

Qualification Pack



Personal Trainer (B&W)

Options: Sports Conditioning Expert/ Personal Trainer- Special population expert

QP Code: BWS/Q3003

Version: 3.0

NSQF Level: 4

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BWS/Q3003: Personal Trainer (B&W)

Brief Job Description

The Personal Trainer (B&W) is responsible to plan, demonstrate, and monitor exercises performed by the members. The trainer collects information, plans gym programmes, monitors client progress and focuses on individual assigned clients in meeting their fitness goals through effective motivation and continuous adaptation.

Personal Attributes

This job requires the individual to be well versed with the rules and regulations applicable, such as the Membership Rules, membership types (Full Access/limited access). He needs to be tactful, service oriented and a stickler for rules.

Applicable National Occupational Standards (NOS)

Compulsory NOS:

1. [BWS/N9002: Maintain health and safety at the workplace](#)
2. [DGT/VSQ/N0102: Employability Skills \(60 Hours\)](#)
3. [BWS/N9001: Prepare and maintain work area](#)
4. [BWS/N9003: Create a positive impression at the workplace](#)
5. [BWS/N3005: Motivate the clients](#)
6. [BWS/N3134: Collect, integrate and analyze nutritional, health and lifestyle data of physically active clients](#)
7. [BWS/N3004: Plan and conduct personal training](#)
8. [BWS/N3003: Carry out health screening and fitness assessment of the client](#)
9. [BWS/N3135: Develop and implement personalised nutrition and lifestyle programme for physically active clients](#)

Options(Not mandatory):

Option 1: Sports Conditioning Expert

Plan and conduct personal training for clients from various backgrounds and have different types of needs related to fitness.

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1. [BWS/N3021: Plan and conduct session for improving athletic performance of client](#)

Option 2: Personal Trainer- Special population expert

Ensure to improve athletic performance of the client which usually means improving athletes speed, strength and power (although specifics vary according to athlete and sport).

1. [BWS/N3022: Enable minimization of athletic injuries & conduct fitness assessment for sports related activities of the client](#)
2. [BWS/N3014: Plan and conduct personal training for clients from different population groups](#)

Qualification Pack (QP) Parameters

| | |
|---|---|
| Sector | Beauty & Wellness |
| Sub-Sector | Personal Services |
| Occupation | Fitness Services |
| Country | India |
| NSQF Level | 4 |
| Credits | 20 |
| Aligned to NCO/ISCO/ISIC Code | NCO-2015/3423.9900 |
| Minimum Educational Qualification & Experience | 10th Class with 2 Years of experience OR 10th grade pass plus 1-year NTC/ NAC OR 10th grade pass and pursuing continuous schooling OR Previous relevant Qualification of NSQF Level (with minimum education as 5th Grade pass) with 2 Years of experience |
| Minimum Level of Education for Training in School | 10th Class |
| Pre-Requisite License or Training | NA |
| Minimum Job Entry Age | 20 Years |
| Last Reviewed On | NA |



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| | |
|-----------------------|---------------------|
| Next Review Date | 17/11/2025 |
| NSQC Approval Date | 17/11/2022 |
| Version | 3.0 |
| Reference code on NQR | 2022/BW/BWSSC/06580 |
| NQR Version | 1 |

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BWS/N9002: Maintain health and safety at the workplace

Description

This unit describes maintaining a safe and hygienic environment at the work area.

Scope

The scope covers the following :

- This unit/ task covers the following:
- 1. Maintain health and safety at the workplace

Elements and Performance Criteria

Maintain health and safety at the workplace

To be competent, the user/individual on the job must be able to:

- PC1.** ensure proper supply of Personal Protective Equipment such as tissues, antibacterial soaps, alcohol-based hand cleansers, triple layered surgical face masks, gloves, etc. for the employees and clientele
- PC2.** ensure maintaining basic hygiene and keep proper distance between the clientele to avoid any kind of cross infection, basic hygiene such as wearing disposable N-95/ triple layered surgical face mask, gloves, apron, washing/ sanitizing hands & taking bath at regular intervals, etc.
- PC3.** set up and position oneself, equipment, chemicals, products and tools in the work area to meet legal, hygiene and safety requirements
- PC4.** clean and sterilize all tools and equipment before and after use
- PC5.** maintain one's posture and position to minimize fatigue, risk of injury and chances of cross infection
- PC6.** dispose waste materials in accordance to the industry accepted standards
- PC7.** maintain first aid kit and keep oneself updated on the first aid procedures
- PC8.** identify and document potential risks and hazards in the workplace
- PC9.** accurately maintain accident reports
- PC10.** report health and safety risks/ hazards to concerned personnel
- PC11.** use tools, equipment, chemicals and products in accordance with the guidelines and manufacturers' instructions

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** organizations policies and procedures to address risks and hazards
- KU2.** health and safety requirements in the organization
- KU3.** contra-indications related to various treatment
- KU4.** process and products to sterilize and disinfect equipment/ tools

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- KU5.** manufacturers instructions related to equipment and product use and cleaning
- KU6.** Knowledge of 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)

Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** read about new products and services with reference to the organization and also from external forums such as websites and blogs
- GS2.** keep abreast with the latest knowledge by reading brochures, pamphlets, and product information sheets
- GS3.** reading and writing comprehension to understand, communicate and maintain processes, techniques, records, policies and procedures
- GS4.** maintain accurate records of client, treatments, operating and closing checklists, product stock status
- GS5.** reading and writing comprehension to understand, communicate and maintain processes, techniques, records, policies and procedures
- GS6.** discuss task lists, schedules, and work-loads with co-workers
- GS7.** question customers/ clients appropriately in order to understand the nature of the problem and make a diagnosis
- GS8.** give clear instructions to customers/ clients
- GS9.** keep customers/ clients informed about progress
- GS10.** avoid using jargon, slang or acronyms when communicating with a customer/ client, unless it is required
- GS11.** manner and tone, professional, supportive, respectful, sensitive to client
- GS12.** speak clearly and precisely in a courteous manner and develop a professional relationship with the client
- GS13.** understand the directives passed down by supervisors
- GS14.** ability to listen and understand the local language in dealing with clients and maintain client confidentiality
- GS15.** make decisions pertaining to the concerned area of work
- GS16.** plan and organize service feedback files/documents
- GS17.** plan and manage work routine based on salon procedure
- GS18.** understand the client scheduling and bookings and maintain the work area, equipment and product stocks to meet the schedule
- GS19.** maintain accurate records of clients, treatments and product stock levels
- GS20.** accept feedback in a positive manner and develop on the shortcomings
- GS21.** committed to service excellence, courteous, pleasant personality
- GS22.** manage relationships with customers who may be stressed, frustrated, confused, or angry
- GS23.** build customer relationships and use customer centric approach

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- GS24.** clean, sporting the professional uniform, neat combed hair, closed-in footwear, personal hygiene and cleanliness (shower/bath), oral hygiene (clean teeth, fresh breath)
- GS25.** maintain a hygienic work area adhering to the salon and applicable legal health and safety standards
- GS26.** sanitize the hands and clean all working surfaces, use disposable products and sterilized tools
- GS27.** manage the storage/ disposal/ cautions of use of products, fire precautions, occurrences, hygiene practice, disposal of waste and environmental protection
- GS28.** handle, use and store products, tools and equipment safely to meet with the manufacturers instructions
- GS29.** think through the problem, evaluate the possible solution(s) and suggest an optimum/best possible solution(s)
- GS30.** deal with clients lacking the technical background to solve the problem on their own
- GS31.** identify immediate or temporary solutions to resolve delays
- GS32.** use the existing data to arrive at specific data points
- GS33.** use the existing data points to generate required reports for business
- GS34.** apply, analyze, and evaluate the information gathered from observation, experience, reasoning, or communication, as a guide to thought and action
- GS35.** participate in self-developmental training activities to enhance ones knowledge of salon performance standards and applicable health and

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Assessment Criteria

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|---|--------------|-----------------|---------------|------------|
| <i>Maintain health and safety at the workplace</i> | 33 | 67 | - | - |
| PC1. ensure proper supply of Personal Protective Equipment such as tissues, antibacterial soaps, alcohol-based hand cleansers, triple layered surgical face masks, gloves, etc. for the employees and clientele | 3 | 7 | - | - |
| PC2. ensure maintaining basic hygiene and keep proper distance between the clientele to avoid any kind of cross infection, basic hygiene such as wearing disposable N-95/ triple layered surgical face mask, gloves, apron, washing/ sanitizing hands & taking bath at regular intervals, etc. | 3 | 6 | - | - |
| PC3. set up and position oneself, equipment, chemicals, products and tools in the work area to meet legal, hygiene and safety requirements | 3 | 6 | - | - |
| PC4. clean and sterilize all tools and equipment before and after use | 3 | 6 | - | - |
| PC5. maintain one's posture and position to minimize fatigue, risk of injury and chances of cross infection | 3 | 6 | - | - |
| PC6. dispose waste materials in accordance to the industry accepted standards | 3 | 6 | - | - |
| PC7. maintain first aid kit and keep oneself updated on the first aid procedures | 3 | 6 | - | - |
| PC8. identify and document potential risks and hazards in the workplace | 3 | 6 | - | - |
| PC9. accurately maintain accident reports | 3 | 6 | - | - |
| PC10. report health and safety risks/ hazards to concerned personnel | 3 | 6 | - | - |
| PC11. use tools, equipment, chemicals and products in accordance with the guidelines and manufacturers' instructions | 3 | 6 | - | - |
| NOS Total | 33 | 67 | - | - |

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National Occupational Standards (NOS) Parameters

| | |
|----------------------------|---|
| NOS Code | BWS/N9002 |
| NOS Name | Maintain health and safety at the workplace |
| Sector | Beauty & Wellness |
| Sub-Sector | Generic |
| Occupation | Generic |
| NSQF Level | 3 |
| Credits | 1 |
| Version | 4.0 |
| Last Reviewed Date | NA |
| Next Review Date | 17/11/2025 |
| NSQC Clearance Date | 17/11/2022 |

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DGT/VSQ/N0102: Employability Skills (60 Hours)

Description

This unit is about employability skills, Constitutional values, becoming a professional in the 21st Century, digital, financial, and legal literacy, diversity and Inclusion, English and communication skills, customer service, entrepreneurship, and apprenticeship, getting ready for jobs and career development.

Scope

The scope covers the following :

- Introduction to Employability Skills
- Constitutional values - Citizenship
- Becoming a Professional in the 21st Century
- Basic English Skills
- Career Development & Goal Setting
- Communication Skills
- Diversity & Inclusion
- Financial and Legal Literacy
- Essential Digital Skills
- Entrepreneurship
- Customer Service
- Getting ready for Apprenticeship & Jobs

Elements and Performance Criteria

Introduction to Employability Skills

To be competent, the user/individual on the job must be able to:

- PC1.** identify employability skills required for jobs in various industries
- PC2.** identify and explore learning and employability portals

Constitutional values – Citizenship

To be competent, the user/individual on the job must be able to:

- PC3.** recognize the significance of constitutional values, including civic rights and duties, citizenship, responsibility towards society etc. and personal values and ethics such as honesty, integrity, caring and respecting others, etc.
- PC4.** follow environmentally sustainable practices

Becoming a Professional in the 21st Century

To be competent, the user/individual on the job must be able to:

- PC5.** recognize the significance of 21st Century Skills for employment
- PC6.** practice the 21st Century Skills such as Self-Awareness, Behaviour Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn for continuous learning etc. in personal and professional life

Basic English Skills

To be competent, the user/individual on the job must be able to:

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- PC7.** use basic English for everyday conversation in different contexts, in person and over the telephone
- PC8.** read and understand routine information, notes, instructions, mails, letters etc. written in English
- PC9.** write short messages, notes, letters, e-mails etc. in English

Career Development & Goal Setting

To be competent, the user/individual on the job must be able to:

- PC10.** understand the difference between job and career
- PC11.** prepare a career development plan with short- and long-term goals, based on aptitude

Communication Skills

To be competent, the user/individual on the job must be able to:

- PC12.** follow verbal and non-verbal communication etiquette and active listening techniques in various settings
- PC13.** work collaboratively with others in a team

Diversity & Inclusion

To be competent, the user/individual on the job must be able to:

- PC14.** communicate and behave appropriately with all genders and PwD
- PC15.** escalate any issues related to sexual harassment at workplace according to POSH Act

Financial and Legal Literacy

To be competent, the user/individual on the job must be able to:

- PC16.** select financial institutions, products and services as per requirement
- PC17.** carry out offline and online financial transactions, safely and securely
- PC18.** identify common components of salary and compute income, expenses, taxes, investments etc
- PC19.** identify relevant rights and laws and use legal aids to fight against legal exploitation

Essential Digital Skills

To be competent, the user/individual on the job must be able to:

- PC20.** operate digital devices and carry out basic internet operations securely and safely
- PC21.** use e- mail and social media platforms and virtual collaboration tools to work effectively
- PC22.** use basic features of word processor, spreadsheets, and presentations

Entrepreneurship

To be competent, the user/individual on the job must be able to:

- PC23.** identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research
- PC24.** develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion
- PC25.** identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity

Customer Service

To be competent, the user/individual on the job must be able to:

- PC26.** identify different types of customers
- PC27.** identify and respond to customer requests and needs in a professional manner.

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PC28. follow appropriate hygiene and grooming standards

Getting ready for apprenticeship & Jobs

To be competent, the user/individual on the job must be able to:

PC29. create a professional Curriculum vitae (Résumé)

PC30. search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively

PC31. apply to identified job openings using offline /online methods as per requirement

PC32. answer questions politely, with clarity and confidence, during recruitment and selection

PC33. identify apprenticeship opportunities and register for it as per guidelines and requirements

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. need for employability skills and different learning and employability related portals

KU2. various constitutional and personal values

KU3. different environmentally sustainable practices and their importance

KU4. Twenty first (21st) century skills and their importance

KU5. how to use English language for effective verbal (face to face and telephonic) and written communication in formal and informal set up

KU6. importance of career development and setting long- and short-term goals

KU7. about effective communication

KU8. POSH Act

KU9. Gender sensitivity and inclusivity

KU10. different types of financial institutes, products, and services

KU11. how to compute income and expenditure

KU12. importance of maintaining safety and security in offline and online financial transactions

KU13. different legal rights and laws

KU14. different types of digital devices and the procedure to operate them safely and securely

KU15. how to create and operate an e- mail account and use applications such as word processors, spreadsheets etc.

KU16. how to identify business opportunities

KU17. types and needs of customers

KU18. how to apply for a job and prepare for an interview

KU19. apprenticeship scheme and the process of registering on apprenticeship portal

Generic Skills (GS)

User/individual on the job needs to know how to:

GS1. read and write different types of documents/instructions/correspondence

GS2. communicate effectively using appropriate language in formal and informal settings

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- GS3.** behave politely and appropriately with all
- GS4.** how to work in a virtual mode
- GS5.** perform calculations efficiently
- GS6.** solve problems effectively
- GS7.** pay attention to details
- GS8.** manage time efficiently
- GS9.** maintain hygiene and sanitization to avoid infection

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Assessment Criteria

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|--|--------------|-----------------|---------------|------------|
| <i>Introduction to Employability Skills</i> | 1 | 1 | - | - |
| PC1. identify employability skills required for jobs in various industries | - | - | - | - |
| PC2. identify and explore learning and employability portals | - | - | - | - |
| <i>Constitutional values – Citizenship</i> | 1 | 1 | - | - |
| PC3. recognize the significance of constitutional values, including civic rights and duties, citizenship, responsibility towards society etc. and personal values and ethics such as honesty, integrity, caring and respecting others, etc. | - | - | - | - |
| PC4. follow environmentally sustainable practices | - | - | - | - |
| <i>Becoming a Professional in the 21st Century</i> | 2 | 4 | - | - |
| PC5. recognize the significance of 21st Century Skills for employment | - | - | - | - |
| PC6. practice the 21st Century Skills such as Self-Awareness, Behaviour Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn for continuous learning etc. in personal and professional life | - | - | - | - |
| <i>Basic English Skills</i> | 2 | 3 | - | - |
| PC7. use basic English for everyday conversation in different contexts, in person and over the telephone | - | - | - | - |
| PC8. read and understand routine information, notes, instructions, mails, letters etc. written in English | - | - | - | - |
| PC9. write short messages, notes, letters, e-mails etc. in English | - | - | - | - |
| <i>Career Development & Goal Setting</i> | 1 | 2 | - | - |

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| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|---|--------------|-----------------|---------------|------------|
| PC10. understand the difference between job and career | - | - | - | - |
| PC11. prepare a career development plan with short- and long-term goals, based on aptitude | - | - | - | - |
| <i>Communication Skills</i> | 2 | 2 | - | - |
| PC12. follow verbal and non-verbal communication etiquette and active listening techniques in various settings | - | - | - | - |
| PC13. work collaboratively with others in a team | - | - | - | - |
| <i>Diversity & Inclusion</i> | 1 | 2 | - | - |
| PC14. communicate and behave appropriately with all genders and PwD | - | - | - | - |
| PC15. escalate any issues related to sexual harassment at workplace according to POSH Act | - | - | - | - |
| <i>Financial and Legal Literacy</i> | 2 | 3 | - | - |
| PC16. select financial institutions, products and services as per requirement | - | - | - | - |
| PC17. carry out offline and online financial transactions, safely and securely | - | - | - | - |
| PC18. identify common components of salary and compute income, expenses, taxes, investments etc | - | - | - | - |
| PC19. identify relevant rights and laws and use legal aids to fight against legal exploitation | - | - | - | - |
| <i>Essential Digital Skills</i> | 3 | 4 | - | - |
| PC20. operate digital devices and carry out basic internet operations securely and safely | - | - | - | - |
| PC21. use e- mail and social media platforms and virtual collaboration tools to work effectively | - | - | - | - |
| PC22. use basic features of word processor, spreadsheets, and presentations | - | - | - | - |

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| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|--|--------------|-----------------|---------------|------------|
| <i>Entrepreneurship</i> | 2 | 3 | - | - |
| PC23. identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research | - | - | - | - |
| PC24. develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion | - | - | - | - |
| PC25. identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity | - | - | - | - |
| <i>Customer Service</i> | 1 | 2 | - | - |
| PC26. identify different types of customers | - | - | - | - |
| PC27. identify and respond to customer requests and needs in a professional manner. | - | - | - | - |
| PC28. follow appropriate hygiene and grooming standards | - | - | - | - |
| <i>Getting ready for apprenticeship & Jobs</i> | 2 | 3 | - | - |
| PC29. create a professional Curriculum vitae (Résumé) | - | - | - | - |
| PC30. search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively | - | - | - | - |
| PC31. apply to identified job openings using offline /online methods as per requirement | - | - | - | - |
| PC32. answer questions politely, with clarity and confidence, during recruitment and selection | - | - | - | - |
| PC33. identify apprenticeship opportunities and register for it as per guidelines and requirements | - | - | - | - |
| NOS Total | 20 | 30 | - | - |

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National Occupational Standards (NOS) Parameters

| | |
|---------------------------|---------------------------------|
| NOS Code | DGT/VSQ/N0102 |
| NOS Name | Employability Skills (60 Hours) |
| Sector | Cross Sectoral |
| Sub-Sector | Professional Skills |
| Occupation | Employability |
| NSQF Level | 4 |
| Credits | 2 |
| Version | 1.0 |
| Last Reviewed Date | NA |
| Next Review Date | 28/02/2026 |

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BWS/N9001: Prepare and maintain work area

Description

Prepare the equipment's/ tools/ products/machinery (if required any) and work area ahead of service/ session delivery to ensure the efficiency and effectiveness of conducting treatments/ sessions considering the standards of operation of the organization/ salon/ beauty clinic.

