

No. 960

12 September 2008

**SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)**

In accordance with Regulation 24(c) of the National Standards Bodies Regulations of 28 March 1998, the Standards Generating Body (SGB) for

Sport

registered by Organising Field 02, Culture & Arts, publishes the following Qualification and Unit Standards for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the Qualification and Unit Standards. The full Qualification and Unit Standards can be accessed via the SAQA web-site at www.saqqa.org.za. Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, SAQA House, 1067 Arcadia Street, Hatfield, Pretoria.

Comment on the Qualification and Unit Standards should reach SAQA at the address below and **no later than 13 October 2008**. All correspondence should be marked **Standards Setting – Sport** and addressed to

The Director: Standards Setting and Development
SAQA

Attention: Mr. D. Mphuthing

Postnet Suite 248

Private Bag X06

Waterkloof

0145

or faxed to 012 – 431-5144

e-mail: dmphuthing@saqa.org.za

DR. S. BHIKHA

DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:
Further Education and Training Certificate: Fitness

SAQA QUAL ID	QUALIFICATION TITLE		
63669	Further Education and Training Certificate: Fitness		
ORIGINATOR		PROVIDER	
SGB Sport			
QUALIFICATION TYPE	FIELD	SUBFIELD	
Further Ed and Training Cert	2 - Culture and Arts	Sport	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUAL CLASS
Undefined	145	Level 4	Regular-Unit Stds Based

This qualification does not replace any other qualification and is not replaced by another qualification.

PURPOSE AND RATIONALE OF THE QUALIFICATION**Purpose:**

In the context of the fitness industry, this qualification will enable a learner to acquire the knowledge, skills and values that will enable them to:

- > Ensure that the fitness practices applied adhere to sound principles drawn from exercise science and safety principles.
- > Develop an appropriate fitness skills and knowledge base as required by the broader fitness, sport and recreation industry.
- > Enhance the standard of their fitness practices, thus giving credibility and status to the fitness industry.
- > Align fitness education and training to the international fitness community.

A qualifying learner who has achieved this qualification will be able to:

- > Administer a sport or fitness facility.
- > Promote nutrition and lifestyle concepts.
- > Provide effective guidance and instruction to enhance exercise conditioning.
- > Maintain a sport or fitness facility in compliance with the relevant legislation.

In addition, the learner will have access to further career opportunities within the fitness and associated industries.

Rationale:

To date, there is no legislative framework or national qualifications registered on the NQF at NQF Level 4, to regulate the fitness industry in South Africa. As a result it is difficult to maintain and monitor standards of qualifications being offered by education providers. This qualification will also facilitate progression to the National Certificate: Fitness, NQF Level 5, for learners without a school leaving certificate or equivalent at NQF Level 4.

This qualification serves as the first in the learning pathway to standardise training in the fitness sector. Learners qualifying will be able to access job opportunities within the fitness environment.

This qualification serves to provide fitness facilities with qualified Floor Instructor personnel, of whom there are few at present. The lack of qualified staff in this regard requires the fitness facilities to utilise unqualified personnel or personal trainers with less expertise than is needed in such a position.

The registration of the FETC: Fitness will enable the fitness industry to have a learning pathway complementary to the required skills and knowledge in the sector.

Fitness professionals are also utilised in the sports environment to enable sports participants to develop their physical conditioning and wellbeing. (Recent draft Fitness legislation refers to a Fitness Professional as any person who has been registered in terms of the Regulations and performs activities regulated by the Fitness Board in terms of published scopes of practice).

This qualification will ensure implementation of the imperatives of transformation, namely "access" and "redress", and also enhance the development of individuals in the fitness industry towards achieving nationally recognised, occupationally directed qualifications, thus establishing a pool of highly skilled, competent individuals who will deliver consistent and continuous professional performance.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED IN PLACE

It is assumed that the learner attempting this qualification is competent in:

- > Communication at NQF Level 3.
- > Mathematical Literacy at NQF Level 2.

