately
 - 'Walking the gym floor' and being accessible and approachable
 - Speaking to customers and help to put them at their ease
 - Acknowledging customer feelings
 - Being positive and enthusiastic
 - Focusing on customers and their needs and ignoring distractions
 - Showing customers respect
 - Adapting communication to meet specific customer needs and different situations
- The importance of forming effective working relationships with customers
 - Internal and external customers
 - The importance of teamwork for the delivery of excellent customer experience
 - Team working skills that add value excellent customer experience
 - The importance of valuing equality and diversity for forming effective relationships
- How to professionally interact with customers
 - Acknowledging customers with immediacy
 - Building customer relationships – introducing self to customers, building rapport, getting to know customers, maintaining relationships
 - When to take the initiative in approaching customers
 - Ways of meeting and greeting – the importance of acknowledging customers
 - How to adapt communication to suit client needs – age, language, use of appropriate language that can be understood by customer, respecting individuality
 - Knowing when customers need help or attention – how to offer help, providing accurate information, and the importance of responding to customer requests within an appropriate timescale
 - Providing ongoing customer care and support

- How to gather information and feedback from customers – comment boxes, face to face communication, surveys, questionnaires, social media; interpreting and using customer information; impact on the customer experience, professionally interact

Communicating with customers

Taught content

- Internal and external customers
- Different types of communication
 - Face-to-face
 - Telephone calls – incoming and outgoing
 - Written – email, social media, posters, notice boards, memorandum, newsletters
- Communication skills and techniques and their uses
 - Face-to-face and telephone – active listening, open questioning, reflective and summarising statements
 - Written communication – with consideration to language (appropriate for audience), grammar, punctuation, spelling and use of visual aids (posters, hyperlinks to social media, where appropriate)
 - Helpful helping skills – positive attitude, core conditions (empathy, positive regard, non-judgement), patience, trust and respect, polite, friendly, approachable, adaptability, willing to help, enthusiastic
 - Motivational interviewing – developing priorities and importance; building confidence and readiness; dealing with resistance to change, using open-ended questioning (and use of closed questions), reflective statements, paraphrasing, summarising, decisional balance sheet, active listening
 - Awareness of the effects of communication types and skills – positive and negative
 - Awareness of non-verbal communication (own and customers), e.g. body language, eye contact, posture, gestures, spatial proximity

Managing customer complaints

Taught content

- Potential sources for customer complaints
 - Cancelled sessions/group exercise classes
 - Double bookings
 - Showers and changing facilities
 - Behaviour or attitude of other users
 - Staff or service provision, including the attitude and behaviour of staff
 - Product dissatisfaction
- How to deal with customer complaints
 - The use of problem solving to resolve customer service issues
 - How to reassure customers, e.g. taking responsibility to deal with the complaint (working within role boundaries and passing complaints to senior colleagues where

appropriate), apologising on behalf of the organisation, listening, non-judgement, not taking complaint personally; checking the complaint has been dealt with to customer satisfaction

- Communication styles
 - Assertive, aggressive, manipulative and passive behaviour
 - The effect of own behaviour on others
 - Behaviours that are challenging to deal with
 - Adapting communication style to promote effective resolution and prevent escalation of volatile situations
 - Dealing with dissatisfied customers
 - Following an organisation's procedure when dealing with complaints
- How to respond to customer complaints and problems
 - Use assertive verbal communication and body language
 - Summarise the details accurately and ensure customer satisfaction/agreement
 - Investigate the facts and establish how the complaint should be dealt with
 - Identify a range of solutions – with benefits and drawbacks for customer, organisation and self
 - Discuss findings and solutions with customer – ensure customer satisfaction/agreement
 - Check the customer is satisfied with how their complaint has been handled – follow-up with them, e.g. next visit, telephone call
 - Record all details using organisation procedures
 - Passing information on to a senior colleague
 - How, why and when to do this – with consideration to role boundaries
 - How to pass information accurately
 - Maintaining records
 - Complaints policy and procedure

