

iUSP144 – Instructing gym-based exercise

URN – K/617/5613

Guided Learning Hours: 37

Learning outcome	Assessment criteria	Taught content to include
LO1 Understand how to provide gym-based exercise	1.1. Identify safe and effective alignment for a range of gym-based exercise positions to cover use of: - Cardiovascular machines - Resistance machines - Free weights	- Correct posture - Skeletal alignment
	1.2. Identify different methods of adapting a gym-based exercise programme to ensure appropriate progression and/or regression	- Identifying different methods of adapting exercise for different types of gym-based exercise clients - Alternative exercises - Increasing range of movement - Increasing repetitions - Increasing weights - Increasing duration of exercise - Progress and regress where necessary
	1.3. Describe how to develop client co-ordination by building exercises/movements up gradually	- To include demonstrating: - Starting positions - Individual exercises/movements - Progressing to full exercises/movements
	1.4. Describe the principles of behaviour management for group inductions	- Step by step instructions - Teaching points - Effective programme organisation - Individual attention - Working as a team - Giving clear expectations - Responding rather than reacting - Rewarding positive behaviour

		• Addressing negative behaviour • Monitoring responses
LO2 Be able to prepare self and equipment for gym-based exercise	2.1. Prepare self to supervise gym-based exercise	• Professional work wear e.g., polo shirt and clean tidy tracksuit bottoms or shorts, trainers with socks • No jewellery except wedding band and stud earrings • No body odour • No bad breath • No perfume • No chewing of gum or sucking of sweets • Hair neat, clean and tied
	2.2. Select equipment for gym-based programmes as appropriate to client needs	• Cardiovascular machines • Resistance machines • Variable resistance equipment • Free weights • Mats
	2.3. Prepare the environment and equipment as appropriate to client needs	• Room - Warm - Well ventilated - Without draughts - Clean and uncluttered • Lighting - Good and even with no dark corners • Floor - Firm - Smooth - Non-slip - Sprung • Space - Sufficient for people to move freely with no overcrowding • Weights and apparatus - Clean - In good condition with no rough edges or sharp protruding parts that could cause injury - Stored correctly • Fire exits • First aid box

		- Well stocked and clearly visible • Water and fluids - Kept away from working area • No chewing gum or eating during the gym-based session • Protective mats available for floor work • Ensuring no harm comes to the client or gym instructor
LO3 Be able to prepare clients for gym-based exercise	3.1. Help clients feel welcome and at ease	• Encourage the clients to relax and enjoy themselves • Encourage clients to express their feelings/requirements • Client's comfort and satisfaction must be checked throughout the session with the use of verbal and non-verbal communication • Note client's reactions and make appropriate adjustments
	3.2. Explain the purpose and value of the exercises, including warm-up and cool-down	• Procedures • Benefits and effects
	3.3. Describe the exercises, including their physical and technical demands	• Determining agreed exercises • Teaching points • Muscles used • Skeletal alignment • Speed of movement • Alternative ways of getting the same results
	3.4. Confirm or revise plans with clients as appropriate	• Reflection of original plans • Revising original plans • Evaluating revised plans
	3.5. Advise clients of the facility's emergency procedures	• First aiders • Fire safety/evacuation procedures
	3.6. Use warm up activities that are safe and effective for the clients	• Individual fitness levels • Individual range of movement • Increase of heart rate • Increase of temperature • Speed of activity • Skeletal alignment • Care when using equipment

LO4 Be able to instruct gym-based exercise	4.1. Give explanations and demonstrations that are technically correct (with safe and effective alignment of exercise positions)	• Aims and objectives • Activities • Balance of the session • Teaching points • Ensuring clients have a good understanding as to how to maintain good posture throughout the session • Verbal • Non-verbal • Understandable terminology • Group or individual management skills • Creativity • Improvisation/adaptability • Demonstrate and explain how to monitor exercise intensity • Percentage of maximal heart rate (MHR) • Percentage of heart rate reserve (Karvonen formula) • Rate of perceived exertion (RPE – talk test method, intensity measured by MET's) • Heart rate monitor • Correct breathing technique to include: - Breathing out on the effort • Safe and effective use of cardiovascular equipment to include: - Treadmill - Rowing machine - Upright cycle - Recumbent cycle - Stepper - Elliptical trainer - Cross trainer • Shoulder: - Flexion - Extension - Abduction - Adduction - Horizontal flexion - Horizontal extension • Elbow: - Extension - Flexion
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		• Trunk: - Flexion - Extension • Hip: - Flexion - Extension - Adduction - Abduction • Knee: - Extension - Flexion
	4.2. Communicate as appropriate to client needs and the environment	• Precise explanations • Teaching points • Change of teaching position • Observation from different angles • Correcting of individuals • Asking for feedback • Helping the client to reach his/her objectives to include: - Providing exercises adequate for the client - Providing challenges by increasing intensity depending on level of fitness and ability - Well-rounded workout
LO5 Be able to supervise clients undertaking gym-based exercise	5.1. Adopt appropriate positions to observe clients and respond to their needs	• Change teaching positions • Precise explanation • Teaching points • Observation from different angles • To include correct positioning of participant: - Basic lifting fund - Gripping of the bar - Dumbbell exercises - Barbell exercises - Olympic bar exercises - Correct body alignment and weight distribution through the concentric and eccentric phases - Primary and secondary muscle groups - Suitability for beginner - Adaptations