Recognition of Prior Learning (RPL):

The structure of this unit standard based qualification makes the Recognition of Prior Learning possible. Learner and assessor will jointly decide on methods to determine prior learning and competence in the knowledge, skills, values and attitudes implicit in the qualification and the associated unit standards. RPL will be done by means of an integrated assessment.

This Recognition of Prior Learning may allow for:

- > Gaining of credits for unit standards in this qualification.
- > Obtaining this qualification in whole or in part.

All Recognition of Prior Learning is subject to quality assurance by the relevant ETQA or an ETQA that has a Memorandum of Understanding with the relevant ETQA.

Access to the Qualification:

There is open access to any learner, who is able to arrange for assessment opportunities in an appropriate environment.

QUALIFICATION RULES

The qualification consists of Fundamental, Core and Elective unit standards. A minimum of 145 credits is required to achieve the qualification. The credits are allocated as follows:

Fundamental Component (56 credits) compulsory for all learners:

The Fundamental Component consists of the following learning, which is compulsory for all learners:

- > Unit standards at NQF Level 4, totalling 16 credits in Mathematical Literacy.
- > Unit standards at NQF Level 4, totalling 20 credits in Communication in a First South African Language.
- > Unit standards at NQF Level 3, totalling 20 credits in Communication in a Second South African Language.

It is therefore compulsory for learners to do Communication in two different South African languages, one at NQF Level 4 and the other at NQF Level 3.

Core Component (67 credits) Compulsory for all learners.

Elective Component:

Learners are to choose unit standards totalling a minimum of 22 credits from those listed as Electives.

EXIT LEVEL OUTCOMES

1. Administer a sport or fitness facility.
2. Promote healthy nutrition and a healthy lifestyle.
3. Provide guidance and instruction to enhance exercise conditioning.
4. Maintain the safety of a sport or fitness facility in compliance with the relevant legislation and to meet needs of clients.

Critical Cross-Field Outcomes:

The qualification addresses the following Critical Cross-Field Outcomes as embedded in the Core unit standards of the qualification:

Identifying and solving problems where responses to problems show that such critical and creative thinking has been used to make responsible decisions.

- > Support sport and fitness participation for people living with HIV/AIDS.
- > Maintain a sport or recreation environment and equipment.

Working effectively with others as a member of a team, group, organisation or community.

- > Support sport and fitness participation for people living with HIV/AIDS.
- > Apply knowledge of anatomy and physiology to exercise training.

Organising and managing oneself and one's activities responsibly and effectively.

- > Operate professionally in a sport, recreation or fitness environment.
- > Prevent and manage safety and emergency incidents.

Collecting, analysing, organising and critically evaluating information.

- > Analyse external factors influencing people who have special needs.

Communicating effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentation.

- > Recommend an exercise programme or activity.
- > Instruct exercise to individuals and groups.

Using science and technology effectively and critically, showing responsibility towards the environment and health of others.

- > Promote an awareness of nutrition principles for sport and physical activity.
- > Explain the principles of physical activity in the context of sport, recreation and fitness.
- > Apply the principles of exercise training.

Demonstrating an understanding of the world as a set of related systems by recognizing that problem-solving contexts do not exist in isolation.

- > Analyse external factors influencing people who have special needs.

ASSOCIATED ASSESSMENT CRITERIA

Associated Assessment Criteria for Exit Level Outcome 1:

- 1.1 A sport or fitness facility is administered according to standard operating procedures and codes of conduct.
- 1.2 Sales and marketing promotional campaigns are implemented and monitored during and after promotional activities.

Associated Assessment Criteria for Exit Level Outcome 2:

- 2.1 An awareness of nutritional principles associated with sport and physical activity is promoted in accordance with recommended nutritional guidelines.
- 2.2 Lifestyle concepts are utilised to advance health and wellness among clients.

