

What are Occupational Standards (OS)?

- OS describe what individuals need to do, know and understand in order to carry out a particular job role or function
- OS are performance standards that individuals must achieve when carrying out functions in the workplace, together with specifications of the underpinning knowledge and understanding

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Contents

1. Introduction and Contacts.....[1]
2. Qualifications Pack.....[2]
3. Glossary of Key Terms[4]
4. OS Units.....[5]
5. Annexure: Nomenclature for QP & OS [69]
6. Assessment Criteria.....[72]

Introduction

Qualifications Pack- Fitness Services Trainer

SECTOR: BEAUTY & WELLNESS

SUB-SECTOR: FITNESS & SLIMMING

OCCUPATION: FITNESS SERVICES

REFERENCE ID: BWS/Q3008

ALIGNED TO: NCO-2015/NIL

The **Fitness Services Trainer** plans training programmes as well as strategizes their execution

Brief Job Description: The Fitness Services Trainer maintains the discipline in the work area with regards to punctuality, personal neatness, cleanliness, hygiene, uniforms of the trainers, seeing to it that the zone system is followed by the trainers & plans training programmes as well as strategizes their execution.

Personal Attributes: This job requires the individual to have good leadership and planning qualities. He/ she needs to be well versed with the rules and regulations governing the staff and the members.

Job Details

Job Role	Fitness Services Trainer		
	[The job role is applicable for national/international scenarios]		
Credits(NSQF)	TBD	Version number	1.0
Sector	Beauty & Wellness	Drafted on	10/11/2015
Sub-sector	Fitness & Slimming	Last reviewed on	15/06/2016
Occupation	Fitness Services	Next review date	15/06/2019
NSQC Clearance on	NA		

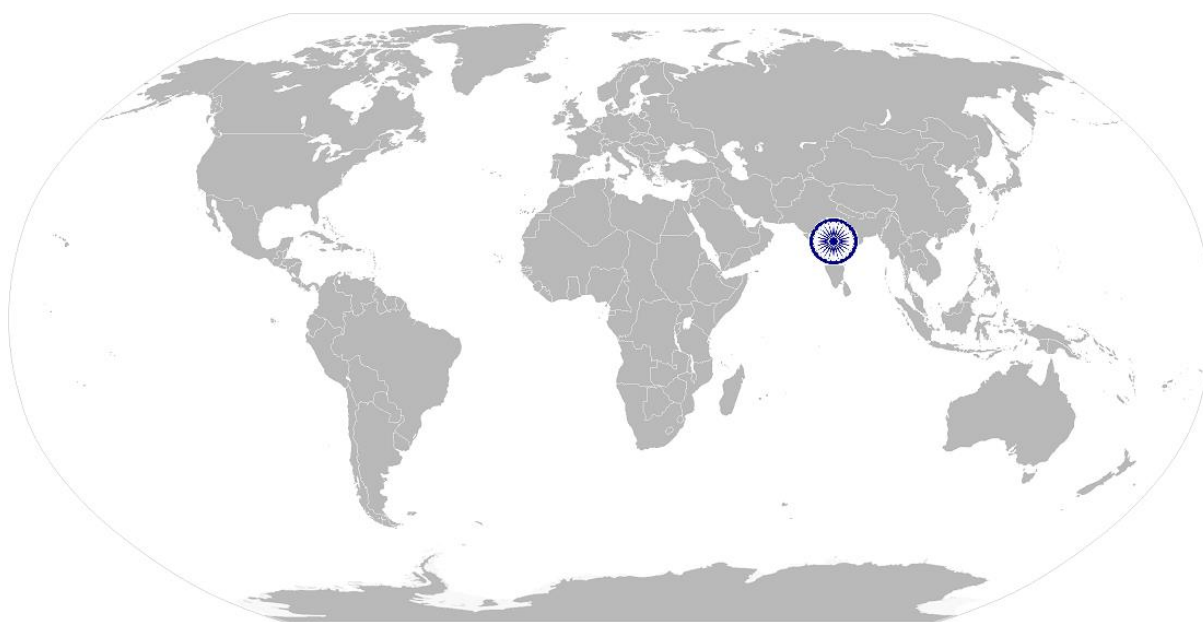
Job Role	Fitness Services Trainer
Role Description	The Fitness Services Trainer maintains the discipline in the work area with regards to punctuality, personal neatness, seeing to it that the zone system is followed by the trainers
NSQF level	Level 6
Minimum Educational Qualifications	Class XII preferably
Maximum Educational Qualifications	N.A.
Training (Suggested but not mandatory)	<ol style="list-style-type: none"> 1. Certification Course in Fitness Sciences based on pure sciences such as Musculoskeletal Anatomy, Exercise Physiology, Kinesiology & Human Musculoskeletal Bio-Mechanics and its application in workouts 2. Hands on practical training on Form and Technique in Resistance Training and training for getting well versed in Gym Strength and Cardio Equipment 3. CPR Certified from a Government recognized institution 4. In-House Training in - Commercial Gym House Rules, Membership Rules and Membership Types, Staff Rules and Gym Etiquette to be followed by staff and members
Minimum Job Entry Age	25 years
Experience	3 years a personal/group training manager in a gym

<p>Applicable National Occupational Standards (NOS)</p>	<p>Compulsory:</p> <ol style="list-style-type: none"> 1. BWS/N9001 Prepare and maintain work area 2. BWS/N3003 Carry out health screening and fitness assessment of the client 3. BWS/N3013 Plan personal training and group training programmes 4. BWS/N3014 Plan and conduct personal training for clients from different population groups 5. BWS/N3017 Develop group training programme 6. BWS/N3020 Develop personal training programme 7. BWS/N3005 Motivate the clients 8. BWS/N3008 Promote healthy lifestyle amongst the clients 9. BWS/N9015 Support and Coach Learners 10. BWS/N9004 Manage and lead a team 11. BWS/N9002 Maintain health and safety at the workplace 12. BWS/N9003 Create a positive impression at the workplace <p>Optional: N.A</p>
<p>Performance Criteria</p>	<p>As described in the relevant OS units</p>

Definitions	Keywords /Terms	Description
	Sector	Sector is a conglomeration of different business operations having similar businesses and interest. It may also be defined as a distinct sub set of the economy whose components share similar characteristics and interests.
	Sub-sector	Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.
	Occupation	Occupation is a set of job roles, which perform similar/related set of In an industry.
	Function	Function is an activity necessary for achieving the key purpose of the sector, occupation, or area of work, which can be carried out by a person or a group of persons. Functions are identified through analysis and form the basis of OS.
	Job Role	Job role defines a unique set of functions that together form a unique Employment opportunity in an organization.
	OS	OS specify the standards of performance an individual must achieve when carrying out a function in the workplace, together with the knowledge and understanding they need to meet that standard consistently. Occupational Standards are applicable both in the Indian and global contexts.
	Performance Criteria	Performance Criteria are statements that together specify the standard of performance required when carrying out a task.
	NOS	NOS are Occupational Standards which apply uniquely in the Indian context.
	Qualifications Pack Code	Qualifications Pack Code is a unique reference code that identifies a qualifications pack.
	Qualifications Pack	Qualifications Pack comprises the set of OS, together with the educational, training and other criteria required to perform a job role. A Qualifications Pack is assigned a unique qualification pack code.
	Unit Code	Unit Code is a unique identifier for an Occupational Standard , which is denoted by an 'N'
	Unit Title	Unit Title gives a clear overall statement about what the incumbent should be able to do.
	Description	Description gives a short summary of the unit content. This would be helpful to anyone searching on a database to verify that this is the appropriate OS they are looking for
	Knowledge and Understanding	Knowledge and Understanding are statements which together specify the technical, generic, professional and organizational specific knowledge that an individual needs in order to perform to the required standard.
	Organizational Context	Organizational Context includes the way the organization is structured and how it operates, including the extent of operative knowledge managers have of their relevant areas of responsibility.
	Technical Knowledge	Technical Knowledge is the specific knowledge needed to accomplish specific designated responsibilities.
	Core Skills or Generic Skills	Core Skills or Generic Skills are a group of skills that are key to learning and working in today's world. These skills are typically needed in any work environment. In the context of the OS, these include communication related skills that are applicable to most job roles.

Acronyms	Keywords /Terms	Description
	B&WSSC	Beauty & Wellness Sector Skill Council
	NOS	National Occupational Standards
	NSQF	National Skills Qualification Framework
	NVEQF	National Vocational Educational Qualification Framework
	NVQF	National Vocational Qualification Framework
	OS	Occupational Standards
	PC	Performance Criteria
	QP	Qualification Pack
	SSC	Sector Skills Council

National Occupational Standard



Overview

This OS unit is about preparing the equipment, products and work area ahead of service delivery

BWS/N9001

Prepare and maintain work area

Unit Code	BWS/N9001
Unit Title (Task)	Prepare and maintain work area
Description	Prepare the equipment, products and work area ahead of service delivery to ensure the efficiently and effectiveness of conducting treatments considering the standards of operation of the organization
Scope	This unit/task covers the following: <ul style="list-style-type: none"> Prepare and maintain work area
Performance Criteria(PC) w.r.t. the Scope	
Element	Performance Criteria
Prepare and maintain work area	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. ensure that environmental conditions are suitable for the client and the treatment to be carried out in a hygiene and safe environment</p> <p>PC2. select suitable equipment and products required for the treatment</p> <p>PC3. set up of equipment and prepare the products for treatments in adherence to the organization procedures and product/ equipment guidelines</p> <p>PC4. place the products in the trolley for the treatment</p> <p>PC5. sterilize, disinfect and place the tools on the tray</p> <p>PC6. dispose waste materials in adherence to the organization's and industry requirements</p> <p>PC7. store records, materials and equipment securely in line with the organization's policies</p>
Knowledge and Understanding (K)	
A. Organizational Context (Knowledge of the organization and its processes)	<p>The user/individual on the job needs to know and understand:</p> <p>KA1. organization's standards of performance and sequence of services</p> <p>KA2. range of services and products offered by the organization</p> <p>KA3. health and safety requirements in the organization</p>
B. Technical Knowledge	<p>The user/individual on the job needs to know and understand:</p> <p>KB1. types of products, materials and equipment required for the treatment</p> <p>KB2. process and products to sterilize and disinfect equipment/ tools</p> <p>KB3. manufacturer's instructions related to equipment and product use and cleaning</p> <p>KB4. applicable legislation relating to the workplace (for example health and safety, workplace regulations, use of work equipment, control of substances hazardous to health, handling/storage/ disposal/ cautions in the use of products, fire precautions, occurrences, hygiene practice, disposal of waste, environmental protection)</p>

BWS/N9001

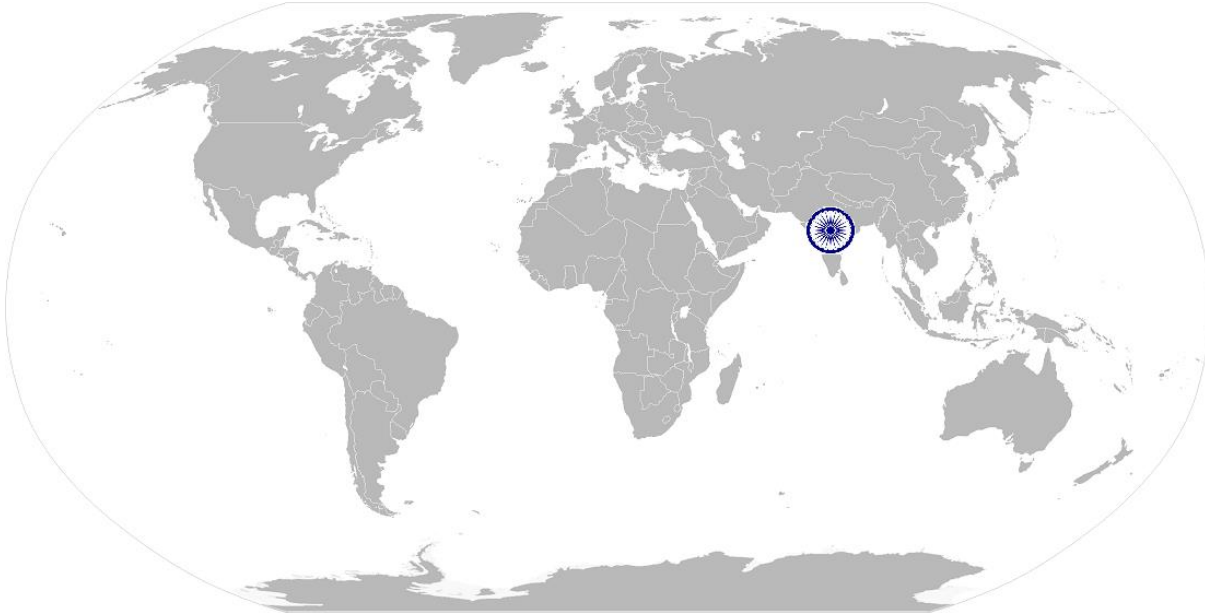
Prepare and maintain work area

Skills (S)	
A. Core Skills/ Generic Skills	Writing Skills
	<p>The user/ individual on the job needs to know and understand how to:</p> <p>SA1. document call logs, reports, task lists, and schedules with co-workers</p> <p>SA2. prepare status and progress reports</p> <p>SA3. record customers' discussions in the call logs</p> <p>SA4. write memos and e-mail to customers, co-workers, and vendors to provide them with work updates and to request appropriate information without English language errors regarding grammar or sentence construct</p>
	Reading Skills
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SA5. read about new products and services with reference to the organization and also from external forums such as websites and blogs</p> <p>SA6. keep abreast with the latest knowledge by reading brochures, pamphlets, and product information sheets</p> <p>SA7. read comments, suggestions, and responses to Frequently Asked Questions (FAQs) posted on the helpdesk portal</p>
B. Professional Skills	Oral Communication (Listening and Speaking skills)
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SA8. discuss task lists, schedules, and work-loads with co-workers</p> <p>SA9. question customers appropriately in order to understand the nature of the problem and make a diagnosis</p> <p>SA10. give clear instructions to customers</p> <p>SA11. keep customers informed about progress</p> <p>SA12. avoid using jargon, slang or acronyms when communicating with a customer, unless it is required</p>
	Decision Making
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SB1. make decisions pertaining to the concerned area of work</p>
	Plan and Organize
	<p>The user/individual on the job needs to know and understand:</p> <p>SB2. plan and organize service feedback files/documents</p>
	Customer Centricity
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SB3. manage relationships with customers who may be stressed, frustrated, confused, or angry</p> <p>SB4. build customer relationships and use customer centric approach</p>
	Problem Solving
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SB5. think through the problem, evaluate the possible solution(s) and suggest an optimum /best possible solution(s)</p>

BWS/N9001

Prepare and maintain work area

	SB6. deal with clients lacking the technical background to solve the problem on their own
	SB7. identify immediate or temporary solutions to resolve delays
	Analytical Thinking
	The user/individual on the job needs to know and understand how to: SB8. use the existing data to arrive at specific data points SB9. use the existing data points for improving the call resolution time SB10. use the existing data points to generate required reports for business
	Critical Thinking
	The user/individual on the job needs to know and understand how to: SB11. apply, analyze, and evaluate the information gathered from observation, experience, reasoning, or communication, as a guide to thought and action



BWS/N9001

Prepare and maintain work area

NOS Version Control

NOS Code	BWS/N9001		
Credits (NSQF)	TBD	Version number	1.0
Industry	Beauty & Wellness	Drafted on	10/11/2015
Industry Sub-sector	Fitness & Slimming	Last reviewed on	15/06/2016
Occupation	Fitness Services	Next review date	15/06/2019

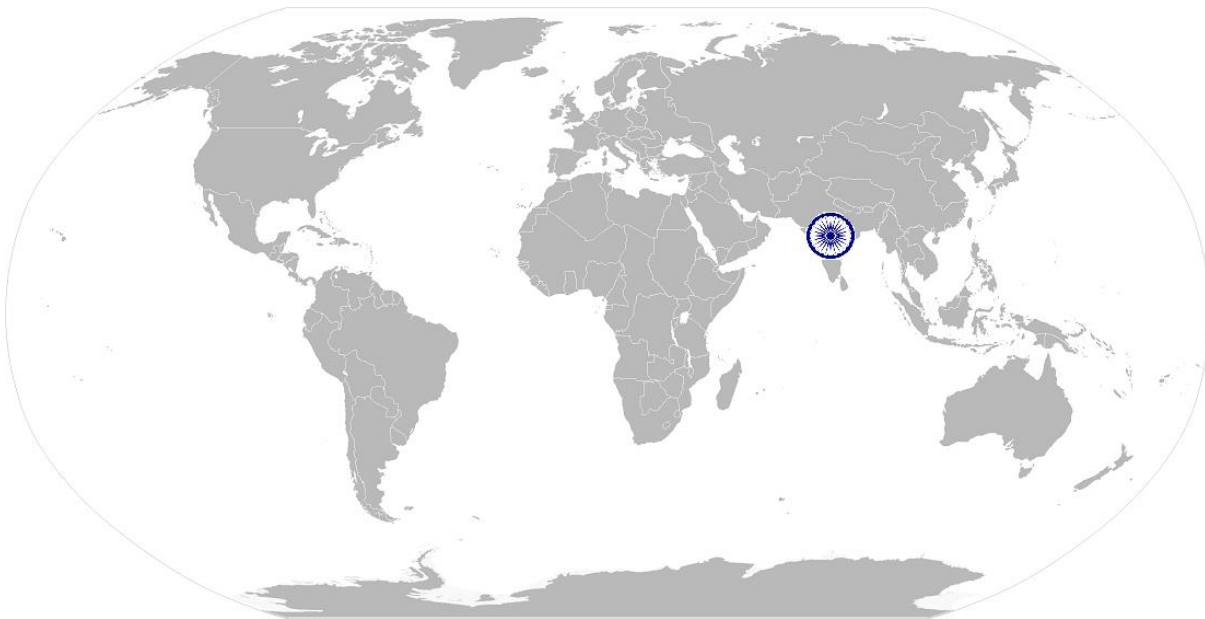


[Back to Top](#)

BWS/N3003

Carry out health screening and fitness assessment of the client

National Occupational Standard



Overview

This OS unit is about assessing the health and fitness level of the client

BWS/N3003 Carry out health screening and fitness assessment of the client

Unit Code	BWS/N3003
Unit Title (Task)	Carry out health screening and fitness assessment of the client
Description	Deploy right methodology and equipment to assess the health and fitness level of the client and identify his/ her preliminary fitness needs
Scope	This unit/task covers the following: <ul style="list-style-type: none"> Conduct health screening of the clients and their fitness assessments
Performance Criteria(PC) w.r.t. the Scope	
Element	Performance Criteria
Conduct health screening of the clients and their fitness assessments	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. build strong rapport with the clients</p> <p>PC2. collect data like lifestyle, time investment, medical background, exercise history, etc.</p> <p>PC3. ensure adequate communication to the clients in terms of maintaining confidentiality of their personal data collected</p> <p>PC4. discuss in various lifestyle preferences and their impact on client's health & fitness status as well as the benefits from an exercise programme</p> <p>PC5. basis client's exercise preferences and lifestyle, identify the barriers to clients achieving their exercise goals</p> <p>PC6. finalize the short and long-term fitness goals of the client</p> <p>PC7. basis the client's fitness requirements, suggest the appropriate exercises</p> <p>PC8. identify the strategies to prevent drop out or relapse</p> <p>PC9. discuss in detail with clients, the relationship of fitness assessment outcomes with exercise plan; also discuss the kind of information about a person's anatomy will be collected to perform fitness assessment</p> <p>PC10. ensure the working and availability of equipment to carry out the planned assessments</p> <p>PC11. conduct fitness assessments which primarily include anthropometrics (i.e. bmi, waist to hip ratio etc.), body composition, cardiovascular fitness and capacity, muscular strength, etc.)</p> <p>PC12. understand the various person specific concerns/ problems and related safety considerations while conducting fitness assessments</p> <p>PC13. analyze the fitness assessment outcomes to provide recommendations for the exercise plan</p> <p>PC14. refer to the superior in case there are any concerns or requirements of the clients which require expert advice</p>
Knowledge and Understanding (K)	
A. Organizational Context (Knowledge of the organization and its processes)	<p>The user/individual on the job needs to know and understand:</p> <p>KA1. the organization's standards of performance and sequence of services</p> <p>KA2. the range of services and products offered by the organization</p> <p>KA3. the product and service costs for the services and products offered in the organization</p> <p>KA4. the health and safety requirements in the organization</p>