Scope

The scope covers the following :

- This unit/task covers the following:
- 1. Prepare and maintain work area

Elements and Performance Criteria

Prepare and maintain work area

To be competent, the user/individual on the job must be able to:

- PC1.** ensure that ambient conditions are suitable for the client and the service procedures to be carried out in a hygienic, safe and disinfected environment such as using air purifiers to reduce dust, dander, smoke, allergens & odour resulting in a healthier, fresher & cleaner environment, restructuring the workplace set-up, by keeping a minimum distance of 2 meters in between two clientele, practicing social distancing by avoiding handshakes/ hugs to coworkers/ clientele, etc.
- PC2.** identify and select suitable equipment and products required for the respective services/ session
- PC3.** set up the area for services/ session in adherence to the organizational/ beauty salon/ centre's guidelines
- PC4.** place disposable towels, glasses for water, tea/ coffee and other items/ tools/ equipment's (applicable if any) in area convenient for efficient service/ session delivery
- PC5.** prepare sterilisation solution as per organizational/ salon standards using approved products and as per manufacturers instructions
- PC6.** sterilize, disinfect the area as per organizational standards using recommended solutions and conditions
- PC7.** dispose waste materials in adherence to the industry requirements; waste materials such as disposable linen, disposable head bands, disposable gowns, disposable apron, disposable face mask, disposable gloves, etc.
- PC8.** identify ways to optimize usage of material including water in various tasks/activities/processes
- PC9.** check for spills/leakages occurred while providing services
- PC10.** identify and segregate recyclable, non-recyclable and hazardous waste generated in separate bin
- PC11.** store the unused disposable material properly in a dedicated area; material such as disposable masks, gloves, etc.
- PC12.** ensure electrical equipment and appliances are switched off when not in use

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- PC13.** store records, materials and equipment securely in line with the policies
- PC14.** conduct awareness program (such as for Covid19) for the employees and display posters/ signage's promoting regular hand-washing and respiratory hygiene in the premises
- PC15.** set up and promote digital modes of payment to lessen any kind of cross infection

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** organizations standards of performance and sequence of services/ session
- KU2.** range of services/ sessions and products offered by the organization
- KU3.** health and safety requirements in the organization/ salon
- KU4.** environmental conditions required and expected for carrying out services and importance of maintaining these Conditions: Air, light, space, temperature, sound, cleanliness, etc.
- KU5.** types of products, materials and equipment required for the respective services/ sessions
- KU6.** process and products to sterilize and disinfect equipment/tools
- KU7.** manufacturers instructions related to equipment and product use and cleaning
- KU8.** customer service principles including privacy and protection to modesty of the customers
- KU9.** risks to customer privacy and modesty and actions (precautions) taken to maintain the same in the salon
- KU10.** importance of keeping accurate records of services, clients and product usage (inventory)
- KU11.** applicable legislation relating to the workplace Legislation for the workplace: eg. 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

Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** read policy and procedure documents, guidelines and memos in English to interpret the gist correctly
- GS2.** read common organizational signage in English accurately
- GS3.** read simple emails, instructions, advertisements, brochures, manufacturers labels, forms, formats and other common documents accurately
- GS4.** read and interpret correctly information about new products and services with reference to the organization and also from external forums such as websites and/or blogs
- GS5.** write appointments, names, addresses, simple emails, messages, and applications in English accurately
- GS6.** construct a CV or fill a job application form accurately representing skills, knowledge and past experiences in English accurately
- GS7.** write an accident or incident report accurately in English
- GS8.** fill in various applicable forms and formats at the workplace accurately

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- GS9.** maintain accurate records of client, services, operating and closing checklists, product stock status
- GS10.** listen and interpret correctly simple instructions in English
- GS11.** listen for and identify the main points of short explanations or presentations in English
- GS12.** listen to and follow short, straightforward explanations and instructions in English
- GS13.** introduce oneself and one's role to customers and visitors, in English and the local language
- GS14.** express clearly statements of fact and give short explanations, accounts and descriptions to customers, seniors and co-workers in English
- GS15.** give clear instructions to customers and/or coworkers as required
- GS16.** pronounce the sounds of English or use sign language sufficiently clearly to be generally understood
- GS17.** speak or communicate with reasonable ease in structured situations and short conversations on familiar topics
- GS18.** exchange information effectively to perform a task
- GS19.** give simple directions, instructions and explanations
- GS20.** ask and answer simple questions such as to establish customer needs, or who a visitor is seeking to meet and for what purpose
- GS21.** display an adequate range of vocabulary to communicate on familiar topics and perform simple tasks
- GS22.** use simple and compound sentences in conversations
- GS23.** avoid using jargon, slang or acronyms when communicating with a customer/ client, unless it is required
- GS24.** speak in a manner and tone that is professional, supportive, respectful and sensitive
- GS25.** listen and understand the local language in dealing with clients
- GS26.** decide on course of action by recalling organisational policy, procedures and service standards
- GS27.** make simple decisions with respect to appropriateness of own behaviour recalling principles and practices of professional and social etiquette
- GS28.** get information on limits of authority and permitted actions while making decisions on how to act in routine situations
- GS29.** get information on chain of command to be approached for decisions based on
- GS30.** identify, plan and schedule tasks related to own work, to achieve standards of personal presentations expected in a professional set-up
- GS31.** keep one's own documents and possessions in order at the workplace to ensure cleanliness, security and efficiency of use
- GS32.** organize tasks based on instructions from supervisor or manager in order to complete them on time in order of stated priority
- GS33.** organize service feedback files/documents
- GS34.** plan and manage work routine based on salon procedure
- GS35.** maintain the work area, equipment and product stocks to meet client schedules
- GS36.** maintain accurate records of clients, services and product stock levels
- GS37.** plan own development in line with feedback given from supervisor, coworkers and clients

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- GS38.** prioritise response to customers based on urgency and criticality of need, status of the customer and supervisor inputs
- GS39.** minimize customer discomfort by taking permitted or directed actions in a timely manner
- GS40.** respond promptly to customers in a manner that aims to exceed their expectation
- GS41.** adhere to principles of service excellence as defined by the organization aimed at customer satisfaction
- GS42.** build customer relationships using a customer centric approach
- GS43.** follow hygiene, safety and personal presentation standards in line with customer and organisation expectations
- GS44.** identify problems that hinder achievement or increase risks
- GS45.** recall organizational policies, procedures, rules and guidelines applicable to the situation that may be used to decide course of action when faced with problems
- GS46.** act in line with organizational policies, procedures, supervisor/manager instructions, rules and guidelines to contribute towards resolution of the problem in a timely and safe manner, within limits of authority
- GS47.** escalate the problem in a timely manner to the supervisor/manager for effective resolution minimizing damage
- GS48.** explain the importance of resolving problem in a timely manner
- GS49.** explain the importance of accurate communications in problem resolution
- GS50.** explain the negative effects of hiding problems instead of identifying, highlighting and working to resolve them
- GS51.** seek guidance to define criteria and assign values of importance and urgency
- GS52.** sort information in order of importance
- GS53.** identify impact of own actions in terms of health, safety, security, customer satisfaction, influence of coworkers, achievement of task objectives
- GS54.** differentiate between routine and non-routine issues and escalate issues of a non-routine nature and as needed
- GS55.** verify information to clarify doubts through seeking guidance from organization documents, supervisor, managers and co-workers
- GS56.** identify relevant and reliable sources of information for seeking clarity where required
- GS57.** explain the concept of assumptions and how they impact decisions, actions and consequences
- GS58.** identify situations and possible underlying intent where information provided by others may be unreliable

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Assessment Criteria

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|---|--------------|-----------------|---------------|------------|
| <i>Prepare and maintain work area</i> | 30 | 70 | - | - |
| PC1. ensure that ambient conditions are suitable for the client and the service procedures to be carried out in a hygienic, safe and disinfected environment such as using air purifiers to reduce dust, dander, smoke, allergens & odour resulting in a healthier, fresher & cleaner environment, restructuring the workplace set-up, by keeping a minimum distance of 2 meters in between two clientele, practicing social distancing by avoiding handshakes/ hugs to coworkers/ clientele, etc. | 2 | 6 | - | - |
| PC2. identify and select suitable equipment and products required for the respective services/ session | 2 | 5 | - | - |
| PC3. set up the area for services/ session in adherence to the organizational/ beauty salon/ centre's guidelines | 2 | 5 | - | - |
| PC4. place disposable towels, glasses for water, tea/ coffee and other items/ tools/ equipment's (applicable if any) in area convenient for efficient service/ session delivery | 2 | 5 | - | - |
| PC5. prepare sterilisation solution as per organizational/ salon standards using approved products and as per manufacturers instructions | 2 | 5 | - | - |
| PC6. sterilize, disinfect the area as per organizational standards using recommended solutions and conditions | 2 | 6 | - | - |
| PC7. dispose waste materials in adherence to the industry requirements; waste materials such as disposable linen, disposable head bands, disposable gowns, disposable apron, disposable face mask, disposable gloves, etc. | 2 | 5 | - | - |
| PC8. identify ways to optimize usage of material including water in various tasks/activities/processes | 2 | 5 | - | - |
| PC9. check for spills/leakages occurred while providing services | 2 | 4 | - | - |

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| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|---|--------------|-----------------|---------------|------------|
| PC10. identify and segregate recyclable, non-recyclable and hazardous waste generated in separate bin | 2 | 4 | - | - |
| PC11. store the unused disposable material properly in a dedicated area; material such as disposable masks, gloves, etc. | 2 | 4 | - | - |
| PC12. ensure electrical equipment and appliances are switched off when not in use | 2 | 4 | - | - |
| PC13. store records, materials and equipment securely in line with the policies | 2 | 4 | - | - |
| PC14. conduct awareness program (such as for Covid19) for the employees and display posters/signage's promoting regular hand-washing and respiratory hygiene in the premises | 2 | 4 | - | - |
| PC15. set up and promote digital modes of payment to lessen any kind of cross infection | 2 | 4 | - | - |
| NOS Total | 30 | 70 | - | - |

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National Occupational Standards (NOS) Parameters

| | |
|----------------------------|--------------------------------|
| NOS Code | BWS/N9001 |
| NOS Name | Prepare and maintain work area |
| Sector | Beauty & Wellness |
| Sub-Sector | Generic |
| Occupation | Generic |
| NSQF Level | 3 |
| Credits | 1 |
| Version | 4.0 |
| Last Reviewed Date | NA |
| Next Review Date | 17/11/2025 |
| NSQC Clearance Date | 17/11/2022 |

Qualification Pack

BWS/N9003: Create a positive impression at the workplace

Description

This unit provides Performance Criteria, Knowledge & Understanding and Skills & Ability for individuals to meet the personal grooming and behavior requirements, execute tasks as per the organizations standards and communicate/record information in order to create a positive impression at the workplace

Scope

The scope covers the following :

- The unit/ task covers the following:
 - 1. Appearance and behavior
 - 2. Task execution as per organisation's standards
 - 3. Communication and information record

Elements and Performance Criteria

Appearance and Behavior

To be competent, the user/individual on the job must be able to:

- PC1.** ensure maintaining good health and personal hygiene such as sanitized hands, neatly tied and covered hair, clean nails, etc.
- PC2.** meet the organization's standards of grooming (courtesy, behavior and efficiency) such as engaging with clients with no gender stereotyping, positioning self and client in a manner, to ensure privacy, comfort and well-being of all the genders throughout the services, etc.
- PC3.** stay free from intoxicants while on duty
- PC4.** wear and carry organization's uniform and accessories correctly and smartly by sanitizing it in hot water with detergent and bleach

Task execution as per organization's standards

To be competent, the user/individual on the job must be able to:

- PC5.** take appropriate and approved actions in line with instructions and guidelines
- PC6.** participate in workplace activities as a part of the larger team
- PC7.** report to supervisor immediately in case there are any work issues
- PC8.** use appropriate language, tone and gestures while interacting with guests from different cultural and religious backgrounds, age, disabilities and gender
- PC9.** improve upon existing techniques of services by updating skills, such as, learning about digital technologies (by using digital platform for booking an appointment, making bills & payments, collecting feedback); financial literacy (opening savings bank accounts, linking Aadhaar card to bank account, using various e-commerce platforms); self-ownership, etc.

Communication and Information record

To be competent, the user/individual on the job must be able to:

- PC10.** communicate procedure related information to guests based on the sectors code of practices and organisations procedures/ guidelines

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- PC11.** communicate role related information to stakeholders in a polite manner and resolve queries, if any
- PC12.** assist and guide guests to services or products based on their needs
- PC13.** report and record instances of aggressive/ unruly behavior and seek assistance
- PC14.** use communication equipment (phone, email etc.) as mandated by the organization
- PC15.** carry out routine documentation (such as recording details related to employee's tasks, services taken and feedback given by clients) legibly and accurately in the desired format
- PC16.** maintain confidentiality of information, as required, in the role
- PC17.** communicate the internalization of gender & its concepts at work place
- PC18.** conduct various workshops for the employees at workplace; using range of technologies that aid PwDs at the workplace, etc.

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** importance of personal health and hygiene
- KU2.** salon's standards of grooming and personal behavior
- KU3.** salon's standards related to courtesy, behavior and efficiency
- KU4.** ill-effects of intoxicants and potential actions at workplace
- KU5.** items of uniform & accessories and correct method of wearing/ carrying them
- KU6.** reporting/ recording formats and protocol for documentation
- KU7.** kinds of work issues that may arise and reporting structure
- KU8.** code of practices and guidelines relating to communication with people
- KU9.** salon's requirements for recording and retaining information
- KU10.** ability to speak, read and write in the local vernacular language and English
- KU11.** appropriate verbal and non-verbal cues while dealing with clients from different cultural, religious backgrounds, age, disabilities and gender
- KU12.** different formats on which information is to be recorded
- KU13.** importance to maintain security and confidentiality of information
- KU14.** kinds of communication equipment (email, phone etc) available and their effective use
- KU15.** selling/ influencing techniques to provide additional services/products to clients

Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** read about new products and services with reference to the organization and also from external forums such as websites and blogs
- GS2.** keep abreast with the latest knowledge by reading brochures, pamphlets, and product information sheets
- GS3.** reading and writing comprehension to understand, communicate and maintain processes, techniques, records, policies and procedures

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- GS4.** maintain accurate records of client, treatments, operating and closing checklists, product stock status
- GS5.** reading and writing comprehension to understand, communicate and maintain processes, techniques, records, policies and procedures
- GS6.** discuss task lists, schedules, and work-loads with co-workers
- GS7.** question customers/ clients appropriately in order to understand the nature of the problem and make a diagnosis
- GS8.** give clear instructions to customers/ clients
- GS9.** keep customers/ clients informed about progress
- GS10.** avoid using jargon, slang or acronyms when communicating with a customer/ client, unless it is required
- GS11.** manner and tone, professional, supportive, respectful, sensitive to client
- GS12.** speak clearly and precisely in a courteous manner and develop a professional relationship with the client
- GS13.** understand the directives passed down by supervisors
- GS14.** ability to listen and understand the local language in dealing with clients and maintain client confidentiality
- GS15.** make decisions pertaining to the concerned area of work
- GS16.** plan and organize service feedback files/documents
- GS17.** plan and manage work routine based on salon procedure
- GS18.** understand the client scheduling and bookings and maintain the work area, equipment and product stocks to meet the schedule
- GS19.** maintain accurate records of clients, treatments and product stock levels
- GS20.** accept feedback in a positive manner and develop on the shortcomings
- GS21.** committed to service excellence, courteous, pleasant personality
- GS22.** manage relationships with customers who may be stressed, frustrated, confused, or angry
- GS23.** build customer relationships and use customer centric approach
- GS24.** clean, sporting the professional uniform, neat combed hair, closed-in footwear, personal hygiene and cleanliness (shower/bath), oral hygiene (clean teeth, fresh breath)
- GS25.** maintain a hygienic work area adhering to the salon and applicable legal health and safety standards
- GS26.** sanitize the hands and clean all working surfaces, use disposable products and sterilized tools
- GS27.** manage the storage/ disposal/ cautions of use of products, fire precautions, occurrences, hygiene practice, disposal of waste and environmental protection
- GS28.** handle, use and store products, tools and equipment safely to meet with the manufacturers instructions
- GS29.** think through the problem, evaluate the possible solution(s) and suggest an optimum/best possible solution(s)
- GS30.** deal with clients lacking the technical background to solve the problem on their own
- GS31.** identify immediate or temporary solutions to resolve delays
- GS32.** use the existing data to arrive at specific data points
- GS33.** use the existing data points to generate required reports for business

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- GS34.** apply, analyze, and evaluate the information gathered from observation, experience, reasoning, or communication, as a guide to thought and action
- GS35.** participate in self-developmental training activities to enhance ones knowledge of salon performance standards and applicable health and

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Assessment Criteria

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|--|--------------|-----------------|---------------|------------|
| <i>Appearance and Behavior</i> | 8 | 14 | - | - |
| PC1. ensure maintaining good health and personal hygiene such as sanitized hands, neatly tied and covered hair, clean nails, etc. | 2 | 4 | - | - |
| PC2. meet the organization's standards of grooming (courtesy, behavior and efficiency) such as engaging with clients with no gender stereotyping, positioning self and client in a manner, to ensure privacy, comfort and well-being of all the genders throughout the services, etc. | 2 | 4 | - | - |
| PC3. stay free from intoxicants while on duty | 2 | 2 | - | - |
| PC4. wear and carry organization's uniform and accessories correctly and smartly by sanitizing it in hot water with detergent and bleach | 2 | 4 | - | - |
| <i>Task execution as per organization's standards</i> | 10 | 18 | - | - |
| PC5. take appropriate and approved actions in line with instructions and guidelines | 2 | 3 | - | - |
| PC6. participate in workplace activities as a part of the larger team | 2 | 4 | - | - |
| PC7. report to supervisor immediately in case there are any work issues | 2 | 3 | - | - |
| PC8. use appropriate language, tone and gestures while interacting with guests from different cultural and religious backgrounds, age, disabilities and gender | 2 | 4 | - | - |
| PC9. improve upon existing techniques of services by updating skills, such as, learning about digital technologies (by using digital platform for booking an appointment, making bills & payments, collecting feedback); financial literacy (opening savings bank accounts, linking Aadhaar card to bank account, using various e-commerce platforms); self-ownership, etc. | 2 | 4 | - | - |
| <i>Communication and Information record</i> | 18 | 32 | - | - |