Promoting products and services to meet customer needs

Taught content

- All services and products within an organisation including additional services not currently used by a customer
 - Personal training sessions for one to one support and motivation
 - Specialist courses or sessions, e.g. lifestyle advice and guidance, weight management, healthy eating, back care
 - Group exercise e.g. circuits, indoor cycling
 - Training products – clothing and footwear, exercise mats, heart rate monitors, water bottles
 - Pool-based activities – swimming and swimming lessons
 - Racquet sports

- Sports massage – pre and post event, inter-event; maintenance; relaxation and general wellbeing
- Physiotherapist – injury and posture advice
- Nutritionist – dietary guidance
- Café – socialisation, rest, healthy eating
- Beauty therapy and spa facilities – self-care
- Unique selling points of products and services
- Combination of facilities and services offered that are not available elsewhere
- Specialities and target market niches
- How the use of additional services and products may improve the customer experience:
 - Different client needs – motivation, encouragement, support, health improvement, physical fitness improvement, socialisation and community (belonging and being part of something)
 - How the different services and products may benefit specific needs or interests, e.g. one-to-one support; assist lifestyle management or behaviour change; reduce stress; promote self-care
- Opportunities to promote other products and services and methods of promoting services
 - Face-to-face communication and response to customer enquiry
 - Social media
 - Use of posters and displays
 - Demonstrations and workshops
 - Other customers, e.g. satisfied customers
 - Free trial sessions or sample products
- How customers can promote an organisation – word or mouth, day membership passes, free day pass promotions, refer a friend and receive a free gift
- Opportunities to differentiate self and services from competitors e.g. other fitness instructors and personal trainers. Own experiences and achievements relevant to supporting others in a fitness capacity
- How customer use of other services and products may benefit the organisation – sales, retention and improving customer experience (one stop shop)
- Awareness of competitors
 - Other gyms and fitness facilities available locally, their benefits and disadvantages
 - Different business types locally that may compete for a client’s disposable income
 - Diets and weight loss services that clients may choose as an alternative to gyms or personal training

Working independently and with others

Taught content

- How to work alone, unsupervised
- How to work as part of a team with minimal supervision
- How to communicate effectively with clients and team members/colleagues
- Relevant skills and abilities – adaptability, confidence, team working, problem solving, conscientiousness, efficient time management, ability to plan and prepare own work, ability to identify areas for development, ability to follow instructions

LO3 Understand professional practice in a fitness environment

Professional conduct and ethics in a fitness environment

Taught content

- Personal conduct to portray a professional image
 - Respectful of clients and other professionals
 - Positive role model
 - Empower others
 - Personal integrity
 - Motivating
 - Honest and trustworthy
 - Committed
 - Non-judgemental
 - Consistent
 - Maintain role boundaries
- Roles and responsibilities of self and others involved in programme including the client and other professionals
- Follow guidelines of professional organisations that direct Industry codes of ethics and conduct
 - Chartered Institute for the Management of Sport and Physical Activity (CIMSPA)
 - EuropeActive
 - Register of Exercise Professionals (REPs), ICREPs, REPs code of ethical conduct
 - UK Active
 - Health and Safety Executive
- Other professional bodies
 - American College of Sports Medicine (ACSM)
 - World Health Organisation (WHO)
 - National Institute for Health and Clinical Excellence (NICE)
- Professional ethics related to own role
 - Professional memberships and insurance
 - Working within role boundaries/scope of practice and responsibilities
 - Accurate representation of skills, abilities, and knowledge
 - Appropriate interface with other relevant professionals
 - Appropriate business practices and professional code of conduct