BWS/N3003 Carry out health screening and fitness assessment of the client

B. Technical Knowledge	<p>The user/individual on the job needs to know and understand:</p> <p>KB1. fitness industry standards and practices for health assessments</p> <p>KB2. various health screening procedures, metrics, equipment and relationship with exercise programmes</p> <p>KB3. various outcomes of health assessments and their interpretation</p> <p>KB4. various contraindications to physical activity and the possible response to the same</p> <p>KB5. various techniques for gathering, storing and disposing of client information</p> <p>KB6. typical barriers which clients quote as impediments to their exercise goals and how to support them with the solutions</p> <p>KB7. benefits of different fitness programmes</p> <p>KB8. the pros and cons of various methods of fitness assessments and their suitability for various types of clients</p> <p>KB9. the protocols of various exercise tests and their associated procedure</p> <p>KB10. methods to analyse the results of fitness assessments according to protocol and calculation requirements</p> <p>KB11. policies and procedures to enable ethical and compliant collection, use and storage of client information</p> <p>KB12. methods to improve the validity and reliability of testing for exercise clients</p>
Skills (S)	
A. Core Skills/ Generic Skills	Writing Skills
	<p>The user/ individual on the job needs to know and understand how to:</p> <p>SA1. document call logs, reports, task lists, and schedules with co-workers</p> <p>SA2. prepare status and progress reports</p> <p>SA3. record customers' discussions in the call logs</p> <p>SA4. write memos and e-mail to customers, co-workers, and vendors to provide them with work updates and to request appropriate information without English language errors regarding grammar or sentence construct</p>
	Reading Skills
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SA5. read about new products and services with reference to the organization and also from external forums such as websites and blogs</p> <p>SA6. keep abreast with the latest knowledge by reading brochures, pamphlets, and product information sheets</p> <p>SA7. read comments, suggestions, and responses to Frequently Asked Questions (FAQs) posted on the helpdesk portal</p>
	Oral Communication (Listening and Speaking skills)
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SA8. discuss task lists, schedules, and work-loads with co-workers</p> <p>SA9. question customers appropriately in order to understand the nature of the problem and make a diagnosis</p> <p>SA10. give clear instructions to customers</p> <p>SA11. keep customers informed about progress</p> <p>SA12. avoid using jargon, slang or acronyms when communicating with a customer, unless it is required</p>

BWS/N3003 Carry out health screening and fitness assessment of the client

B. Professional Skills	Decision Making
	The user/individual on the job needs to know and understand how to: SB1. make decisions pertaining to the concerned area of work
	Plan and Organize
	The user/individual on the job needs to know and understand: SB2. plan and organize service feedback files/documents
	Customer Centricity
	The user/individual on the job needs to know and understand how to: SB3. manage relationships with customers who may be stressed, frustrated, confused, or angry SB4. build customer relationships and use customer centric approach
	Problem Solving
	The user/individual on the job needs to know and understand how to: SB5. think through the problem, evaluate the possible solution(s) and suggest an optimum/best possible solution(s) SB6. deal with clients lacking the technical background to solve the problem on their own SB7. identify immediate or temporary solutions to resolve delays
	Analytical Thinking
	The user/individual on the job needs to know and understand how to: SB8. use the existing data to arrive at specific data points SB9. use the existing data points for improving the call resolution time SB10. use the existing data points to generate required reports for business
	Critical Thinking
	The user/individual on the job needs to know and understand how to: SB11. apply, analyze, and evaluate the information gathered from observation, experience, reasoning, or communication, as a guide to thought and action

BWS/N3003 **Carry out health screening and fitness assessment of the client**

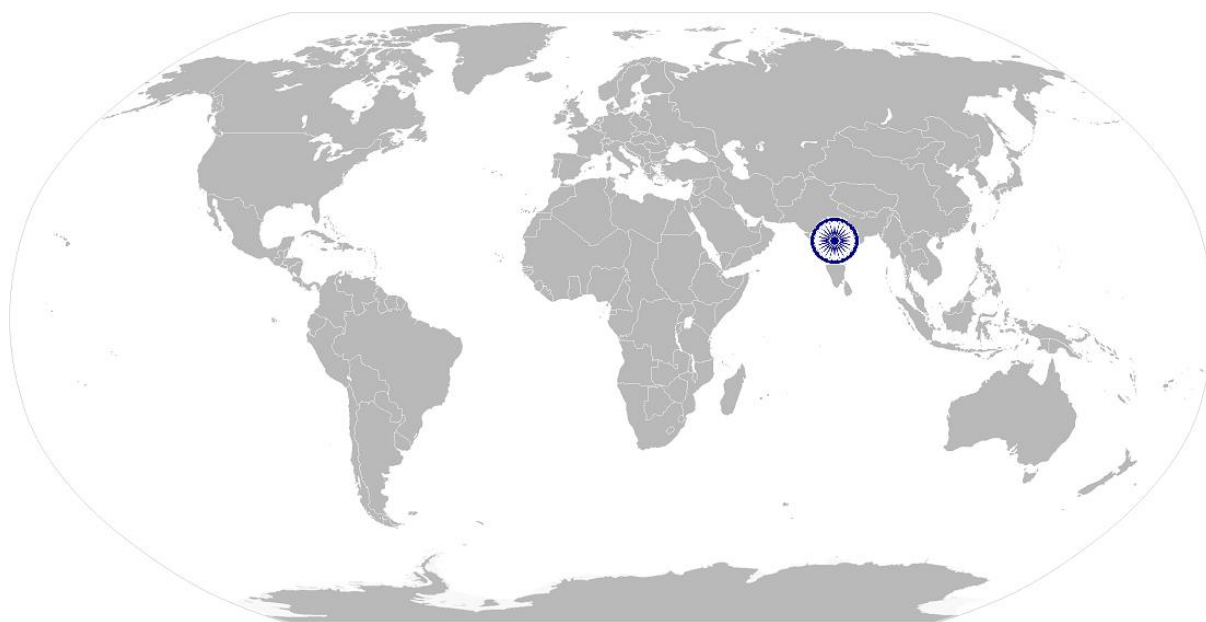
NOS Version Control

NOS Code	BWS/N3003		
Credits (NSQF)	TBD	Version number	1.0
Industry	Beauty & Wellness	Drafted on	10/11/2015
Industry Sub-sector	Fitness & Slimming	Last reviewed on	15/06/2016
Occupation	Fitness Services	Next review date	15/06/2019



[Back to Top](#)

National Occupational Standards



Overview

This unit is about applying various motivational techniques to ensure that clients adhere to their goals and do not discontinue the same.

BWS/N3005

Motivate the clients

National Occupational Standard

Unit Code	BWS/N3005
Unit Title (Task)	Motivate the clients
Description	Applying various motivational techniques to ensure that clients adhere to their fitness goals. If required even modify plan to bring it in line with client preference to meet the desired result
Scope	This unit/task covers the following: <ul style="list-style-type: none"> Motivate the clients
Performance Criteria(PC) w.r.t. the Scope	
Element	Performance Criteria
Motivate the clients	<p>to be competent, the user/individual on the job must be able to:</p> <p>PC1. observe the clients' exercise pattern and his/ her attitude towards exercise to determine the level of readiness towards following the plan</p> <p>PC2. identify and articulate the client's needs and preferences for a fitness programme</p> <p>PC3. communicate in detail the benefits to be reaped by client through this programme</p> <p>PC4. identify various options of incentives and rewards available for the clients to follow their exercise plan</p> <p>PC5. ensure on a regular basis that the programme is in line with the client's liking and preferences as well as giving results to the client; modify the plan, in case, client is not getting the desired results</p> <p>PC6. identify perceived barriers to clients for following the exercise plan and discuss the way forward with clients to reduce these</p> <p>PC7. in collaboration with clients, devise a long term strategy to adhere to exercise plan; collaborate to develop mutual trust, openness and a willingness to take responsibility for their own fitness and related lifestyle changes</p> <p>PC8. support the clients to develop their own motivational strategies for adhering to the exercise plan</p> <p>PC9. use influencing skills and personal attitudes to positively influence clients for adhering to the plan</p> <p>PC10. apply a variety of motivational techniques when training the clients</p> <p>PC11. deploy effective verbal and nonverbal communication skills when instructing clients</p> <p>PC12. take care of the client by monitoring his/ her performance regularly and provide feedback on a regular basis</p> <p>PC13. identify on-going barriers to continuation of long term exercise and provide tips/ recommendations as and when required</p>
Knowledge and Understanding (K)	
A. Organizational Context (Knowledge of the	<p>The user/individual on the job needs to know and understand:</p> <p>KA1. the organization's standards of performance and sequence of services</p> <p>KA2. the range of services and products offered by the organization</p> <p>KA3. the product and service costs for the services and products offered in the</p>

BWS/N3005 Motivate the clients	
organization and its processes)	organization KA4. the health and safety requirements in the organization
B. Technical Knowledge	<p>The user/individual on the job needs to know and understand:</p> <p>KB1. various types of behaviour change approaches / coaching styles/ theories/ models like health belief model, trans-theoretical model, motivational change model, social cognitive model, etc. to encourage adherence to exercise/physical activity</p> <p>KB2. the typical barriers to exercise that clients talk about like time, energy, motivation, cost, illness or injury, fears related to injuries etc. and ways to address them</p> <p>KB3. various options available in terms of incentives and rewards to motivate the clients</p> <p>KB4. the types of exercise preferences that different clients may have</p> <p>KB5. techniques to interpret the body language, non-verbal cues and other gestures of the client</p> <p>KB6. various anatomical and physiological aspects of human body and the impact of exercise plan of them</p> <p>KB7. personal, environmental and cognitive factors and their potential effect on exercise adherence</p> <p>KB8. types of motivation, theory of achievement motivation and specific techniques to enhance motivation</p> <p>KB9. role of intrinsic and extrinsic motivation in exercise behaviour</p> <p>KB10. signs and symptoms of conditions/ areas when client needs to be referred to another professional</p> <p>KB11. arousal and anxiety theory, and its relationship to exercise</p>
Skills (S)	
A. Core Skills/ Generic Skills	Writing Skills
	<p>The user/ individual on the job needs to know and understand how to:</p> <p>SA1. document call logs, reports, task lists, and schedules with co-workers</p> <p>SA2. prepare status and progress reports</p> <p>SA3. record customers' discussions in the call logs</p> <p>SA4. write memos and e-mail to customers, co-workers, and vendors to provide them with work updates and to request appropriate information without English language errors regarding grammar or sentence construct</p>
	Reading Skills
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SA5. read about new products and services with reference to the organization and also from external forums such as websites and blogs</p> <p>SA6. keep abreast with the latest knowledge by reading brochures, pamphlets, and product information sheets</p> <p>SA7. read comments, suggestions, and responses to Frequently Asked Questions (FAQs) posted on the helpdesk portal</p>
	Oral Communication (Listening and Speaking skills)

BWS/N3005

Motivate the clients

	<p>The user/individual on the job needs to know and understand how to:</p> <p>SA8. discuss task lists, schedules, and work-loads with co-workers</p> <p>SA9. question customers appropriately in order to understand the nature of the problem and make a diagnosis</p> <p>SA10. give clear instructions to customers</p> <p>SA11. keep customers informed about progress</p> <p>SA12. avoid using jargon, slang or acronyms when communicating with a customer, unless it is required</p>
B. Professional Skills	Decision Making
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SB1. make decisions pertaining to the concerned area of work</p>
	Plan and Organize
	<p>The user/individual on the job needs to know and understand:</p> <p>SB2. plan and organize service feedback files/documents</p>
	Customer Centricity
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SB3. manage relationships with customers who may be stressed, frustrated, confused, or angry</p> <p>SB4. build customer relationships and use customer centric approach</p>
	Problem Solving
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SB5. think through the problem, evaluate the possible solution(s) and suggest an optimum /best possible solution(s)</p> <p>SB6. deal with clients lacking the technical background to solve the problem on their own</p> <p>SB7. identify immediate or temporary solutions to resolve delays</p>
	Analytical Thinking
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SB8. use the existing data to arrive at specific data points</p> <p>SB9. use the existing data points for improving the call resolution time</p> <p>SB10. use the existing data points to generate required reports for business</p>
	Critical Thinking
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SB11. apply, analyze, and evaluate the information gathered from observation, experience, reasoning, or communication, as a guide to thought and action</p>

BWS/N3005

Motivate the clients

NOS Version Control

NOS Code	BWS/N3005		
Credits (NSQF)	TBD	Version number	1.0
Industry	Beauty & Wellness	Drafted on	10/11/2015
Industry Sub-sector	Fitness & Slimming	Last reviewed on	15/06/2016
Occupation	Fitness Services	Next review date	15/06/2019

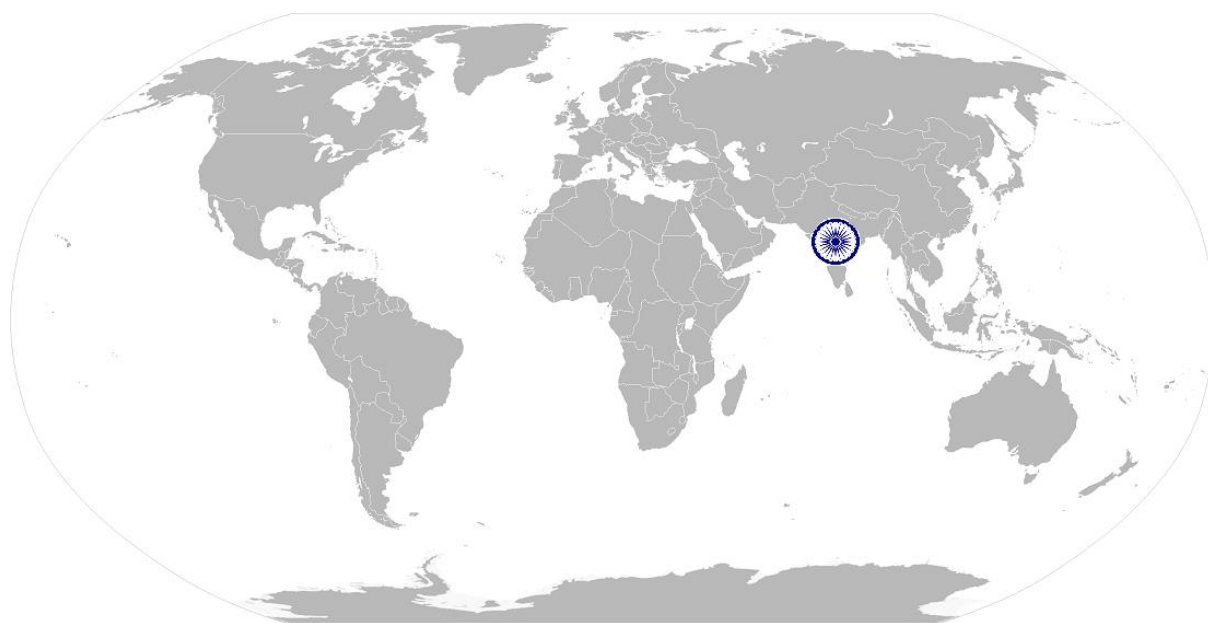


[Back to Top](#)

BWS/N3008

Promote healthy lifestyle amongst the clients

National Occupational Standard



Overview

This OS unit is about promoting healthy lifestyle to clients

BWS/N3008

Promote healthy lifestyle amongst the clients

National Occupational Standard

Unit Code	BWS/N3008
Unit Title (Task)	Promote healthy lifestyle amongst the clients
Description	Ensuring and promoting healthy lifestyle to clients and planning various health related initiatives to enhance awareness of the people towards a healthy living
Scope	This unit/task covers the following: <ul style="list-style-type: none"> Promote healthy lifestyle amongst the clients
Performance Criteria(PC) w.r.t. the Scope	
Element	Performance Criteria
Promote healthy lifestyle amongst the clients	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. working in line with the legal limitations of a fitness professional to provide nutrition related information, explain the correlation between healthy diet and fitness level of an individual</p> <p>PC2. impart the basic information to the clients on body composition management</p> <p>PC3. communicate in detail the key causes of diseases and disabilities in a human body and the related contribution of physical activity to mitigate these factors</p> <p>PC4. understand the existing physical activity patterns of the clients and analyse whether they are sufficient to provide health benefits to the clients; suggest improvement recommendations in case the need may be</p> <p>PC5. adopt a multipronged approach to ensure health awareness through training, skilling and knowledge up gradation</p> <p>PC6. develop motivational strategies for client to not only adopt a healthy lifestyle but to act as a propagator of the same</p> <p>PC7. provide inputs in planning and organization of various organization wide health awareness initiatives in collaboration with health professionals for the larger benefit and higher visibility of the organization</p> <p>PC8. obtain stakeholder feedback on the effectiveness of the health promotion/ awareness initiatives activities; adapt gradually so as to ensure continuous improvement</p>
Knowledge and Understanding (K)	
A. Organizational Context (Knowledge of the organization and its processes)	<p>The user/individual on the job needs to know and understand:</p> <p>KA1. the organization's standards of performance and sequence of services</p> <p>KA2. the range of services and products offered by the organization</p> <p>KA3. the product and service costs for the services and products offered in the organization</p> <p>KA4. the health and safety requirements in the organization</p>
B. Technical Knowledge	<p>The user/individual on the job needs to know and understand:</p> <p>KB1. body composition measurement methods and its correlation with health</p> <p>KB2. bmi</p> <p>KB3. dietary trends, energy substrates, (blood glucose, cholesterol, etc.) energy</p>