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| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|---|--------------|-----------------|---------------|------------|
| PC10. communicate procedure related information to guests based on the sectors code of practices and organisations procedures/ guidelines | 2 | 4 | - | - |
| PC11. communicate role related information to stakeholders in a polite manner and resolve queries, if any | 2 | 3 | - | - |
| PC12. assist and guide guests to services or products based on their needs | 2 | 4 | - | - |
| PC13. report and record instances of aggressive/ unruly behavior and seek assistance | 2 | 3 | - | - |
| PC14. use communication equipment (phone, email etc.) as mandated by the organization | 2 | 3 | - | - |
| PC15. carry out routine documentation (such as recording details related to employee's tasks, services taken and feedback given by clients) legibly and accurately in the desired format | 2 | 3 | - | - |
| PC16. maintain confidentiality of information, as required, in the role | 2 | 4 | - | - |
| PC17. communicate the internalization of gender & its concepts at work place | 2 | 4 | - | - |
| PC18. conduct various workshops for the employees at workplace; using range of technologies that aid PwDs at the workplace, etc. | 2 | 4 | - | - |
| NOS Total | 36 | 64 | - | - |

Qualification Pack

National Occupational Standards (NOS) Parameters

| | |
|----------------------------|---|
| NOS Code | BWS/N9003 |
| NOS Name | Create a positive impression at the workplace |
| Sector | Beauty & Wellness |
| Sub-Sector | Generic |
| Occupation | Generic |
| NSQF Level | 3 |
| Credits | 1 |
| Version | 4.0 |
| Last Reviewed Date | NA |
| Next Review Date | 17/11/2025 |
| NSQC Clearance Date | 17/11/2022 |

Qualification Pack

BWS/N3005: 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

The scope covers the following :

- This unit/task covers the following:
- 1. Motivate the clients

Elements and Performance Criteria

Motivate the clients

To be competent, the user/individual on the job must be able to:

1. observe the clients exercise pattern and his/ her attitude towards exercise to determine the level of readiness towards following the plan
2. identify and articulate the clients needs and preferences for a fitness programme
3. communicate in detail the benefits to be reaped by client through this programme
4. identify various options of incentives and rewards available for the clients to follow their exercise plan
5. ensure on a regular basis that the programme is in line with the clients liking and preferences as well as giving results to the client; modify the plan, in case, client is not getting the desired results
6. identify perceived barriers to clients for following the exercise plan and discuss the way forward with clients to reduce these
7. 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
8. support the clients to develop their own motivational strategies for adhering to the exercise plan
9. use influencing skills and personal attitudes to positively influence clients for adhering to the plan
10. apply a variety of motivational techniques when training the clients
11. deploy effective verbal and non-verbal communication skills when instructing clients
12. take care of the client by monitoring his/ her performance regularly and provide feedback on a regular basis
13. identify on-going barriers to continuation of long term exercise and provide tips/ recommendations as and when required

Knowledge and Understanding (KU)

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The individual on the job needs to know and understand:

- KU1.** the organizations standards of performance and sequence of services
- KU2.** the range of services and products offered by the organization
- KU3.** the product and service costs for the services and products offered in the organization
- KU4.** the health and safety requirements in the organization
- KU5.** 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
- KU6.** 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
- KU7.** various options available in terms of incentives and rewards to motivate the clients
- KU8.** the types of exercise preferences that different clients may have
- KU9.** techniques to interpret the body language, non-verbal cues and other gestures of the client
- KU10.** various anatomical and physiological aspects of human body and the impact of exercise plan on them
- KU11.** personal, environmental and cognitive factors and their potential effect on exercise adherence
- KU12.** types of motivation, theory of achievement motivation and specific techniques to enhance motivation
- KU13.** role of intrinsic and extrinsic motivation in exercise behaviour
- KU14.** signs and symptoms of conditions/ areas when client needs to be referred to another professional
- KU15.** arousal and anxiety theory, and its relationship to exercise

Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** document call logs, reports, task lists, and schedules with co-workers
- GS2.** prepare status and progress reports
- GS3.** record customers discussions in the call logs
- GS4.** 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
- GS5.** read about new products and services with reference to the organization and also from external forums such as websites and blogs
- GS6.** keep abreast with the latest knowledge by reading brochures, pamphlets, and product information sheets
- GS7.** read comments, suggestions, and responses to Frequently Asked Questions (FAQs) posted on the helpdesk portal
- GS8.** discuss task lists, schedules, and work-loads with co-workers
- GS9.** question customers appropriately in order to understand the nature of the problem and make a diagnosis

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- GS10.** give clear instructions to customers
- GS11.** keep customers informed about progress
- GS12.** avoid using jargon, slang or acronyms when communicating with a customer, unless it is required
- GS13.** make decisions pertaining to the concerned area of work
- GS14.** plan and organize service feedback files/documents
- GS15.** manage relationships with customers who may be stressed, frustrated, confused, or angry
- GS16.** build customer relationships and use customer centric approach
- GS17.** think through the problem, evaluate the possible solution(s) and suggest an optimum /best possible solution(s)
- GS18.** deal with clients lacking the technical background to solve the problem on their own
- GS19.** identify immediate or temporary solutions to resolve delays
- GS20.** use the existing data to arrive at specific data points
- GS21.** use the existing data points for improving the call resolution time
- GS22.** use the existing data points to generate required reports for business
- GS23.** apply, analyze, and evaluate the information gathered from observation, experience, reasoning, or communication, as a guide to thought and action

Qualification Pack

Assessment Criteria

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|--|--------------|-----------------|---------------|------------|
| <i>Motivate the clients</i> | 26 | 74 | - | - |
| 1. observe the clients exercise pattern and his/ her attitude towards exercise to determine the level of readiness towards following the plan | 2 | 4 | - | - |
| 2. identify and articulate the clients needs and preferences for a fitness programme | 2 | 8 | - | - |
| 3. communicate in detail the benefits to be reaped by client through this programme | 2 | 4 | - | - |
| 4. identify various options of incentives and rewards available for the clients to follow their exercise plan | 2 | 8 | - | - |
| 5. ensure on a regular basis that the programme is in line with the clients liking and preferences as well as giving results to the client; modify the plan, in case, client is not getting the desired results | 2 | 8 | - | - |
| 6. identify perceived barriers to clients for following the exercise plan and discuss the way forward with clients to reduce these | 2 | 4 | - | - |
| 7. 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 | 2 | 8 | - | - |
| 8. support the clients to develop their own motivational strategies for adhering to the exercise plan | 2 | 4 | - | - |
| 9. use influencing skills and personal attitudes to positively influence clients for adhering to the plan | 2 | 8 | - | - |
| 10. apply a variety of motivational techniques when training the clients | 2 | 4 | - | - |
| 11. deploy effective verbal and non-verbal communication skills when instructing clients | 2 | 6 | - | - |

Qualification Pack

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|---|--------------|-----------------|---------------|------------|
| 12. take care of the client by monitoring his/ her performance regularly and provide feedback on a regular basis | 2 | 4 | - | - |
| 13. identify on-going barriers to continuation of long term exercise and provide tips/ recommendations as and when required | 2 | 4 | - | - |
| NOS Total | 26 | 74 | - | - |

Qualification Pack

National Occupational Standards (NOS) Parameters

| | |
|----------------------------|----------------------|
| NOS Code | BWS/N3005 |
| NOS Name | Motivate the clients |
| Sector | Beauty & Wellness |
| Sub-Sector | Personal Services |
| Occupation | Fitness Services |
| NSQF Level | 4 |
| Credits | 1 |
| Version | 3.0 |
| Last Reviewed Date | NA |
| Next Review Date | 17/11/2025 |
| NSQC Clearance Date | 17/11/2022 |

Qualification Pack

BWS/N3134: Collect, integrate and analyze nutritional, health and lifestyle data of physically active clients

Description

Collection, integration and analysis of adequate data and information to identify nutrition-related problems that affect health, fitness and exercise, and physical performance of physically active clients.

Scope

The scope covers the following :

- This unit/task covers the following:-
 1. Assessment of nutritional status using the ABCDE approach
 2. Anthropometry
 3. Biochemical/ Lab determinations
 4. Client history
 5. Dietary history
 6. Exercise and Physical activity status
 7. Comparison with standards
 8. Documentation and communication
 9. Assess and assign priority to data
 10. Draw justifiable conclusions from data

Elements and Performance Criteria

Assessment of nutritional status using the ABCDE approach

To be competent, the user/individual on the job must be able to:

1. screening activities- nutrition tools like sga etc.
2. select suitable methods for assessment
3. identify standards by which data will be compared
4. be able to interpret the same
5. identify possible problem areas for making nutrition diagnoses

Anthropometry

To be competent, the user/individual on the job must be able to:

6. obtain current anthropometric measurements including height, weight and weight changes, body mass index(BMI), body measurements, body composition analysis
7. height - measure height using standard procedure and equipment (stadio meter) / individual enquiry
8. weight(perform weight measurement using calibrated weighing machine under standardized conditions as outlined by the organization (empty stomach, shoes removed, minimal or standard clothing, and fluid status). collect information regarding weight history / recent weight changes
9. BMI (calculate body mass index)

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- 10.** compare BMI with standards as per nationality and interpret weight status and consequent risk of co-morbidities
- 11.** body measurements (use specialized techniques and / or equipment and trained personnel to obtain body measurements of different body parts including (waist circumference, hip circumference and other measures)
- 12.** calculate waist hip ratio and / or waist height ratio to ascertain central obesity
- 13.** body composition analysis (BCA) perform BCA to measure the amount and distribution of body fat, fat free mass and water in the body of an individual using standard procedure and under standardized conditions as per equipment available (bio-electrical impedance 2 electrodes or 4 electrodes / DEXA)

Biochemical / Lab Determinations

To be competent, the user/individual on the job must be able to:

- 14.** review individuals recent and past biochemical reports to ascertain nutritional and health status

Client history

To be competent, the user/individual on the job must be able to:

- 15.** assess current and past information related to personal, medical, family and social history: assess the following: personal history relative to age, sex, race/ethnicity, language, education, role in the family or organization, client or family disease states, conditions, and illnesses that may have nutritional impact:- family history of and risk factors for medical conditions and chronic diseases (e.g., diabetes, cardiovascular disease, hypertension, osteoporosis, dyslipidaemia, obesity, disordered eating, behavioural/mental health issues) client history of metabolic and hormonal conditions (e.g., diabetes, metabolic syndrome, polycystic ovary syndrome, thyroid abnormalities, exercise-induced asthma) or chronic diseases client menstrual history and status
- 16.** medication and dietary and herbal supplement use, including prescription and over-the-counter medications, herbal preparations and complementary medicine products
- 17.** appropriateness of dietary and supplement intake (e.g., macro- and micro nutrients, ber, bioactive substances, alcohol, caffeine, herbals) and supplements for health and exercise/task-specific physical performance
- 18.** assess sport/dietary supplements for the risk of adverse events associated with sport/dietary supplement intake
- 19.** evaluate sport/dietary supplements (safety, legality, efficacy, quality, application to sport)
- 20.** consider recommendations that may include adding, maintaining, changing, or discontinuing sport/dietary supplements
- 21.** consider dose and timing of medication/supplements relative to health and issues such as meals, training, competition, travel schedules, and time-zone changes
- 22.** identify actual or potential drug/sport/dietary supplement/food interactions
- 23.** knowledge, beliefs, and attitudes including understanding of nutrition-related concepts, body image and preoccupation with food and weight, and readiness to change nutrition-related behaviours: general food and nutrition knowledge/skills/strategies sport-specific food and nutrition knowledge, skills, and/or strategies misinformation regarding health and nutrition for exercise/physical performance, weight management, and culture of sport or organization)
- 24.** behaviour: including client activities and actions which influence achievement of nutrition-related goals various influences (e.g., language, sport/organizational culture, ethnicity, religion) that relate to the potential for behaviour change assess social history (socioeconomic status, social and medical support, cultural and religious beliefs, and social isolation/connection.)

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Dietary History

To be competent, the user/individual on the job must be able to:

- 25.** evaluate composition, adequacy and appropriateness of food, beverages and nutrient intake, meal and snack patterns, and food allergies and intolerances
- 26.** adequacy of nutrition intake to maintain energy balance under various conditions (e.g., rest, physical activity, exercise/ task-specific physical performance)
- 27.** total food and beverage intake (type, amount, and pattern of intake of foods and food groups, intake of uids), including intakes before, during, and after exercise and special dietary and beverage patterns associated with exercise/task-specific physical performance
- 28.** client history of food allergies/intolerances (e.g., gluten sensitivity or intolerance, lactose intolerance)
- 29.** current and past use of alcohol, specialized diets, sport foods/drinks, energy drinks, functional foods, liquid meal replacements, sport/dietary supplements and/or ergogenic aids
- 30.** energy balance assessment using measures of energy intake/expenditure (e.g., intake via calorie counts), including changes in body weight or composition, medication use, health status, or attempts at weight gain or loss.
- 31.** measure of energy availability for adequacy of energy intake
- 32.** special energy and nutrient needs (e.g., energy shakes, vitamin/mineral supplements) for health, weight management, exercise/task-specific physical performance
- 33.** daily uid needs for health, tness, exercise/task-specific physical performance based on sweat rate, environmental conditions, uid balance assessments (e.g., urine-specific gravity), and patterns of uid replacement (e.g., during and after exercise/task-specific physical performance)
- 34.** changes in appetite or usual intake (e.g., as a result of weight control, alteration in body composition/physique, change in training volume/intensity, travel, unfamiliar environments, phase of sport/competition or task-specific physical training, medical conditions, illnesses and injuries, treatment and rehabilitation), and psychological issues (e.g., stress, trauma, depression)
- 35.** changes in usual intake as a result of dietary manipulation to optimize exercise/task-specific physical performance (e.g., tapers, carbohydrate loading, glycogen restoration, rehydration, recovery nutrition following pre competition weigh-in)
- 36.** food and nutrient administration including current and previous diets and diet modifications, eating environment diet experience (e.g., previously prescribed diets, previous diet/nutrition duration/ counselling, self-selected diets followed, dieting attempts, food allergies, food intolerances) eating environment (e.g., location, atmosphere, companion, eats alone) more complex nutrition issues (e.g., controlled type 1 diabetes, managed gastrointestinal diseases and conditions) related to food intake and clinical complications in individuals exposed to variable exercise/task-specific physical performance situations most complex issues (e.g., newly diagnosed type 1 diabetes, uncontrolled diabetes, recovery from injury/illness) related to food intake and clinical complications
- 37.** assess any barriers or conflicts (e.g., communication, transportation, financial) that interfere with food access, selection and preparation

Exercise and Physical activity status

To be competent, the user/individual on the job must be able to:

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- 38.** evaluate physical activity and function, including physical activity, history of physical activity and exercise/task-specific physical performance, cognitive and physical ability to engage in specific tasks:- physical activity/exercise: history, consistency, frequency, duration, intensity, type (e.g., exercise training, competitive sport, training) physical inactivity: television/screen time and other sedentary activity time environmental conditions (e.g., cold, heat, humidity, altitude) and nutrition-related complications (e.g., hydration status, nutrient deficiencies) training state/fitness level, competitive status, performance goals and results effect of current and past dietary interventions on exercise/ physical performance in training and competition
- 39.** exercise, training, or competition issues that alter appetite, ingestion, digestion, absorption, metabolism, utilization of nutrients, and/or eating behaviours and patterns

Comparison with Standards

To be competent, the user/individual on the job must be able to:

- 40.** identify standards by which data will be compared

Documentation and Communication

To be competent, the user/individual on the job must be able to:

- 41.** document the entire relevant data accurately and timely as per the organisations policy
- 42.** include the following information for quality documentation: date and time of assessment; pertinent data collected and compared with standards name / signature of staff member collecting the data individual /clients perceptions, values, and motivation related to presenting problems changes in clients level of understanding, food-related behaviours, and other outcomes for appropriate follow-up discussion with individual and /or interdisciplinary team throughout assessment process reason for discontinuation or referral, if appropriate

Assess and assign priority to data

To be competent, the user/individual on the job must be able to:

- 43.** accurately interpret anthropometric data ,body composition analysis , dietary, health and medical data and biomedical profile against relevant standards
- 44.** evaluate diet and exercise / physical activity
- 45.** make judgement about potential impact of health and medical, social, psychological, economic and personal factors on nutrition and fitness
- 46.** organize and cluster nutrition risk factors, complications, and assessment data to identify possible problem areas for determining nutrition and activity diagnoses
- 47.** integrate assessed data in order to assign priorities for nutrition planning and lifestyle modification

Draw justifiable conclusions from data

To be competent, the user/individual on the job must be able to:

- 48.** define nutritional and activity problems / diagnosis as a prelude to planning management

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** organizations standards of performance and sequence of services
- KU2.** range of services and products offered by the organization
- KU3.** health and safety requirements in the organization

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- KU4.** the structure and function of the human body, together with knowledge of health, disease, disorder and dysfunction relevant to nutrition and lifestyle
- KU5.** appropriate assessment tools and procedures (matching the assessment method to the situation)
- KU6.** methods for obtaining and recording anthropometric measurements along with standards and reference range
- KU7.** calculation and interpretation of bmi, whr, whtr
- KU8.** body weight and composition for health and sports: ideal body weight, values and limitations of the bmi, composition of the body,
- KU9.** different methods for conducting, recording and analysing body composition
- KU10.** effect of hydration state on bca
- KU11.** contraindications for conducting bca
- KU12.** interpretation of body composition for optimal health, tness, and exercise/task-specific physical performance
- KU13.** the clinical signs and symptoms generated by the bodys response to stress, poor nutrition, disease, emotional and psychosocial factors
- KU14.** the aetiology and pathology of common diseases and their clinical features
- KU15.** knowledge and interpretation of biochemical tests, their standards and reference range
- KU16.** methods for conducting and recording observations of health status
- KU17.** methods available for conducting quantitative and qualitative analysis of food intake
- KU18.** appropriate methods for collecting personal, socio- cultural, psychological, environmental and economic data which may influence food habits, diet and lifestyle
- KU19.** use of appropriate questions to optimize gathering of information
- KU20.** use of effective interviewing methods
- KU21.** interpretation and evaluation of data from observations and laboratory tests
- KU22.** nutrient composition of foods
- KU23.** be able to keep accurate, comprehensive and comprehensible records in accordance with applicable protocols and guidelines

Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** document call logs, reports, task lists, and schedules with co-workers
- GS2.** prepare status and progress reports
- GS3.** record customers discussions in the call logs
- GS4.** 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
- GS5.** read about new products and services with reference to the organization and also from external forums such as websites and blogs
- GS6.** keep abreast with the latest knowledge by reading brochures, pamphlets, and product information sheets