Importance of reflective practice and continuing professional development

Taught content

- The value of reflective practice – learning from experience and development of knowledge, skills and professionalism
 - Reflect on knowledge and skills across areas – customer experience, health and safety, professionalism, practical skills
 - Use of journals and performance reviews to aid reflection
- The value of continuing professional development – development of knowledge and skills, keep up-to-date with industry standards, trends and new developments; career development and progression
- How to keep knowledge and skills up to date
 - Own reflective practice
 - Feedback from peers
 - Feedback from customers
 - Feedback and performance reviews/appraisals from line managers
 - Attending relevant workshops
 - Reading books and journals
 - Use of reputable websites
- How to access relevant industry-recognised CPD
 - Professional organisations, e.g. EuropeActive, REPs, CIMSPA and their role in developing guidelines relating to CPD
 - Workplace and employer, e.g. in-service training and external sourced training
- How to maintain self-evaluation record to assist personal and professional development
- Awareness of relevant requirement and guidelines for maintaining continuing professional development

Business acumen relevant to own role

Taught content

- Organisation's or own product offer and how to support secondary spends where appropriate
- Aspects of business
 - Individual and organisational goals
 - Targets and objectives (key performance indicators)
 - Client-facing services and products
 - Sales and how to grow a client base
 - Activities to support business objectives and growth
- How to financially plan – profit and loss, tax, national insurance, liability insurance, music licences etc.

LO4 Know how information technology can be used in a fitness environment

Different uses for information technology in a fitness environment

Taught content

- IT systems that support business operations in a fitness environment
 - Finance and accounting – payroll, sales, invoicing etc.
 - Marketing and sales – promotions, advertising, including the use of social media
 - Class bookings and management
 - Personal training – session reminders
 - How data can be monitored and interpreted using a range of available systems e.g. CRM, social media
- Technological advancements that can be used to support the customer experience and increase physical activity levels, motivation and focus
 - Wearable technology
 - Pedometers
 - Mobile phone applications
- Current legislation and ethical practice that affects the use of technology
 - Data Protection Act
 - Intellectual property (IP)
 - Patents and copyright
- How to keep, record and manage data

How social media can be used as part of a fitness business

Taught content

- The importance of digital media and how to develop a digital plan
 - A plan will ensure the campaign is organised and on-track by allowing staff to look at the campaign plan to stay up-to-date
 - Planning social media marketing campaigns allow the business to consider the appropriate social media channel for each message and specific days and times while using the different channels to complement one another
 - A plan will also provide a campaign timeline – where a business can quantify the success of the campaign and the uses of different social media by seeing if profits or bookings peaked directly after specific social media use. This will allow for appropriate planning of future campaigns. For example, a reduced rate training session for students could be advertised at a weekend or evening when students are more likely to be browsing social media
 - Pre planning social media campaigns saves a great deal of time. It means that the information can be posted immediately by any member of staff as the content has already been agreed and approved
- How social media can be used to promote a service
- How different social media channels can promote specific services in a variety of ways
- How a service can be promoted visually, businesses can upload images or videos to social media to give customers an insight into the service they are trying to promote

- How health and fitness businesses can use text to market the services, outlining the important factors including, price, availability and descriptions of the service
- The importance of giving the customers an action, whether this is a link to the website of the business where they can find more information or the phone number or e-mail address which will allow them to either book the service or find out further information
- How sharing customer testimonials is perfect for promoting a specific service as customers like hearing from others who have experienced the service first hand
- The drawbacks of using social media for promotional activity
 - Social media profiles used by companies to portray the company image and brand at all times. Appropriate language, tone and content should be used at all times to create a professional image of the business. Should these not be used, the business could create an unprofessional or inconsistent image which could result in the loss of customers
 - Social media is an open forum for people to express their opinions – both good and bad
 - Negative comments and feedback left on social media can be viewed or shared by anyone very quickly resulting in harmful publicity to a business
 - The importance of keeping consistency when using social media for marketing purposes – should different information be communicated through different channels or at different times customers could become confused about the promotion and not understand fully what is being offered to them
 - If social media campaign plans are not in place or followed correctly this could result in communications being contradictory or misunderstood
 - A drawback of social media could be lack of use – if social media is not regularly checked and updated queries from customers could be missed
- How social media can be used by businesses
 - The most likely form of social media for a health and fitness business when using Facebook would be a company or business page. This would allow people to like or follow the page for updates from them. When using a company profile, businesses can then post communications in their business name rather than that of a specific individual which can sometimes look unprofessional if related to business matters. Some social media channels do not differentiate between individual and business so just a generic profile would be created using the business name such as on Twitter or Instagram
- How social media can be used by Individuals and groups
 - Personal Facebook profiles can be used by individuals where they have friends as opposed to likes – these are not generally used by businesses as they do not allow for such in depth analysis or professionalism of image and brand
 - Facebook groups can also be set up for use by groups of people to share information or take part in discussions and communicate with more than one person at once. Groups can be set to various accessibility levels from open groups where anyone can join without approval to secret groups where members have to be approved and groups cannot be searched for
- Social media/digital profiles and their impact
 - Facebook will allow businesses, groups or individuals to communicate posts of any length as well as sharing photographs, videos, web links and documents