BWS/N3008

Promote healthy lifestyle amongst the clients

	<p>systems, body composition measures including weight, height, waist and hip circumference etc.,</p> <p>KB4. major diseases and their causes as well as their correlation with physical activity (i.e. diabetes, hypertension, obesity, asthma, osteoporosis etc.)</p> <p>KB5. key health risk factors like smoking, drinking, hypertension, sedentary lifestyle, genetics, age, etc.</p> <p>KB6. protocols for advising clients on healthy lifestyle and nutrition</p> <p>KB7. national level health concerns</p> <p>KB8. role of physical fitness towards healthy lifestyle and associated benefits</p> <p>KB9. various techniques and methods used to measure the physical activity like pedometer, accelerometer, calorimeter etc.</p> <p>KB10. various approaches towards benchmarking and health promotion initiatives like sampling the target population, structuring and sequencing the content of discussion etc.</p> <p>KB11. various population sections exposed to the health risks like old people, pregnant women, disabled people, people with less physical activity, middle aged people etc.</p> <p>KB12. target sites for health promotion activities like schools, colleges, corporate offices, etc.</p>
Skills (S)	
A. Core Skills/ Generic Skills	Writing Skills
	<p>The user/ individual on the job needs to know and understand how to:</p> <p>SA1. document call logs, reports, task lists, and schedules with co-workers</p> <p>SA2. prepare status and progress reports</p> <p>SA3. record customers' discussions in the call logs</p> <p>SA4. write memos and e-mail to customers, co-workers, and vendors to provide them with work updates and to request appropriate information without English language errors regarding grammar or sentence construct</p>
	<p>Reading Skills</p> <p>The user/individual on the job needs to know and understand how to:</p> <p>SA5. read about new products and services with reference to the organization and also from external forums such as websites and blogs</p> <p>SA6. keep abreast with the latest knowledge by reading brochures, pamphlets, and product information sheets</p> <p>SA7. read comments, suggestions, and responses to Frequently Asked Questions (FAQs) posted on the helpdesk portal</p>
	<p>Oral Communication (Listening and Speaking skills)</p> <p>The user/individual on the job needs to know and understand how to:</p> <p>SA8. discuss task lists, schedules, and work-loads with co-workers</p> <p>SA9. question customers appropriately in order to understand the nature of the problem and make a diagnosis</p> <p>SA10. give clear instructions to customers</p> <p>SA11. keep customers informed about progress</p> <p>SA12. avoid using jargon, slang or acronyms when communicating with a customer, unless it is required</p>

BWS/N3008

Promote healthy lifestyle amongst the clients

B. Professional Skills	Decision Making
	The user/individual on the job needs to know and understand how to: SB1. make decisions pertaining to the concerned area of work
	Plan and Organize
	The user/individual on the job needs to know and understand: SB2. plan and organize service feedback files/documents
	Customer Centricity
	The user/individual on the job needs to know and understand how to: SB3. manage relationships with customers who may be stressed, frustrated, confused, or angry SB4. build customer relationships and use customer centric approach
	Problem Solving
	The user/individual on the job needs to know and understand how to: SB5. think through the problem, evaluate the possible solution(s) and suggest an optimum /best possible solution(s) SB6. deal with clients lacking the technical background to solve the problem on their own SB7. identify immediate or temporary solutions to resolve delays
	Analytical Thinking
	The user/individual on the job needs to know and understand how to: SB8. use the existing data to arrive at specific data points SB9. use the existing data points for improving the call resolution time SB10. use the existing data points to generate required reports for business
	Critical Thinking
	The user/individual on the job needs to know and understand how to: SB11. apply, analyze, and evaluate the information gathered from observation, experience, reasoning, or communication, as a guide to thought and action

BWS/N3008

Promote healthy lifestyle amongst the clients

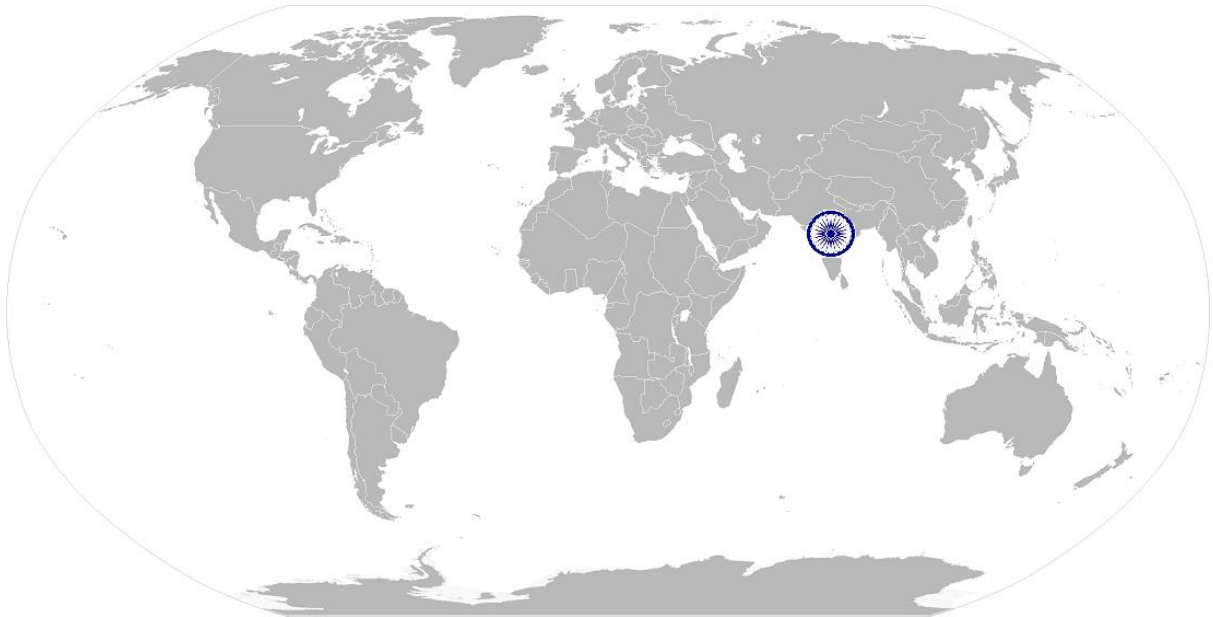
NOS Version Control

NOS Code	BWS/N3008		
Credits (NSQF)	TBD	Version number	1.0
Industry	Beauty & Wellness	Drafted on	10/11/2015
Industry Sub-sector	Fitness & Slimming	Last reviewed on	15/06/2016
Occupation	Fitness Services	Next review date	15/06/2019



[Back to Top](#)

National Occupational Standards



Overview

This unit is about planning and conducting personal training for clients with different fitness needs

BWS/N3014 Plan and conduct personal training for clients from different Population groups

Unit Code	BWS/N3014
Unit Title (Task)	Plan and conduct personal training for clients from different population groups
Description	Planning and conducting personal training for clients from various backgrounds and have different types of needs related to fitness
Scope	<p>This unit/task covers the following:</p> <ul style="list-style-type: none"> Plan and conduct personal training for clients from different population groups
Performance Criteria(PC) w.r.t. the Scope	
Element	Performance Criteria
Plan and conduct personal training for clients from different population groups	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. deploy the knowledge and understanding of various aspects of human anatomy and physiology while providing fitness related recommendations</p> <p>PC2. understand in detail various human body systems like circulatory system, musculoskeletal system, joints and bones, muscles, respiratory system etc. and impact of fitness programmes on their functioning</p> <p>PC3. identify the potential sources of injury and risks as per the needs and case of the client and keep the same under consideration while devising fitness programme</p> <p>PC4. understand in detail the medical history of the client and ask for a doctor's recommendation before planning for a fitness plan</p> <p>PC5. evaluate the impact of exercise and its intensity on the energy levels of a client and consider the capacity of the client to perform the devised exercises basis his/ her background i.e. pre/ post natal woman, disabled client etc.</p> <p>PC6. basis the health assessment and detailed understanding of anatomy & physiology of the client's body, plan a range of exercises for client to achieve his/ her goals</p> <p>PC7. as per the client's needs, identify the appropriate training techniques</p> <p>PC8. identify and plan for availability of equipment needed for suitable exercises</p> <p>PC9. display sensitivity and empathy to the special set of clients which are emotionally vulnerable</p> <p>PC10. ensure proper communication and support to the attendants of special category clients (if applicable)</p> <p>PC11. explain in detail the planned exercise schedule to client</p> <p>PC12. communicate the physical demands of the planned exercises to clients</p> <p>PC13. discuss with client on any observed concerns/ changes/ modifications required in the plan</p> <p>PC14. observe the client carrying out the exercises and ensure right usage of the fitness equipment to prevent any injuries</p> <p>PC15. develop phase wise detailed activity chart in consultation with the client</p> <p>PC16. provide clear instructions and demonstrations that are technically correct, safe and effective and ensure client is following them accurately without hurting himself/ herself or damaging the equipment</p> <p>PC17. plan outcomes and stages of achievement during personal training and agree on a progressive timetable of sessions</p>

BWS/N3014

Plan and conduct personal training for clients from different Population groups

	<p>PC18. discuss the methods of monitoring and evaluation of the performance of the client</p> <p>PC19. ensure that all the exercises are integrated in a single plan and being deployed by the client to achieve his/ her goals; in case, there are any concerns faced by client to perform any of the exercises, provide alternate options</p> <p>PC20. monitor the client's exercises and adherence to the planned schedule as well as analyse the performance of client on a daily basis</p> <p>PC21. progress or regress exercises according to clients' performance</p> <p>PC22. motivate the clients for ensuring adherence to plan; provide any related support to the clients in this regard</p> <p>PC23. communicate the anatomical changes in the body of client due to training programme</p> <p>PC24. identify the signs of strain/ over work outs and recommend the strategies for prevention of the same</p> <p>PC25. adapt the training programme as per the client body's response, lifestyle changes, preferences etc.; discuss and agree of changes with the client</p> <p>PC26. discuss specific issues like cultural or social barriers to exercise and personal training</p> <p>PC27. provide the data to fitness manager in order to improvise/ addition in the existing portfolio of services</p> <p>PC28. obtain regular feedback from the client and analyse effectiveness of the personal training programme basis the feedback and goals achievement</p> <p>PC29. obtain feedback from technical standpoint</p>
Knowledge and Understanding (K)	
A. Organizational Context (Knowledge of the organization and its processes)	<p>The user/individual on the job needs to know and understand:</p> <p>KA1. the organization's standards of performance and sequence of services</p> <p>KA2. the range of services and products offered by the organization</p> <p>KA3. the product and service costs for the services and products offered in the organization</p> <p>KA4. the health and safety requirements in the organization</p>
B. Technical Knowledge	<p>the user/individual on the job needs to know and understand:</p> <p>KB1. various aspects of human anatomy and physiology</p> <p>KB2. various human body systems and their organization and structure i.e. circulatory system (like blood pressure, blood circulation etc.), respiratory system (like muscles for breathing, breathing patterns, etc.), the skeleton system (like bones, stages of bones growth, postures, spine curves, motion range of spine etc.), the muscular system (like muscle tissues, characteristics of muscle tissues, various motions supported by muscular tissues, muscle contractions etc.), nervous system (like motor unit recruitment, neuromuscular connections, etc.) and energy systems (like usage or burning of carbohydrates, fats, proteins etc., aerobic and anaerobic exercises etc.) and their relation to exercise.</p> <p>KB3. various types of clients like active, inactive, aware, new etc.</p> <p>KB4. various types of fitness equipment like cardio machines, exercise balls, bars, steps, weights, abdominal assisters, pin loaded, free weight, hydraulic, electronic and air-braked equipment</p>

BWS/N3014

Plan and conduct personal training for clients from different Population groups

	<p>KB5. various physical demands of different exercises</p> <p>KB6. different types of learning styles</p> <p>KB7. health and safety standards associated with the fitness equipment and exercises</p> <p>KB8. various instructional techniques used in personal training</p> <p>KB9. impact and requirement of warm up and cool down activities</p> <p>KB10. various metrics and techniques to evaluate client’s performance and changes in the body</p> <p>KB11. methods for modification of the intensity of exercise according to the client’s needs</p> <p>KB12. various cardiovascular approaches like interval, fartlek, continuous etc.</p> <p>KB13. various legal and ethical implications of collecting and storing client information</p> <p>KB14. formats for recording information</p> <p>KB15. techniques to analyse the collected the client’s information</p> <p>KB16. various guidelines on personal training programme design</p> <p>KB17. various exercises and activities which will help clients to achieve their goals</p> <p>KB18. the resources required to deliver a personal training programme, like environment for the session, equipment, etc.</p> <p>KB19. range of cardiovascular equipment like bikes, treadmills, elliptical trainers, steppers, rowing machines etc.</p> <p>KB20. range of free weight equipment like bars, dumbbells, collars, barbells, benches etc.</p> <p>KB21. methods of collecting, analysing and recording information</p> <p>KB22. various signs and symptoms of strain/ over workouts</p> <p>KB23. methods which can be used to get structured feedback from clients</p> <p>KB24. sources of information, advice and best practice on how to improve programme components</p> <p>KB25. requirements and risks associated with the special population groups like pre/ postnatal women, disabled individuals etc.</p>
Skills (S)	
A. Core Skills/ Generic Skills	Writing Skills
	The user/ individual on the job needs to know and understand how to: SA1. document call logs, reports, task lists, and schedules with co-workers SA2. prepare status and progress reports SA3. record customers’ discussions in the call logs SA4. write memos and e-mail to customers, co-workers, and vendors to provide them with work updates and to request appropriate information without English language errors regarding grammar or sentence construct
	Reading Skills
	The user/individual on the job needs to know and understand how to: SA5. read about new products and services with reference to the organization and also from external forums such as websites and blogs SA6. keep abreast with the latest knowledge by reading brochures, pamphlets, and product information sheets SA7. read comments, suggestions, and responses to Frequently Asked Questions

BWS/N3014	Plan and conduct personal training for clients from different Population groups (FAQs) posted on the helpdesk portal
	Oral Communication (Listening and Speaking skills)
	The user/individual on the job needs to know and understand how to: SA8. discuss task lists, schedules, and work-loads with co-workers SA9. question customers appropriately in order to understand the nature of the problem and make a diagnosis SA10. give clear instructions to customers SA11. keep customers informed about progress SA12. avoid using jargon, slang or acronyms when communicating with a customer, unless it is required
B. Professional Skills	Decision Making
	The user/individual on the job needs to know and understand how to: SB1. make decisions pertaining to the concerned area of work
	Plan and Organize
	The user/individual on the job needs to know and understand: SB2. plan and organize service feedback files/documents
	Customer Centricity
	The user/individual on the job needs to know and understand how to: SB3. manage relationships with customers who may be stressed, frustrated, confused, or angry SB4. build customer relationships and use customer centric approach
	Problem Solving
	The user/individual on the job needs to know and understand how to: SB5. think through the problem, evaluate the possible solution(s) and suggest an optimum /best possible solution(s) SB6. deal with clients lacking the technical background to solve the problem on their own SB7. identify immediate or temporary solutions to resolve delays
	Analytical Thinking
	The user/individual on the job needs to know and understand how to: SB8. use the existing data to arrive at specific data points SB9. use the existing data points for improving the call resolution time SB10. use the existing data points to generate required reports for business
	Critical Thinking
	The user/individual on the job needs to know and understand how to: SB11. apply, analyze, and evaluate the information gathered from observation, experience, reasoning, or communication, as a guide to thought and action

BWS/N3014

Plan and conduct personal training for clients from different Population groups

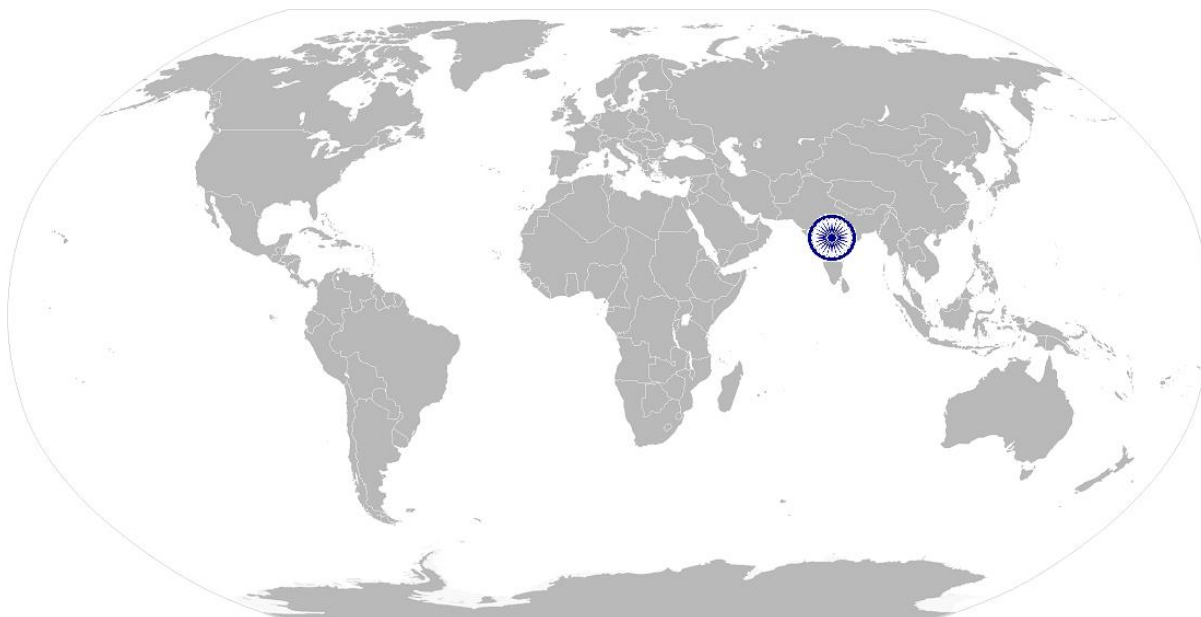
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NOS Code	BWS/N3014		
Credits (NSQF)	TBD	Version number	1.0
Industry	Beauty & Wellness	Drafted on	10/11/2015
Industry Sub-sector	Fitness & Slimming	Last reviewed on	15/06/2016
Occupation	Fitness Services	Next review date	15/06/2019



[Back to Top](#)

National Occupational Standard



Overview

This OS unit is about Planning the personal training and group training programmes to be launched/ analyze the effectiveness of the existing programmes

BWS/N3013

Plan personal training and group training programmes

National Occupational Standard

Unit Code	BWS/N3013
Unit Title (Task)	Plan personal training and group training programmes
Description	Plan the personal training and group training programmes to be launched/ analyze the effectiveness of the existing programmes and suggest the relevant modifications
Scope	<p>This unit/task covers the following:</p> <ul style="list-style-type: none"> Plan personal training and group training programmes
Performance Criteria(PC) w.r.t. the Scope	
Element	Performance Criteria
Plan personal training and group training programmes	<p>To be competent, the user/individual on the job must be able to</p> <p>PC1. study in depth and apply various principles of human anatomy, control of skeletal muscles by nervous system and various muscle groups with their motion patterns and motion ranges</p> <p>PC2. analyze the biomechanics and physiological responses of human body</p> <p>PC3. evaluate the mechanism of various body systems like cardiovascular system, respiratory system, etc. and their respective roles in the body</p> <p>PC4. work with personal training manager and group training manager to strategize the respective programmes</p> <p>PC5. analyze the customer feedback data/ mis to identify the effectiveness of existing programmes in the gym; introduce relevant modifications (wherever necessary) in order to ensure high customer satisfaction</p> <p>PC6. analyze new trends in the fitness industry and conduct knowledge sessions for the managers for them to conceptualize gym programmes basis the emerging customer needs and industry trends</p> <p>PC7. work together with membership consultants to map competitive landscape and customer profile; strategize programmes to cater to the market and stay competitive</p> <p>PC8. provide inputs to the respective managers in articulating detailed training programmes with principles on sequence of exercises, time table, teaching methods and specialists allocation for different types of plans</p> <p>PC9. discuss the potential risks relevant to the programme and identify various mechanisms to minimize the same</p> <p>PC10. ensure effective implementation of the devised plans and iron out the bottlenecks pertaining to the same through effective stakeholder collaboration</p>
Knowledge and Understanding (K)	
A. Organizational Context (Knowledge of the	<p>The user/individual on the job needs to know and understand:</p> <p>KA1. the organization's standards of performance and sequence of services</p> <p>KA2. the range of services and products offered by the organization</p> <p>KA3. the product and service costs for the services and products offered in the organization</p>