Associated Assessment Criteria for Exit Level Outcome 3:

- 3.1 Exercise principles and methods of training are applied to ensure beneficial and safe participation.
- 3.2 Knowledge of safe and beneficial movement of the joints of the human body is applied in the context of exercise conditioning.
- 3.3 An activity appropriate to the situation, participants and objective of the class is recommended and supervised in an exercise programme or class.

Associated Assessment Criteria for Exit Level Outcome 4:

- 4.1 Safety and emergency situations and emanating duties are explained focusing on actions to be taken to prevent and deal with emergency situations.
- 4.2 Facilities and equipment are maintained in line with legal and best practice requirements.

Integrated Assessment:

Integrated assessment at this level will evaluate the learner's ability to combine actions and ideas across a range of activities and knowledge areas. The integrated assessment must specifically assess the learner's ability to:

- > Demonstrate competence by means of the practical application of the embedded knowledge in a manner that meets the required performance standards required.

> Illustrate a clear understanding of the concepts, theory and principles that underpin the practical action taken.

The assessment will require assessment methods, which measure and evaluate evidence generated during on-the job activities into account. Because assessment practices must be open, transparent, fair, valid and reliable; ensuring that no learner is disadvantaged in any way whatsoever, an integrated assessment approach is incorporated into the qualification.

A variety of methods must be used in assessment and tools and activities must be appropriate to the context in which the learner is working or will work. Where it is not possible to assess the learner in the workplace simulations, case studies, role-plays and other similar techniques should be used to provide a context appropriate to the assessment.

The term integrated assessment implies that theoretical and practical components should be assessed together. Whenever possible the assessment of knowledge, skills, attitudes and values shown in the Unit Standards should be integrated and, during integrated assessment, the assessor should make use of a range of formative and summative assessment tools and methods. Combinations of practical, applied, foundational and reflective competencies should be assessed. Assessment should further ensure that all specific outcomes, embedded knowledge and critical cross-field outcomes are evaluated in an integrated way.

Assessors may assess, and give credit for, the evidence of learning that has already been acquired through formal, informal and non-formal learning and work experience as the assessment process is capable of being applied to RPL, subject to the rules and criteria of the relevant ETQA.

INTERNATIONAL COMPARABILITY

YWCA (Young Women's Christian Association) offers international best practice in fitness training. YWCA courses are found in the following countries:

> Albania, Angola, USA, Antigua, New Zealand, Argentina, Australia, Bahamas, Bangladesh, Barbados, Belarus, Belgium, Belize, Benin, Bolivia, Botswana, Brazil, Bulgaria, Burundi, Cameroon, Canada, Cayman Islands, Chile, China, Colombia, Congo Brazzaville, Congo, Costa Rica, Czech Republic, Denmark, Egypt, El Salvador, England and Wales, Ethiopia, The European YWCA, Fiji, Finland, France, Gambia, Georgia, Germany, Ghana, Great Britain, Greece, Grenada, Guyana, Honduras, Hong Kong, Iceland, India, Indonesia, Ireland, Italy, Jamaica, Japan, Jordan, Kenya, Korea, Latvia, Lebanon, Lesotho, Liberia, Lithuania, Madagascar, Malawi, Malaysia, Mauritius, Mexico, Montserrat, Mozambique, Myanmar, Namibia, Nepal, Netherlands, New Zealand, Nigeria, Norway, Pakistan, Palestine, Papua New Guinea, Peru, Philippines, Poland, Puerto Rico, Romania, Russia, Rwanda, Samoa, Romania, Russia, Rwanda, St. Vincent and the Grenadines, Scotland, Sierra Leone, Singapore, Solomon Islands, South Africa, Sri Lanka, Sudan, Surinam, Sweden, Switzerland, Taiwan, Tanzania, Thailand, Togo, Tonga, Trinidad and Tobago, Uganda, Ukraine, USA, Zambia and Zimbabwe.

