



Australian Government

SISFFIT051 Establish and maintain professional practice for fitness instruction

Release: 1

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Modification History

Supersedes and is not equivalent to SISFFIT015 Collaborate with medical and allied health professionals in a fitness context, and SISFFIT028 Apply evidence-based practice to exercise programs.

Application

This unit describes the performance outcomes, skills and knowledge required to establish the industry context for fitness instruction work, develop collaborative relationships with medical and allied health professionals, and use reflective practice and critical thinking for ongoing professional development. It requires the ability to identify and evaluate evidence-based information for use in day-to-day fitness instruction activities.

This unit applies to personal trainers who work independently with clients using discretion and judgement to develop and deliver individually tailored client exercise programs, and to provide support to individual clients. They practise in settings such as fitness facilities, gyms, leisure and community centres, client workplaces and homes and outdoor locations.

The skills in this unit must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Fitness

Unit Sector

Fitness

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Establish context for fitness instruction work.
 - 1.1. Identify current fitness industry practices and standards and determine their impact on planning and delivery of exercise programs.
 - 1.2. Research legal and ethical requirements that govern fitness instruction work.
 - 1.3. Evaluate work implications of how fitness instruction roles intersect with, and diverge from, other health-related roles.
 - 1.4. Identify contemporary issues in fitness instruction that directly impact own workplace and clients.
2. Develop and maintain collaborative relationships with medical and allied health professionals.
 - 2.1. Identify medical and allied health professionals with whom fitness instructors interact.
 - 2.2. Build trust with medical and allied health professionals through use of professional communication protocols and industry terminology.
 - 2.3. Establish contact with medical and allied health professionals based on client needs and develop shared understanding of respective roles in supporting client outcomes.
 - 2.4. Identify and agree to nature, mode and regularity of communication required.
 - 2.5. Incorporate guidance from medical and allied health professionals when developing and modifying personalised exercise programs.
 - 2.6. Provide feedback on client progress to medical and allied health professionals and make suggestions for exercise activity modifications within the boundaries of agreed roles.
3. Participate in professional reflection and development.
 - 3.1. Identify the role of reflective practice in fitness instruction and how it can be used to improve client outcomes.
 - 3.2. Use reflective practice to identify personal strengths, areas for improvement and opportunities for further learning.
 - 3.3. Seek and use informal and formal input from others to identify own learning needs.
 - 3.4. Identify information from industry organisations and networks that support professional development for fitness instructors.
 - 3.5. Plan and implement steps to address professional development needs based on reflection, feedback and information sourced.
4. Maintain evidence-based
 - 4.1. Identify and source evidence-based information to inform

knowledge for fitness instruction.

decision-making in fitness instruction.

- 4.2. Use critical thinking processes to evaluate information and its application to own fitness instruction.
- 4.3. Compare different sources of information and their relative value to own work and clients.
- 4.4. Extract relevant information and organise in ways that support easy access for use with individual clients.
- 4.5. Identify opportunities for ongoing development of knowledge and incorporate learning into day-to-day activities.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS

DESCRIPTION

- | | |
|---------------------|---|
| Reading skills to: | <ul style="list-style-type: none">• interpret varied, unfamiliar and potentially complex evidence-based information that may include health, scientific and industry terminology. |
| Writing skills to: | <ul style="list-style-type: none">• summarise key information from evidence-based research using fundamental sentence structure. |
| Numeracy skills to: | <ul style="list-style-type: none">• interpret statistical data in evidence-based research• complete calculations of varying complexity. |
| Teamwork skills to: | <ul style="list-style-type: none">• share and receive information about varied and potentially complex fitness and health-related issues• work collaboratively with medical and allied health professionals. |

Unit Mapping Information

Supersedes and is not equivalent to SISFFIT015 Collaborate with medical and allied health professionals in a fitness context, and SISFFIT028 Apply evidence-based practice to exercise programs.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b>