BWS/N3013 Plan personal training and group training programmes	
organization and its processes)	KA4. the health and safety requirements in the organization
B. Technical Knowledge	<p>The user/individual on the job needs to know and understand:</p> <p>KB1. human anatomy and its relevance for planning exercises</p> <p>KB2. structure and function of joints and muscles, musculoskeletal, cardiorespiratory and metabolic body systems</p> <p>KB3. the organization of various body structures and functions such as heart valves, heart rate, coronary circulation, short and long term effects on blood pressure while exercising</p> <p>KB4. physiological responses to physical activity</p> <p>KB5. principles of benchmarking</p> <p>KB6. techniques to analyze the information obtained from various research tools like interviews and questionnaires, observations and physical measurements</p> <p>KB7. range of personal training programmes catered to various population groups in line with their specific requirements</p> <p>KB8. mechanics of fitness to a range of activities which will achieve health and fitness benefits and clients' goals</p> <p>KB9. principles of planning and scheduling</p> <p>KB10. principles of competition mapping</p> <p>KB11. principles of budgeting and financial analysis</p>
Skills (S)	
A. Core Skills/ Generic Skills	Writing Skills
	<p>The user/ individual on the job needs to know and understand how to:</p> <p>SA1. document call logs, reports, task lists, and schedules with co-workers</p> <p>SA2. prepare status and progress reports</p> <p>SA3. record customers' discussions in the call logs</p> <p>SA4. write memos and e-mail to customers, co-workers, and vendors to provide them with work updates and to request appropriate information without English language errors regarding grammar or sentence construct</p>
	Reading Skills
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SA5. read about new products and services with reference to the organization and also from external forums such as websites and blogs</p> <p>SA6. keep abreast with the latest knowledge by reading brochures, pamphlets, and product information sheets</p> <p>SA7. read comments, suggestions, and responses to Frequently Asked Questions (FAQs) posted on the helpdesk portal</p>
	Oral Communication (Listening and Speaking skills)

BWS/N3013

Plan personal training and group training programmes

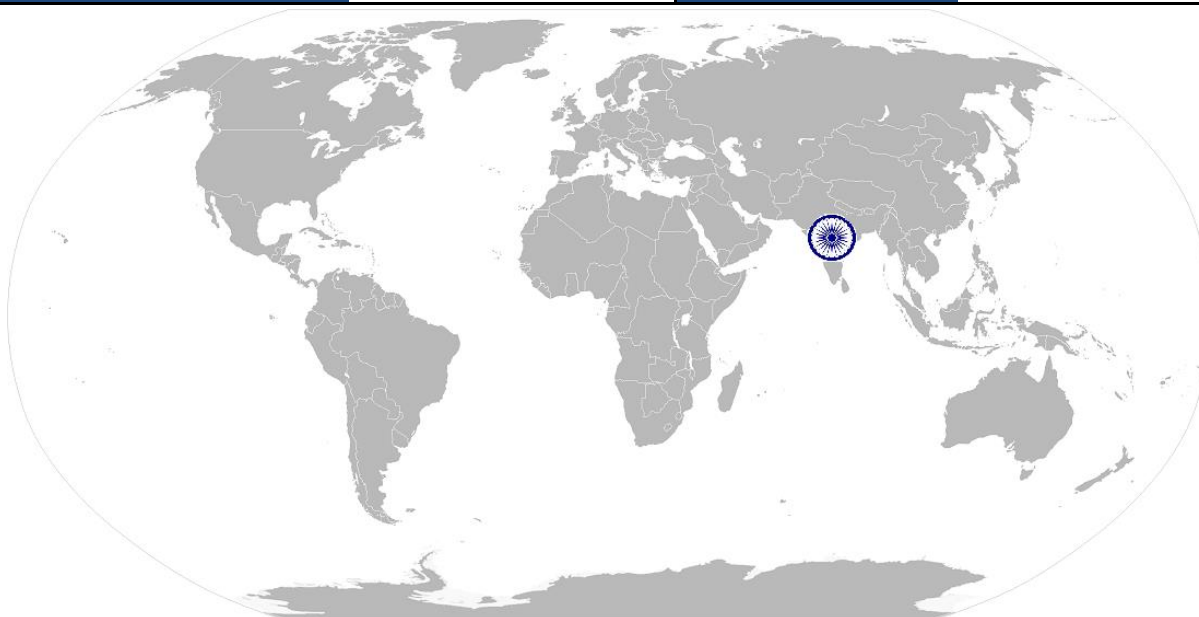
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SA8. discuss task lists, schedules, and work-loads with co-workers</p> <p>SA9. question customers appropriately in order to understand the nature of the problem and make a diagnosis</p> <p>SA10. give clear instructions to customers</p> <p>SA11. keep customers informed about progress</p> <p>SA12. avoid using jargon, slang or acronyms when communicating with a customer, unless it is required</p>
B. Professional Skills	Decision Making
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SB1. make decisions pertaining to the concerned area of work</p>
	Plan and Organize
	<p>The user/individual on the job needs to know and understand:</p> <p>SB2. plan and organize service feedback files/documents</p>
	Customer Centricity
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SB3. manage relationships with customers who may be stressed, frustrated, confused, or angry</p> <p>SB4. build customer relationships and use customer centric approach</p>
	Problem Solving
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SB5. think through the problem, evaluate the possible solution(s) and suggest an optimum /best possible solution(s)</p> <p>SB6. deal with clients lacking the technical background to solve the problem on their own</p> <p>SB7. identify immediate or temporary solutions to resolve delays</p>
	Analytical Thinking
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SB8. use the existing data to arrive at specific data points</p> <p>SB9. use the existing data points for improving the call resolution time</p> <p>SB10. use the existing data points to generate required reports for business</p>
	Critical Thinking
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SB11. apply, analyze, and evaluate the information gathered from observation, experience, reasoning, or communication, as a guide to thought and action</p>

BWS/N3013

Plan personal training and group training programmes

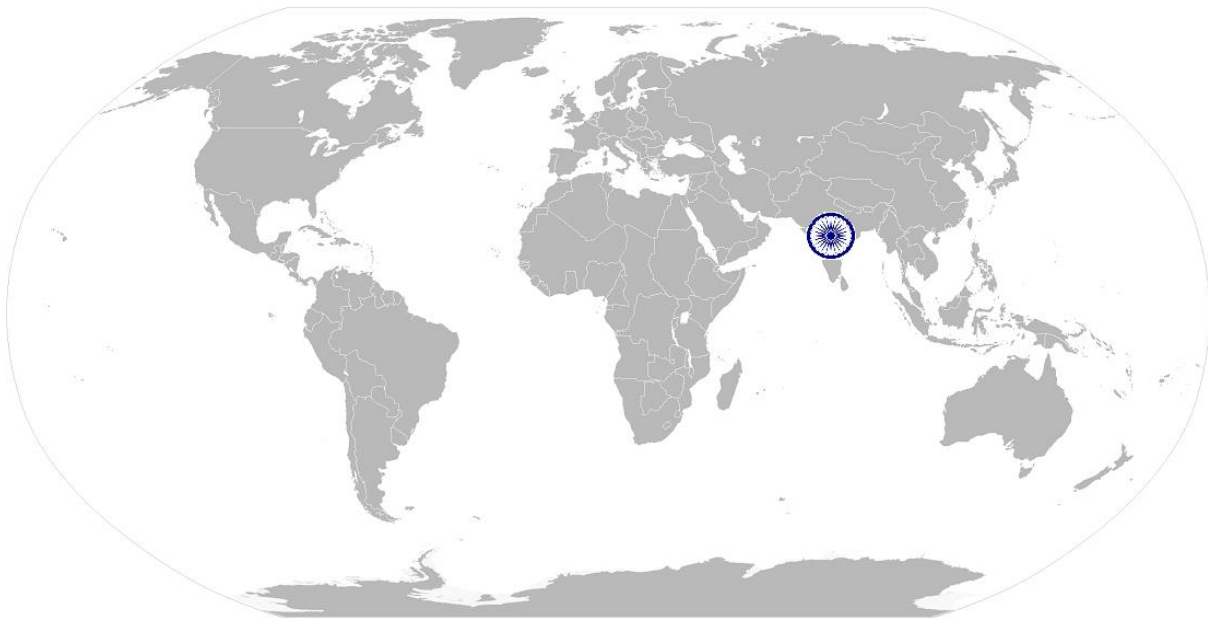
NOS Version Control

NOS Code	BWS/N3013		
Credits (NSQF)	TBD	Version number	1.0
Industry	Beauty & Wellness	Drafted on	10/11/2015
Industry Sub-sector	Fitness & Slimming	Last reviewed on	15/06/2016
Occupation	Fitness Services	Next review date	15/06/2019



[Back to Top](#)

National Occupational Standards



Overview

This OS unit is about developing group training programmes

BWS/N3017

Develop group training programme

National Occupational Standard

Unit Code	BWS/N3017
Unit Title (Task)	Develop group training programme
Description	Ability to plan and strategize the group training programmes basis the human anatomy and physiology. The unit includes conducting benchmarking and research in the fitness industry and incorporating the best practices while devising the programmes
Scope	This unit/task covers the following: <ul style="list-style-type: none"> Develop group training programme
Performance Criteria(PC) w.r.t. the Scope	
Element	Performance Criteria
Develop group training programme	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. study in depth and apply various principles of human anatomy, control of skeletal muscles by nervous system and various muscle groups with their motion patterns and motion ranges</p> <p>PC2. analyze the biomechanics and physiological responses of human body</p> <p>PC3. evaluate the mechanism of various body systems like cardiovascular system, respiratory system, etc. and their respective roles in the body</p> <p>PC4. analyse various principles of group dynamics and group management</p> <p>PC5. basis the principles of human body functioning and impact of physical activity on these systems as well as group management tenets, conduct an exhaustive planning of exercises suitable for groups</p> <p>PC6. conduct benchmarking study to identify various interesting options for making group exercises engaging and upcoming trends</p> <p>PC7. obtain the information about existing group exercises and identify the gaps or areas of improvement suggested by the clients; develop relevant interventions to address key customer observations/ concerns or improve the existing programmes</p> <p>PC8. plan the detailed group sessions with sequences, time table, teaching methods and specialists allocation for different sessions</p> <p>PC9. demonstrate the exercises to group trainers (if required) as well as gym members</p> <p>PC10. provide expert advice on advantages of incorporation of group exercises in the fitness schedules of the clients</p> <p>PC11. identify common reasons for members not attending the group sessions and design interventions to address these reasons</p> <p>PC12. select exercises that will help clients to achieve goals like cardiovascular fitness, muscular fitness and flexibility</p> <p>PC13. select appropriate equipment for running group programmes</p> <p>PC14. anticipate the potential risks relevant to the programme and identify various mechanisms to minimize the same</p> <p>PC15. enlighten the clients with benefits and purpose of the group exercise session and devise mechanisms to increase the participation</p> <p>PC16. suggest motivational techniques to be used for encouraging the client to effectively manage group cohesion</p>

BWS/N3017	Develop group training programme
	PC17. promote the culture of obtaining group feedback for adaptation of the programme as per group requirements
Knowledge and Understanding (K)	
A. Organizational Context (Knowledge of the organization and its processes)	<p>The user/individual on the job needs to know and understand:</p> <p>KA1. the organization's standards of performance and sequence of services</p> <p>KA2. the range of services and products offered by the organization</p> <p>KA3. the product and service costs for the services and products offered in the organization</p> <p>KA4. health and safety requirements in the organization</p>
B. Technical Knowledge	<p>The user/individual on the job needs to know and understand:</p> <p>KB1. human anatomy and its relevance for planning exercises</p> <p>KB2. structure and function of joints and muscles, musculoskeletal, cardiorespiratory and metabolic body systems</p> <p>KB3. the organization of various body structures and functions such as heart valves, heart rate, coronary circulation, short and long term effects on blood pressure while exercising</p> <p>KB4. physiological responses to physical activity</p> <p>KB5. principles of benchmarking</p> <p>KB6. various motivational techniques</p> <p>KB7. techniques to collect the required information, including using interviews and questionnaires, making observations and taking physical measurements</p> <p>KB8. a range of group exercises to enable selection and implementation of appropriate programmes</p> <p>KB9. mechanics of fitness to a range of activities which will achieve health and fitness benefits and clients' goals</p> <p>KB10. teaching methods, appropriate communication skills in order to enhance the client motivation and performances while delivering and instructing the group exercise</p> <p>KB11. the physical, psychological and social reasons for the clients participating/ not participating in group exercise</p> <p>KB12. principles of planning and scheduling</p>
Skills (S)	
A. Core Skills/ Generic Skills	<p>Writing Skills</p> <p>The user/ individual on the job needs to know and understand how to:</p> <p>SA13. document call logs, reports, task lists, and schedules with co-workers</p> <p>SA14. prepare status and progress reports</p> <p>SA15. record customers' discussions in the call logs</p> <p>SA16. write memos and e-mail to customers, co-workers, and vendors to provide them with work updates and to request appropriate information without English language errors regarding grammar or sentence construct</p> <p>Reading Skills</p> <p>The user/individual on the job needs to know and understand how to:</p> <p>SA17. read about new products and services with reference to the organization and also from external forums such as websites and blogs</p> <p>SA18. keep abreast with the latest knowledge by reading brochures, pamphlets, and product information sheets</p>

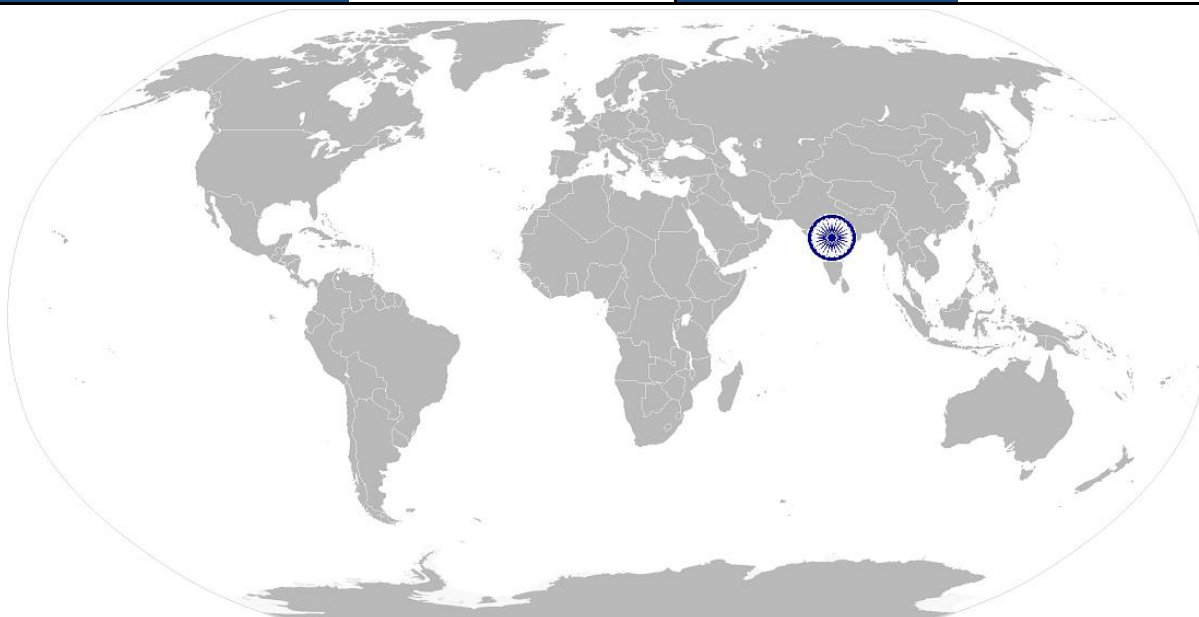
BWS/N3017	Develop group training programme
	SA19. read comments, suggestions, and responses to Frequently Asked Questions (FAQs) posted on the helpdesk portal
	Oral Communication (Listening and Speaking skills)
	The user/individual on the job needs to know and understand how to: SA20. discuss task lists, schedules, and work-loads with co-workers SA21. question customers appropriately in order to understand the nature of the problem and make a diagnosis SA22. give clear instructions to customers SA23. keep customers informed about progress SA24. avoid using jargon, slang or acronyms when communicating with a customer, unless it is required
B. Professional Skills	Decision Making
	The user/individual on the job needs to know and understand how to: SB12. make decisions pertaining to the concerned area of work
	Plan and Organize
	The user/individual on the job needs to know and understand: SB13. plan and organize service feedback files/documents
	Customer Centricity
	The user/individual on the job needs to know and understand how to: SB14. manage relationships with customers who may be stressed, frustrated, confused, or angry SB15. build customer relationships and use customer centric approach
	Problem Solving
	The user/individual on the job needs to know and understand how to: SB16. think through the problem, evaluate the possible solution(s) and suggest an optimum /best possible solution(s) SB17. deal with clients lacking the technical background to solve the problem on their own SB18. identify immediate or temporary solutions to resolve delays
	Analytical Thinking
	The user/individual on the job needs to know and understand how to: SB19. use the existing data to arrive at specific data points SB20. use the existing data points for improving the call resolution time SB21. use the existing data points to generate required reports for business
	Critical Thinking
	The user/individual on the job needs to know and understand how to: SB22. apply, analyze, and evaluate the information gathered from observation, experience, reasoning, or communication, as a guide to thought and action

BWS/N3017

Develop group training programme

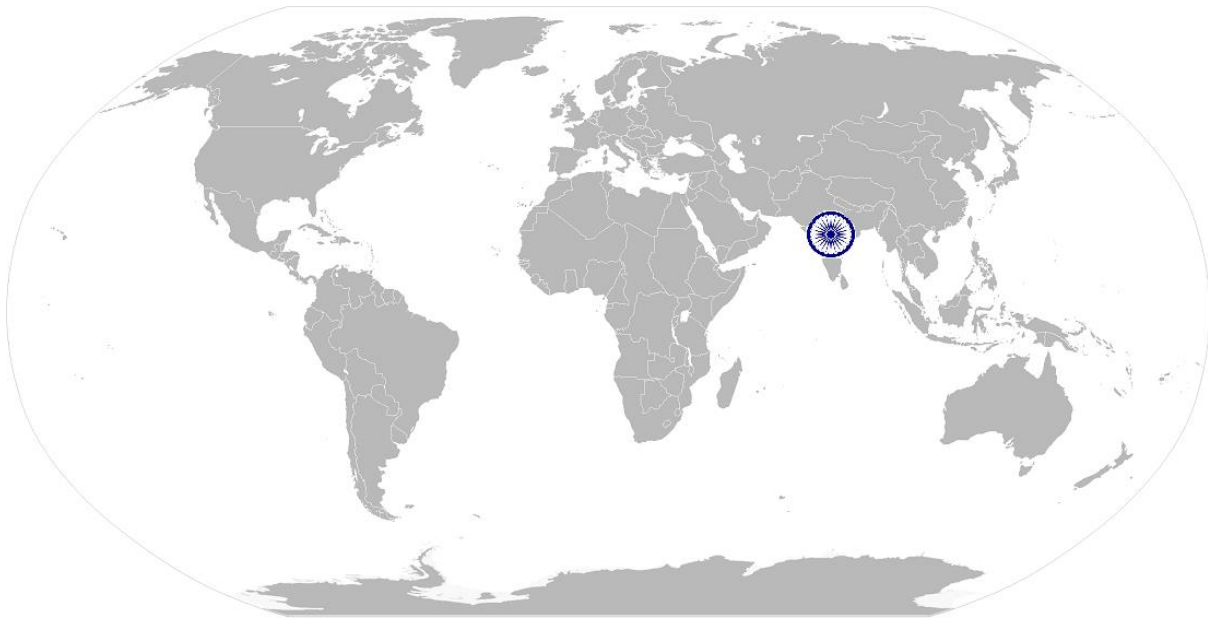
NOS Version Control

NOS Code	BWS/N3017		
Credits (NSQF)	TBD	Version number	1.0
Industry	Beauty & Wellness	Drafted on	10/11/2015
Industry Sub-sector	Fitness & Slimming	Last reviewed on	15/06/2016
Occupation	Fitness Services	Next review date	15/06/2019