YWCA recommends that the following should be included in any fitness training programme:

- > Manage and evaluate a program.
- > Monitor and promote client security, comfort, enjoyment and learning in fitness.
- > Maintain condition and efficient use of fitness equipment and facility.
- > Maintain security and deal with emergencies.
- > Demonstrate exercise techniques.
- > Explain the purpose, structure and operations of a fitness enterprise.
- > Demonstrate respect towards people with disabilities.
- > Demonstrate time management.
- > Provide first aid.
- > Coach a session to enable participants to achieve session goals.

- > Apply motivational techniques to enhance client commitment to training program.
- > Develop and teach a freestanding exercise to music class.
- > Demonstrate team building skills.
- > Apply principles of nutrition and promote an active lifestyle.
- > Apply basic fitness principles e.g. sport psychology and bio-mechanics.

The Central YMCA: Certificate in Personal Training, Level 3, was used to inform the development of the FETC: Fitness. The two qualifications compare favourably with each other as can be seen from the comparison below:

Central YMCA Qualifications:

Certificate in Personal Training Level 3:

Core Units:

- > Analyse information and identify goals.
- > Plan a program to achieve goals.
- > Deal with accidents and emergencies.
- > Manage and evaluate a program.
- > Coach a session to enable participants to achieve session goals.
- > Promote the adaptation and maintenance of regular physical activity.
- > Promote an active lifestyle and healthy eating.
- > Apply basic principles of nutrition.
- > Apply basic sports psychology.
- > Apply bio- mechanics principles.

Certificate in Personal Training Level 3:

This qualification facilitates the development of the following knowledge and skills:

- > Identify clients' general fitness requirements, provide a basic screening form to clients, and advise client on fitness facilities and services.
- > Take a client through a process of screening, a discussion of fitness goals, and a basic fitness appraisal in preparation for writing a fitness program.
- > Develop basic fitness programs for fitness industry clients.
- > Provide the basic applied exercise science required for fitness instructors.
- > Maintain equipment commonly used in the fitness industry, and operate it to manufacturer's specifications.
- > Educate clients on the application of basic anatomy and physiology of the major systems of the human body and understand the functional significance of these structures in relation to movement and exercise.
- > Provide basic nutritional information and advice to fitness industry clients, who have no dietary or nutritional concerns.
- > Provide appropriate advice to specific population clients on participation in fitness appraisals and fitness activities, including the pathology of the more common disease states and conditions encountered within the fitness industry and the limiting effects of the condition on exercise performance and functional capacity.
- > Instruct and supervise individual clients in fitness using basic fitness industry equipment.

- > Provide leadership to groups of clients within a fitness or sport and recreation context.

The abovementioned qualification, as with almost all qualifications outside of South Africa, does not have a fundamental component. The compulsory units of competency match almost all of those in the proposed South African qualification, although the latter includes more compulsory core requirements. The core component of the YMCA qualification does not include anything of significance which the proposed South African one does not. The YMCA units do not provide as much detail approach as the local ones do. The FETC: Fitness offers more unit standards, both as optional and non-optional choices, than the YMCA qualification.

In summary, the proposed South African qualification offers practically all of the core competencies of the comparable qualifications in YWCA, but in addition gives the range of potential learners many more options.

Conclusion:

Whilst there are many institutions that provide Fitness or Exercise Training, this International Comparability research has found that the bulk of the providers cater for shorter courses, in that they provide units within a limited range, with no or few fundamental or elective options. The FETC: Fitness draws almost all of the shorter courses offered internationally into one complete qualification and includes additional compulsory core, fundamental, and also the elective unit standards.

The FETC: Fitness aligns to the world's best practice offered by YWCA countries.

ARTICULATION OPTIONS

The qualification provides the following articulation opportunities:

Horizontal Articulation:

The qualification articulates horizontally with the following qualification registered on the National Qualifications Framework:

- > ID 58009: Further Education and Training Certificate: Sport Administration.

Vertical Articulation:

Vertical Articulation is possible with the following qualifications registered on the National Qualifications Framework:

- > ID 1329: National Certificate: Sport Sciences, NQF Level 5.
- > ID 975: National Certificate: Sport and Exercise Technology, NQF Level 5.

