



Higher National Unit specification: general information

Unit title: Working Effectively and Safely with Clients

Unit code: H1S2 34

Superclass: MD

Publication date: July 2012

Source: Scottish Qualifications Authority

Version: 01

Unit purpose

This Unit is designed to enable the candidate to further develop their understanding of the importance of safe and effective working relationships with clients.

On completion of the Unit the candidate should be able to:

- 1 Describe the importance of effective working relationships and customer service when working with personal training clients, including the importance of a positive image for both the individual and organisation.
- 2 Describe key methods of communication which may be used when working with personal training clients.
- 3 Identify the components of the Transtheoretical Model of behaviour change.
- 4 Identify the importance safeguarding children and vulnerable adults when working with personal training clients.

This is one of a suite of Units developed to allow candidates the opportunity to achieve the National Occupational Standard for Personal Training at Level 3. Further information is available through the Sector Skills Council (Skillsactive), and centres are advised to check that candidates have completed appropriate aspects of the NOS. Units within this suite fall within the HNC/D award in Fitness, Health and Exercise. Other specialist Units within this suite are

- ◆ *Core Strength and Posture*
- ◆ *Planning and Management of Personal Training*
- ◆ *Deliver Personal Training Sessions*
- ◆ *Metabolic Considerations for Personal Trainers*

General information (cont)

Recommended prior knowledge and skills

It is recommended that prior to undertaking this Unit candidates should be familiar with the rationale for health screening, and the theory underpinning exercise programming. The following HN Units would give this knowledge base:

DP2L 34 *Health Screening* — SCQF level 7
DP8E 34 *Exercise Principles and Programming* — SCQF level 7

Credit points and level

0.5 Higher National Unit credit at SCQF level 7: (4 SCQF credit points at SCQF level 7*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

Core Skills

There are opportunities to develop the Core Skills of *Problem Solving*, *Working with Others* and *Communication* in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

Context for delivery

This Unit is an option within the Group Awards HNC/D Fitness, Health and Exercise. If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

Higher National Unit specification: statement of standards

Unit title: Working Effectively and Safely with Clients

Unit code: See Unit writer brief

The sections of the Unit stating the Outcomes, Knowledge and/or Skills, and Evidence Requirements are mandatory.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the Knowledge and/or Skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Describe the importance of effective working relationships and customer service when working with personal training clients.

Knowledge and/or Skills

- ◆ Role of effective working relationships.
- ◆ Role of customer service for the personal trainer.
- ◆ Role of equality and diversity when working with clients.
- ◆ Role of a positive image for both the individual and organisation.

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ Describe the importance of effective working relationships, and how these may be developed and maintained
- ◆ Describe the importance of good customer service in terms of providing an effective provision
- ◆ Identify the importance of valuing equality and diversity when working with clients
- ◆ Describe the importance of a positive image for both the individual and organisation

Higher National Unit specification: statement of standards (cont)

Unit title: Working Effectively and Safely with Clients

Outcome 2

Describe key methods of communication which may be used when working with personal training clients.

Knowledge and/or Skills

- ◆ Verbal communication.
- ◆ Non-verbal communication.
- ◆ Listening Skills.

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ Describe verbal communication methods which may be used when working with personal training clients
- ◆ Describe non-verbal communication methods which may be used when working with personal training clients
- ◆ Identify the importance of effective listening skills when working with personal training clients

Outcome 3

Identify the components of the Transtheoretical Model of behaviour change.

Knowledge and/or Skills

- ◆ Transtheoretical model of behaviour change
 - Pre-contemplation
 - Contemplation
 - Preparation
 - Action
 - Maintenance

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ Define and give examples of each of the identified stages of the Transtheoretical behaviour change model

Higher National Unit specification: statement of standards (cont)

Unit title: Working Effectively and Safely with Clients

Outcome 4

Describe processes to safeguard children and vulnerable adults.

Knowledge and/or Skills

- ◆ Responsibilities and limitations of a fitness instructor with regard to safeguarding.
- ◆ Common types and signs of abuse.
- ◆ Policies and procedures of a fitness organisation with regard to safeguarding.
- ◆ Statutory agencies responsible for safeguarding.

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ Describe what is meant by safeguarding the welfare of children and vulnerable adults
- ◆ Describe the responsibilities and limitations of a fitness instructor in regard to safeguarding children and vulnerable adults
- ◆ Identify the types and signs of abuse which an instructor may encounter: physical, emotional, neglect, bullying and sexual
- ◆ Describe common policies and procedures in relation to safeguarding children and vulnerable adults
- ◆ Identify statutory agencies responsible for safeguarding children and vulnerable adults
- ◆ Explain when it may be necessary to contact statutory agencies

Higher National Unit specification: support notes

Unit title: Working Effectively and Safely with Clients

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 20 hours.

Guidance on the content and context for this Unit

This Unit is designed to enable the candidate to further develop their understanding of the importance of safe and effective working relationships with clients. Candidates will examine the importance of customer service, personal and corporate image, and customer service. This is underpinned with an introduction to behaviour change theory and communication methods in order to best develop client relationships.

Outcome 1:

- ◆ Candidates should be able to describe the importance of effective working relationships, and how these may be developed and maintained. This may include retention and adherence issues.
- ◆ Candidates should be able to describe the importance of good customer service in terms of providing an effective provision. This may include the importance of client care, developing an awareness of client needs and how they may be best met, identification of reliable and current sources of information relating to client needs, how complaints and other issues may be effectively dealt with.
- ◆ Candidates should be able to identify the importance of valuing equality and diversity when working with clients in terms of delivering a personalised and effective service.
- ◆ Candidates should be able to describe the importance of a positive image for both the individual and organisation. This may include reputation of both the individual and the organisation, and the acquisition and retention of clients.