[Back to Top](#)

National Occupational Standard



Overview

This OS unit is about developing personal training programmes

BWS/N3020

Develop personal training programme

Unit Code	BWS/N3020
Unit Title (Task)	Develop personal training programme
Description	Plan and strategize the personal training programmes basis the human anatomy and physiology. The unit includes conducting benchmarking and research in the fitness industry and incorporating the best practices while devising the programmes
Scope	This unit/task covers the following: <ul style="list-style-type: none"> Develop personal training programme
Performance Criteria(PC) w.r.t. the Scope	
Element	Performance Criteria
Develop personal training programme	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. study in depth and apply various principles of human anatomy, control of skeletal muscles by nervous system and various muscle groups with their motion patterns and motion ranges</p> <p>PC2. analyze the biomechanics and physiological responses of human body</p> <p>PC3. evaluate the mechanism of various body systems like cardiovascular system, respiratory system, etc. and their respective roles in the body</p> <p>PC4. analyze requirements of different individuals being clustered into groups like pre/ post natal women, disabled individuals, and other weight loss/ strength building requirements</p> <p>PC5. basis the principles of human body functioning and impact of physical activity on these systems, conduct an exhaustive planning of various types of exercise plans customized for respective individuals as per their goals</p> <p>PC6. conduct benchmarking study to identify various emerging options for exercise plans tailored to the special needs of the individuals</p> <p>PC7. conduct benchmarking on upcoming global trends in terms of exercises, equipment etc. and transfer the required learning to respective trainers</p> <p>PC8. obtain the information about existing personal training programmes & plans and identify the gaps or areas of improvement suggested by the clients; develop relevant interventions to address key customer observations/ concerns or improve the existing programmes</p> <p>PC9. plan the detailed personal training programmes with principles on sequence of exercises, time table, teaching methods and specialists allocation for different types of plans</p> <p>PC10. identify common reasons for members not being able to adhere to their fitness plans and design interventions to address these reasons</p> <p>PC11. select exercises that will help clients to achieve goals like cardiovascular fitness, muscular fitness and flexibility</p> <p>PC12. select appropriate equipment for running various types of fitness programmes for different population groups</p> <p>PC13. anticipate the potential risks relevant to the programme and identify various mechanisms to minimize the same</p> <p>PC14. suggest motivational techniques to be used for encouraging the client to complete their fitness plans</p> <p>PC15. promote the culture of obtaining client feedback for adaptation of the programme as per their requirements</p>

BWS/N3020

Develop personal training programme

Knowledge and Understanding (K)	
A. Organizational Context (Knowledge of the organization and its processes)	<p>The user/individual on the job needs to know and understand:</p> <p>KA1. the organization's standards of performance and sequence of services</p> <p>KA2. the range of services and products offered by the organization</p> <p>KA3. the product and service costs for the services and products offered in the organization</p> <p>KA4. the health and safety requirements in the organization</p>
B. Technical Knowledge	<p>The user/individual on the job needs to know and understand:</p> <p>KB1. human anatomy and its relevance for planning exercises</p> <p>KB2. structure and function of joints and muscles, musculoskeletal, cardiorespiratory and metabolic body systems</p> <p>KB3. the organization of various body structures and functions such as heart valves, heart rate, coronary circulation, short and long term effects on blood pressure while exercising</p> <p>KB4. physiological responses to physical activity</p> <p>KB5. principles of benchmarking</p> <p>KB6. various motivational techniques</p> <p>KB7. techniques to collect the required information, including using interviews and questionnaires, making observations and taking physical measurements</p> <p>KB8. personal training programmes catered to various population groups in line with their specific requirements</p> <p>KB9. various population groups requiring personal training</p> <p>KB10. special programmes tailor made to cater to the requirements of various fitness goals of the clients</p> <p>KB11. mechanics of fitness to a range of activities which will achieve health and fitness benefits and clients' goals</p> <p>KB12. knowledge of teaching methods, appropriate communication skills in order to enhance the client motivation and performances while delivering and instructing the exercise</p> <p>KB13. the physical, psychological and social reasons for the clients participating/ not adhering to their fitness plans</p> <p>KB14. principles of programming/scheduling</p> <p>KB15. new/ emerging tools/ equipment/ exercises being launched globally</p>
Skills (S)	
A. Core Skills/ Generic Skills	Writing Skills
	<p>The user/ individual on the job needs to know and understand how to:</p> <p>SA1. document call logs, reports, task lists, and schedules with co-workers</p> <p>SA2. prepare status and progress reports</p> <p>SA3. record customers' discussions in the call logs</p> <p>SA4. write memos and e-mail to customers, co-workers, and vendors to provide them with work updates and to request appropriate information without English language errors regarding grammar or sentence construct</p>
	Reading Skills
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SA5. read about new products and services with reference to the organization and also from external forums such as websites and blogs</p>

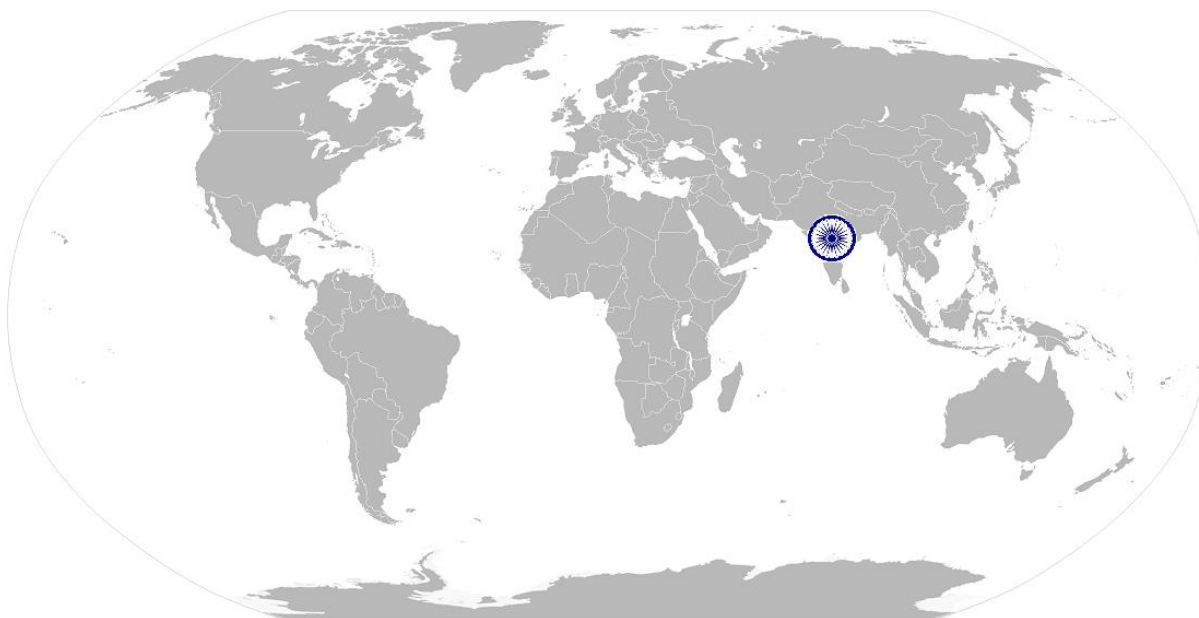
BWS/N3020	Develop personal training programme
	<p>SA6. keep abreast with the latest knowledge by reading brochures, pamphlets, and product information sheets</p> <p>SA7. read comments, suggestions, and responses to Frequently Asked Questions (FAQs) posted on the helpdesk portal</p>
	Oral Communication (Listening and Speaking skills)
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SA8. discuss task lists, schedules, and work-loads with co-workers</p> <p>SA9. question customers appropriately in order to understand the nature of the problem and make a diagnosis</p> <p>SA10. give clear instructions to customers</p> <p>SA11. keep customers informed about progress</p> <p>SA12. avoid using jargon, slang or acronyms when communicating with a customer, unless it is required</p>
B. Professional Skills	Decision Making
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SB1. make decisions pertaining to the concerned area of work</p>
	Plan and Organize
	<p>The user/individual on the job needs to know and understand:</p> <p>SB2. plan and organize service feedback files/documents</p>
	Customer Centricity
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SB3. manage relationships with customers who may be stressed, frustrated, confused, or angry</p> <p>SB4. build customer relationships and use customer centric approach</p>
	Problem Solving
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SB5. think through the problem, evaluate the possible solution(s) and suggest an optimum /best possible solution(s)</p> <p>SB6. deal with clients lacking the technical background to solve the problem on their own</p> <p>SB7. identify immediate or temporary solutions to resolve delays</p>
	Analytical Thinking
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SB8. use the existing data to arrive at specific data points</p> <p>SB9. use the existing data points for improving the call resolution time</p> <p>SB10. use the existing data points to generate required reports for business</p>
	Critical Thinking
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SB11. apply, analyze, and evaluate the information gathered from observation, experience, reasoning, or communication, as a guide to thought and action</p>

BWS/N3020

Develop personal training programme

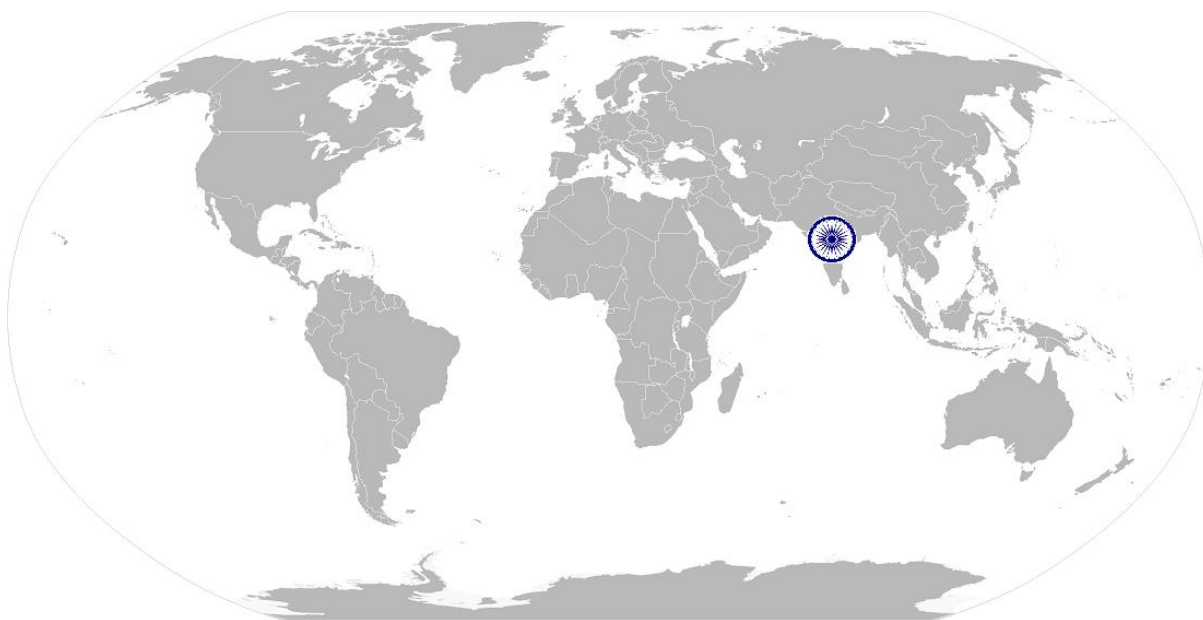
NOS Version Control

NOS Code	BWS/N3020		
Credits (NSQF)	TBD	Version number	1.0
Industry	Beauty & Wellness	Drafted on	10/11/2015
Industry Sub-sector	Fitness & Slimming	Last reviewed on	15/06/2016
Occupation	Fitness Services	Next review date	15/06/2019



[Back to Top](#)

National Occupational Standard



Overview

This Occupational Standard describes the knowledge, understanding and skills required to support and coach learners

BWS/N9015

Support and Coach Learners

Unit Code	BWS/N9015
Unit Title(Task)	Support and coach learners
Description	This unit describes the performance outcomes, skills and knowledge required to provide support and coaching to learners. It describes the skills to identify issues that may impact on learner's progression and to provide then with the additional support for success.
Scope	<p>This unit applies to individuals providing TVET Trainers who provide support to students, with some supervision and guidance, in a training provider context. The unit covers sector requirements to:</p> <ul style="list-style-type: none"> Identify support needs of learners Provide support to learners to meet identified needs, within scope of role Support individual students with additional needs in the training session Provide coaching and motivation
Performance Criteria(PC) w.r.t. the Scope	
Element	Performance Criteria
Identify support needs of learners	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. identify limitations in scope of own role in providing support to learners</p> <p>PC2. establish rapport and a trusting relationship with learners to identify learner</p> <p>PC3. seek information about issues of concern with sensitivity and respect for the physical, emotional and cultural safety and security of those affected</p> <p>PC4. observe learner to identify any signs of emotional stress</p> <p>PC5. seek additional related information from family and/or others as required and with consent of the learner</p> <p>PC6. record learner background information obtained according to principles of confidentiality and organisational procedures</p>
Provide support to learners to meet identified needs, within scope of role	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC7. show respectful, empathic understanding to clarify the nature and depth of learner feelings</p> <p>PC8. help learners clarify options, identify support needs and decide on next steps to address problems and/or meet immediate needs</p> <p>PC9. provide information about student support programs and services and refer learner to specialist support as indicated and agreed with learner</p> <p>PC10. manage student information and records in compliance with privacy and confidentiality standards</p> <p>PC11. debrief issues that may arise when providing support with colleagues to care for self</p>
Support individual students with additional needs in the training session	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC12. show respect, empathy and acceptance for individual differences and encourage learners in ways which promote their positive self-concept and self-esteem</p> <p>PC13. use language, equipment, materials and strategies suited to the learner</p> <p>PC14. apply simple task analysis to assist learners with additional needs and modify general activities to meet particular needs where necessary</p> <p>PC15. provide additional assistance with individual or small group activities as</p>

BWS/N9015

Support and Coach Learners

	required
Provide coaching and motivation	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC16. prepare for coaching by:</p> <ul style="list-style-type: none"> identifying individual and specific coaching needs organising with learner a specific time and place for coaching <p>PC17. provide coaching by:</p> <ul style="list-style-type: none"> explaining the purpose of coaching assisting the learner to set personal goals and explore personal change strategies explaining and demonstrating skills to be coached communicating essential knowledge required checking the learner's understanding providing opportunity for learner to practise the skill and ask questions providing feedback in a constructive manner <p>PC18. follow up coaching including:</p> <ul style="list-style-type: none"> monitoring progress with new skills and provide supportive assistance as required reporting progress to appropriate person as required identifying performance problems or difficulties with the coaching and rectify them or refer them to the appropriate person for follow up
Knowledge and Understanding (K)	
A. Organizational Context (Knowledge of the company / organization and its processes)	<p>the user/individual on the job needs to know and understand:</p> <p>KA1. organisational policies and procedures in relation to:</p> <ul style="list-style-type: none"> learner support and welfare learner confidentiality referral procedures, including various levels of urgency, and follow-up of client limits of own ability and authority reporting procedures documentation <p>KA2. scope of own work role in relation to student support</p> <p>KA3. position and work roles of organisational personnel</p>
B. Technical Knowledge	<p>The user/individual on the job needs to know and understand:</p> <p>KB1. common significant problems presented by learners and appropriate avenues of further assessment or action</p> <p>KB2. common signs/indicators of:</p> <ul style="list-style-type: none"> mental illness depression alcohol and other drug use suicide risk child abuse/sexual assault <p>KB3. availability of and, referral criteria and processes for support services</p> <p>KB4. student back ground that may impact on performance such as:</p>

BWS/N9015

Support and Coach Learners

	<ul style="list-style-type: none"> • living conditions (including physical, social, environmental, political, spiritual/cultural, mental aspects) • any health, legal, family and/or lifestyle issues • financial and employment status • relationships and family of origin • critical events/ incidents • nature and history of any presenting problem(s) • learner concerns and beliefs regarding their problems
KB5.	<p>empowering processes such as:</p> <ul style="list-style-type: none"> • active listening • identifying and affirming learner strengths and opportunities • reframing, summary and closure • helping contain overwhelming feelings to facilitate coping • using questions and concreteness to focus the learner on identifying immediate needs and concerns • setting realistic achievable goals for the support session • brainstorming consequences • exploring options and informed learner choices • identify achievable tasks to be addressed after the session
KB6.	<p>strategies to deal with client issues and emotions such as:</p> <ul style="list-style-type: none"> • managing tone, pitch and pace of voice • externalise learner emotions • awareness of personal vulnerabilities which may be triggered during a support session • containment skills • supervision and debriefing
KB7.	scope of trainer's role in providing learner support
KB8.	debriefing processes and their importance
KB9.	<p>range of self-care strategies such as:</p> <ul style="list-style-type: none"> • debriefing and defusing • self-monitoring • reflection on practice • knowing when and how to ask for back-up support • constructive feedback about learner support practice
KB10.	how values, attitudes and beliefs impact on support processes
KB11.	<p>active listening techniques such as:</p> <ul style="list-style-type: none"> • appropriate brief encouragers which help the learner relate their story and concerns • reflection of feelings /thoughts, behaviours and experience (content) • hearing the learner's concerns • paraphrasing (reflection of content) • using open and closed questions to expand or clarify understanding • understanding the learner's context • recognising when higher levels of support may be indicated • summarising and closure • open and closed questions • balancing the frequency of questions

BWS/N9015

Support and Coach Learners

	<p>KB12. additional needs and their possible impact on learning such :</p> <ul style="list-style-type: none"> • cultural background • education background • family issues • giftedness • intellectual disabilities • language impairment • learning difficulties • other medical conditions • physical difficulties • psycho-emotional disorders • sensory disabilities • socio-cultural disadvantage <p>KB13. basic principles of coaching and adult learning principles (e.g. explanation, demonstration, review, trainee explanation, trainee demonstration, feedback)</p> <p>KB14. coaching session procedures including planning, conducting and reviewing session</p> <p>KB15. planning procedures for learner practice opportunities</p>
Skills (S)	
A. Core Skills/ Generic Skills	Writing Skills
	<p>The user/ individual on the job needs to know and understand how to:</p> <p>SA1. document call logs, reports, task lists, and schedules with co-workers</p> <p>SA2. prepare status and progress reports</p> <p>SA3. record customers' discussions in the call logs</p> <p>SA4. write memos and e-mail to customers, co-workers, and vendors to provide them with work updates and to request appropriate information without English language errors regarding grammar or sentence construct</p>
	Reading Skills
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SA5. read about new products and services with reference to the organization and also from external forums such as websites and blogs</p> <p>SA6. keep abreast with the latest knowledge by reading brochures, pamphlets, and product information sheets</p> <p>SA7. read comments, suggestions, and responses to Frequently Asked Questions (FAQs) posted on the helpdesk portal</p>
	Oral Communication (Listening and Speaking skills)
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SA8. discuss task lists, schedules, and work-loads with co-workers</p> <p>SA9. question customers appropriately in order to understand the nature of the problem and make a diagnosis</p> <p>SA10. give clear instructions to customers</p> <p>SA11. keep customers informed about progress</p> <p>SA12. avoid using jargon, slang or acronyms when communicating with a customer, unless it is required</p>