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- GS7.** read comments, suggestions, and responses to Frequently Asked Questions (FAQs) posted on the helpdesk portal
- GS8.** discuss task lists, schedules, and work-loads with co-workers
- GS9.** question customers appropriately in order to understand the nature of the problem and make a diagnosis
- GS10.** give clear instructions to customers
- GS11.** keep customers informed about progress
- GS12.** avoid using jargon, slang or acronyms when communicating with a customer, unless it is required
- GS13.** make decisions pertaining to the concerned area of work
- GS14.** plan and organize service feedback files/documents
- GS15.** manage relationships with customers who may be stressed, frustrated, confused, or angry
- GS16.** build customer relationships and use customer centric approach
- GS17.** think through the problem, evaluate the possible solution(s) and suggest an optimum /best possible solution(s)
- GS18.** deal with clients lacking the technical background to solve the problem on their own
- GS19.** identify immediate or temporary solutions to resolve delays
- GS20.** use the existing data to arrive at specific data points
- GS21.** use the existing data points for improving the call resolution time
- GS22.** use the existing data points to generate required reports for business
- GS23.** apply, analyze, and evaluate the information gathered from observation, experience, reasoning, or communication, as a guide to thought and action

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Assessment Criteria

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|---|--------------|-----------------|---------------|------------|
| <i>Assessment of nutritional status using the ABCDE approach</i> | 1.25 | 3.75 | - | - |
| 1. screening activities- nutrition tools like sga etc. | 0.25 | 0.75 | - | - |
| 2. select suitable methods for assessment | 0.25 | 0.75 | - | - |
| 3. identify standards by which data will be compared | 0.25 | 0.75 | - | - |
| 4. be able to interpret the same | 0.25 | 0.75 | - | - |
| 5. identify possible problem areas for making nutrition diagnoses | 0.25 | 0.75 | - | - |
| <i>Anthropometry</i> | 2.5 | 7.5 | - | - |
| 6. obtain current anthropometric measurements including height, weight and weight changes, body mass index(BMI), body measurements, body composition analysis | 0.25 | 0.75 | - | - |
| 7. height - measure height using standard procedure and equipment (stadio meter) / individual enquiry | 0.25 | 0.75 | - | - |
| 8. weight(perform weight measurement using calibrated weighing machine under standardized conditions as outlined by the organization (empty stomach, shoes removed, minimal or standard clothing, and fluid status). collect information regarding weight history / recent weight changes | 0.25 | 0.75 | - | - |
| 9. BMI (calculate body mass index) | 0.25 | 0.75 | - | - |
| 10. compare BMI with standards as per nationality and interpret weight status and consequent risk of co-morbidities | 0.25 | 0.75 | - | - |
| 11. body measurements (use specialized techniques and / or equipment and trained personnel to obtain body measurements of different body parts including (waist circumference, hip circumference and other measures) | 0.5 | 1.5 | - | - |
| 12. calculate waist hip ratio and / or waist height ratio to ascertain central obesity | 0.25 | 0.75 | - | - |

Qualification Pack

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|--|--------------|-----------------|---------------|------------|
| 13. body composition analysis (BCA) perform BCA to measure the amount and distribution of body fat, fat free mass and water in the body of an individual using standard procedure and under standardized conditions as per equipment available (bio-electrical impedance 2 electrodes or 4 electrodes / DEXA) | 0.5 | 1.5 | - | - |
| <i>Biochemical / Lab Determinations</i> | 0.25 | 0.75 | - | - |
| 14. review individuals recent and past biochemical reports to ascertain nutritional and health status | 0.25 | 0.75 | - | - |
| <i>Client history</i> | 5 | 15 | - | - |
| 15. assess current and past information related to personal, medical, family and social history: assess the following: personal history relative to age, sex, race/ethnicity, language, education, role in the family or organization, client or family disease states, conditions, and illnesses that may have nutritional impact:- family history of and risk factors for medical conditions and chronic diseases (e.g., diabetes, cardiovascular disease, hypertension, osteoporosis, dyslipidaemia, obesity, disordered eating, behavioural/mental health issues) client history of metabolic and hormonal conditions (e.g., diabetes, metabolic syndrome, polycystic ovary syndrome, thyroid abnormalities, exercise-induced asthma) or chronic diseases client menstrual history and status | 0.5 | 1.5 | - | - |
| 16. medication and dietary and herbal supplement use, including prescription and over-the-counter medications, herbal preparations and complementary medicine products | 0.5 | 1.5 | - | - |
| 17. appropriateness of dietary and supplement intake (e.g., macro- and micro nutrients, ber, bioactive substances, alcohol, caffeine, herbals) and supplements for health and exercise/task-specific physical performance | 0.5 | 1.5 | - | - |
| 18. assess sport/dietary supplements for the risk of adverse events associated with sport/dietary supplement intake | 0.5 | 1.5 | - | - |
| 19. evaluate sport/dietary supplements (safety, legality, efficacy, quality, application to sport) | 0.5 | 1.5 | - | - |

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| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|---|--------------|-----------------|---------------|------------|
| 20. consider recommendations that may include adding, maintaining, changing, or discontinuing sport/dietary supplements | 0.5 | 1.5 | - | - |
| 21. consider dose and timing of medication/supplements relative to health and issues such as meals, training, competition, travel schedules, and time-zone changes | 0.5 | 1.5 | - | - |
| 22. identify actual or potential drug/sport/dietary supplement/food interactions | 0.5 | 1.5 | - | - |
| 23. knowledge, beliefs, and attitudes including understanding of nutrition-related concepts, body image and preoccupation with food and weight, and readiness to change nutrition-related behaviours: general food and nutrition knowledge/skills/strategies sport-specific food and nutrition knowledge, skills, and/or strategies misinformation regarding health and nutrition for exercise/physical performance, weight management, and culture of sport or organization) | 0.5 | 1.5 | - | - |
| 24. behaviour: including client activities and actions which influence achievement of nutrition-related goals various influences (e.g., language, sport/organizational culture, ethnicity, religion) that relate to the potential for behaviour change assess social history (socioeconomic status, social and medical support, cultural and religious beliefs, and social isolation/connection.) | 0.5 | 1.5 | - | - |
| <i>Dietary History</i> | 10.5 | 31.5 | - | - |
| 25. evaluate composition, adequacy and appropriateness of food, beverages and nutrient intake, meal and snack patterns, and food allergies and intolerances | 0.25 | 0.75 | - | - |
| 26. adequacy of nutrition intake to maintain energy balance under various conditions (e.g., rest, physical activity, exercise/ task-specific physical performance) | 1 | 3 | - | - |

Qualification Pack

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|---|--------------|-----------------|---------------|------------|
| 27. total food and beverage intake (type, amount, and pattern of intake of foods and food groups, intake of uids), including intakes before, during, and after exercise and special dietary and beverage patterns associated with exercise/task-specific physical performance | 1 | 3 | - | - |
| 28. client history of food allergies/intolerances (e.g., gluten sensitivity or intolerance, lactose intolerance) | 0.25 | 0.75 | - | - |
| 29. current and past use of alcohol, specialized diets, sport foods/drinks, energy drinks, functional foods, liquid meal replacements, sport/dietary supplements and/or ergogenic aids | 1 | 3 | - | - |
| 30. energy balance assessment using measures of energy intake/expenditure (e.g., intake via calorie counts), including changes in body weight or composition, medication use, health status, or attempts at weight gain or loss. | 1 | 3 | - | - |
| 31. measure of energy availability for adequacy of energy intake | 0.5 | 1.5 | - | - |
| 32. special energy and nutrient needs (e.g., energy shakes, vitamin/mineral supplements) for health, weight management, exercise/task-specific physical performance | 1 | 3 | - | - |
| 33. daily uid needs for health, tness, exercise/task-specific physical performance based on sweat rate, environmental conditions, uid balance assessments (e.g., urine-specific gravity), and patterns of uid replacement (e.g., during and after exercise/task-specific physical performance) | 1 | 3 | - | - |
| 34. changes in appetite or usual intake (e.g., as a result of weight control, alteration in body composition/physique, change in training volume/intensity, travel, unfamiliar environments, phase of sport/competition or task-specific physical training, medical conditions, illnesses and injuries, treatment and rehabilitation), and psychological issues (e.g., stress, trauma, depression) | 1 | 3 | - | - |

Qualification Pack

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|--|--------------|-----------------|---------------|------------|
| 35. changes in usual intake as a result of dietary manipulation to optimize exercise/task-specific physical performance (e.g., tapers, carbohydrate loading, glycogen restoration, rehydration, recovery nutrition following pre competition weigh-in) | 1 | 3 | - | - |
| 36. food and nutrient administration including current and previous diets and diet modifications, eating environment diet experience (e.g., previously prescribed diets, previous diet/nutrition duration/ counselling, self-selected diets followed, dieting attempts, food allergies, food intolerances) eating environment (e.g., location, atmosphere, companion, eats alone) more complex nutrition issues (e.g., controlled type 1 diabetes, managed gastrointestinal diseases and conditions) related to food intake and clinical complications in individuals exposed to variable exercise/task-specific physical performance situations most complex issues (e.g., newly diagnosed type 1 diabetes, uncontrolled diabetes, recovery from injury/illness) related to food intake and clinical complications | 1 | 3 | - | - |
| 37. assess any barriers or conflicts (e.g., communication, transportation, financial) that interfere with food access, selection and preparation | 0.5 | 1.5 | - | - |
| <i>Exercise and Physical activity status</i> | 2 | 6 | - | - |
| 38. evaluate physical activity and function, including physical activity, history of physical activity and exercise/task-specific physical performance, cognitive and physical ability to engage in specific tasks:- physical activity/exercise: history, consistency, frequency, duration, intensity, type (e.g., exercise training, competitive sport, training) physical inactivity: television/screen time and other sedentary activity time environmental conditions (e.g., cold, heat, humidity, altitude) and nutrition-related complications (e.g., hydration status, nutrient deficiencies) training state/fitness level, competitive status, performance goals and results effect of current and past dietary interventions on exercise/ physical performance in training and competition | 1 | 3 | - | - |

Qualification Pack

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|--|--------------|-----------------|---------------|------------|
| 39. exercise, training, or competition issues that alter appetite, ingestion, digestion, absorption, metabolism, utilization of nutrients, and/or eating behaviours and patterns | 1 | 3 | - | - |
| <i>Comparison with Standards</i> | 0.5 | 1.5 | - | - |
| 40. identify standards by which data will be compared | 0.5 | 1.5 | - | - |
| <i>Documentation and Communication</i> | 0.75 | 2.25 | - | - |
| 41. document the entire relevant data accurately and timely as per the organisations policy | 0.25 | 0.75 | - | - |
| 42. include the following information for quality documentation: date and time of assessment; pertinent data collected and compared with standards name / signature of staff member collecting the data individual /clients perceptions, values, and motivation related to presenting problems changes in clients level of understanding, food-related behaviours, and other outcomes for appropriate follow-up discussion with individual and /or interdisciplinary team throughout assessment process reason for discontinuation or referral, if appropriate | 0.5 | 1.5 | - | - |
| <i>Assess and assign priority to data</i> | 2 | 6 | - | - |
| 43. accurately interpret anthropometric data ,body composition analysis , dietary, health and medical data and biomedical profile against relevant standards | 0.5 | 1.5 | - | - |
| 44. evaluate diet and exercise / physical activity | 0.5 | 1.5 | - | - |
| 45. make judgement about potential impact of health and medical, social, psychological, economic and personal factors on nutrition and fitness | 0.5 | 1.5 | - | - |
| 46. organize and cluster nutrition risk factors, complications, and assessment data to identify possible problem areas for determining nutrition and activity diagnoses | 0.25 | 0.75 | - | - |
| 47. integrate assessed data in order to assign priorities for nutrition planning and lifestyle modification | 0.25 | 0.75 | - | - |

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| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|---|--------------|-----------------|---------------|------------|
| <i>Draw justifiable conclusions from data</i> | 0.25 | 0.75 | - | - |
| 48. define nutritional and activity problems / diagnosis as a prelude to planning management | 0.25 | 0.75 | - | - |
| NOS Total | 25 | 75 | - | - |

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National Occupational Standards (NOS) Parameters

| | |
|----------------------------|--|
| NOS Code | BWS/N3134 |
| NOS Name | Collect, integrate and analyze nutritional, health and lifestyle data of physically active clients |
| Sector | Beauty & Wellness |
| Sub-Sector | Personal Services |
| Occupation | Fitness Services |
| NSQF Level | 4 |
| Credits | 2 |
| Version | 3.0 |
| Last Reviewed Date | NA |
| Next Review Date | 17/11/2025 |
| NSQC Clearance Date | 17/11/2022 |

Qualification Pack

BWS/N3004: Plan and conduct personal training

Description

Taking fitness sessions of the clients basis the results of their fitness assessments and finalization of their fitness goals. This unit also describes monitoring of clients progress against the defined actions, identifying corrective actions (if any) and ensuring achievement of fitness goals.

Scope

The scope covers the following :

- This unit/task covers the following:
- 1. Plan and Conduct personal Training

Elements and Performance Criteria

Plan and conduct personal training

To be competent, the user/individual on the job must be able to:

1. deploy the knowledge and understanding of various aspects of human anatomy and physiology while providing fitness related recommendations
2. 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
3. identify the potential sources of injury and keep the same under consideration while devising fitness programme for a client
4. evaluate the impact of exercise and its intensity on the energy levels of a client and provide requisite recommendations in terms of exercise plan
5. basis the health assessment and detailed understanding of anatomy & physiology of the clients body, plan a range of exercises for client to achieve his/ her fitness goals considering aspects like muscular fitness, cardiovascular fitness, agility & flexibility, etc.
6. as per the clients needs, identify the appropriate training recommendations
7. identify and plan for availability of equipment needed for suitable exercises
8. explain in detail the fitness goals and planned exercise schedule to client
9. communicate the physical demands of the planned exercises to clients
10. discuss with client on any observed concerns/ changes/ modifications required in the plan
11. provide information and demonstration of various warm up activities to the client and their importance
12. observe the client carrying out the exercises and ensure right usage of the fitness equipment to prevent any injuries
13. develop phase wise detailed activity chart in consultation with the client which is challenging as well as achievable and duly agreed by the client
14. 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

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15. plan outcomes and stages of achievement during personal training and agree on a progressive timetable of sessions
16. discuss the methods of monitoring and evaluation of the performance of the client
17. ensure that all the exercises are integrated in a single plan and being deployed by the client to achieve his/ her fitness goals; in case, there are any concerns faced by client to perform any of the exercises, provide alternate options
18. monitor the clients exercises and adherence to the planned schedule as well as analyse the performance of client on a daily basis
19. progress or regress exercises according to clients performance
20. motivate the clients for increasing their performance and ensuring adherence to exercise; provide any related support to the clients in this regard
21. explain the function of various joints and muscles during exercises to the client and impact of exercises on them
22. communicate the expected changes in the body of client due to training programme
23. record the performance and progress of the client through personal training sessions
24. provide information and demonstration of various cool down activities to the client and their importance as per the intensity and type of physical exercises of the client
25. observe the client carrying out the exercises and ensure right usage of the fitness equipment to prevent any injuries
26. explain in detail the linkage of progress of the client with the achievement of fitness goals
27. identify the signs of strain/ over work outs and recommend the strategies for prevention of the same
28. adapt the training programme as per the client bodys response, lifestyle changes, preferences, etc.; discuss and agree on changes with the client
29. update the fitness goals in line with the adaptations introduced
30. in collaboration with personal training manager, discuss specific issues like cultural or social barriers to exercise and personal training
31. provide the data to personal training manager in order to improvise/ addition in the existing portfolio of services
32. obtain regular feedback from the client and analyse effectiveness of the personal training programme basis the feedback and goals achievement

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** the organizations standards of performance and sequence of services
- KU2.** the range of services and products offered by the organization
- KU3.** the product and service costs for the services and products offered in the organization
- KU4.** the health and safety requirements in the organization
- KU5.** various aspects of human anatomy and physiology
- KU6.** human psychology
- KU7.** basic knowledge of special population groups/ special requirements of clients to be dealt by other professionals

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- KU8.** ability to be able to take pulse rate, measure blood pressure, etc.
- KU9.** 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
- KU10.** various types of clients like active, inactive, aware, new, etc.
- KU11.** hydration and energy requirements guidelines
- KU12.** 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
- KU13.** various physical demands of different exercises
- KU14.** different types of learning styles
- KU15.** health and safety standards associated with the fitness equipment and exercises
- KU16.** various instructional techniques used in personal training
- KU17.** impact and requirement of warm up and cool down activities
- KU18.** methodology for periodic evaluation to chart progress in terms of performance and body composition
- KU19.** intensity of exercise as per the current fitness status ascertained through periodic evaluations
- KU20.** various legal and ethical implications of collecting and storing client information
- KU21.** formats and methods for recording and analyzing information
- KU22.** general physical preparedness
- KU23.** techniques to analyse the collected clients information
- KU24.** various guidelines on personal training programme design
- KU25.** the resources required to deliver a personal training programme, like environment for the session, equipment, etc.
- KU26.** range of exercise equipment like cardiovascular, free weights, etc.
- KU27.** various signs and symptoms of strain/ over training

Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** document call logs, reports, task lists, and schedules with co-workers
- GS2.** prepare status and progress reports
- GS3.** record customers discussions in the call logs
- GS4.** 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
- GS5.** read about new products and services with reference to the organization and also from external forums such as websites and blogs

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- GS6.** keep abreast with the latest knowledge by reading brochures, pamphlets, and product information sheets
- GS7.** read comments, suggestions, and responses to Frequently Asked Questions (FAQs) posted on the helpdesk portal
- GS8.** discuss task lists, schedules, and work-loads with co-workers
- GS9.** question customers appropriately in order to understand the nature of the problem and make a diagnosis
- GS10.** give clear instructions to customers
- GS11.** keep customers informed about progress
- GS12.** avoid using jargon, slang or acronyms when communicating with a customer, unless it is required
- GS13.** make decisions pertaining to the concerned area of work
- GS14.** plan and organize service feedback files/documents
- GS15.** manage relationships with customers who may be stressed, frustrated, confused, or angry
- GS16.** build customer relationships and use customer centric approach
- GS17.** think through the problem, evaluate the possible solution(s) and suggest an optimum /best possible solution(s)
- GS18.** deal with clients lacking the technical background to solve the problem on their own
- GS19.** identify immediate or temporary solutions to resolve delays
- GS20.** use the existing data to arrive at specific data points
- GS21.** use the existing data points for improving the call resolution time
- GS22.** use the existing data points to generate required reports for business
- GS23.** apply, analyze, and evaluate the information gathered from observation, experience, reasoning, or communication, as a guide to thought and action