MODERATION OPTIONS

> Anyone assessing a learner, or moderating the assessment of a learner, against this qualification must be registered as an assessor or moderator with the relevant Education and Training Quality Assurance body (ETQA), or with an ETQA that has a Memorandum of Understanding (MOU) with the relevant ETQA.

> Any institution offering learning that will enable the achievement of this qualification must be registered and accredited as a provider with the relevant ETQA, or with an ETQA that has an MOU with the relevant ETQA, in which event programme approval will be obtained from the relevant ETQA.

> Assessment and moderation of assessment will be overseen by the relevant ETQA according to the policies and guidelines for assessment and moderation of that ETQA, in terms of agreements reached around assessment and moderation between various ETQAs (including professional bodies), and in terms of the moderation guideline detailed immediately below.

> Moderation must include both internal and external moderation of assessments at all exit points of the qualification, unless ETQA policies specify otherwise. Moderation should also encompass achievement of the competence described in the exit level outcomes of the qualification.

> The options as listed above provide the opportunity to ensure that assessment and moderation can be transparent, affordable, valid, reliable and non-discriminatory.

For an applicant to register as an assessor or moderator of this qualification the applicant needs:

- > To be registered as an assessor or moderator, as appropriate.
- > To be in possession of a relevant qualification at NQF Level 5 or above.
- > Two years experience in the sector.

NOTES

N/A

UNIT STANDARDS

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Fundamental	119472	Accommodate audience and context needs in oral/signed communication	Level 3	5
Fundamental	119466	Interpret a variety of literary texts	Level 3	5
Fundamental	119457	Interpret and use information from texts	Level 3	5
Fundamental	119465	Write/present/sign texts for a range of communicative contexts	Level 3	5
Fundamental	9015	Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems	Level 4	6
Fundamental	119462	Engage in sustained oral/signed communication and evaluate spoken/signed texts	Level 4	5
Fundamental	119469	Read/view, analyse and respond to a variety of texts	Level 4	5
Fundamental	9016	Represent analyse and calculate shape and motion in 2- and 3-dimensional space in different contexts	Level 4	4
Fundamental	119471	Use language and communication in occupational learning programmes	Level 4	5
Fundamental	7468	Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues	Level 4	6
Fundamental	119459	Write/present/sign for a wide range of contexts	Level 4	5
Core	243298	Apply administrative skills and knowledge in a sport organisation	Level 4	11
Core	243297	Apply knowledge of anatomy and physiology to exercise training	Level 4	5
Core	258719	Apply the principles of exercise training	Level 4	6
Core	114824	Conduct sales	Level 4	4
Core	254456	Explain the principles of physical activity in the context of sport or fitness	Level 4	3
Core	115845	Implement sales and marketing strategies	Level 4	5
Core	258725	Instruct exercise to individuals and groups	Level 4	10
Core	254462	Maintain a sport or fitness environment and equipment	Level 4	5
Core	243301	Manage safety and emergency incidences	Level 4	6
Core	258721	Promote an awareness of nutrition principles for sport and physical activity	Level 4	4
Core	243294	Recommend an exercise programme or activity	Level 4	5
Core	258724	Operate professionally in a sport, recreation or fitness environment	Level 5	3
Elective	117499	Demonstrate entrepreneurial competence	Level 4	12

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Elective	110003	Develop administrative procedures in a selected organisation	Level 4	8
Elective	242810	Manage Expenditure against a budget	Level 4	6
Elective	117500	Manage finance in a small business	Level 4	8
Elective	258720	Utilise music to lead and instruct exercise	Level 4	4
Elective	252178	Support sport or fitness participation for people living with HIV/AIDS	Level 5	4

LEARNING PROGRAMMES RECORDED AGAINST THIS QUALIFICATION**None**



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:*Apply the principles of exercise training*

SAQA US ID		UNIT STANDARD TITLE	
258719		Apply the principles of exercise training	
ORIGINATOR		PROVIDER	
SGB Sport			
FIELD		SUBFIELD	
2 - Culture and Arts		Sport	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	6

This unit standard does not replace any other unit standard and is not replaced by another unit standard.