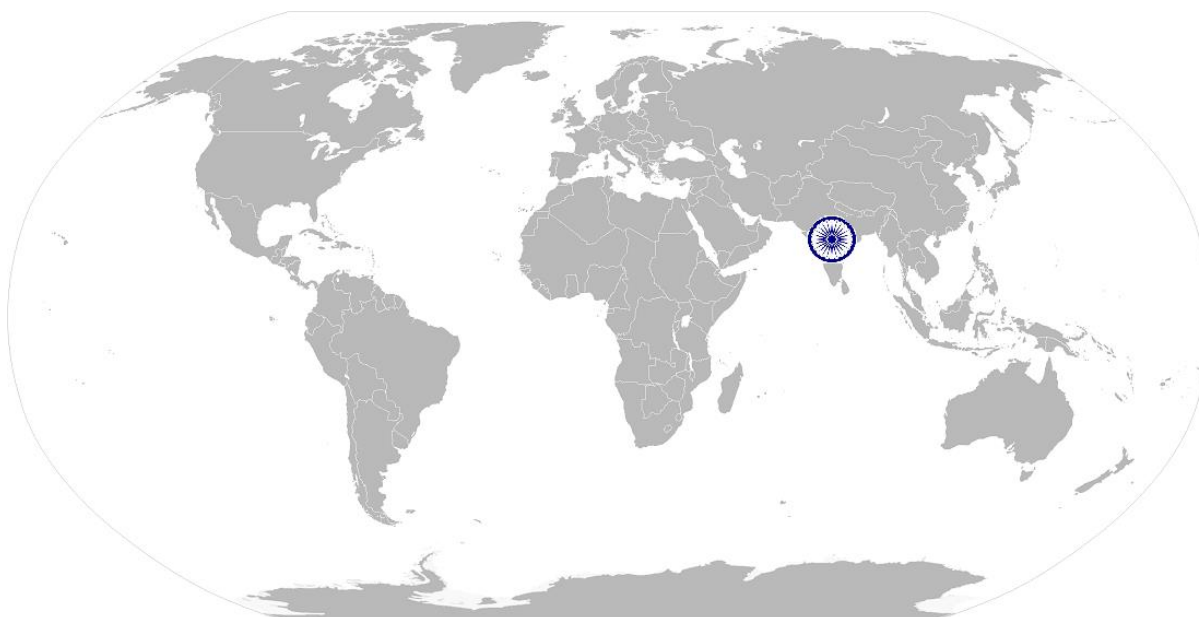
BWS/N9015

Support and Coach Learners

B. Professional Skills	Decision Making
	The user/individual on the job needs to know and understand how to: SB1. make decisions pertaining to the concerned area of work
	Plan and Organize
	The user/individual on the job needs to know and understand: SB2. plan and organize service feedback files/documents
	Customer Centricity
	The user/individual on the job needs to know and understand how to: SB3. manage relationships with customers who may be stressed, frustrated, confused, or angry SB4. build customer relationships and use customer centric approach
	Problem Solving
	The user/individual on the job needs to know and understand how to: SB5. think through the problem, evaluate the possible solution(s) and suggest an optimum /best possible solution(s) SB6. deal with clients lacking the technical background to solve the problem on their own SB7. identify immediate or temporary solutions to resolve delays
	Analytical Thinking
	The user/individual on the job needs to know and understand how to: SB8. use the existing data to arrive at specific data points SB9. use the existing data points for improving the call resolution time SB10. use the existing data points to generate required reports for business
	Critical Thinking
	The user/individual on the job needs to know and understand how to: SB11. apply, analyze, and evaluate the information gathered from observation, experience, reasoning, or communication, as a guide to thought and action

NOS Version Control

NOS Code	NOS 26		
Credits(NSQF)	TBD	Version number	1.0
Industry	Beauty & Wellness	Drafted on	10/11/2015
Industry Sub-sector	Fitness & Slimming	Last reviewed on	15/06/2016
Occupation	Fitness Services	Next review date	15/06/2019

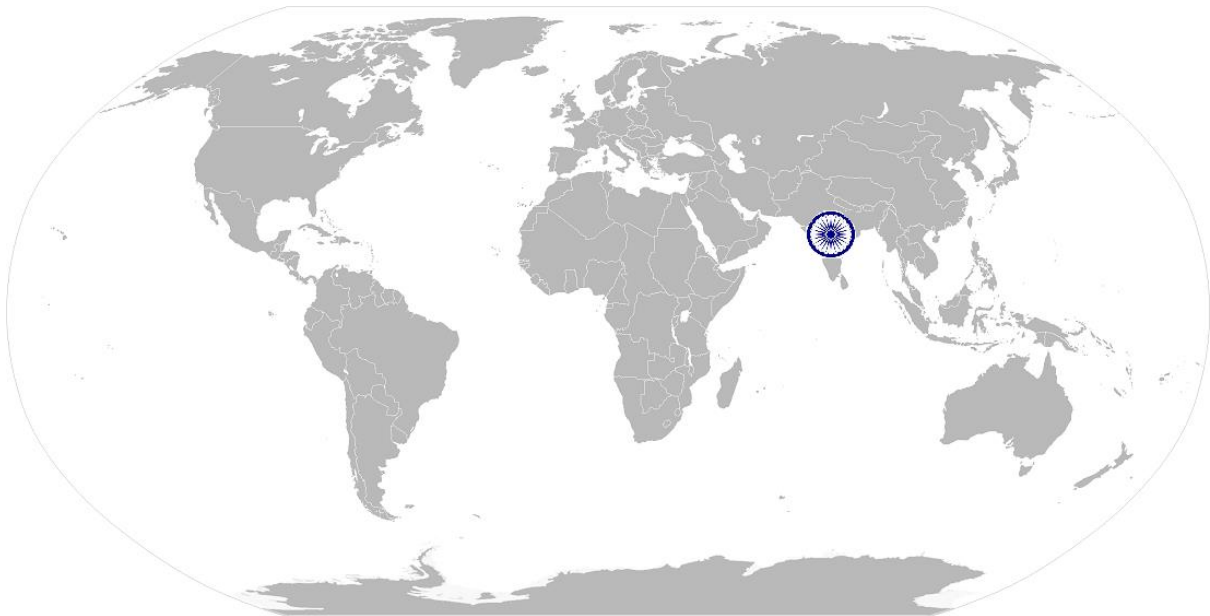


[Back to Top](#)

BWS/N9004

Manage and lead a team

National Occupational Standard



Overview

This unit is about managing the team of subordinates

BWS/N9004

Manage and lead a team

Unit Code	BWS/N9004
Unit Title (Task)	Manage and lead a team
Description	Manage the team of professionals and helpers on day to day basis, ensuring their deployment, motivating them by involving them in various engagement initiatives at the work area, helping them improve the skills levels and managing their grievances in the best possible manner in order to maximize the people productivity
Scope	This unit/task covers the following: <ul style="list-style-type: none"> Manage and lead a team
Performance Criteria(PC) w.r.t. the Scope	
Element	Performance Criteria
Manage and lead a team	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. ensure team is aware of the schedule and job expectations on a daily basis</p> <p>PC2. involve team in regular meetings to communicate information intended for them</p> <p>PC3. ensure communication to team on any changes in policies/ processes by the organization through required verbal/ written mechanisms</p> <p>PC4. ensure participation of team in various engagement initiatives organized by the organization</p> <p>PC5. council and address issues among team for any work related issues</p> <p>PC6. support the centre manager the deployment of team as per guest schedule and the organizational norms and guidelines</p> <p>PC7. ensure periodic training of team support the team by delivering trainings</p> <p>PC8. share knowledge of processes, techniques, therapies and products with the team to enhance their skill levels</p> <p>PC9. provide feedback to the centre manager pertaining to performance appraisals of team</p>
Knowledge and Understanding (K)	
A. Organizational Context (Knowledge of the organization and its processes)	<p>The user/individual on the job needs to know and understand:</p> <p>KA1. organization's standards of performance and sequence of services</p> <p>KA2. relevant HR Policies and Processes followed by the organization</p>
B. Technical Knowledge	<p>The user/individual on the job needs to know and understand:</p> <p>KB1. roster norms and guidelines</p> <p>KB2. how and when to measure performance of the team members</p> <p>KB3. how to share feedback with team members</p> <p>KB4. applicable legislation relating to the workplace (for example health and safety, workplace regulations, use of work equipment, handling/ storage/ disposal/ cautions of use of products, fire precautions, hygiene practice, disposal of waste, environmental protection)</p>

BWS/N9004

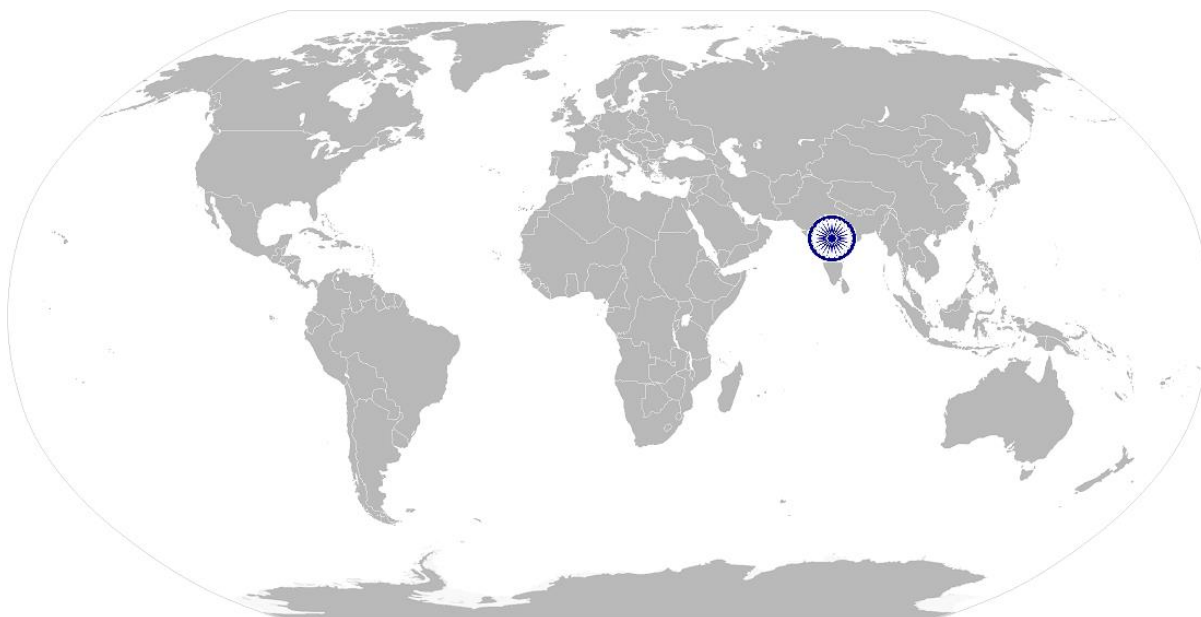
Manage and lead a team

Skills (S)	
A. Core Skills/ Generic Skills	Writing Skills
	<p>The user/ individual on the job needs to know and understand how to:</p> <p>SA1. document call logs, reports, task lists, and schedules with co-workers</p> <p>SA2. prepare status and progress reports</p> <p>SA3. record customers' discussions in the call logs</p> <p>SA4. write memos and e-mail to customers, co-workers, and vendors to provide them with work updates and to request appropriate information without English language errors regarding grammar or sentence construct</p>
	Reading Skills
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SA5. read about new products and services with reference to the organization and also from external forums such as websites and blogs</p> <p>SA6. keep abreast with the latest knowledge by reading brochures, pamphlets, and product information sheets</p> <p>SA7. read comments, suggestions, and responses to Frequently Asked Questions (FAQs) posted on the helpdesk portal</p>
B. Professional Skills	Oral Communication (Listening and Speaking skills)
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SA8. discuss task lists, schedules, and workloads with co-workers</p> <p>SA9. question customers appropriately in order to understand the nature of the problem and make a diagnosis</p> <p>SA10. give clear instructions to customers</p> <p>SA11. keep customers informed about progress</p> <p>SA12. avoid using jargon, slang or acronyms when communicating with a customer, unless it is required</p>
	Decision Making
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SB1. make decisions pertaining to the concerned area of work</p>
	Plan and Organize
	<p>The user/individual on the job needs to know and understand:</p> <p>SB2. plan and organize service feedback files/documents</p>
	Customer Centricity
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SB3. manage relationships with customers who may be stressed, frustrated, confused, or angry</p> <p>SB4. build customer relationships and use customer centric approach</p>
	Problem Solving
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SB5. think through the problem, evaluate the possible solution(s) and suggest an optimum /best possible solution(s)</p>

BWS/N9004

Manage and lead a team

	SB6. deal with clients lacking the technical background to solve the problem on their own
	SB7. identify immediate or temporary solutions to resolve delays
	Analytical Thinking
	The user/individual on the job needs to know and understand how to: SB8. use the existing data to arrive at specific data points SB9. use the existing data points for improving the call resolution time SB10. use the existing data points to generate required reports for business
	Critical Thinking
	The user/individual on the job needs to know and understand how to: SB11. apply, analyze, and evaluate the information gathered from observation, experience, reasoning, or communication, as a guide to thought and action

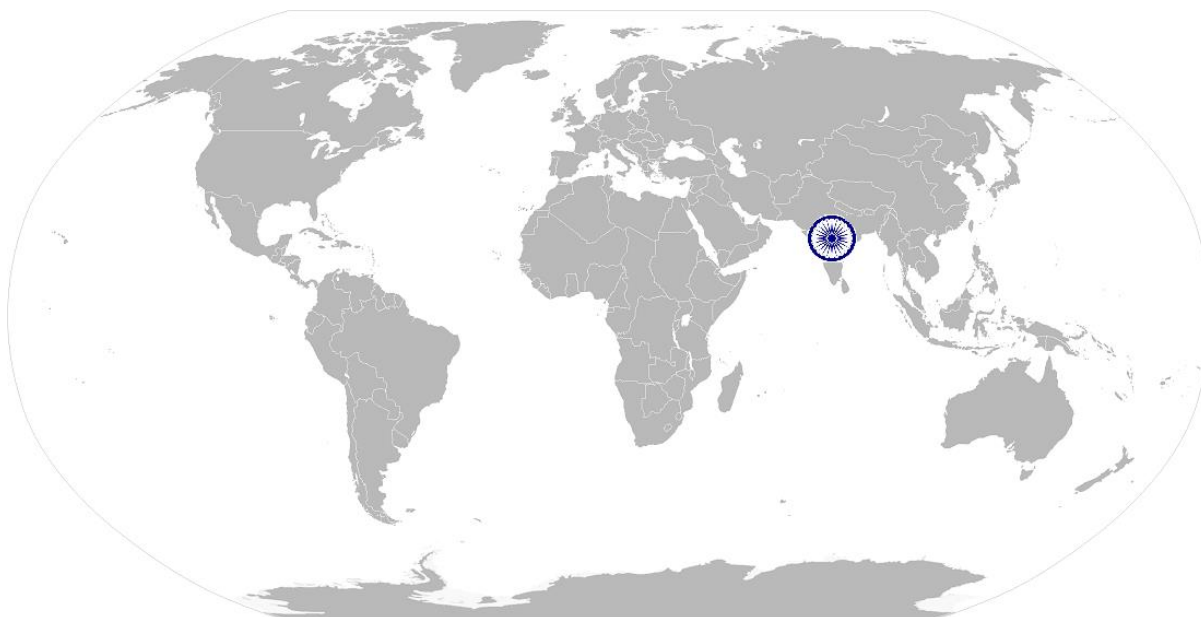


BWS/N9004

Manage and lead a team

NOS Version Control

NOS Code	BWS/N9004		
Credits (NSQF)	TBD	Version number	1.0
Industry	Beauty & Wellness	Drafted on	10/11/2015
Industry Sub-sector	Fitness & Slimming	Last reviewed on	15/06/2016
Occupation	Fitness Services	Next review date	15/06/2019

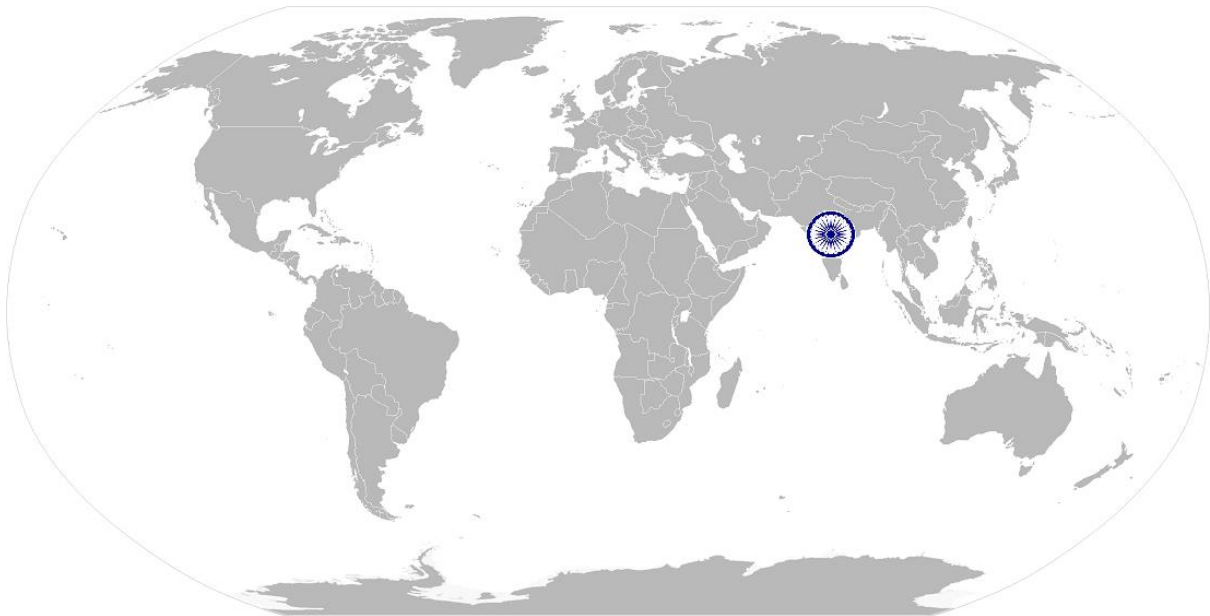


[Back to Top](#)

BWS/N9002

Maintain health and safety at the workplace

National Occupational Standard



Overview

This OS unit is about maintaining a safe and hygienic environment at the workplace