- Twitter allows businesses to tweet short sharp messages up to 280 characters in length. These can be combined with links or photographs also but would not be appropriate for complicated offers or long service descriptions
- Instagram can be used for photo uploads with a description
- Youtube can be used by a health and fitness business to post videos with descriptions
- Each channel will also have a different target audience. It will be up to the business to research which audience lies where and ensure that posts are appropriate for the audience of the chosen channel
- How to set up a professional social media/digital profile

LO5 Be able to demonstrate professional practice to maximise the customer experience

Demonstrating client safety and wellbeing

Taught content

- In a range of aspects relating to own role
- Work within scope of practice
- Compliance with relevant legislation and organisational responsibilities
- Safe working practices in all aspects of role
 - Health and safety
 - Equality and diversity
 - Safeguarding
 - Hazard identification and risk assessment
 - Data protection
 - Ethics and professional conduct
 - Use of information technology

Undertaking routine cleaning and maintenance appropriate to role

Taught content

- May include
 - Equipment
 - Environment
- Prepare own cleaning activities linking to organisational schedule
- Use appropriate cleaning substances and equipment
- Follow organisational guidelines – safe systems at work
- Maintain safety of self and others
- Take appropriate action to manage identified hazards
- Use of appropriate signage and/or reporting mechanisms
- Communicate clearly with customers and colleagues during cleaning activities (where relevant)

Interpreting and using customer data

Taught content

- To understand different types of customer and their needs
- Types of data
 - Application forms
 - Health screening forms

Demonstrating customer engagement

Taught content

- Offer and end to end service
- Services may include
 - Facility tour
 - Consultation
 - Induction
 - Training session

Demonstrating exemplary customer service

Taught content

- Problem solving
- Discretion
- Teamwork
- Appropriate language
- Dealing with complaints positively
- Influencing

Developing rapport with customers

Taught content

- Appropriate communication
- Friendly and approachable
- Respecting equality and diversity

Demonstrating a professional demeanour

Taught content

- Create a positive first impression
- Wear appropriate attire, e.g. uniform, name badge
- Behave positively
- Positive attributes

Demonstrating communication methods appropriate to the customer

Taught content

- Verbal communication
- Non-verbal communication, e.g. body language
- Written communication

Demonstrating the ability to work alone and as part of a team

Taught content

- Communicate effectively with team members
- Plan and prepare own work
- Identify areas for development in own practices
- Attributes and skills – adaptability, confidence conscientiousness, team working, efficient time management
- Able to follow instructions
- Problem solving

Assessment requirements

1. Knowledge outcomes

Learning Outcome	Assessment Criteria	Assessment requirement
LO1 Know health, safety and welfare procedures in a fitness environment	1.1. Identify the legal and regulatory requirements for health, safety and welfare in a fitness environment	Portfolio of evidence
	1.2. Describe duty of care and professional role boundaries in a fitness environment	
	1.3. Identify how to manage emergencies in a fitness environment	
	1.4. Identify how to manage risks in a fitness environment	
	1.5. Describe principles of safeguarding the welfare of children and vulnerable adults	