Outcome 2:

- ◆ Candidates should be able to describe the use and importance of effective verbal communication, considering the use of tone, volume, pitch and speed of delivery.
- ◆ Candidates should be able to describe the potential effects, use and importance of effective non-verbal communication, including body language, facial expressions, gestures, conduct, manners and personal presentation.
- ◆ Candidates should be able to describe the use and importance of effective listening skills. This may include eliciting information from clients by the use of different questioning methods.

Higher National Unit specification: support notes (cont)

Unit title: Working Effectively and Safely with Clients

Outcome 3:

- ◆ Candidates will need to define and give examples of each of the identified stages of the Transtheoretical behaviour change model, including pre-contemplation, contemplation, preparation, action, and maintenance. Other models of behaviour change may also be considered, but it should be emphasised that the rationale for looking at behaviour change is to ensure that the optimum service delivery is achieved for each client.

Outcome 4:

- ◆ Candidates should be able to describe what is meant by safeguarding the welfare of children and vulnerable adults, and identify responsibilities and limitations of a fitness instructor in this regard.
- ◆ Candidates should be able to identify the types and signs of abuse which an instructor may encounter: physical, emotional, neglect, bullying and sexual.
- ◆ Candidates should be able to describe a fitness organisation's policies and procedures in relation to safeguarding children and vulnerable adults. This should include reporting procedures, procedures to follow to protect staff from accusations of abuse, maintaining confidentiality of information.
- ◆ Candidates should be able to identify the statutory agencies responsible for safeguarding children and vulnerable adults, and explain when it may be necessary to contact them

Guidance on the delivery of this Unit

This Unit should be delivered as one of a number of optional Units that will fully prepare the candidate for work as an exercise professional. This Unit is intended to provide candidates with a knowledge and understanding of the importance of customer service, equal opportunities, and effective personalised service delivery. This will enhance the skills of the exercise professional by increasing their knowledge of individual clients, and to enable a more personalised approach to the development of exercise programmes.

Candidates should develop awareness of communication methods; therefore the learning and teaching process should involve a holistic approach including practical exercises. The purpose of this Unit is also to encourage candidates to look beyond the immediately obvious issues, and start to apply the concept of an evidence-based approach.

Higher National Unit specification: support notes (cont)

Unit title: Working Effectively and Safely with Clients

Guidance on the assessment of this Unit

Assessment for Outcomes 1 and 2 may be completed as a series of restricted response questions conducted under supervised, closed-book conditions, or by means of a number of case studies. Outcome 3 is likely to be assessed either as a series of restricted response questions or as an extended response question conducted under supervised, closed-book conditions.

Outcome 4 may be completed as a series of restricted response questions conducted under supervised, closed-book conditions.

Assessment Guidelines

Outcome 1

This assessment may be completed as a series of restricted response questions conducted under supervised, closed-book conditions, or by means of a number of case studies.

Outcome 2

This assessment may be completed as a series of restricted response questions conducted under supervised, closed-book conditions, or by means of a number of case studies.

Outcome 3

It is likely that this assessment would be completed under supervised, closed-book conditions.

Outcome 4

It is likely that this assessment would be completed under supervised, closed-book conditions.

Online and Distance Learning

If this Unit is delivered by open learning methods, additional planning resources may be required for candidate support, assessment and quality assurance.

Opportunities for developing Core Skills

There are opportunities to develop the Core Skills of *Problem Solving*, *Working with Others* and *Communication* at SCQF level 6 in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

Higher National Unit specification: support notes (cont)

Unit title: Working Effectively and Safely with Clients

Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements

History of changes to Unit

Version	Description of change	Date

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General information for candidates

Unit title: Working Effectively and Safely with Clients

Personal trainers must be able to prepare personalised exercise programmes, and this Unit aims to develop your skills and abilities in terms of personalising programmes — this will include looking at the importance of the image both of the organisation and the trainer, communication skills appropriate for use with clients, and customer service. Basic behaviour change theory will be introduced, along with discussion of the importance of valuing equality and diversity.

Outcome 1: Describe the importance of effective working relationships and customer service when working with personal training clients.

After completion of this Outcome you should be able to describe the importance of effective working relationships, and how these may be developed and maintained. You should understand the importance of good customer service, including client care and awareness of client need. A key element of this is the ability to source reliable and up to date information to help clients.

You will examine the importance of valuing equality and diversity in order to deliver a personalised and effective service, and the importance of a positive image for both the individual and organisation.

Outcome 2: Describe key methods of communication which may be used when working with personal training clients

After completion of this Outcome you should be able to describe and use effective verbal and non-verbal communication. This will include the importance of effective personal presentation. You will also discuss and develop effective listening skills — the more information you have about a client, the more effective your exercise programming will be.

Outcome 3: Identify the components of the Transtheoretical model of behaviour change

After completion of this Outcome you should be able to explain the Transtheoretical behaviour change model, though you may examine other models of behaviour change. An awareness of the different psychological stages of behaviour change, and the ability to identify where your client is will help you to ensure that optimum service delivery is achieved for each client.

Outcome 4: Describe processes to safeguard children and vulnerable adults

After completion of this Outcome you should be able to **current guidelines to safeguard children and vulnerable adults. This will include** what is meant by safeguarding the welfare of children and vulnerable adults, and the responsibilities and limitations of a fitness instructor in this regard. You should be able to identify the types and signs of abuse which you may encounter, and describe related policies and procedures.