BWS/N9002

Maintain health and safety at the workplace

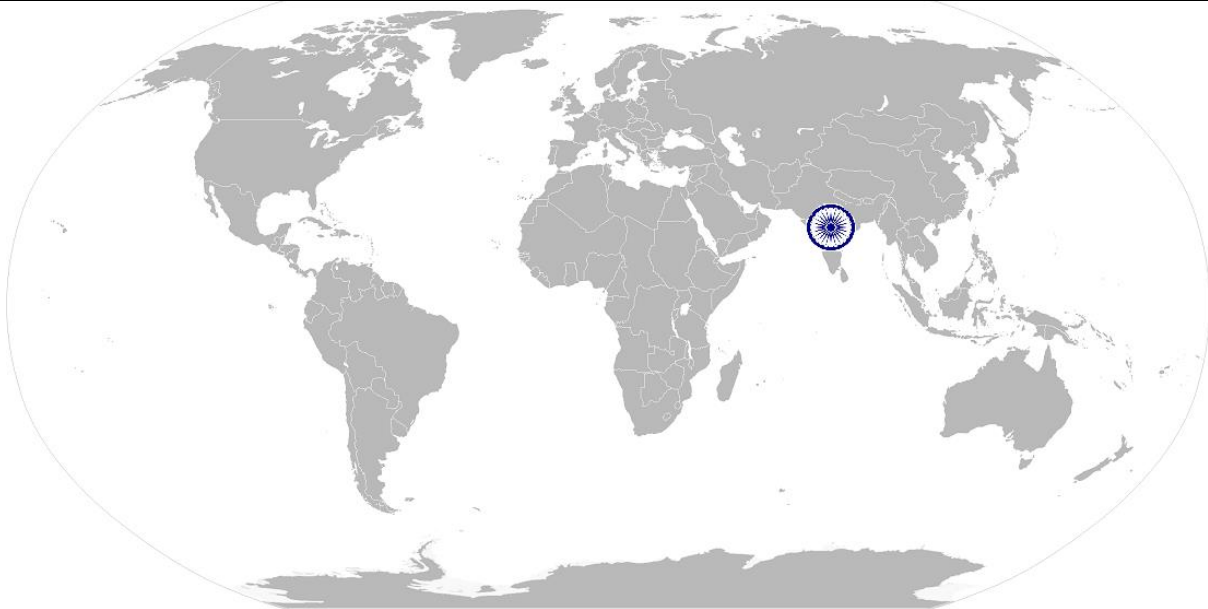
Unit Code	BWS/N9002
Unit Title (Task)	Maintain health and safety at the workplace
Description	Maintain a safe and hygienic environment at the workplace to reduce potential risks to self and others.
Scope	This unit/task covers the following: <ul style="list-style-type: none"> • Maintain health and safety at the workplace
Performance Criteria(PC) w.r.t. the Scope	
Element	Performance Criteria
Maintain health and safety at the workplace	To be competent, the user/individual on the job must be able to: <ul style="list-style-type: none"> PC1. set up and position the equipment, chemicals, products and tools in the work area to meet legal, hygiene and safety requirements PC2. clean and sterilize all tools and equipment before use PC3. maintain one's posture and position to minimize fatigue and the risk of injury PC4. dispose waste materials in accordance to the industry accepted standards PC5. maintain first aid kit and keep oneself updated on the first aid procedures PC6. identify and document potential risks and hazards in the workplace PC7. accurately maintain accident reports PC8. report health and safety risks/ hazards to concerned personnel PC9. use tools, equipment, chemicals and products in accordance with the organization's guidelines and manufacturers' instructions
Knowledge and Understanding (K)	
A. Organizational Context (Knowledge of the organization and its processes)	The user/individual on the job needs to know and understand: <ul style="list-style-type: none"> KA1. organization's policies and procedures to address risks and hazards KA2. health and safety requirements in the organization
B. Technical Knowledge	The user/individual on the job needs to know and understand: <ul style="list-style-type: none"> KB1. contra-indications related to various treatments KB2. process and products to sterilize and disinfect equipment/ tools KB3. manufacturer's instructions related to equipment and product use and cleaning KB4. applicable legislation relating to the workplace (for example health and safety, workplace regulations, use of work equipment, control of substances hazardous to health, handling/storage/ disposal/ cautions in the use of products, fire precautions, occurrences, hygiene practice, disposal of waste, environmental protection)

BWS/N9002

Maintain health and safety at the workplace

NOS Version Control

NOS Code	BWS/N9002		
Credits (NSQF)	TBD	Version number	1.0
Industry	Beauty & Wellness	Drafted on	10/11/2015
Industry Sub-sector	Fitness & Slimming	Last reviewed on	15/06/2016
Occupation	Fitness Services	Next review date	15/06/2019

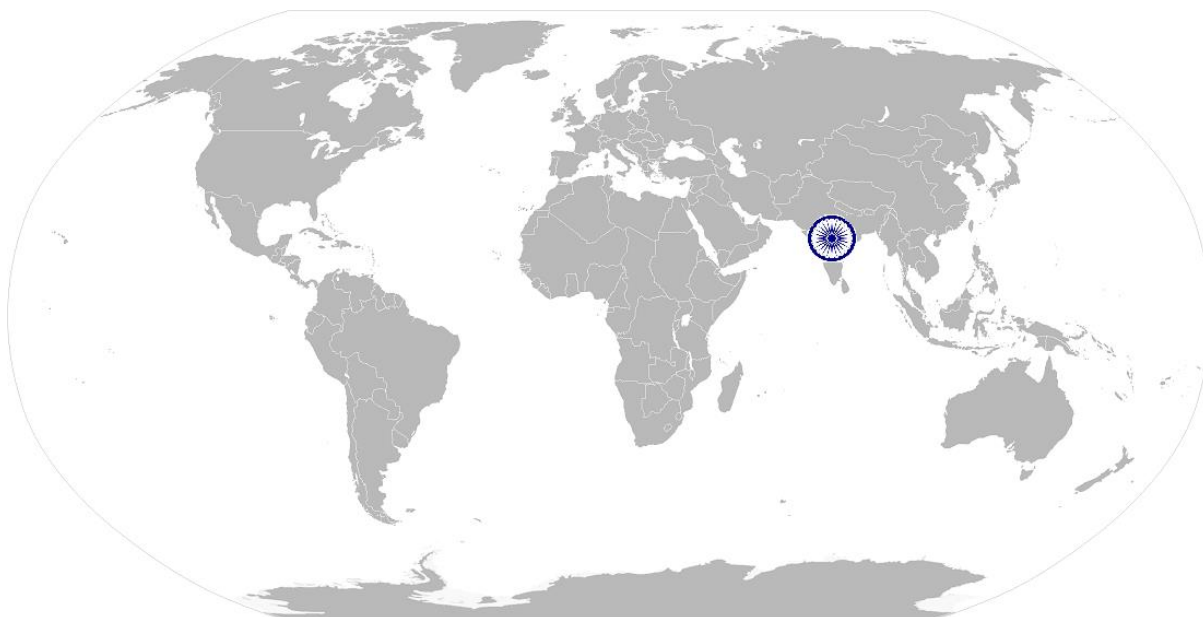


[Back to Top](#)

BWS/N9003

Create a positive impression at the workplace

National Occupational Standard



Overview

This OS unit is about personal grooming and behaviour expected at the workplace.

BWS/N9003

Create a positive impression at the workplace

National Occupational Standard

Unit Code	BWS/N9003
Unit Title (Task)	Create a positive impression at the workplace
Description	Personal grooming and behaviour to execute tasks as per the organization's standards and create a positive impression at the workplace
Scope	<p>This unit/task covers the following:</p> <ul style="list-style-type: none"> • Appearance and Behavior • Task execution as per organization's standards • Communication and Information record
Performance Criteria(PC) w.r.t. the Scope	
Element	Performance Criteria
Appearance and Behavior	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. maintain good health and personal hygiene</p> <p>PC2. comply with organisation's standards of grooming and personal behavior</p> <p>PC3. meet the organisation's standards of courtesy, behavior and efficiency</p> <p>PC4. stay free from intoxicants while on duty</p> <p>PC5. wear and carry organisation's uniform and accessories correctly and smartly</p>
Task execution as per organization's standards	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC6. take appropriate and approved actions in line with instructions and guidelines</p> <p>PC7. record details related to tasks, as per procedure</p> <p>PC8. participate in workplace activities as a part of the larger team</p> <p>PC9. report to supervisor immediately in case there are any work issues</p> <p>PC10. use appropriate language, tone and gestures while interacting with clients from different cultural and religious backgrounds, age, disabilities and gender</p>
Communication and Information record	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC11. communicate procedure related information to clients based on the sector's code of practices and organisation's procedures/ guidelines</p> <p>PC12. communicate role related information to stakeholders in a polite manner and resolve queries, if any</p> <p>PC13. assist and guide clients to services or products based on their needs</p> <p>PC14. report and record instances of aggressive/ unruly behavior and seek assistance</p> <p>PC15. use communication equipment (phone, email etc.) as mandated by your organization</p> <p>PC16. carry out routine documentation legibly and accurately in the desired format</p> <p>PC17. file routine reports and feedback</p> <p>PC18. maintain confidentiality of information, as required, in the role</p>
Knowledge and Understanding (K)	
A. Organizational Context (Knowledge of the organization and	<p>The user/individual on the job needs to know and understand:</p> <p>KA1. importance of personal health and hygiene</p> <p>KA2. organization's standards of grooming and personal behavior</p> <p>KA3. organization's standards related to courtesy, behavior and efficiency</p> <p>KA4. ill-effects of intoxicants and potential actions at workplace</p> <p>KA5. items of uniform & accessories and correct method of wearing/ carrying them</p> <p>KA6. reporting/ recording formats and protocol for documentation</p> <p>KA7. kinds of work issues that may arise and reporting structure</p>

BWS/N9003 Create a positive impression at the workplace	
its processes)	KA8. code of practices and guidelines relating to communication with people KA9. organization's requirements for recording and retaining information
B. Technical Knowledge	<p>The user/individual on the job needs to know and understand:</p> <p>KB1. ability to speak, read and write in the local vernacular language and english</p> <p>KB2. appropriate verbal and non-verbal cues while dealing with clients from different cultural, religious backgrounds, age, disabilities and gender</p> <p>KB3. different formats on which information is to be recorded</p> <p>KB4. importance to maintain security and confidentiality of information</p> <p>KB5. kinds of communication equipment (email, phone etc.) available and their effective use</p> <p>KB6. selling/ influencing techniques to provide additional services/ products to clients</p>
Skills (S)	
A. Core Skills/ Generic Skills	Writing Skills
	<p>The user/ individual on the job needs to know and understand how to:</p> <p>SA1. document call logs, reports, task lists, and schedules with co-workers</p> <p>SA2. prepare status and progress reports</p> <p>SA3. record customers' discussions in the call logs</p> <p>SA4. write memos and e-mail to customers, co-workers, and vendors to provide them with work updates and to request appropriate information without English language errors regarding grammar or sentence construct</p>
	Reading Skills
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SA5. read about new products and services with reference to the organization and also from external forums such as websites and blogs</p> <p>SA6. keep abreast with the latest knowledge by reading brochures, pamphlets, and product information sheets</p> <p>SA7. read comments, suggestions, and responses to Frequently Asked Questions (FAQs) posted on the helpdesk portal</p>
	Oral Communication (Listening and Speaking skills)
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SA8. discuss task lists, schedules, and work-loads with co-workers</p> <p>SA9. question customers appropriately in order to understand the nature of the problem and make a diagnosis</p> <p>SA10. give clear instructions to customers</p> <p>SA11. keep customers informed about progress</p> <p>SA12. avoid using jargon, slang or acronyms when communicating with a customer, unless it is required</p>
B. Professional Skills	Decision Making
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SB1. make decisions pertaining to the concerned area of work</p>
	Plan and Organize

BWS/N9003

Create a positive impression at the workplace

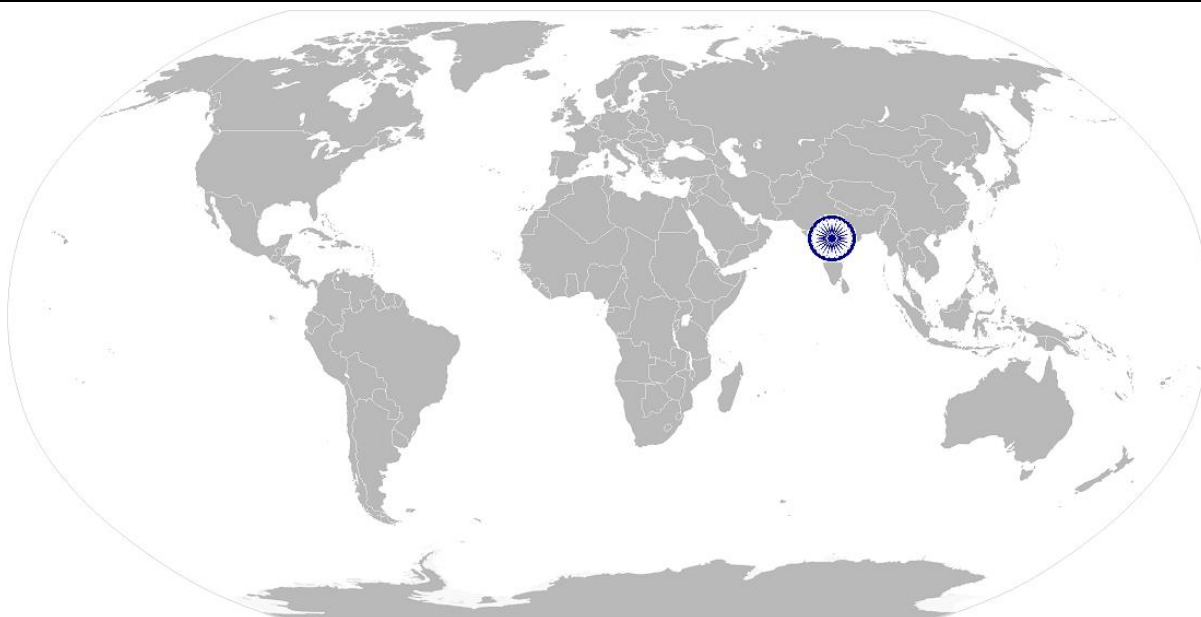
	The user/individual on the job needs to know and understand: SB2. plan and organize service feedback files/documents
	Customer Centricity
	The user/individual on the job needs to know and understand how to: SB3. manage relationships with customers who may be stressed, frustrated, confused, or angry SB4. build customer relationships and use customer centric approach
	Problem Solving
	The user/individual on the job needs to know and understand how to: SB5. think through the problem, evaluate the possible solution(s) and suggest an optimum /best possible solution(s) SB6. deal with clients lacking the technical background to solve the problem on their own SB7. identify immediate or temporary solutions to resolve delays
	Analytical Thinking
	The user/individual on the job needs to know and understand how to: SB8. use the existing data to arrive at specific data points SB9. use the existing data points for improving the call resolution time SB10. use the existing data points to generate required reports for business
	Critical Thinking
	The user/individual on the job needs to know and understand how to: SB11. apply, analyze, and evaluate the information gathered from observation, experience, reasoning, or communication, as a guide to thought and action

BWS/N9003

Create a positive impression at the workplace

NOS Version Control

NOS Code	BWS/N9003		
Credits (NSQF)	TBD	Version number	1.0
Industry	Beauty & Wellness	Drafted on	10/11/2015
Industry Sub-sector	Fitness & Slimming	Last reviewed on	15/06/2016
Occupation	Fitness Services	Next review date	15/06/2019

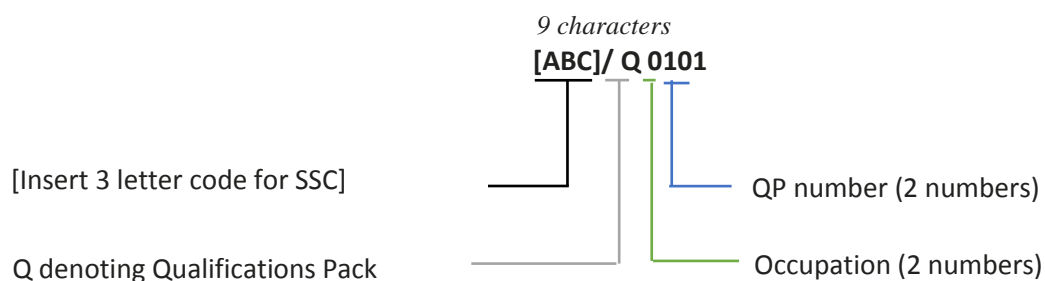


[Back to Top](#)

Qualifications pack for Fitness Services Trainer

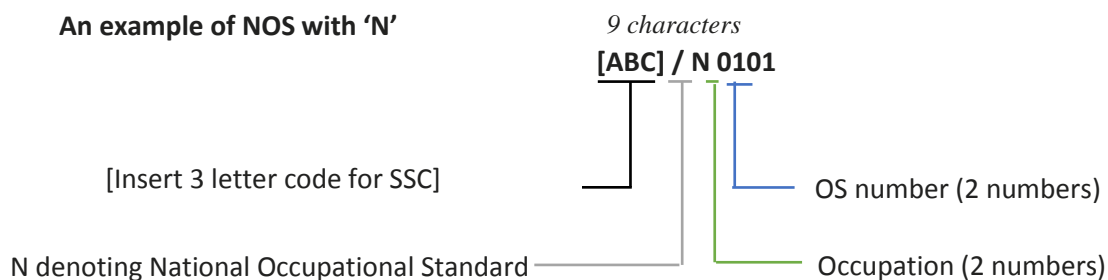
Annexure

Qualifications Pack



Occupational Standard

An example of NOS with 'N'



[Back to top...](#)

Qualifications pack for Fitness Services Trainer

The following acronyms/codes have been used in the nomenclature above:

Sub-sector	Range of Occupation numbers
1. BEAUTY & SALONS	
Skincare services	0101-0109
Haircare services	0201-0212
Makeup services	0301-0306
Nailcare services	0401-0406
Aesthetic Dermatology services	0501-0504
Training Academy services	0601-0606
Tattoo services	0701-0705
Assessment services	0801-0802
2. REJUVENATION	
Spa Therapy	1001-1006
3. ALTERNATE THERAPY	
Ayurveda Therapy	2001-2006
Naturopathy Therapy	2101-2106
Yoga Therapy	2201-2206
Neurotherapy	2301-2303
Aromatherapy & Reflexology therapy	2401-2407
4. FITNESS & SLIMMING	
Fitness services	3001-3010
Nutrition services	3101-3108
Slimming services	3201-3204
5. PRODUCT & SALES	
Product & Sales	4001-4005

Qualifications pack for Fitness Services Trainer

Sequence	Description	Example
Three letters	Industry name	BWS
Slash	/	/
Next letter	Whether QP or NOS	Q or N
Next two numbers	Occupation code	01
Next two numbers	OS number	01

Note:

- The range of occupation numbers have been decided based on the number of existing and future occupations in a segment

CRITERIA FOR ASSESSMENT OF TRAINEES

Job Role Fitness Services Trainer

Qualification Pack BWS/N3008

Sector Skill Council Beauty and Wellness

Guidelines for Assessment

1. Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each PC
2. The assessment for the theory part will be based on knowledge bank of questions created by the SSC
3. Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training centre (as per assessment criteria below)
4. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/training centre based on this criteria
5. To pass the Qualification Pack, every trainee should score a minimum of 60% in aggregate
6. In case of successfully passing only certain number of NOS's, the trainee is eligible to take subsequent assessment on the balance NOS's to pass the Qualification Pack