Learning Outcome	Assessment Criteria	Assessment requirement
LO2 Know how to maximise the customer experience within a fitness environment	2.1. Identify the key principles relating to customer care	Portfolio of evidence
	2.2. Describe how to provide a positive customer experience	
	2.3. Identify how to communicate with customers	
	2.4. Describe how to manage customer complaints	
	2.5. Identify how to promote products and services to meet customer needs	
	2.6. Describe how to work independently and with others	

Learning Outcome	Assessment Criteria	Assessment requirement
LO3 Understand professional practice in a fitness environment	3.1. Describe the professional conduct and ethics in a fitness environment	Portfolio of evidence
	3.2. Describe the importance of reflective practice and continuing professional development	
	3.3. Identify business acumen relevant to own role	

Learning Outcome	Assessment Criteria	Assessment requirement
LO4 Know how information technology can be used in a fitness environment	4.1. Identify the different uses for information technology in a fitness environment	Portfolio of evidence
	4.2. Describe how social media can be used as part of a fitness business	

Portfolio of evidence

The content of LO1 – LO4 will be assessed by a portfolio of evidence. This may be completed throughout the learning programme and may include evidence from work experience (where appropriate).

The evidence provided may include evidence produced and assessed across other units, e.g. health and safety planning records, consultation records, and observation checklists.

2. Practical observations

Learning Outcome	Assessment Criteria	Assessment requirement
LO5 Be able to demonstrate professional practice to maximise the customer experience	5.1. Demonstrate client safety and wellbeing	Practical observations
	5.2. Undertake routine cleaning and maintenance appropriate to role	
	5.3. Interpret and use customer data	
	5.4. Demonstrate customer engagement	
	5.5. Demonstrate exemplary customer service	
	5.6. Develop rapport with customers	
	5.7. Demonstrate a professional demeanour	
	5.8. Demonstrate communication methods appropriate to the customer	
	5.9. Demonstrate the ability to work alone and as part of a team	

Practical observations

The content of LO5 will be assessed by a summative practical observation. Learners must show they are able to demonstrate professional practice working with real or realistic clients in a real or realistic working environment.

Where evidence does not naturally occur within the observed consultation, assessors should use oral questioning or other assessment methods to ensure the learner has fully achieved all assessment criteria. Oral questioning or professional discussions should be planned and recorded.

Resources

The special resources required for this unit are access to a real or realistic working environment which supports the development of the many aspects of professional practice.

Health and safety – Best practice should be encouraged by giving learners the opportunity to assess risks and hazards in real environments e.g. leisure centres and gyms. However, as this is not always possible and may create barriers to learning, learners may carry out risk assessments in simulated environments. Learners must have access to appropriate health and safety policy documentation, e.g. legislation, risk assessment reports, code of ethical practice, incident report forms and examples of workplace policies and procedures.

Customer experience and team work – Best practice should be encouraged by giving learners the opportunity to work and communicate with real customers (internal and external) and clients e.g. work experience within leisure centres, gyms and personal training studios. However, as this is not always possible and may create barriers to learning, learners may carry out some customer and client work in simulated environments (e.g. role play activities to deal with customer complaints).

Professional practice – Best practice should be encouraged by encouraging learners to gather information from professional organisations, e.g. CIMSPA, REPs. Learners should be encouraged to reflect on all areas of professional practice – health and safety, customer service, use of IT and social media, business awareness, including professional insurances and licences.

Information technology – Best practice should be encouraged by giving learners the opportunity to use technology in a real working environment, e.g. use computerised booking systems within leisure centres, gyms and personal training studios. However, as this is not always possible and may create barriers to learning, learners may also use information technology in simulated environments, e.g. build and maintain a social media page for a fictitious business.

Business – Best practice should be encouraged by giving learners the opportunity to learn about business skills in a real working environment, e.g. within leisure centres, gyms and personal training studios.

Document History

Version	Issue Date	Changes	Role
v1.0	28/09/2018	First published	Qualifications Manager
v2.0	18/10/2018	Amendment to the assessment criteria headings following technical review	Qualifications Administrator
v3.0	26/11/2018	Removal of assessment criteria verbs from learning outcomes	Qualification Administrator