



Australian Government

SISFFIT051 Establish and maintain professional practice for fitness instruction

Release: 1

SISFFIT051 Establish and maintain professional practice for fitness instruction

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:	interpret varied, unfamiliar and potentially complex evidence-based information that may include health, scientific and industry terminology.
Writing skills to:	summarise key information from evidence-based research using fundamental sentence structure.
Numeracy skills to:	- interpret statistical data in evidence-based research - complete calculations of varying complexity.
Teamwork skills to:	- 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>

Assessment Requirements for SISFFIT051 Establish and maintain professional practice for fitness instruction

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Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- source information from credible sources about the current context for fitness instruction work in Australia, and identify and evaluate key aspects of:
 - three established industry practices or standards
 - three legal or ethical requirements
- use critical thinking processes to analyse and respond to the fitness instruction needs of two clients using evidence-based information for each client need:
 - identify and evaluate current and relevant sources of evidence-based information
 - develop and document a response to the clients needs that is supported by analysis and evidence
- review own professional development:
 - reflect on and evaluate own fitness instruction strengths and areas for improvement
 - identify sources of industry information about professional development and continuing education and document two actions for improving own skills and knowledge
- use industry terminology and follow protocols for professional communication with medical or allied health professionals for two clients with health issues that are ongoing, and communicate:
 - client health and fitness status
 - program progress
 - questions and concerns
 - client response to exercise
 - client goals.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- existence and purpose of established fitness industry practices and standards:
 - bodies that develop practices and standards

- types of existing practices and standards, their key inclusions, and primary requirements:
 - industry accreditation and registration quality assurance schemes
 - code of ethical conduct
 - code of practice
 - scope of practice
 - qualification, professional development and continuing education requirements
 - established protocols for pre-exercise screening, assessment and programming
- legal and ethical requirements that govern fitness instructors:
 - maintaining confidentiality of client information including requirements for the collection, use, maintenance and secure storage of private information
 - obtaining and documenting informed consent to share client information
 - duty of care
 - responsibilities under consumer protection laws for fair and honest dealings
 - permit requirements for use of public spaces:
 - bodies that typically issue permits including local government, and how to apply for initial and ongoing permits
 - skill, qualification and accreditation requirements for obtaining permits
 - key compliance requirements, how to manage, and consequences of non-compliance
 - how to factor costs into fees charged for fitness services offered
- environmental sustainability considerations for use of outdoor spaces:
 - typical threats posed by the operation of exercise activities in public outdoor spaces, both environmental and social for local communities and other users
 - typical local government minimal impact codes of practice specific to environmental sustainability, and associated compliance requirements
 - minimal impact practices that can be implemented by fitness instructors
- different models of work for fitness instructors and how those models may impact work practices:
 - when employed:
 - following organisational policies and procedures
 - working under organisational insurance policies
 - when self-employed:
 - developing own policies and procedures
 - establishing legal and risk management requirements for operation, including those for insurance
- relationships between fitness instructors and medical and allied health professionals:
 - types of medical and allied health professionals with whom fitness instructors typically collaborate and their areas of expertise:
 - accredited exercise physiologists
 - accredited practising dietitians

- chiropractors
- general practitioners (GPs)
- occupational therapists
- osteopaths
- physiotherapists
- podiatrists
- rehabilitation physicians
- sports physicians
- how to access and search practitioner registers
- referral systems and communication protocols for providing and receiving information about client health, fitness and progress
- basic health and fitness terminology and abbreviations commonly used in communication between fitness instructors and medical and allied health professionals
- benefits of establishing relationships
- respective roles of fitness instructors and medical and allied health professionals in supporting client outcomes
- behaviours that support effective relationships
- barriers to effective relationships
- networking opportunities
- contemporary issues and priorities in fitness instruction that relate to:
 - types of services offered
 - impacts of technology
 - changing demographics
 - population health profile and public health priorities
- reflective practice in fitness instruction:
 - how reflective practice is used to learn from the everyday, and as a process to guide decision making
 - the link with professional development
 - the need for multiple perspectives
 - ways that fitness instructors can use:
 - reflection in action
 - reflection on action
- common steps followed to create a professional development and continuing education plan, typical inclusions and methods of collating information
- definition of evidence-based practice and how it relates to fitness instruction roles
- how to determine the credibility of information sources
- sources of established and credible evidence-based information that underpins fitness instruction:
 - state, federal and global public health bodies
 - Australian and international industry bodies:
 - fitness

- sport
- exercise science
- allied health professional associations
- complementary health professional associations
- critical thinking processes for evaluating information:
 - identifying key questions for the evaluation process
 - distinguishing relevant from irrelevant
 - extracting and summarising key details
- ways of organising information to support its use in day-to-day practice.

Assessment Conditions

Skills can be demonstrated in:

- the workplace, or
- a simulated workplace set up for the purpose of skills assessment.

Assessment must ensure use of:

- real workplace situations, simulated activities or case studies relevant to this unit and involve communication with medical or allied health professionals
- computers or mobile devices for research
- current information about:
 - fitness industry standards and practices
 - legal and ethical requirements for fitness instruction
 - evidence-based approaches to fitness instruction.

Assessors must:

- satisfy the Standards for Registered Training Organisations requirements for assessors, and
- hold a Certificate IV in Fitness, and have a collective period of at least two years' experience working in fitness instruction, where they have applied the skills and knowledge covered in this unit of competency; the two years' experience can incorporate full and part time experience, or
- be a registered or accredited practising health or exercise professional with a degree and experience relevant to this unit of competency.

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