				Marks Allocation	
Assessment outcomes	Assessment Criteria for outcomes	Total Marks	Out Of	Theory	Skills Practical
1. BWS/N9001 (Prepare and maintain work area)	PC1. ensure that environmental conditions are suitable for the client and the treatment to be carried out in a hygiene and safe environment	100	15	3	12
	PC2. select suitable equipment and products required for the treatment		19	5	14
	PC3. set up the equipment and prepare the products for treatments in adherence to the salon procedures and product/ equipment guidelines		20	4	16
	PC4. place the products in the trolley for the treatment		12	2	10
	PC5. sterilize, disinfect and place the tools on the tray		14	4	10

2.BWS/N3003 (Carry out health screening and fitness assessment of the clients)	PC6.	dispose waste materials in adherence to the salon's and industry requirements		10	2	8
	PC7.	store records, materials and equipment securely in line with the salon's policies		10	2	8
				100	22	78
	PC1.	build strong rapport with the clients	100	4	1	3
	PC2.	collect data like lifestyle, time investment, medical background, exercise history, etc.		6	1	5
	PC3.	ensure adequate communication to the clients in terms of maintaining confidentiality of their personal data collected		4	1	3
	PC4.	discuss in various lifestyle and eating preferences and their impact on client's body as well as the benefits from an exercise programme		10	2	8
	PC5.	basis client's exercise preferences and lifestyle, identify the barriers to clients achieving their exercise goals		4	1	3
	PC6.	finalize the short and long-term fitness goals of the client		10	2	8
	PC7.	basis the client's fitness requirements, suggest the appropriate exercises		10	2	8
	PC8.	identify the strategies to prevent drop out or relapse		4	1	3
	PC9.	discuss in detail with clients, the relationship of fitness assessment outcomes with exercise plan; also discuss the kind of information about a person's anatomy will be collected to perform fitness assessment		10	2	8
	PC10.	ensure the working and availability of equipment to carry out the planned assessments		10	2	8
	PC11.	conduct fitness assessments which primarily include anthropometrics (i.e. bmi, waist to hip ratio etc.), body composition, cardiovascular fitness and capacity, muscular strength, etc.)		10	2	8
	PC12.	understand the various		4	1	3

		person specific concerns/ problems and related safety considerations while conducting fitness assessments			
	PC13.	analyze the fitness assessment outcomes to provide recommendations for the exercise plan	10	2	8
	PC14.	refer to the superior in case there are any concerns or requirements of the clients which require expert advice	4	1	3
			100	21	79
3. BWS/N3014 (Plan and conduct personal training for clients from different population groups)	PC1.	deploy the knowledge and understanding of various aspects of human anatomy and physiology while providing fitness related recommendations	3	1	2
	PC2.	understand in detail various human body systems like circulatory system, musculoskeletal system, joints and bones, muscles, respiratory system etc. and impact of fitness programmes on their functioning	4	1	3
	PC3.	identify the potential sources of injury and risks as per the needs and case of the client and keep the same under consideration while devising fitness programme	3	1	2
	PC4.	understand in detail the medical history of the client and ask for a doctor's recommendation before planning for a fitness plan	3	1	2
	PC5.	evaluate the impact of exercise and its intensity on the energy levels of a client and consider the capacity of the client to perform the devised exercises basis his/ her background i.e. pre/ post natal woman, disabled client etc.	4	1	3
	PC6.	basis the health assessment and detailed understanding of anatomy & physiology of the client's body, plan a range of exercises for client to achieve his/ her goals	4	1	3
	PC7.	as per the client's preferences, identify the appropriate training techniques	4	1	3
			100		

PC8. identify and plan for availability of equipment needed for suitable exercises	3	1	2
PC9. display sensitivity and empathy to the special set of clients which are emotionally vulnerable	4	1	3
PC10. ensure proper communication and support to the attendants of special category clients (if applicable)	4	1	3
PC11. explain in detail the planned exercise schedule to client	4	1	3
PC12. communicate the physical demands of the planned exercises to clients	3	1	2
PC13. discuss with client on any observed concerns/ changes/ modifications required in the plan	3	1	2
PC14. observe the client carrying out the exercises and ensure right usage of the fitness equipment to prevent any injuries	3	1	2
PC15. develop phase wise detailed activity chart in consultation with the client	3	1	2
PC16. provide clear instructions and demonstrations that are technically correct, safe and effective and ensure client is following them accurately without hurting himself/ herself or damaging the equipment	3	1	2
PC17. plan outcomes and stages of achievement during personal training and agree on a progressive timetable of sessions	3	1	2
PC18. discuss the methods of monitoring and evaluation of the performance of the client	4	1	3
PC19. ensure that all the exercises are integrated in a single plan and being deployed by the client to achieve his/ her goals; in case, there are any concerns faced by client to perform any of the exercises, provide alternate options	4	1	3
PC20. monitor the client's exercises and adherence to the planned schedule as well as analyse the performance of client on a daily basis	3	1	2

	PC21. progress or regress exercises according to clients' performance		3	1	2
	PC22. motivate the clients for ensuring adherence to plan; provide any related support to the clients in this regard		3	1	2
	PC23. communicate the anatomical changes in the body of client due to training programme		4	1	3
	PC24. identify the signs of strain/ over work outs and recommend the strategies for prevention of the same		4	1	3
	PC25. adapt the training programme as per the client body's response, lifestyle changes, preferences etc.; discuss and agree of changes with the client		4	1	3
	PC26. discuss specific issues like cultural or social barriers to exercise and personal training		3	1	2
	PC27. provide the data to fitness manager in order to improvise/ addition in the existing portfolio of services		3	1	2
	PC28. obtain regular feedback from the client and analyse effectiveness of the personal training programme basis the feedback and goals achievement		4	1	3
	PC29.obtain feedback from technical standpoint		3	1	2
			100	29	71
4.BWS/N3013 (Plan personal training and group training programmes)	PC1. study in depth and apply various principles of human anatomy, control of skeletal muscles by nervous system and various muscle groups with their motion patterns and motion ranges	100	10	2	8
	PC2. analyze the biomechanics and physiological responses of human body		10	2	8
	PC3. evaluate the mechanism of various body systems like cardiovascular system, respiratory system, etc. and their respective roles in the body		10	2	8

	PC4. work with personal training manager and group training manager to strategize the respective programmes	10	2	8
	PC5. analyze the customer feedback data/ mis to identify the effectiveness of existing programmes in the gym; introduce relevant modifications (wherever necessary) in order to ensure high customer satisfaction	10	2	8
	PC6. analyze new trends in the fitness industry and conduct knowledge sessions for the managers for them to conceptualize gym programmes basis the emerging customer needs and industry trends	10	2	8
	PC7. work together with membership consultants to map competitive landscape and customer profile; strategize programmes to cater to the market and stay competitive	10	2	8
	PC8. provide inputs to the respective managers in articulating detailed training programmes with principles on sequence of exercises, time table, teaching methods and specialists allocation for different types of plans	10	2	8
	PC9. discuss the potential risks relevant to the programme and identify various mechanisms to minimize the same	10	2	8
	PC10. ensure effective implementation of the devised plans and iron out the bottlenecks pertaining to the same through effective stakeholder collaboration	10	2	8
		100	20	80

5.BWS/N3017 (Develop Group training programmes)	PC1.	study in depth and apply various principles of human anatomy, control of skeletal muscles by nervous system and various muscle groups with their motion patterns and motion ranges	100	6	1	5
	PC2.	analyze the biomechanics and physiological responses of human body		6	1	5
	PC3.	evaluate the mechanism of various body systems like cardiovascular system, respiratory system, etc. and their respective roles in the body		6	1	5
	PC4.	analyse various principles of group dynamics and group management		6	1	5
	PC5.	basis the principles of human body functioning and impact of physical activity on these systems as well as group management tenets, conduct an exhaustive planning of exercises suitable for groups		6	1	5
	PC6.	conduct benchmarking study to identify various interesting options for making group exercises engaging		6	1	5
	PC7.	obtain the information about existing group exercises and identify the gaps or areas of improvement suggested by the clients; develop relevant interventions to address key customer observations/ concerns or improve the existing programmes		6	1	5
	PC8.	plan the detailed group sessions with sequences, time table, teaching methods and specialists allocation for different sessions		6	1	5
	PC9.	demonstrate the exercises to group trainers (if required) as well as gym members		6	1	5
	PC10.	provide expert advice on advantages of incorporation of group exercises in the fitness schedules of the clients		6	1	5
	PC11.	identify common reasons for members not attending the group sessions and design interventions to address these reasons		6	1	5

	PC12. select exercises that will help clients to achieve goals like cardiovascular fitness, muscular fitness and flexibility		6	1	5
	PC13. select appropriate equipment for running group programmes		6	1	5
	PC14. anticipate the potential risks relevant to the programme and identify various mechanisms to minimize the same		6	1	5
	PC15. enlighten the clients with benefits and purpose of the group exercise session and devise mechanisms to increase the participation		6	1	5
	PC16. suggest motivational techniques to be used for encouraging the client to effectively manage group cohesion		6	1	5
	PC17. promote the culture of obtaining group feedback for adaptation of the programme as per group requirements		4	1	3
			100	17	83
6. BWS/N3020 (Develop personal training programme)	PC1. study in depth and apply various principles of human anatomy, control of skeletal muscles by nervous system and various muscle groups with their motion patterns and motion ranges	100	6	1	5
	PC2. analyze the biomechanics and physiological responses of human body		6	1	5
	PC3. evaluate the mechanism of various body systems like cardiovascular system, respiratory system, etc. and their respective roles in the body		6	1	5
	PC4. analyze requirements of different individuals being clustered into groups like pre/post natal women, disabled individuals, and other weight loss/ strength building requirements		6	1	5
	PC5. basis the principles of human body functioning and impact of physical activity on these systems, conduct an exhaustive planning of various types of exercise plans customized for respective individuals as per their goals		6	1	5

	PC6. conduct benchmarking study to identify various emerging options for exercise plans tailored to the special needs of the individuals		6	1	5
	PC7. conduct benchmarking on upcoming global trends in terms of exercises, equipment etc. and transfer the required learning to respective trainers		6	1	5
	PC8. obtain the information about existing personal training programmes & plans and identify the gaps or areas of improvement suggested by the clients; develop relevant interventions to address key customer observations/ concerns or improve the existing programmes		6	1	5
	PC9. plan the detailed personal training programmes with principles on sequence of exercises, time table, teaching methods and specialists allocation for different types of plans		6	1	5
	PC10. identify common reasons for members not being able to adhere to their fitness plans and design interventions to address these reasons		6	1	5
	PC11. select exercises that will help clients to achieve goals like cardiovascular fitness, muscular fitness and flexibility		8	1	7
	PC12. select appropriate equipment for running various types of fitness programmes for different population groups		8	1	7
	PC13. anticipate the potential risks relevant to the programme and identify various mechanisms to minimize the same		8	1	7
	PC14. suggest motivational techniques to be used for encouraging the client to complete their fitness plans		8	1	7
	PC15. promote the culture of obtaining client feedback for adaptation of the programme as per their requirements		8	1	7
			100	15	85
7. BWS/N9015	PC1. identify limitations in scope of own role in providing support to	100	5	1	4

(Support and Coach Learners)	learners			
	PC2. establish rapport and a trusting relationship with learners to identify learner	5	1	4
	PC3. seek information about issues of concern with sensitivity and respect for the physical, emotional and cultural safety and security of those affected	5	1	4
	PC4. observe learner to identify any signs of emotional stress	6	1	5
	PC5. seek additional related information from family and/or others as required and with consent of the learner	5	1	4
	PC6. record learner background information obtained according to principles of confidentiality and organisational procedures	5	1	4
	PC7. show respectful, empathic understanding to clarify the nature and depth of learner feelings	6	1	5
	PC8. help learners clarify options, identify support needs and decide on next steps to address problems and/or meet immediate needs	6	1	5
	PC9. provide information about student support programs and services and refer learner to specialist support as indicated and agreed with learner	6	1	5
	PC10. manage student information and records in compliance with privacy and confidentiality standards	5	1	4
	PC11. debrief issues that may arise when providing support with colleagues to care for self	6	1	5
	PC12. show respect, empathy and acceptance for individual differences and encourage learners in ways which promote their positive self-concept and self-esteem	6	1	5
	PC13. use language, equipment, materials and strategies suited to the learner	6	1	5
	PC14. apply simple task analysis to assist learners with additional needs and modify general activities to meet particular	5	1	4

	needs where necessary			
	PC15. provide additional assistance with individual or small group activities as required	5	1	4
	PC16. prepare for coaching by: <ul style="list-style-type: none"> identifying individual and specific coaching needs organising with learner a specific time and place for coaching 	6	1	5
	PC17. provide coaching by: <ul style="list-style-type: none"> explaining the purpose of coaching assisting the learner to set personal goals and explore personal change strategies explaining and demonstrating skills to be coached communicating essential knowledge required checking the learner's understanding providing opportunity for learner to practise the skill and ask questions providing feedback in a constructive manner 	6	1	5
	PC18. follow up coaching including: <ul style="list-style-type: none"> monitoring progress with new skills and provide supportive assistance as required reporting progress to appropriate person 	6	1	5

	<p>as required</p> <ul style="list-style-type: none"> identifying performance problems or difficulties with the coaching and rectify them or refer them to the appropriate person for follow up 				
			100	18	82
8.BWS/N9004 (Manage and lead a team)	PC1. ensure the team is aware of the schedule and job expectations on a daily basis	100	10	2	8
	PC2. involve the team in regular meetings to communicate information intended for them		10	2	8
	PC3. ensure communication to the team on any changes in policies/ processes byte organization through required verbal/ written mechanisms		20	10	10
	PC4. ensure participation of the team in various engagement initiatives organized by the organization		10	8	2
	PC5. counsel and address issues among the team for any work related issues		10	2	8
	PC6. support the centre manager the deployment of the team as per client schedule and the organizational norms and guidelines		10	2	8
	PC7. ensure periodic training of the team and support the team by delivering trainings		10	2	8
	PC8. share knowledge of processes, techniques, therapies and products with the team to enhance their		10	1	9

	skill levels				
	PC9. provide feedback to the centre manager pertaining to performance appraisals of the team		10	2	8
			100	31	69
9.BWS/N3005 (Motivate the clients)	PC1. observe the clients' exercise pattern and his/ her attitude towards exercise to determine the level of readiness towards following the plan	100	6	2	4
	PC2. identify and articulate the client's needs and preferences for a fitness programme		10	2	8
	PC3. communicate in detail the benefits to be reaped by client through this programme		6	2	4
	PC4. identify various options of incentives and rewards available for the clients to follow their exercise plan		10	2	8
	PC5. ensure on a regular basis that the programme is in line with the client's liking and preferences as well as giving results to the client; modify the plan, in case, client is not getting the desired results		10	2	8
	PC6. identify perceived barriers to clients for following the exercise plan and discuss the way forward with clients to reduce these		6	2	4
	PC7. in collaboration with clients, devise a long term strategy to adhere to exercise plan; collaborate to develop mutual trust, openness and a willingness to take responsibility for their own fitness and related lifestyle changes		10	2	8
	PC8. support the clients to develop their own motivational strategies for adhering to the exercise plan		6	2	4
	PC9. use influencing skills and personal attitudes to positively influence clients for adhering to the plan		10	2	8
	PC10. apply a variety of motivational techniques when training the clients		6	2	4

	PC11. deploy effective verbal and nonverbal communication skills when instructing clients		8	2	6
	PC12. take care of the client by monitoring his/ her performance regularly and provide feedback on a regular basis		6	2	4
	PC13. identify on-going barriers to continuation of long term exercise and provide tips/ recommendations as and when required		6	2	4
			100	26	74
10. BWS/N3008 (Promote healthy lifestyle amongst the clients)	PC1. working in line with the legal limitations of a fitness professional to provide nutrition related information, explain the correlation between healthy diet and fitness level of an individual	100	15	5	10
	PC2. impart the basic information to the clients on body composition management		10	4	6
	PC3. communicate in detail the key causes of diseases and disabilities in a human body and the related contribution of physical activity to mitigate these factors		15	5	10
	PC4. understand the existing physical activity patterns of the clients and analyse whether they are sufficient to provide health benefits to the clients; suggest improvement recommendations in case the need may be		10	4	6
	PC5. adopt a multipronged approach to ensure health awareness through training, skilling and knowledge up gradation		10	4	6
	PC6. develop motivational strategies for client to not only adopt a healthy lifestyle but to act as a propagator of the same		15	5	10
	PC7. provide inputs in planning and organization of various organization wide health awareness initiatives in collaboration with health professionals for the larger benefit and higher visibility of the organization		15	5	10
	PC8. obtain stakeholder feedback on the effectiveness of the health promotion/ awareness initiatives activities; adapt gradually so as to ensure continuous improvement		10	4	6

			100	36	64
11. BWS/N9002 (Maintain health and Safety at the workplace)	PC1. set up and position the equipment, chemicals, products and tools in the work area to meet legal, hygiene and safety requirements	100	10	3	7
	PC2. clean and sterilize all tools and equipment before use		10	3	7
	PC3. maintain one's posture and position to minimize fatigue and the risk of injury		10	3	7
	PC4. dispose waste materials in accordance to the industry accepted standards		12	2	10
	PC5. maintain first aid kit and keep oneself updated on the first aid procedures		15	3	12
	PC6. identify and document potential risks and hazards in the workplace		10	3	7
	PC7. accurately maintain accident reports		10	3	7
	PC8. report health and safety risks/ hazards to concerned personnel		10	3	7
	PC9. use tools, equipment, chemicals and products in accordance with the organization's guidelines and manufacturers' instructions		13	3	10
			100	26	74
12. BWS/N9003 (Create a positive impression at the workplace)	PC1. maintain good health and personal hygiene	100	8	2	6
	PC2. comply with organisation's standards of grooming and personal behaviour		9	3	6
	PC3. meet the organisation's standards of courtesy, behaviour and efficiency		5	1	4
	PC4. stay free from intoxicants while on duty		6	1	5
	PC5. wear and carry organisation's uniform and accessories correctly and smartly		6	1	5
	PC6. take appropriate and approved actions in line with instructions and guidelines		6	2	4
	PC7. record details related to tasks, as per procedure		5	2	3
	PC8. participate in workplace activities as a part of the larger team		5	1	4
	PC9. report to supervisor immediately in case there are any work issues		3	1	2
	PC10. use appropriate language, tone and gestures while interacting		7	2	5

	with clients from different cultural and religious backgrounds, age, disabilities and gender			
	PC11. communicate procedure related information to clients based on the sector's code of practices and organisation's procedures/ guidelines	7	2	5
	PC12. communicate role related information to stakeholders in a polite manner and resolve queries, if any	7	2	5
	PC13. assist and guide clients to services or products based on their needs	4	1	3
	PC14. report and record instances of aggressive/ unruly behaviour and seek assistance	4	1	3
	PC15. use communication equipment (phone, email etc.) as mandated by your organization	4	1	3
	PC16. carry out routine documentation legibly and accurately in the desired format	4	1	3
	PC17. file routine reports and feedback	4	1	3
	PC18. maintain confidentiality of information, as required, in the role	6	2	4
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