Qualification Pack

Assessment Criteria

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|--|--------------|-----------------|---------------|------------|
| <i>Plan and conduct personal training</i> | 17 | 83 | - | - |
| 1. deploy the knowledge and understanding of various aspects of human anatomy and physiology while providing fitness related recommendations | 0.5 | 2.5 | - | - |
| 2. 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 | 0.5 | 2.5 | - | - |
| 3. identify the potential sources of injury and keep the same under consideration while devising fitness programme for a client | 0.5 | 2.5 | - | - |
| 4. evaluate the impact of exercise and its intensity on the energy levels of a client and provide requisite recommendations in terms of exercise plan | 0.5 | 2.5 | - | - |
| 5. basis the health assessment and detailed understanding of anatomy & physiology of the clients body, plan a range of exercises for client to achieve his/ her fitness goals considering aspects like muscular fitness, cardiovascular fitness, agility & flexibility, etc. | 0.5 | 3.5 | - | - |
| 6. as per the clients needs, identify the appropriate training recommendations | 0.5 | 2.5 | - | - |
| 7. identify and plan for availability of equipment needed for suitable exercises | 0.5 | 2.5 | - | - |
| 8. explain in detail the fitness goals and planned exercise schedule to client | 0.5 | 2.5 | - | - |
| 9. communicate the physical demands of the planned exercises to clients | 0.5 | 2.5 | - | - |
| 10. discuss with client on any observed concerns/ changes/ modifications required in the plan | 0.5 | 2.5 | - | - |

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| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|--|--------------|-----------------|---------------|------------|
| 11. provide information and demonstration of various warm up activities to the client and their importance | 0.5 | 2.5 | - | - |
| 12. observe the client carrying out the exercises and ensure right usage of the fitness equipment to prevent any injuries | 0.5 | 2.5 | - | - |
| 13. develop phase wise detailed activity chart in consultation with the client which is challenging as well as achievable and duly agreed by the client | 0.5 | 2.5 | - | - |
| 14. 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 | 0.5 | 3.5 | - | - |
| 15. plan outcomes and stages of achievement during personal training and agree on a progressive timetable of sessions | 0.5 | 2.5 | - | - |
| 16. discuss the methods of monitoring and evaluation of the performance of the client | 0.5 | 2.5 | - | - |
| 17. ensure that all the exercises are integrated in a single plan and being deployed by the client to achieve his/ her fitness goals; in case, there are any concerns faced by client to perform any of the exercises, provide alternate options | 1 | 4 | - | - |
| 18. monitor the clients exercises and adherence to the planned schedule as well as analyse the performance of client on a daily basis | 0.5 | 2.5 | - | - |
| 19. progress or regress exercises according to clients performance | 0.5 | 2.5 | - | - |
| 20. motivate the clients for increasing their performance and ensuring adherence to exercise; provide any related support to the clients in this regard | 0.5 | 2.5 | - | - |
| 21. explain the function of various joints and muscles during exercises to the client and impact of exercises on them | 0.5 | 2.5 | - | - |
| 22. communicate the expected changes in the body of client due to training programme | 0.5 | 2.5 | - | - |

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| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|--|--------------|-----------------|---------------|------------|
| 23. record the performance and progress of the client through personal training sessions | 0.5 | 2.5 | - | - |
| 24. provide information and demonstration of various cool down activities to the client and their importance as per the intensity and type of physical exercises of the client | 0.5 | 2.5 | - | - |
| 25. observe the client carrying out the exercises and ensure right usage of the fitness equipment to prevent any injuries | 0.5 | 2.5 | - | - |
| 26. explain in detail the linkage of progress of the client with the achievement of fitness goals | 0.5 | 2.5 | - | - |
| 27. identify the signs of strain/ over work outs and recommend the strategies for prevention of the same | 0.5 | 2.5 | - | - |
| 28. adapt the training programme as per the client bodys response, lifestyle changes, preferences, etc.; discuss and agree on changes with the client | 0.5 | 2.5 | - | - |
| 29. update the fitness goals in line with the adaptations introduced | 0.5 | 2.5 | - | - |
| 30. in collaboration with personal training manager, discuss specific issues like cultural or social barriers to exercise and personal training | 0.5 | 2.5 | - | - |
| 31. provide the data to personal training manager in order to improvise/ addition in the existing portfolio of services | 0.5 | 2.5 | - | - |
| 32. obtain regular feedback from the client and analyse effectiveness of the personal training programme basis the feedback and goals achievement | 1 | 2 | - | - |
| NOS Total | 17 | 83 | - | - |

Qualification Pack

National Occupational Standards (NOS) Parameters

| | |
|----------------------------|------------------------------------|
| NOS Code | BWS/N3004 |
| NOS Name | Plan and conduct personal training |
| Sector | Beauty & Wellness |
| Sub-Sector | Personal Services |
| Occupation | Fitness Services |
| NSQF Level | 4 |
| Credits | 2 |
| Version | 3.0 |
| Last Reviewed Date | NA |
| Next Review Date | 17/11/2025 |
| NSQC Clearance Date | 17/11/2022 |

Qualification Pack

BWS/N3003: 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

The scope covers the following :

- This unit/task covers the following:
- 1. Conduct health screening of the clients and their fitness assessments

Elements and Performance Criteria

Conduct health screening of the clients and their fitness assessments

To be competent, the user/individual on the job must be able to:

1. build strong rapport with the clients
2. collect data like lifestyle, time investment, medical background, exercise history, etc.
3. ensure adequate communication to the clients in terms of maintaining confidentiality of their personal data collected
4. discuss various lifestyle preferences and their impact on clients health & fitness status as well as the benefits from an exercise programme
5. basis clients exercise preferences and lifestyle, identify the barriers to clients achieving their exercise goals
6. finalize the short and long-term fitness goals of the client
7. basis the clients fitness requirements, suggest the appropriate exercises
8. identify the strategies to prevent drop out or relapse
9. discuss in detail with clients, the relationship of fitness assessment outcomes with exercise plan; also discuss the kind of information about a persons anatomy will be collected to perform fitness assessment
10. ensure the working and availability of equipment to carry out the planned assessments
11. conduct fitness assessments which primarily include anthropometrics (i.e. BMI, waist to hip ratio, etc.), body composition, cardiovascular fitness and capacity, muscular strength, etc.)
12. understand the various person specific concerns/ problems and related safety considerations while conducting fitness assessments
13. analyze the fitness assessment outcomes to provide recommendations for the exercise plan
14. refer to the superior/ a medical professional in case there are any concerns or requirements of the clients which require expert advice

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

Qualification Pack

- KU1.** the organizations standards of performance and sequence of services
- KU2.** the range of services and products offered by the organization
- KU3.** the product and service costs for the services and products offered in the organization
- KU4.** the health and safety requirements in the organization
- KU5.** various ways of rapport building with clients of varied backgrounds
- KU6.** various health screening procedures, metrics, equipment and relationship with exercise programmes
- KU7.** fitness industry standards and practices for health assessments
- KU8.** various outcomes of health assessments and their interpretation
- KU9.** various contraindications to physical activity and the possible response to the same
- KU10.** various techniques for gathering, storing and disposing of client information
- KU11.** typical barriers which clients quote as impediments to their exercise goals and how to support them with the solutions
- KU12.** benefits of different fitness programmes
- KU13.** the pros and cons of various methods of fitness assessments and their suitability for various types of clients
- KU14.** the protocols of various exercise tests and their associated procedure
- KU15.** methods to analyse the results of fitness assessments according to protocol and calculation requirements
- KU16.** policies and procedures to enable ethical and compliant collection, use and storage of client information
- KU17.** methods to improve the validity and reliability of testing for exercise clients

Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** document call logs, reports, task lists, and schedules with co-workers
- GS2.** prepare status and progress reports
- GS3.** record customers discussions in the call logs
- GS4.** 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
- GS5.** read about new products and services with reference to the organization and also from external forums such as websites and blogs
- GS6.** keep abreast with the latest knowledge by reading brochures, pamphlets, and product information sheets
- GS7.** read comments, suggestions, and responses to Frequently Asked Questions (FAQs) posted on the helpdesk portal
- GS8.** discuss task lists, schedules, and work-loads with co-workers
- GS9.** question customers appropriately in order to understand the nature of the problem and make a diagnosis
- GS10.** give clear instructions to customers

Qualification Pack

- GS11.** keep customers informed about progress
- GS12.** avoid using jargon, slang or acronyms when communicating with a customer, unless it is required
- GS13.** make decisions pertaining to the concerned area of work
- GS14.** plan and organize service feedback files/documents
- GS15.** manage relationships with customers who may be stressed, frustrated, confused, or angry
- GS16.** build customer relationships and use customer centric approach
- GS17.** think through the problem, evaluate the possible solution(s) and suggest an optimum /best possible solution(s)
- GS18.** deal with clients lacking the technical background to solve the problem on their own
- GS19.** identify immediate or temporary solutions to resolve delays
- GS20.** use the existing data to arrive at specific data points
- GS21.** use the existing data points for improving the call resolution time
- GS22.** use the existing data points to generate required reports for business
- GS23.** apply, analyze, and evaluate the information gathered from observation, experience, reasoning, or communication, as a guide to thought and action

Qualification Pack

Assessment Criteria

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|---|--------------|-----------------|---------------|------------|
| <i>Conduct health screening of the clients and their fitness assessments</i> | 21 | 79 | - | - |
| 1. build strong rapport with the clients | 1 | 3 | - | - |
| 2. collect data like lifestyle, time investment, medical background, exercise history, etc. | 1 | 5 | - | - |
| 3. ensure adequate communication to the clients in terms of maintaining confidentiality of their personal data collected | 1 | 3 | - | - |
| 4. discuss various lifestyle preferences and their impact on clients health & fitness status as well as the benefits from an exercise programme | 2 | 8 | - | - |
| 5. basis clients exercise preferences and lifestyle, identify the barriers to clients achieving their exercise goals | 1 | 3 | - | - |
| 6. finalize the short and long-term fitness goals of the client | 2 | 8 | - | - |
| 7. basis the clients fitness requirements, suggest the appropriate exercises | 2 | 8 | - | - |
| 8. identify the strategies to prevent drop out or relapse | 1 | 3 | - | - |
| 9. discuss in detail with clients, the relationship of fitness assessment outcomes with exercise plan; also discuss the kind of information about a persons anatomy will be collected to perform fitness assessment | 2 | 8 | - | - |
| 10. ensure the working and availability of equipment to carry out the planned assessments | 2 | 8 | - | - |
| 11. conduct fitness assessments which primarily include anthropometrics (i.e. BMI, waist to hip ratio, etc.), body composition, cardiovascular fitness and capacity, muscular strength, etc.) | 2 | 8 | - | - |

Qualification Pack

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|---|--------------|-----------------|---------------|------------|
| 12. understand the various person specific concerns/ problems and related safety considerations while conducting fitness assessments | 1 | 3 | - | - |
| 13. analyze the fitness assessment outcomes to provide recommendations for the exercise plan | 2 | 8 | - | - |
| 14. refer to the superior/ a medical professional in case there are any concerns or requirements of the clients which require expert advice | 1 | 3 | - | - |
| NOS Total | 21 | 79 | - | - |

Qualification Pack

National Occupational Standards (NOS) Parameters

| | |
|----------------------------|---|
| NOS Code | BWS/N3003 |
| NOS Name | Carry out health screening and fitness assessment of the client |
| Sector | Beauty & Wellness |
| Sub-Sector | Personal Services |
| Occupation | Fitness Services |
| NSQF Level | 4 |
| Credits | 2 |
| Version | 3.0 |
| Last Reviewed Date | NA |
| Next Review Date | 17/11/2025 |
| NSQC Clearance Date | 17/11/2022 |

Qualification Pack

BWS/N3135: Develop and implement personalised nutrition and lifestyle programme for physically active clients

Description

Develop and implement personalised nutrition and lifestyle programme for physically active clients keeping in all relevant context along with its proper documentation.

Scope

The scope covers the following :

- This unit/task covers the following:-
 1. Evaluation of diet and physical activity / exercise
 2. Estimation of nutrient requirements
 3. Comparison of Current nutrient intake with recommended intake
 4. Nutrition diagnosis
 5. Documentation of nutrition diagnosis
 6. Nutrition intervention- planning, implementation & documentation

Elements and Performance Criteria

Evaluation of diet and physical activity / exercise

To be competent, the user/individual on the job must be able to:

- PC1.** estimate the energy, macro nutrient and relevant micro-nutrient intake s from food intake collected during comprehensive nutritional assessment , using food composition tables
- PC2.** evaluate physical activity / Exercise Levels

Estimation of nutrient requirements

To be competent, the user/individual on the job must be able to:

- PC3.** estimate nutrient and fluid needs based on age, sex, medical condition, activity level, current nutritional state, medications, and goals of nutrition therapy
- PC4.** use predictive equation for energy needs based on age, height, weight and activity level / determine energy needs from bmr values obtained by bca taking into account activity level
- PC5.** determine protein requirement
- PC6.** determine the split of energy from other macro-nutrients
- PC7.** determine any specific micro-nutrient consideration

Comparison of current nutrient intake with recommended intakeNutrition diagnosis

To be competent, the user/individual on the job must be able to:

- PC8.** compare the current nutrient intake with estimated requirements for age, sex, activity level and/ or health status

Nutrition diagnosis

To be competent, the user/individual on the job must be able to:

- PC9.** identify and describe an actual occurrence of, risk of or potential for developing a nutrition problem that can be resolved or improved through nutrition intervention

Qualification Pack

- PC10.** derive the nutrition diagnosis from the assessment data:- identify and label the problem determine etiology (cause, contributing risk factors) cluster signs and symptoms (defining characteristics)
- PC11.** use clinical judgment (e.g., selects from a range of possibilities with consideration to health, fitness, exercise, task-specific physical performance, medical condition) when ranking activity diagnoses in order of importance and urgency for the client
- PC12.** use clinical judgment and experience that reflects the significant differences between active individuals (e.g., beginner, competitive, or elite), others (e.g., military service member, air hostess) and/or clinical conditions (e.g., newly diagnosed type 1 diabetes, uncontrolled type 1 diabetes, extreme environmental conditions, clinical complications) when ranking activity diagnoses in order of importance and urgency for the patient/client

Documentation of nutrition diagnosis

To be competent, the user/individual on the job must be able to:

- PC13.** document the nutrition diagnosis in the PES format : problem (p), etiology (e), and signs and symptoms (s)
- PC14.** re-evaluate and revise nutrition diagnoses when additional assessment data become available

Nutrition intervention planning

To be competent, the user/individual on the job must be able to:

- PC15.** identify appropriate, purposefully planned actions designed with the intent of changing a nutrition-related behaviour, risk factor, environmental condition, or aspect of health status for a client with the goal to promote health and increase the capacity to exercise, train, improve recovery, promote training adaptation, and enhance exercise, and physical performance
- PC16.** • prioritizing the nutrition diagnoses based on the severity of the problem, safety, client needs, likelihood that nutrition intervention/plan of care will influence problem, and client perception of importance. prioritization consideration may include:
- immediacy of the problem
 - client's available resources and support
 - readiness of patient/client to receive selected nutrition interventions
 - presence of medical conditions (e.g., diabetes, dyslipidaemia, depression, eating disorders, low bone mass, anaemia)
 - timing of the problem relative to training /competition plan, or duty schedule
- PC17.** determining client-centered plan, goals, and expected outcomes in observable and measurable terms
- PC18.** setting smart (specific, measurable, achievable, realistic and time bound) short term and long term goals in collaboration with client and other members of health care team
- PC19.** • selecting appropriate intervention considerations for the intervention plan may include:
- intervention to address current issues (e.g., fatigue, dehydration, muscle cramping, inadequate recovery, exercise, task-specific physical performance improvement, diarrhoea and other gastrointestinal issues; illness; injury; disordered eating; dietary and sports/dietary supplement use; or other clinical issues)
 - identification of barriers to successful implementation (e.g., client compliance, food availability and preparation issues, financial issues, regulations of sport governing bodies and associations, organization policies, situations in occupational settings, influence of team -athlete-coach-family dynamics)
 - address issues related to off-season/transition weight change, detraining, and scheduled and unscheduled breaks in training, such as holiday, and extended travel

Qualification Pack

PC20. develop the nutrition prescription based on scientific evidence, best practices, and professional experience considering the educational needs of the client, constraints such as time (e.g., exercise training, competition, recovery, traveling), finances, ability to store and prepare food

PC21. define time and frequency of care including intensity, duration, and follow-up

Nutrition intervention implementation

To be competent, the user/individual on the job must be able to:

PC22. initiate and individualize the nutrition intervention/plan of care

PC23. implement, initiate or modify orders for diet, nutrition supplements, dietary supplements or individual preferences, nutrition-related laboratory tests and medications, and nutrition education consistent with organization policy

PC24. advise the use of dietary supplements, sports and functional foods (e.g., portion or dosage adjustments based on energy needs or laboratory results, addition of new dietary supplements, sports foods functional foods or modications foruid intake) consistent with organization policy

PC25. use appropriate goal setting and behaviour change strategies and techniques to facilitate self-management and care

PC26. follow up and verify that nutrition intervention/plan of care is occurring

PC27. communicate with the interdisciplinary or multidisciplinary team to verify progress and adjust strategies

PC28. adjust nutrition intervention/plan of care strategies, if needed, as response occurs

PC29. use a variety of educational approaches, tools, and materials as appropriate

PC30. adapt nutrition educational tools to individualized learning styles and method of communication and to the culture of the organization

PC31. adjust nutrition intervention (e.g., energy balance, macro- and micronutrient needs, hydrations guidelines) according to training/competition plan

Documentation

To be competent, the user/individual on the job must be able to:

- PC32.**
- maintain clear and concise records, in accordance with the organization's policy
 - date and time of consultation
 - specific treatment goals and expected outcomes
 - recommended interventions
 - adjustments to the plan and justification
 - client receptivity and comprehension
 - barriers to change
 - other information relevant to providing care and monitoring progress over time
 - plans for follow-up and frequency of care
 - rationale for discontinuation or referral if applicable
 - timely update the records
 - maintain statistics and other reports required of the organization

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. organizations standards of performance and sequence of services