SPECIFIC OUTCOME 1

Define the principles of exercise training.

SPECIFIC OUTCOME 2

Describe the methods of training.

SPECIFIC OUTCOME 3

Apply the principles and methods of training.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	63669	Further Education and Training Certificate: Fitness	Level 4



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:*Utilise music to lead and instruct exercise*

SAQA US ID		UNIT STANDARD TITLE	
258720		Utilise music to lead and instruct exercise	
ORIGINATOR		PROVIDER	
SGB Sport			
FIELD		SUBFIELD	
2 - Culture and Arts		Sport	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	4

This unit standard does not replace any other unit standard and is not replaced by another unit standard.

SPECIFIC OUTCOME 1

Select suitable music for an exercise class or session.

SPECIFIC OUTCOME 2

Develop music-accompanied choreographed exercise routines.

SPECIFIC OUTCOME 3

Utilise music safely and effectively during an exercise session or class.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Elective	63669	Further Education and Training Certificate: Fitness	Level 4



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:*Promote an awareness of nutrition principles for sport and physical activity*

SAQA US ID		UNIT STANDARD TITLE	
258721		Promote an awareness of nutrition principles for sport and physical activity	
ORIGINATOR		PROVIDER	
SGB Sport			
FIELD		SUBFIELD	
2 - Culture and Arts		Sport	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	4

This unit standard does not replace any other unit standard and is not replaced by another unit standard.

SPECIFIC OUTCOME 1

Describe the principles of healthy nutrition and regular eating patterns.

SPECIFIC OUTCOME 2

Give guidelines on nutrition principles for sport and exercise.

SPECIFIC OUTCOME 3

Provide information on health-enhancing supplements and the role of ergogenic aids.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	63669	Further Education and Training Certificate: Fitness	Level 4



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Operate professionally in a sport, recreation or fitness environment***

SAQA US ID	UNIT STANDARD TITLE		
258724	Operate professionally in a sport, recreation or fitness environment		
ORIGINATOR		PROVIDER	
SGB Sport			
FIELD		SUBFIELD	
2 - Culture and Arts		Sport	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	3

This unit standard replaces:

US ID	Unit Standard Title	NQF Level	Credits	Replacement Status
10211	Operate Professionally in a Fitness Environment	Level 4	4	Will occur as soon as 258724 is registered

SPECIFIC OUTCOME 1

Provide details on careers in sport, recreation and fitness in order to make informed career choices.

SPECIFIC OUTCOME 2

Comply with legal and ethical business practices with regard to scopes of practice and professional codes of conduct.

SPECIFIC OUTCOME 3

Identify matters relating to the negligence and liability and comply with the legal requirements of the profession.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	63669	Further Education and Training Certificate: Fitness	Level 4



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Instruct exercise to individuals and groups

SAQA US ID	UNIT STANDARD TITLE		
258725	Instruct exercise to individuals and groups		
ORIGINATOR	PROVIDER		
SGB Sport			
FIELD	SUBFIELD		
2 - Culture and Arts	Sport		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	10

This unit standard replaces:

US ID	Unit Standard Title	NQF Level	Credits	Replacement Status
10221	Lead and instruct exercise programmes for individuals and groups	Level 5	10	Will occur as soon as 258725 is registered

SPECIFIC OUTCOME 1

Plan and prepare for an exercise session.

SPECIFIC OUTCOME 2

Instruct exercise in consideration of safe and effective exercise requirements.

SPECIFIC OUTCOME 3

Utilize appropriate communication skills required to instruct exercise.

SPECIFIC OUTCOME 4

Instruct exercise classes in a professional and confident manner.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	63669	Further Education and Training Certificate: Fitness	Level 4