		- Squats - Bench press - Power lifting
	5.2. Monitor the safety and intensity of exercise	• Percentage of maximal heart rate (MHR) • Percentage of heart rate reserve (Karvonen formula) • Rate of perceived exertion (RPE – talk test method, intensity measured by MET's) • Heart rate monitor
	5.3. Provide feedback and instructing points which are timely, clear and motivational	• Teaching points • Clear communication • Communicate with clients in a way that makes them feel valued • Use motivational styles appropriate to the clients and the exercise format • Alternative exercises • Use of the principle of reinforcement • Evaluate the designated exercises and alter if necessary • Check client(s) are following instructions properly and performing exercises correctly • Outcomes achieved • Effectiveness of the session
	5.4. Adapt exercises with suitable progressions and regressions according to client needs	• Changing the type of exercises to suit the fitness of the client(s) as improvement/regression is made • Motivational level • Accept clients' learning curves

LO6 Be able to bring a gym-based exercise session to an end	6.1. Allow sufficient time to end the session according to clients' level of experience	• Stretch/cool down • Encourage feedback from the clients
	6.2. Use cool down activities that are safe and effective for the clients	• Heart rate • Stretch • Use of cool down activities
	6.3. Give the clients an accurate summary of feedback on the session	• Outcomes achieved • Effectiveness of the programme • Changes in the routines • Summary of session
	6.4. Give the clients the opportunity to:	• Feedback

	• Reflect on the session • Ask questions • Provide feedback • Identify further needs	• Meeting the goals for the session • Effectiveness of the session • Encourage rapport • Identifying ways to improve the session • Discuss evaluation with appropriate colleague • Reflective practice
	6.5. Make sure the clients understand how to continue their programme of gym-based exercise without direct supervision	• Self-motivation • Organising exercise plan • Sticking to exercise plan • Reviewing progress regularly
	6.6. Leave the environment in a condition acceptable for future use	• Health and safety • Leave the area in an acceptable condition for future sessions • Equipment cleaned and stored correctly

LO7 Be able to reflect on providing gym-based exercise	7.1. Review the outcomes of working with clients and client feedback	• Planning and delivery of the session • Outcomes achieved • Motivational level • Evaluation and reflection of the session
	7.2. Identify: • How well the exercises met client needs • How effective and motivational the relationship with the client was • How well the instructing style matched the clients' needs	• Encourage rapport with the clients • Feedback from the clients • Identifying ways to improve the session • Accept clients' learning curves, explain any changes to the programme and agree with clients goals/preferences/abilities for the new programme
	7.3. Identify how to improve personal practice	• Communication skills • Listening skills • Planning of session • Approach to sessions and clients • Voice volume and intonation • Clarity of instructions • Demonstrations of exercises • Positioning of self • Monitoring participants' performance • Reflective practice • Evaluation • Training

		• Motivational skills • CPD
	7.4. Explain the value of reflective practice	• Define reflective practice • Critically compare differing theories of reflective practice • Personal growth • Self-awareness • Identify strengths and remove limitations • Identify lifelong learning opportunities

LO8 Be able to bring a gym-based exercise session to an end	8.1. Present a positive image of self and organisation to clients	• Appropriate work wear e.g., polo shirt and clean tidy tracksuit bottoms or shorts, trainers with socks • No jewellery except a wedding band and stud earrings • No body odour • No bad breath • No perfume • No chewing of gum or sucking of sweets • Hair neat, clean and tied back – not on the collar or face • Punctuality • Clean, hygienic working surroundings and equipment • Appropriate client care • Sufficient equipment to perform the task • Only perform exercises in which one is qualified • Only recommend exercises which are relevant and appropriate to the participants
	8.2. Establish an effective working relationship with clients	• Only working within their own parameters and professional boundaries • Not making false claims regarding gym-based exercise • Understanding when to refer participants to others
	8.3. Communicate with clients in a way that makes them feel valued	• Explain the rationale, method and benefits of the Physical Activity Readiness Questionnaire (PARQ) • Ensuring the correct information is taken • Ensuring that the client gives sufficient detail regarding their health and background and realises the importance of gaining GPs or other medical permission in the relevant circumstances • Ensuring that the client feels able to confide in the instructor where necessary

		• Ensuring that the client feels secure in the knowledge that any discussion is confidential • Ensuring that the client signs the Physical Activity Readiness Questionnaire (PARQ) • Offering encouragement • Speaking to the client as an equal • Showing respect • Asking appropriate questions throughout the session
	8.4. Use motivational styles appropriate to the client and the exercise format	• Structure realistic expectations • Clients' preferences, needs, habits and history • Provide a programme to suit the client(s) particular objectives • Set appropriate goals • Provide alternative exercises • New techniques • New machinery • New training methods

Assessment	
Internal practical test Portfolio of evidence containing: • 2 practical performances	A total of 3 internal assessments to be completed to include a minimum of 3 types of cardiovascular equipment covering four exercises from resistance machine lifts and four exercises from free weight lifts. Performances must be evidenced through use of signed and dated internal assessment forms which can be downloaded from the VTCT Skills website www.vtctskills.org.uk.

Guide to taught content
The content contained within the unit specification is not prescriptive or exhaustive but is intended to provide helpful guidance to teachers and learners with the key areas that will be covered within the unit, and, relating to the kinds of evidence that should be provided for each assessment objective specific to the unit learning outcomes.

Document History

Version	Issue Date	Changes	Role
v1	16/08/2019	First published	Qualifications and Regulation Co-ordinator
v2	24/06/2026	Rebranding	Development Administrator