Qualification Pack

- KU2.** range of services and products offered by the organization
- KU3.** health and safety requirements in the organization
- KU4.** structure, biochemical and metabolic functions of nutrients and other dietary constituents
- KU5.** physiological and biochemical basis for nutrient requirements
- KU6.** chemical structure and biochemical and metabolic functions of essential and nonessential nutrients
- KU7.** absorption and transport of nutrients
- KU8.** integration, coordination, and regulation of macro-and micro nutrient metabolism
- KU9.** regulation of nutrient metabolism and nutritional needs by hormones and growth factors
- KU10.** cellular basis of chronic diseases and degeneration
- KU11.** dietary bioactive components (functional foods); non-traditional roles of nutrients
- KU12.** food, diets and supplements
- KU13.** food sources of nutrients and factors affecting nutrient bioavailability
- KU14.** effects of food processing and handling on nutrient content and bioavailability from farm till fork
- KU15.** factors related to nutritional toxicology including upper limits of intake; nutrient-nutrient and drug-nutrient interactions
- KU16.** methods of diet evaluation as well as methods of in depth nutrient analysis
- KU17.** role of nutrient supplements including risk/benefit ratios; life stage issues; component bioavailability
- KU18.** gastric emptying, digestion, and absorption
- KU19.** anatomy of the gastrointestinal tract ,regulation of the gastrointestinal tract, digestion, absorption, transport and metabolism, function of bacteria in the colon, regulation of gastric emptying, gastrointestinal problems during and after exercise
- KU20.** nutrient requirement and reference intakes through the life stages, factors affecting individuals requirements: bioavailability, absorption, transport, metabolism and excretion, impact of genetics and disease
- KU21.** nutritional considerations for different age groups , physiological status
- KU22.** use of food composition tables, dietary guides and nutritional databases and food guides to identify food options, which meet nutrition needs
- KU23.** nutrition and disease
- KU24.** biochemical and physiological principles of nutrients as they pertain to clinical nutrition
- KU25.** impact of disease and genetics on nutrient function and requirements
- KU26.** interactions of etiologies of chronic diseases with nutrition and exercise
- KU27.** genetic basis of inherited metabolic diseases
- KU28.** nutritional considerations in various health conditions
- KU29.** energetic efficiency, measuring the energy content of food ,measuring energy expenditure, components of energy expenditure ,energy balance
- KU30.** exercise physiology
- KU31.** physiologic responses and adaptations of the various body systems and structures to acute and chronic physical activity and to environmental stress, cellular mechanisms that underlie these responses ,metabolic and environmental aspects of exercise

Qualification Pack

- KU32.** exercise performance: energy expenditure during physical activity, carbohydrate
- KU33.** metabolism and performance, fat metabolism and performance, effect of exercise on protein requirements, physique and sports performance
- KU34.** functional neuro anatomy and neurology. neuron cytology, central nervous system development and organization, motor structures, pathways, and control of movement
- KU35.** biomechanical dimensions
- KU36.** mechanical, neuromuscular, and anatomical bases of human movement quantitative and qualitative biomechanical analyses of multi segment motion from the perspective of joint and muscle mechanics, kinematics, and kinetics.
- KU37.** fuel sources for muscle and exercise metabolism
- KU38.** subcellular skeletal muscle structure, force generation in skeletal muscle , fibre types
- KU39.** energy for muscle force generation ,fuel stores in skeletal muscle, regulation of energy
- KU40.** metabolism ,metabolic responses to exercise, metabolic adaptations to exercise training
- KU41.** historical approaches to exercise and nutrition, role of macronutrients in sport nutrition
- KU42.** carbohydrate; role of carbohydrate in exercise, carbohydrate intake days before competition, carbohydrate intake hours before exercise, carbohydrate intake 30 to 60 minutes before exercise ,carbohydrate during exercise, carbohydrate after exercise
- KU43.** fat metabolism during exercise, limits to fat oxidation, fat as a fuel during exercise, regulation of carbohydrate and fat metabolism ,fat supplementation and exercise, ,effect of diet on fat metabolism and performance
- KU44.** protein and amino acids; protein requirements for exercise, training and protein metabolism ,effect of protein intake on protein synthesis, amino acids as ergogenic aids , protein intake and health risks
- KU45.** water requirements and fluid balance ;thermoregulation and exercise in the heat ,effects of dehydration on exercise performance ,mechanisms of heat illness, effects of fluid intake on exercise performance ,daily water balance, fluid requirements for athletes
- KU46.** vitamins and minerals ; exercise and micronutrient requirements, ergogenic effect of micronutrient
- KU47.** nutritional requirement and menu planning for different exercises, sports and athletes
- KU48.** supplementation, recommendations for micronutrient intake in athletes
- KU49.** nutrition supplements and ergogenic aids
- KU50.** non regulation of nutrition supplements, critical evaluation of nutrition supplements studies
- KU51.** nutrition recommendation in different environments
- KU52.** facts vs fads in labelling claims and advertisements
- KU53.** wada- list of supplements banned for athletes
- KU54.** dietary development for weight management, body composition changes and performance
- KU55.** body weight and composition in different sports ,genetics, energy and macronutrient intake, regulation of appetite, effect of exercise on appetite, physical activity and energy expenditure, dietary weight-loss methods, exercise for weight loss, decreased resting metabolic rate with weight loss ,weight cycling
- KU56.** gender differences in weight loss, practicalities of weight loss for athletes

Qualification Pack

- KU57.** ability to design dietary plans for meeting the needs of physically active individuals based on knowledge of food composition, nutrient requirements of individuals in various environments and stages of the life cycle, exploring use of transitional, alternative and functional foods, recipes and menu plans to increase compliance, ability to adapt normal and therapeutic diets to the individual's activity levels, cultural, religious, economic needs and preferences
- KU58.** nutrition and training adaptations
- KU59.** training adaptations, signal transduction pathways, starting a signalling cascade
- KU60.** secondary signals, nutrition effects on training adaptations, overtraining
- KU61.** eating disorders in athletes :- types of eating disorders, prevalence of eating disorders in athletes, risk factors, effects of eating disorders on sports performance , effects of eating disorders on the athletes health ,treatment and prevention of eating disorders
- KU62.** nutrition and immune function in athletes functions of the immune system and its cellular components ,general mechanism of the immune response, effects of exercise on the immune system, nutritional manipulations to decrease immune depression in athletes , mechanisms of nutritional influences on immune function in athletes
- KU63.** physical activity for special cases
- KU64.** exercise responses, testing and prescription, and adaptation to chronic physical activity in special cases
- KU65.** nutritional counselling and education
- KU66.** facilitate behaviour change and negotiate dietary and lifestyle changes with individuals, enabling them to achieve agreed dietary and medical targets even where there are significant psychological, social or cultural hurdles to overcome
- KU67.** use of appropriate educational strategies, communication, and models of empowerment, behaviour change and health promotion
- KU68.** effective communication skills

Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** document call logs, reports, task lists, and schedules with co-workers
- GS2.** prepare status and progress reports
- GS3.** record customers discussions in the call logs
- GS4.** 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
- GS5.** read about new products and services with reference to the organization and also from external forums such as websites and blogs
- GS6.** keep abreast with the latest knowledge by reading brochures, pamphlets, and product information sheets
- GS7.** read comments, suggestions, and responses to Frequently Asked Questions (FAQs) posted on the helpdesk portal
- GS8.** discuss task lists, schedules, and work-loads with co-workers
- GS9.** question customers appropriately in order to understand the nature of the problem and make a diagnosis

Qualification Pack

- GS10.** give clear instructions to customers
- GS11.** keep customers informed about progress
- GS12.** avoid using jargon, slang or acronyms when communicating with a customer, unless it is required
- GS13.** make decisions pertaining to the concerned area of work
- GS14.** plan and organize service feedback files/documents
- GS15.** manage relationships with customers who may be stressed, frustrated, confused, or angry
- GS16.** build customer relationships and use customer centric approach
- GS17.** think through the problem, evaluate the possible solution(s) and suggest an optimum /best possible solution(s)
- GS18.** deal with clients lacking the technical background to solve the problem on their own
- GS19.** identify immediate or temporary solutions to resolve delays
- GS20.** use the existing data to arrive at specific data points
- GS21.** use the existing data points for improving the call resolution time
- GS22.** use the existing data points to generate required reports for business
- GS23.** apply, analyze, and evaluate the information gathered from observation, experience, reasoning, or communication, as a guide to thought and action

Qualification Pack

Assessment Criteria

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|--|--------------|-----------------|---------------|------------|
| <i>Evaluation of diet and physical activity / exercise</i> | 2 | 4 | - | - |
| PC1. estimate the energy, macro nutrient and relevant micro-nutrient intake s from food intake collected during comprehensive nutritional assessment , using food composition tables | 1 | 2 | - | - |
| PC2. evaluate physical activity / Exercise Levels | 1 | 2 | - | - |
| <i>Estimation of nutrient requirements</i> | 3 | 9 | - | - |
| PC3. estimate nutrient and fluid needs based on age, sex, medical condition, activity level, current nutritional state, medications, and goals of nutrition therapy | 1 | 3 | - | - |
| PC4. use predictive equation for energy needs based on age, height, weight and activity level / determine energy needs from bmr values obtained by bca taking into account activity level | 0.5 | 1.5 | - | - |
| PC5. determine protein requirement | 0.5 | 1.5 | - | - |
| PC6. determine the split of energy from other macro-nutrients | 0.5 | 1.5 | - | - |
| PC7. determine any specific micro-nutrient consideration | 0.5 | 1.5 | - | - |
| <i>Comparison of current nutrient intake with recommended intakeNutrition diagnosis</i> | 0.5 | 1.5 | - | - |
| PC8. compare the current nutrient intake with estimated requirements for age, sex, activity level and/ or health status | 0.5 | 1.5 | - | - |
| <i>Nutrition diagnosis</i> | 2.5 | 7.5 | - | - |
| PC9. identify and describe an actual occurrence of, risk of or potential for developing a nutrition problem that can be resolved or improved through nutrition intervention | 0.5 | 1.5 | - | - |

Qualification Pack

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|--|--------------|-----------------|---------------|------------|
| PC10. derive the nutrition diagnosis from the assessment data:- identify and label the problem determine etiology (cause, contributing risk factors) cluster signs and symptoms (defining characteristics) | 0.5 | 1.5 | - | - |
| PC11. use clinical judgment (e.g., selects from a range of possibilities with consideration to health, fitness, exercise, task-specific physical performance, medical condition) when ranking activity diagnoses in order of importance and urgency for the client | 1 | 3 | - | - |
| PC12. use clinical judgment and experience that reflects the significant differences between active individuals (e.g., beginner, competitive, or elite), others (e.g., , military service member, air hostess) and/or clinical conditions (e.g., newly diagnosed type 1 diabetes, uncontrolled type 1 diabetes, extreme environmental conditions, clinical complications) when ranking activity diagnoses in order of importance and urgency for the patient/client | 0.5 | 1.5 | - | - |
| <i>Documentation of nutrition diagnosis</i> | 1 | 3 | - | - |
| PC13. document the nutrition diagnosis in the pes format : problem (p), etiology (e), and signs and symptoms (s) | 0.5 | 1.5 | - | - |
| PC14. re-evaluate and revise nutrition diagnoses when additional assessment data become available | 0.5 | 1.5 | - | - |
| <i>Nutrition intervention planning</i> | 9.5 | 19.5 | - | - |
| PC15. identify appropriate, purposefully planned actions designed with the intent of changing a nutrition-related behaviour, risk factor, environmental condition, or aspect of health status for a client with the goal to promote health and increase the capacity to exercise, train, improve recovery, promote training adaptation, and enhance exercise, and physical performance | 1 | 2 | - | - |

Qualification Pack

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|--|--------------|-----------------|---------------|------------|
| PC16. <ul style="list-style-type: none"> prioritizing the nutrition diagnoses based on the severity of the problem, safety, client needs, likelihood that nutrition intervention/plan of care will influence problem, and client perception of importance. prioritization consideration may include: <ul style="list-style-type: none"> immediacy of the problem client's available resources and support readiness of patient/client to receive selected nutrition interventions presence of medical conditions (e.g., diabetes, dyslipidaemia, depression, eating disorders, low bone mass, anaemia) timing of the problem relative to training /competition plan, or duty schedule | 2 | 4 | - | - |
| PC17. determining client-centered plan, goals, and expected outcomes in observable and measurable terms | 0.5 | 1.5 | - | - |
| PC18. setting smart (specific, measurable, achievable, realistic and time bound) short term and long term goals in collaboration with client and other members of health care team | 0.5 | 1.5 | - | - |
| PC19. <ul style="list-style-type: none"> selecting appropriate intervention considerations for the intervention plan may include: <ul style="list-style-type: none"> intervention to address current issues (e.g., fatigue, dehydration, muscle cramping, inadequate recovery, exercise, task-specific physical performance improvement, diarrhoea and other gastrointestinal issues; illness; injury; disordered eating; dietary and sports/dietary supplement use; or other clinical issues) identification of barriers to successful implementation (e.g., client compliance, food availability and preparation issues, financial issues, regulations of sport governing bodies and associations, organization policies, situations in occupational settings, influence of team -athlete-coach-family dynamics) address issues related to off-season/transition weight change, detraining, and scheduled and unscheduled breaks in training, such as holiday, and extended travel | 3 | 5 | - | - |

Qualification Pack

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|--|--------------|-----------------|---------------|------------|
| PC20. develop the nutrition prescription based on scientific evidence, best practices, and professional experience considering the educational needs of the client, constraints such as time (e.g., exercise training, competition, recovery, traveling), finances, ability to store and prepare food | 2 | 4 | - | - |
| PC21. define time and frequency of care including intensity, duration, and follow-up | 0.5 | 1.5 | - | - |
| <i>Nutrition intervention implementation</i> | 11 | 24 | - | - |
| PC22. initiate and individualize the nutrition intervention/plan of care | 0.5 | 1.5 | - | - |
| PC23. implement, initiate or modify orders for diet, nutrition supplements, dietary supplements or individual preferences, nutrition-related laboratory tests and medications, and nutrition education consistent with organization policy | 2 | 4 | - | - |
| PC24. advise the use of dietary supplements, sports and functional foods (e.g., portion or dosage adjustments based on energy needs or laboratory results, addition of new dietary supplements, sports foods functional foods or modifications for fluid intake) consistent with organization policy | 2 | 4 | - | - |
| PC25. use appropriate goal setting and behaviour change strategies and techniques to facilitate self-management and care | 1 | 2 | - | - |
| PC26. follow up and verify that nutrition intervention/plan of care is occurring | 0.5 | 1.5 | - | - |
| PC27. communicate with the interdisciplinary or multidisciplinary team to verify progress and adjust strategies | 0.5 | 1.5 | - | - |
| PC28. adjust nutrition intervention/plan of care strategies, if needed, as response occurs | 0.5 | 1.5 | - | - |
| PC29. use a variety of educational approaches, tools, and materials as appropriate | 1 | 2 | - | - |

Qualification Pack

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|---|--------------|-----------------|---------------|------------|
| PC30. adapt nutrition educational tools to individualized learning styles and method of communication and to the culture of the organization | 1 | 2 | - | - |
| PC31. adjust nutrition intervention (e.g., energy balance, macro- and micronutrient needs, hydrations guidelines) according to training/competition plan | 2 | 4 | - | - |
| <i>Documentation</i> | 0.5 | 1.5 | - | - |
| PC32. <ul style="list-style-type: none"> maintain clear and concise records, in accordance with the organization's policy date and time of consultation specific treatment goals and expected outcomes recommended interventions adjustments to the plan and justification client receptivity and comprehension barriers to change other information relevant to providing care and monitoring progress over time plans for follow-up and frequency of care rationale for discontinuation or referral if applicable timely update the records maintain statistics and other reports required of the organization | 0.5 | 1.5 | - | - |
| NOS Total | 30 | 70 | - | - |

Qualification Pack

National Occupational Standards (NOS) Parameters

| | |
|----------------------------|--|
| NOS Code | BWS/N3135 |
| NOS Name | Develop and implement personalised nutrition and lifestyle programme for physically active clients |
| Sector | Beauty & Wellness |
| Sub-Sector | Personal Services |
| Occupation | Fitness Services |
| NSQF Level | 4 |
| Credits | 2 |
| Version | 3.0 |
| Last Reviewed Date | NA |
| Next Review Date | 17/11/2025 |
| NSQC Clearance Date | 17/11/2022 |

Qualification Pack

BWS/N3021: Plan and conduct session for improving athletic performance of client

Description

Ensuring to improve athletic performance of the client which usually means improving athletes speed, strength and power (although specifics vary according to athlete and sport).

Scope

The scope covers the following :

- This unit/task covers the following:
- 1. improve athletic performance

Elements and Performance Criteria

Improve athletic performance

To be competent, the user/individual on the job must be able to:

1. 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
2. coach athlete to increase speed during the off-season, athletes should perform speed training on tuesdays and thursdays and lift on mondays, wednesdays, and fridays. speed technique workouts should also be performed twice per week during the inseason athletes should be tested for speed twice per month on either a 40-yard (37-meter) or a 20-yard (18-meter) sprint record the times so that the progress can be tracked video analysis is a great way to learn precisely what needs work, it heightens the athletes awareness of proper sprinting technique athletes should have about 30 seconds of rest between sprints so that they are breathing easily before their next sprint perform flexibility training six times per week to improve speed, one must stretch correctly perform plyometric twice per week, minimum perform parallel squat perform the straight-leg deadlift to strengthen and stretch the gluteus and hamstrings at the same time

Qualification Pack

3. coach athlete to increase strength start the workouts with barbell exercises the squat, deadlift, bench press, and shoulder press are the best strengthbuilding exercises, they can be assistance lifts to complement the bench and shoulder press, keeping athletes pulling muscles in balance with the pressing ones. focus on raising and lowering the weights in a controlled manner, pausing for a one-second count at the top of the lift, using an arbitrary tempo can lessen tension on muscles or force to use varying amounts of weight, slowing the progress, the only way to be sure that one is getting stronger is if the loads consistently increase. write down the exercises, sets, reps, and the fate of each workout. Keep track of the best lifts and the most reps done with a certain weight on an exercise. constantly strive to improve those numbers try to stick to three or four lifts per workout. Keeping your workouts short helps you take advantage of hormonal surges. When too many exercises are done in a session, at least some of them get done half. All that is needed is one main lift per workout (one of the big four), one or two assistance lifts (for keeping the body in balance and further strengthening the muscles that perform the main lift), and then core or specialty work at the end (ab exercises or some forearm or calf moves, depending on your goals). Doing any more lessens your results. the athlete should rotate many different rep ranges in the workouts, but sets of five seem to offer the best blend of muscle size and strength gains the main reason athletes plateau and stop gaining strength is that they go too heavy for too long, one should do main lifts using 10% less than the most weight one can lift for the given rep range. Increase the weight each session but by no more than 10 pounds cardio is a must if one wants to be lean and healthy, but long-distance running or cycling increases levels of hormones that break down the muscle tissues, to get stronger while getting leaner, one must do cardio in short, intense bursts & go to a moderately steep hill and sprint to the top, then walk back down.
4. the two of the most important factors that combine to create an athlete's endurance profile are :- vo2 max, or the maximum rate at which an athlete's body can consume oxygen during exercise, is the most popular measurement of aerobic capacity lactate threshold, or the level of exertion at which lactate accumulates in the muscles. to improve lactate threshold and therefore the ability to workout harder for longer periods of time
5. coach athlete to increase stamina rest up-to go long and hard, athletes need fresh muscles eat right-when it comes to exercise nutrition, carbs is the key, since the body uses glycogen for fuel, once glycogen runs out, the body turns to energy from other sources, and begins to burn fat. For extended cardio sessions, one should consume 30-60 grams of carbs every hour, depending on body weight. studies have also found a mix of carbs and protein can enhance endurance performance and reduce muscle damage hiit- high intensity interval training a quick bouts of intense exercise can help improve endurance in conjunction with traditional training. Running for some stairs or trying a track workout for some speed. one should not ignore to get plenty of recovery after these workouts as they're very intense add some strength-when it comes to endurance training, variation is important. Resistance training can strengthen the bones, ligaments, tendons, and muscles helping improve overall fitness and helping with that final sprint to the finish. mix up aerobic exercise with kettle bells, dumbbell, and bodyweight exercises to help improve stamina turn on the tunes- listening to music has been shown to boost endurance performance while walking and because of this the mind-body connection is especially strong among endurance athletes work on what's weak- people often find their fitness niche and stick to it, instead, athletes should mix it up in order to build endurance drink beet juice- one study found nitrate-rich beets may help increase stamina up to 16 percent by reducing oxygen intake in athletes train smart- using the gradual adaption principle that is, slowly and steadily increasing mileage and speed is a great way to build endurance, there are ways to do this safely to avoid injury, from running on soft surfaces, to getting enough sleep and drinking tons of water.
6. analyse various principles of group dynamics and group management

Qualification Pack

7. conduct an exhaustive planning of exercises suitable for groups in a cycling set up
8. conduct benchmarking study to identify various interesting options for making the training sessions more engaging
9. identify common reasons for which athletes don't attend the training sessions and design interventions to address these reasons
10. select exercises that will help athletes to achieve goals like muscular fitness, improve lung capacity, boost energy levels and increase metabolism
11. select appropriate equipment
12. anticipate the potential risks relevant to the programme and identify various mechanisms to minimize the same
13. identify and finalize the fitness objectives to be achieved through the session
14. plan intensity and resistance assessment techniques
15. ensure catering to the requirements of different set of clients i.e. the beginners, experts, etc.
16. obtain the information of group members in terms of their fitness profiles, training history, exercise preferences, etc. in order to identify the needs and potential of the clients so as to encourage them for the participation in the group session
17. change teaching positions during the session to improve observation and ask questions
18. deploy effective verbal and visual communication while delivering the sessions
19. identify the risks associated and plans accordingly in order to overcome them by describing the correct demonstrations of the body movement and positions and also the expected outcome from it
20. the training sessions to be observed very carefully so that the proper feedback and instructing points can be provided in a timely manner in order to enhance the confidence and motivation of the clients
21. identify and address the issues/ concerns related to inappropriate behaviours of certain athlete/s

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** the organizations standards of performance and sequence of services
- KU2.** the range of services and products offered by the organization
- KU3.** the product and service costs for the services and products offered in the organization
- KU4.** the health and safety requirements in the organization
- KU5.** basic bio mechanics of all the sports
- KU6.** various exercises and how to break exercise/movements down to their component parts
- KU7.** several equipment used and its operation
- KU8.** different training methods, contraindications
- KU9.** methods of combining movements and sequencing the exercises
- KU10.** various aspects of fitness with respect to the group exercises
- KU11.** various teaching and motivational techniques applied for a group setting

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- KU12.** various physical, psychological and social reasons for clients participating in group indoor cycling
- KU13.** various elements of group dynamics
- KU14.** human anatomy and its relevance for planning exercises
- KU15.** physiological responses to physical activity
- KU16.** principles of benchmarking
- KU17.** techniques to collect the required information, including using interviews and questionnaires, making observations and taking physical measurements
- KU18.** teaching methods, appropriate communication skills in order to enhance the client motivation and performances while delivering and instructing the drills
- KU19.** principles of planning and scheduling

Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** document call logs, reports, task lists, and schedules with co-workers
- GS2.** prepare status and progress reports
- GS3.** record customers discussions in the call logs
- GS4.** 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
- GS5.** read about new products and services with reference to the organization and also from external forums such as websites and blogs
- GS6.** keep abreast with the latest knowledge by reading brochures, pamphlets, and product information sheets
- GS7.** read comments, suggestions, and responses to Frequently Asked Questions (FAQs) posted on the helpdesk portal
- GS8.** discuss task lists, schedules, and work-loads with co-workers
- GS9.** question customers appropriately in order to understand the nature of the problem and make a diagnosis
- GS10.** give clear instructions to customers
- GS11.** keep customers informed about progress
- GS12.** avoid using jargon, slang or acronyms when communicating with a customer, unless it is required
- GS13.** make decisions pertaining to the concerned area of work
- GS14.** plan and organize service feedback files/documents
- GS15.** manage relationships with customers who may be stressed, frustrated, confused, or angry
- GS16.** build customer relationships and use customer centric approach
- GS17.** think through the problem, evaluate the possible solution(s) and suggest an optimum /best possible solution(s)
- GS18.** deal with clients lacking the technical background to solve the problem on their own
- GS19.** identify immediate or temporary solutions to resolve delays

Qualification Pack

- GS20.** use the existing data to arrive at specific data points
- GS21.** use the existing data points for improving the call resolution time
- GS22.** use the existing data points to generate required reports for business
- GS23.** apply, analyze, and evaluate the information gathered from observation, experience, reasoning, or communication, as a guide to thought and action

Qualification Pack

Assessment Criteria

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|--|--------------|-----------------|---------------|------------|
| <i>Improve athletic performance</i> | 16 | 84 | - | - |
| 1. 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 | 0.5 | 3 | - | - |
| 2. coach athlete to increase speed during the off-season, athletes should perform speed training on tuesdays and thursdays and lift on mondays, wednesdays, and fridays. speed technique workouts should also be performed twice per week during the inseason athletes should be tested for speed twice per month on either a 40-yard (37-meter) or a 20-yard (18-meter) sprint record the times so that the progress can be tracked video analysis is a great way to learn precisely what needs work, it heightens the athletes awareness of proper sprinting technique athletes should have about 30 seconds of rest between sprints so that they are breathing easily before their next sprint perform flexibility training six times per week to improve speed, one must stretch correctly perform plyometric twice per week, minimum perform parallel squat perform the straight-leg deadlift to strengthen and stretch the gluteus and hamstrings at the same time | 2 | 8 | - | - |

Qualification Pack

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|---|--------------|-----------------|---------------|------------|
| <p>3. coach athlete to increase strength start the workouts with barbell exercises the squat, deadlift, bench press, and shoulder press are the best strengthbuilding exercises, they can be assistance lifts to complement the bench and shoulder press, keeping athletes pulling muscles in balance with the pressing ones. focus on raising and lowering the weights in a controlled manner, pausing for a one-second count at the top of the lift, using an arbitrary tempo can lessen tension on muscles or force to use varying amounts of weight, slowing the progress, the only way to be sure that one is getting stronger is if the loads consistently increase. write down the exercises, sets, reps, and the fate of each workout. Keep track of the best lifts and the most reps done with a certain weight on an exercise. constantly strive to improve those numbers try to stick to three or four lifts per workout. Keeping your workouts short helps you take advantage of hormonal surges. When too many exercises are done in a session, at least some of them get done half. All that is needed is one main lift per workout (one of the big four), one or two assistance lifts (for keeping the body in balance and further strengthening the muscles that perform the main lift), and then core or specialty work at the end (ab exercises or some forearm or calf moves, depending on your goals). Doing any more lessens your results. the athlete should rotate many different rep ranges in the workouts, but sets of five seem to offer the best blend of muscle size and strength gains the main reason athletes plateau and stop gaining strength is that they go too heavy for too long, one should do main lifts using 10% less than the most weight one can lift for the given rep range. Increase the weight each session but by no more than 10 pounds cardio is a must if one wants to be lean and healthy, but long-distance running or cycling increases levels of hormones that break down the muscle tissues, to get stronger while getting leaner, one must do cardio in short, intense bursts & go to a moderately steep hill and sprint to the top, then walk back down.</p> | 2 | 8 | - | - |

Qualification Pack

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|---|--------------|-----------------|---------------|------------|
| <p>4. the two of the most important factors that combine to create an athlete's endurance profile are :- vo2 max, or the maximum rate at which an athlete's body can consume oxygen during exercise, is the most popular measurement of aerobic capacity lactate threshold, or the level of exertion at which lactate accumulates in the muscles. to improve lactate threshold and therefore the ability to workout harder for longer periods of time</p> | 1 | 7 | - | - |
| <p>5. coach athlete to increase stamina rest up-to go long and hard, athletes need fresh muscles eat right-when it comes to exercise nutrition, carbs is the key, since the body uses glycogen for fuel, once glycogen runs out, the body turns to energy from other sources, and begins to burn fat. For extended cardio sessions, one should consume 30-60 grams of carbs every hour, depending on body weight. studies have also found a mix of carbs and protein can enhance endurance performance and reduce muscle damage hiit- high intensity interval training a quick bouts of intense exercise can help improve endurance in conjunction with traditional training. Running for some stairs or trying a track workout for some speed. one should not ignore to get plenty of recovery after these workouts as they're very intense add some strength-when it comes to endurance training, variation is important. Resistance training can strengthen the bones, ligaments, tendons, and muscles helping improve overall fitness and helping with that final sprint to the finish. mix up aerobic exercise with kettle bells, dumbbell, and bodyweight exercises to help improve stamina turn on the tunes- listening to music has been shown to boost endurance performance while walking and because of this the mind-body connection is especially strong among endurance athletes work on what's weak- people often find their fitness niche and stick to it, instead, athletes should mix it up in order to build endurance drink beet juice- one study found nitrate-rich beets may help increase stamina up to 16 percent by reducing oxygen intake in athletes train smart- using the gradual adaption principle that is, slowly and steadily increasing mileage and speed is a great way to build endurance, there are ways to do this safely to avoid injury, from running on soft surfaces, to getting enough sleep and drinking tons of water.</p> | 2 | 10 | - | - |

Qualification Pack

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|---|--------------|-----------------|---------------|------------|
| 6. analyse various principles of group dynamics and group management | 1 | 3 | - | - |
| 7. conduct an exhaustive planning of exercises suitable for groups in a cycling set up | 0.5 | 3 | - | - |
| 8. conduct benchmarking study to identify various interesting options for making the training sessions more engaging | 0.5 | 3 | - | - |
| 9. identify common reasons for which athletes don't attend the training sessions and design interventions to address these reasons | 0.5 | 3 | - | - |
| 10. select exercises that will help athletes to achieve goals like muscular fitness, improve lung capacity, boost energy levels and increase metabolism | 0.5 | 3 | - | - |
| 11. select appropriate equipment | 0.5 | 3 | - | - |
| 12. anticipate the potential risks relevant to the programme and identify various mechanisms to minimize the same | 0.5 | 3 | - | - |
| 13. identify and finalize the fitness objectives to be achieved through the session | 0.5 | 3 | - | - |
| 14. plan intensity and resistance assessment techniques | 0.5 | 3 | - | - |
| 15. ensure catering to the requirements of different set of clients i.e. the beginners, experts, etc. | 0.5 | 3 | - | - |
| 16. obtain the information of group members in terms of their fitness profiles, training history, exercise preferences, etc. in order to identify the needs and potential of the clients so as to encourage them for the participation in the group session | 0.5 | 3 | - | - |
| 17. change teaching positions during the session to improve observation and ask questions | 0.5 | 3 | - | - |
| 18. deploy effective verbal and visual communication while delivering the sessions | 0.5 | 3 | - | - |

Qualification Pack

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|---|--------------|-----------------|---------------|------------|
| 19. identify the risks associated and plans accordingly in order to overcome them by describing the correct demonstrations of the body movement and positions and also the expected outcome from it | 0.5 | 3 | - | - |
| 20. the training sessions to be observed very carefully so that the proper feedback and instructing points can be provided in a timely manner in order to enhance the confidence and motivation of the clients | 0.5 | 3 | - | - |
| 21. identify and address the issues/ concerns related to inappropriate behaviours of certain athlete/s | 0.5 | 3 | - | - |
| NOS Total | 16 | 84 | - | - |

Qualification Pack

National Occupational Standards (NOS) Parameters

| | |
|----------------------------|---|
| NOS Code | BWS/N3021 |
| NOS Name | Plan and conduct session for improving athletic performance of client |
| Sector | Beauty & Wellness |
| Sub-Sector | Personal Services |
| Occupation | Fitness Services |
| NSQF Level | 4 |
| Credits | 1 |
| Version | 3.0 |
| Last Reviewed Date | NA |
| Next Review Date | 17/11/2025 |
| NSQC Clearance Date | 17/11/2022 |

Qualification Pack

BWS/N3022: Enable minimization of athletic injuries & conduct fitness assessment for sports related activities of the client

Description

Applying various techniques to reduce athletic injuries and conducting fitness assessment for sports related activities.

Scope

The scope covers the following :

- This unit/task covers the following:
 - 1. Reduce Athletic Injuries
 - 2. Conduct fitness assessment for sports related activities

Elements and Performance Criteria

Reduce athletic injuries

To be competent, the user/individual on the job must be able to:

1. PC1. to reduce athletic injuries , following can be of great help:- take time off plan to have at least 1 day off per week from a particular sport to allow the body to recover wear the right gear, players should wear appropriate and properly fitting protective equipment such as pads (neck, shoulder, elbow, chest, knee, and chin), helmets, mouthpieces, face guards, protective cups, and/or eyewear strengthen muscles, conditioning exercises during practice strengthen muscles used in play increase flexibility, stretching exercises before and after games or practice can increase flexibility. Stretching should also be incorporated into a daily fitness plan use the proper technique, this should be reinforced during the playing season take breaks, rest periods during practice and games can reduce injuries and prevent heat illness play safe, strict rules against headfirst sliding (baseball and softball), and spearing (football) etc. should be enforced stop the activity if there is pain avoid heat injury by drinking plenty of fluids before, during and after exercise or play, decrease or stop practices or competitions during high heat/humidity periods, wear light clothing

Conduct fitness assessment for sports related activities

To be competent, the user/individual on the job must be able to:

2. educating the client about the benefit of fitness assessment obtain scientific baseline measurements of your fitness levels discover your movement style and how that affects your exercise programming develop a personal awareness of your physical health establish attainable goals and maintain accountability to them recognize your potential risks of injury increase your self-confidence in any workout environment

Qualification Pack

3. fitness tests for specific fitness components, physical fitness is a complex & multifaceted phenomenon composed of:- aerobic power- when developing a series of fitness tests, the SCE should first refer to other coaching and sport science information. There they may find established tests which are proven for their own sport or at least suitable tests designed for similar sports that can be used with or without minor modifications. This will obviously greatly reduce the time required to deliver an effective series of tests, while providing the coach with reassurance that the tests they are using are appropriate. anaerobic power and anaerobic capacity- tests for aerobic fitness must use the same type of exercise as the sport in which the individual participates and should generally last in the region of 8-15 minutes, any shorter and the increased anaerobic energy contribution may make the test less valid. muscular endurance- these tests may assess either dynamic muscular endurance (the capacity to repeat contractions) or static muscular endurance (the capacity to sustain a muscular contraction). To be specific to a sport it is important to ensure that the test uses the appropriate muscle groups, through relevant ranges of movement and at suitable speeds. Often this may not be entirely feasible and therefore standard endurance exercises such as the sit-up and press-up may be used. muscular strength- tests for muscular strength should ensure that the muscles being assessed are appropriate and are used through a relevant range of movement, or in the case of static strength at a specific joint angle. In a laboratory setting, equipment such as dynamometers are often used but selecting and using fitness tests. Such as cricket the test may be conducted over the distance between the wickets. In order to ensure the test is even more specific, the test should be conducted in full clothing and kit. flexibility and joint mobility- field tests for flexibility/joint mobility range from simple yes / no assessments of whether the individual can perform a specific task, to the measurement of joint angles and ranges of movement (e.g. sit and reach test). By breaking down a movement into its component parts, the coach will be able to determine which joint movements are essential to performance and need to be assessed. For example, in hurdling good hip mobility and hamstring flexibility are necessary for good technique, whereas in team sports (e.g. football) an appropriate level of flexibility is required to reduce injury risk. When standardizing tests of flexibility/joint mobility the coach must pay close attention to, and note the position of all limbs, not just those being assessed. For example, if measuring hamstring flexibility in one leg the position of the other leg will influence the results. Similarly, if measuring hip flexibility, movement in the back or pelvis may cause the measurement to be overestimated. speed and acceleration tests- in many sports the performers must change direction rapidly. This may be assessed using tests such as star runs, where the performer runs from a central marker to other markers (usually 6-12) situated around the central marker while being timed. Alternatively a zigzag setup can be used to assess dodging/dribbling skills. The coach may wish to incorporate an assessment of turning ability and/or running forwards, backwards and sideways, as deemed applicable to the participants sport (e.g. football, hockey, tennis, etc.)

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** the organizations standards of performance and sequence of services
- KU2.** the range of services and products offered by the organization
- KU3.** the product and service costs for the services and products offered in the organization
- KU4.** the health and safety requirements in the organization
- KU5.** basic bio mechanics of all the sports
- KU6.** various exercises and how to break exercise/movements down to their component parts
- KU7.** several equipment used and its operation

Qualification Pack

- KU8.** different training methods, contraindications
- KU9.** methods of combining movements and sequencing the exercises
- KU10.** various aspects of fitness with respect to the group exercises
- KU11.** various teaching and motivational techniques applied for a group setting
- KU12.** various physical, psychological and social reasons for clients participating in group indoor cycling
- KU13.** various elements of group dynamics
- KU14.** human anatomy and its relevance for planning exercises
- KU15.** physiological responses to physical activity
- KU16.** principles of benchmarking
- KU17.** techniques to collect the required information, including using interviews and questionnaires, making observations and taking physical measurements
- KU18.** teaching methods, appropriate communication skills in order to enhance the client motivation and performances while delivering and instructing the drills
- KU19.** principles of planning and scheduling

Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** document call logs, reports, task lists, and schedules with co-workers
- GS2.** prepare status and progress reports
- GS3.** record customers discussions in the call logs
- GS4.** 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
- GS5.** read about new products and services with reference to the organization and also from external forums such as websites and blogs
- GS6.** keep abreast with the latest knowledge by reading brochures, pamphlets, and product information sheets
- GS7.** read comments, suggestions, and responses to Frequently Asked Questions (FAQs) posted on the helpdesk portal
- GS8.** discuss task lists, schedules, and work-loads with co-workers
- GS9.** question customers appropriately in order to understand the nature of the problem and make a diagnosis
- GS10.** give clear instructions to customers
- GS11.** keep customers informed about progress
- GS12.** avoid using jargon, slang or acronyms when communicating with a customer, unless it is required
- GS13.** make decisions pertaining to the concerned area of work
- GS14.** plan and organize service feedback files/documents
- GS15.** manage relationships with customers who may be stressed, frustrated, confused, or angry
- GS16.** build customer relationships and use customer centric approach

Qualification Pack

- GS17.** think through the problem, evaluate the possible solution(s) and suggest an optimum /best possible solution(s)
- GS18.** deal with clients lacking the technical background to solve the problem on their own
- GS19.** identify immediate or temporary solutions to resolve delays
- GS20.** use the existing data to arrive at specific data points
- GS21.** use the existing data points for improving the call resolution time
- GS22.** use the existing data points to generate required reports for business
- GS23.** apply, analyze, and evaluate the information gathered from observation, experience, reasoning, or communication, as a guide to thought and action

Qualification Pack

Assessment Criteria

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|--|--------------|-----------------|---------------|------------|
| <i>Reduce athletic injuries</i> | 5 | 25 | - | - |
| 1. PC1. to reduce athletic injuries , following can be of great help:- take time off plan to have at least 1 day off per week from a particular sport to allow the body to recover wear the right gear, players should wear appropriate and properly fitting protective equipment such as pads (neck, shoulder, elbow, chest, knee, and chin), helmets, mouthpieces, face guards, protective cups, and/or eyewear strengthen muscles, conditioning exercises during practice strengthen muscles used in play increase flexibility, stretching exercises before and after games or practice can increase flexibility. Stretching should also be incorporated into a daily fitness plan use the proper technique, this should be reinforced during the playing season take breaks, rest periods during practice and games can reduce injuries and prevent heat illness play safe, strict rules against headfirst sliding (baseball and softball), and spearing (football) etc. should be enforced stop the activity if there is pain avoid heat injury by drinking plenty of fluids before, during and after exercise or play, decrease or stop practices or competitions during high heat/humidity periods, wear light clothing | 5 | 25 | - | - |
| <i>Conduct fitness assessment for sports related activities</i> | 12 | 58 | - | - |
| 2. educating the client about the benefit of fitness assessment obtain scientific baseline measurements of your fitness levels discover your movement style and how that affects your exercise programming develop a personal awareness of your physical health establish attainable goals and maintain accountability to them recognize your potential risks of injury increase your self-confidence in any workout environment | 5 | 25 | - | - |

Qualification Pack

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|--|--------------|-----------------|---------------|------------|
| <p>3. fitness tests for specific fitness components, physical fitness is a complex & multifaceted phenomenon composed of:- aerobic power- when developing a series of fitness tests, the SCE should first refer to other coaching and sport science information. There they may find established tests which are proven for their own sport or at least suitable tests designed for similar sports that can be used with or without minor modifications. This will obviously greatly reduce the time required to deliver an effective series of tests, while providing the coach with reassurance that the tests they are using are appropriate. anaerobic power and anaerobic capacity- tests for aerobic fitness must use the same type of exercise as the sport in which the individual participates and should generally last in the region of 8-15 minutes, any shorter and the increased anaerobic energy contribution may make the test less valid. muscular endurance- these tests may assess either dynamic muscular endurance (the capacity to repeat contractions) or static muscular endurance (the capacity to sustain a muscular contraction). To be specific to a sport it is important to ensure that the test uses the appropriate muscle groups, through relevant ranges of movement and at suitable speeds. Often this may not be entirely feasible and therefore standard endurance exercises such as the sit-up and press-up may be used. muscular strength- tests for muscular strength should ensure that the muscles being assessed are appropriate and are used through a relevant range of movement, or in the case of static strength at a specific joint angle. In a laboratory setting, equipment such as dynamometers are often used but selecting and using fitness tests. Such as cricket the test may be conducted over the distance between the wickets. In order to ensure the test is even more specific, the test should be conducted in full clothing and kit. flexibility and joint mobility- field tests for flexibility/joint mobility range from simple yes / no assessments of whether the individual can perform a specific task, to the measurement of joint angles and ranges of movement (e.g. sit and reach test). By breaking down a movement into its component parts, the coach will be able to determine which joint movements are essential to performance and need to be assessed. For example, in hurdling good hip mobility and hamstring flexibility are necessary for good technique, whereas in team sports (e.g. football) an appropriate level of flexibility is required to reduce injury risk. When standardizing tests of flexibility/joint mobility the coach must pay close attention to, and note the position of all limbs, not just those being assessed. For example, if measuring hamstring flexibility in one leg the position of the other leg will influence the results. Similarly, if measuring hip flexibility, movement in the back or pelvis may cause the measurement to be overestimated. speed and acceleration tests- in many sports the performers must change direction rapidly. This may be assessed using tests such as star runs, where the performer runs from a central marker to other markers (usually 6-12) situated around the central marker while being timed. Alternatively a zigzag setup can be used to assess dodging/dribbling skills. The coach may wish to incorporate an assessment of turning ability and/or running forwards, backwards and sideways, as deemed applicable to the participants sport (e.g. football, hockey, tennis, etc.)</p> | 7 | 33 | - | - |
| NOS Total | 17 | 83 | - | - |

Qualification Pack

National Occupational Standards (NOS) Parameters

| | |
|----------------------------|---|
| NOS Code | BWS/N3022 |
| NOS Name | Enable minimization of athletic injuries & conduct fitness assessment for sports related activities of the client |
| Sector | Beauty & Wellness |
| Sub-Sector | Personal Services |
| Occupation | Fitness Services |
| NSQF Level | 4 |
| Credits | 1 |
| Version | 3.0 |
| Last Reviewed Date | NA |
| Next Review Date | 17/11/2025 |
| NSQC Clearance Date | 17/11/2022 |

Qualification Pack

BWS/N3014: 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

The scope covers the following :

- This unit/task covers the following:
- 1. Plan and conduct personal training for clients from different population
- groups

Elements and Performance Criteria

Plan and conduct personal training for clients from different population groups

To be competent, the user/individual on the job must be able to:

1. deploy the knowledge and understanding of various aspects of human anatomy and physiology while providing fitness related recommendations
2. 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
3. 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
4. understand in detail the medical history of the client and ask for a doctors recommendation before planning for a fitness plan
5. 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/postnatal woman, disabled client etc.
6. basis the health assessment and detailed understanding of anatomy & physiology of the clients body, plan a range of exercises for client to achieve his/ her goals
7. as per the clients needs, identify the appropriate training techniques
8. identify and plan for availability of equipment needed for suitable exercises
9. display sensitivity and empathy to the special set of clients which are emotionally vulnerable
10. ensure proper communication and support to the attendants of special category clients (if applicable)
11. explain in detail the planned exercise schedule to client
12. communicate the physical demands of the planned exercises to clients
13. discuss with client on any observed concerns/ changes/ modifications required in the plan
14. observe the client carrying out the exercises and ensure right usage of the fitness equipment to prevent any injuries
15. develop phase wise detailed activity chart in consultation with the client

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16. 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
17. plan outcomes and stages of achievement during personal training and agree on a progressive timetable of sessions
18. discuss the methods of monitoring and evaluation of the performance of the client
19. 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
20. monitor the clients exercises and adherence to the planned schedule as well as analyse the performance of client on a daily basis
21. progress or regress exercises according to clients performance
22. motivate the clients for ensuring adherence to plan; provide any related support to the clients in this regard
23. communicate the anatomical changes in the body of client due to training programme
24. identify the signs of strain/ over work outs and recommend the strategies for prevention of the same
25. adapt the training programme as per the client bodys response, lifestyle changes, preferences etc., discuss and agree of changes with the client
26. discuss specific issues like cultural or social barriers to exercise and personal training
27. provide the data to fitness manager in order to improvise/ addition in the existing portfolio of services
28. obtain regular feedback from the client and analyse effectiveness of the personal training programme basis the feedback and goals achievement
29. obtain feedback from technical standpoint

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** the organizations standards of performance and sequence of services
- KU2.** the range of services and products offered by the organization
- KU3.** the product and service costs for the services and products offered in the organization
- KU4.** the health and safety requirements in the organization
- KU5.** various aspects of human anatomy and physiology
- KU6.** 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.
- KU7.** various types of clients like active, inactive, aware, new etc.

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- KU8.** 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
- KU9.** various physical demands of different exercises
- KU10.** different types of learning styles
- KU11.** health and safety standards associated with the fitness equipment and exercises
- KU12.** various instructional techniques used in personal training
- KU13.** impact and requirement of warm up and cool down activities
- KU14.** various metrics and techniques to evaluate clients performance and changes in the body
- KU15.** methods for modification of the intensity of exercise according to the clients needs
- KU16.** various cardiovascular approaches like interval, fartlek, continuous etc.
- KU17.** various legal and ethical implications of collecting and storing client information
- KU18.** formats for recording information
- KU19.** techniques to analyse the collected clients information
- KU20.** various guidelines on personal training programme design
- KU21.** various exercises and activities which will help clients to achieve their goals
- KU22.** the resources required to deliver a personal training programme, like environment for the session, equipment, etc.
- KU23.** range of cardiovascular equipment like bikes, treadmills, elliptical trainers, steppers, rowing machines, etc.
- KU24.** range of free weight equipment like bars, dumbbells, collars, barbells, benches, etc.
- KU25.** methods of collecting, analysing and recording information
- KU26.** various signs and symptoms of strain/ over workouts
- KU27.** methods which can be used to get structured feedback from clients
- KU28.** sources of information, advice and best practice on how to improve programme components
- KU29.** requirements and risks associated with the special population groups like pre/ post natal women, disabled individuals, etc.

Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** document call logs, reports, task lists, and schedules with co-workers
- GS2.** prepare status and progress reports
- GS3.** record customers discussions in the call logs
- GS4.** 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
- GS5.** read about new products and services with reference to the organization and also from external forums such as websites and blogs
- GS6.** keep abreast with the latest knowledge by reading brochures, pamphlets, and product information sheets
- GS7.** read comments, suggestions, and responses to Frequently Asked Questions (FAQs) posted on the helpdesk portal

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- GS8.** discuss task lists, schedules, and work-loads with co-workers
- GS9.** question customers appropriately in order to understand the nature of the problem and make a diagnosis
- GS10.** give clear instructions to customers
- GS11.** keep customers informed about progress
- GS12.** avoid using jargon, slang or acronyms when communicating with a customer, unless it is required
- GS13.** make decisions pertaining to the concerned area of work
- GS14.** plan and organize service feedback files/documents
- GS15.** manage relationships with customers who may be stressed, frustrated, confused, or angry
- GS16.** build customer relationships and use customer centric approach
- GS17.** think through the problem, evaluate the possible solution(s) and suggest an optimum /best possible solution(s)
- GS18.** deal with clients lacking the technical background to solve the problem on their own
- GS19.** identify immediate or temporary solutions to resolve delays
- GS20.** use the existing data to arrive at specific data points
- GS21.** use the existing data points for improving the call resolution time
- GS22.** use the existing data points to generate required reports for business
- GS23.** apply, analyze, and evaluate the information gathered from observation, experience, reasoning, or communication, as a guide to thought and action

Qualification Pack

Assessment Criteria

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|--|--------------|-----------------|---------------|------------|
| <i>Plan and conduct personal training for clients from different population groups</i> | 29 | 71 | - | - |
| 1. deploy the knowledge and understanding of various aspects of human anatomy and physiology while providing fitness related recommendations | 1 | 2 | - | - |
| 2. 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 | 1 | 3 | - | - |
| 3. 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 | 1 | 2 | - | - |
| 4. understand in detail the medical history of the client and ask for a doctors recommendation before planning for a fitness plan | 1 | 2 | - | - |
| 5. 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/postnatal woman, disabled client etc. | 1 | 3 | - | - |
| 6. basis the health assessment and detailed understanding of anatomy & physiology of the clients body, plan a range of exercises for client to achieve his/ her goals | 1 | 3 | - | - |
| 7. as per the clients needs, identify the appropriate training techniques | 1 | 3 | - | - |
| 8. identify and plan for availability of equipment needed for suitable exercises | 1 | 2 | - | - |
| 9. display sensitivity and empathy to the special set of clients which are emotionally vulnerable | 1 | 3 | - | - |
| 10. ensure proper communication and support to the attendants of special category clients (if applicable) | 1 | 3 | - | - |

Qualification Pack

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|--|--------------|-----------------|---------------|------------|
| 11. explain in detail the planned exercise schedule to client | 1 | 3 | - | - |
| 12. communicate the physical demands of the planned exercises to clients | 1 | 2 | - | - |
| 13. discuss with client on any observed concerns/ changes/ modifications required in the plan | 1 | 2 | - | - |
| 14. observe the client carrying out the exercises and ensure right usage of the fitness equipment to prevent any injuries | 1 | 2 | - | - |
| 15. develop phase wise detailed activity chart in consultation with the client | 1 | 2 | - | - |
| 16. 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 | 1 | 2 | - | - |
| 17. plan outcomes and stages of achievement during personal training and agree on a progressive timetable of sessions | 1 | 2 | - | - |
| 18. discuss the methods of monitoring and evaluation of the performance of the client | 1 | 3 | - | - |
| 19. 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 | 1 | 3 | - | - |
| 20. monitor the clients exercises and adherence to the planned schedule as well as analyse the performance of client on a daily basis | 1 | 2 | - | - |
| 21. progress or regress exercises according to clients performance | 1 | 2 | - | - |
| 22. motivate the clients for ensuring adherence to plan; provide any related support to the clients in this regard | 1 | 2 | - | - |
| 23. communicate the anatomical changes in the body of client due to training programme | 1 | 3 | - | - |

Qualification Pack

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|--|--------------|-----------------|---------------|------------|
| 24. identify the signs of strain/ over work outs and recommend the strategies for prevention of the same | 1 | 3 | - | - |
| 25. adapt the training programme as per the client bodys response, lifestyle changes, preferences etc., discuss and agree of changes with the client | 1 | 3 | - | - |
| 26. discuss specific issues like cultural or social barriers to exercise and personal training | 1 | 2 | - | - |
| 27. provide the data to fitness manager in order to improvise/ addition in the existing portfolio of services | 1 | 2 | - | - |
| 28. obtain regular feedback from the client and analyse effectiveness of the personal training programme basis the feedback and goals achievement | 1 | 3 | - | - |
| 29. obtain feedback from technical standpoint | 1 | 2 | - | - |
| NOS Total | 29 | 71 | - | - |

Qualification Pack

National Occupational Standards (NOS) Parameters

| | |
|----------------------------|---|
| NOS Code | BWS/N3014 |
| NOS Name | Plan and conduct personal training for clients from different population groups |
| Sector | Beauty & Wellness |
| Sub-Sector | Personal Services |
| Occupation | Fitness Services |
| NSQF Level | 4 |
| Credits | 1 |
| Version | 3.0 |
| Last Reviewed Date | NA |
| Next Review Date | 17/11/2025 |
| NSQC Clearance Date | 17/11/2022 |

Assessment Guidelines and Assessment Weightage

Assessment Guidelines

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. Assessment will be conducted for all compulsory NOS, and where applicable, on the selected elective/option NOS/set of NOS.
4. Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training center (as per assessment criteria below).
5. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/training center based on this criteria.
6. To pass the Qualification Pack , every trainee should score a minimum of 70% in aggregate.
7. In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack.

Qualification Pack

Minimum Aggregate Passing % at QP Level : 70

(Please note: Every Trainee should score a minimum aggregate passing percentage as specified above, to successfully clear the Qualification Pack assessment.)

Assessment Weightage

Compulsory NOS

| National Occupational Standards | Theory Marks | Practical Marks | Project Marks | Viva Marks | Total Marks | Weightage |
|--|--------------|-----------------|---------------|------------|-------------|------------|
| BWS/N9002.Maintain health and safety at the workplace | 33 | 67 | - | - | 100 | 5 |
| DGT/VSQ/N0102.Employability Skills (60 Hours) | 20 | 30 | 0 | 0 | 50 | 10 |
| BWS/N9001.Prepare and maintain work area | 30 | 70 | - | - | 100 | 5 |
| BWS/N9003.Create a positive impression at the workplace | 36 | 64 | - | - | 100 | 5 |
| BWS/N3005.Motivate the clients | 26 | 74 | - | - | 100 | 10 |
| BWS/N3134.Collect, integrate and analyze nutritional, health and lifestyle data of physically active clients | 25 | 75 | - | - | 100 | 15 |
| BWS/N3004.Plan and conduct personal training | 17 | 83 | - | - | 100 | 20 |
| BWS/N3003.Carry out health screening and fitness assessment of the client | 21 | 79 | - | - | 100 | 15 |
| BWS/N3135.Develop and implement personalised nutrition and lifestyle programme for physically active clients | 30 | 70 | - | - | 100 | 15 |
| Total | 238 | 612 | 0 | 0 | 850 | 100 |

Optional: 1 Sports Conditioning Expert

Qualification Pack

| National Occupational Standards | Theory Marks | Practical Marks | Project Marks | Viva Marks | Total Marks | Weightage |
|---|--------------|-----------------|---------------|------------|-------------|-----------|
| BWS/N3021.Plan and conduct session for improving athletic performance of client | 16 | 84 | - | - | 100 | 10 |
| Total | 16 | 84 | - | - | 100 | 10 |

Optional: 2 Personal Trainer- Special population expert

| National Occupational Standards | Theory Marks | Practical Marks | Project Marks | Viva Marks | Total Marks | Weightage |
|---|--------------|-----------------|---------------|------------|-------------|-----------|
| BWS/N3022.Enable minimization of athletic injuries & conduct fitness assessment for sports related activities of the client | 17 | 83 | - | - | 100 | 10 |
| BWS/N3014.Plan and conduct personal training for clients from different population groups | 29 | 71 | - | - | 100 | 10 |
| Total | 46 | 154 | - | - | 200 | 20 |

Qualification Pack

Acronyms

| | |
|-------------|---|
| NOS | National Occupational Standard(s) |
| NSQF | National Skills Qualifications Framework |
| QP | Qualifications Pack |
| TVET | Technical and Vocational Education and Training |

Qualification Pack

Glossary

| | |
|--|--|
| Sector | Sector is a conglomeration of different business operations having similar business and interests. It may also be defined as a distinct subset 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 functions in an industry. |
| Job role | Job role defines a unique set of functions that together form a unique employment opportunity in an organisation. |
| Occupational Standards (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 (KU) they need to meet that standard consistently. Occupational Standards are applicable both in the Indian and global contexts. |
| Performance Criteria (PC) | Performance Criteria (PC) are statements that together specify the standard of performance required when carrying out a task. |
| National Occupational Standards (NOS) | NOS are occupational standards which apply uniquely in the Indian context. |
| Qualifications Pack (QP) | QP comprises the set of OS, together with the educational, training and other criteria required to perform a job role. A QP is assigned a unique qualifications 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. |
| Scope | Scope is a set of statements specifying the range of variables that an individual may have to deal with in carrying out the function which have a critical impact on quality of performance required. |

Qualification Pack

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|---|--|
| Knowledge and Understanding (KU) | Knowledge and Understanding (KU) are statements which together specify the technical, generic, professional and organisational specific knowledge that an individual needs in order to perform to the required standard. |
| Organisational Context | Organisational context includes the way the organisation 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/ Generic Skills (GS) | Core skills or Generic Skills (GS) are a group of skills that are the key to learning and working in today's world. These skills are typically needed in any work environment 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. |
| Electives | Electives are NOS/set of NOS that are identified by the sector as contributive to specialization in a job role. There may be multiple electives within a QP for each specialized job role. Trainees must select at least one elective for the successful completion of a QP with Electives. |
| Options | Options are NOS/set of NOS that are identified by the sector as additional skills. There may be multiple options within a QP. It is not mandatory to select any of the options to complete a QP with Options. |