USP106M
Leading inductions to gym equipment

Unit reference number: D/615/0923
Level: 2
Guided Learning (GL) hours: 30

Overview
This unit is about providing learners with the knowledge, understanding and practical skills to induct a range of gym-based equipment effectively to a group of clients at the same time. Learners will develop the knowledge and skills to lead a small group of clients and induct them to a range of cardiovascular machines, resistance machines and free-weight exercises using appropriate induction methods and instructing skills.

Learning outcomes
On completion of this unit, learners will:

LO1 Know how to lead a gym induction for a small group of clients
LO2 Be able to lead a gym induction for a small group of clients
Assessment requirements

Learners must complete all four assessment requirements related to this unit:

1. Service portfolio
2. Graded practical assessment
3. External examination
4. Graded synoptic assessment

1. Service portfolio

Learners must produce a service portfolio. The service portfolio must contain evidence that learners have:

- Inducted a small group of clients (3-10) to all of the following cardiovascular machines
  - Treadmill
  - Recumbent cycle
  - Upright cycle
  - Rower
  - Cross-trainer
  - Elliptical trainer
  - Stepper

- Inducted a small group of clients (3-10) to all of the following resistance machines
  - Seated chest press (neutral grip or barbell grip)
  - Lying chest press
  - Pec Dec
  - Seated row (low pulley using neutral grip or barbell grip)
  - Shoulder press
  - Lat pull down (in front of chest)
  - Assisted pull up
  - Tricep pushdown (high pulley)
  - Tricep press
  - Bicep curl (low pulley)
  - Seated bicep curl
  - Leg press
  - Total hip
  - Seated knee extension
  - Leg curl (seated or lying)
  - Seated abductor
  - Seated adductor
  - Abdominal machine
  - Lower back machine
• Inducted a small group of clients (3-10) to all of the following free weight exercises
  - Front raise (dumbbell)
  - Single arm row (dumbbell)
  - Bent arm pullover (dumbbell)
  - Shoulder press (dumbbell)
  - Lateral raise (dumbbell)
  - Upright row (barbell)
  - Bench press (barbell)
  - Supine tricep press (barbell)
  - Prone flyes (dumbbell)
  - Flyes (dumbbell)
  - Single arm tricep press (dumbbell)
  - Bicep curl (barbell or dumbbell)
  - Lunge (barbell or dumbbell)
  - Deadlift (barbell or dumbbell)
  - Squat (barbell or dumbbell)
  - Spotting techniques (as appropriate)

• Used all of the following instructional skills
  - Teaching sequence for inductions
  - Explanation
  - Demonstration (as appropriate)
  - Observation and correction
  - Change of teaching position
  - Teaching points and reinforcement
  - Motivation – encouragement and praise
  - Modification and adaptation

The service portfolio must be completed prior to learners undertaking the graded practical skills test. Whilst service portfolios will not be graded, they may be sampled by the VTCT External Quality Assurer (EQA).

Evidence from the graded practical assessment must also be presented in the service portfolio.
2. Graded practical assessment

Learners must carry out a group induction to a range of gym equipment which will be observed, marked and graded by centre assessors. The grade achieved in the graded practical assessment will be the grade awarded for the unit.

The graded practical assessment must take place in a real or realistic working environment with a real or realistic group of clients. At a minimum the graded practical assessment for this unit must cover:

- Induction of a small group of clients (3-10) to **two** cardiovascular machines
  - Treadmill
  - Recumbent cycle
  - Upright cycle
  - Rower
  - Cross trainer
  - Elliptical trainer
  - Stepper
- Induction of a small group of clients (3-10) to **six** resistance machines
  - Seated chest press (neutral grip or barbell grip)
  - Lying chest press
  - Pec Dec
  - Seated row (low pulley using neutral grip or barbell grip)
  - Shoulder press
  - Lat pull down (in front of chest)
  - Assisted pull up
  - Tricep pushdown (high pulley)
  - Tricep press
  - Bicep curl (low pulley)
  - Seated bicep curl
  - Leg press
  - Total hip
  - Seated knee extension
  - Leg curl (seated or lying)
  - Seated abductor
  - Seated adductor
  - Abdominal machine
  - Lower back machine
- Induction of a small group of clients (3-10) to **four** free weight exercises
  - Front raise (dumbbell)
  - Single arm row (dumbbell)
  - Bent arm pullover (dumbbell)
  - Shoulder press (dumbbell)
  - Lateral raise (dumbbell)
  - Upright row (barbell)
  - Bench press (barbell)
- Supine tricep press (barbell)
- Prone flyes (dumbbell)
- Flyes (dumbbell)
- Single arm tricep press (dumbbell)
- Bicep curl (barbell or dumbbell)
- Lunge (barbell or dumbbell)
- Deadlift (barbell or dumbbell)
- Squat (barbell or dumbbell)
- Spotting techniques (as appropriate)

- Use of all the following instructional skills
  - Teaching sequence for inductions
  - Explanation
  - Demonstration (as appropriate)
  - Observation and correction
  - Change of teaching position
  - Teaching points and reinforcement
  - Motivation – encouragement and praise
  - Modification and adaptation

Recorded professional discussion can also be used as an assessment method attached to the graded practical assessment and is particularly useful for gathering evidence for criteria related to evaluation and reflection. Professional discussions should be planned and recorded.

3. External examination

Whilst the theory content of LO1 may be naturally assessed in the graded practical assessment, they will be tested by an external examination towards the end of the period of learning.

External examinations will test knowledge and understanding from across the whole vocational area (mandatory units). Learners should use the unit content section of this unit to aid revision since exam questions will test the full breadth of this section.

External examinations will be set and marked by VTCT and will contribute to the overall qualification grade.

4. Graded synoptic assessment

In the last term or final third of their qualification, learners will be required to undertake a graded synoptic assessment. This will require learners to carry out a range of services from across the whole vocational area (mandatory units). Assessment coverage will vary year on year, although all services will be covered over time.

VTCT will set a brief for centres which will detail the services to be covered in the graded synoptic assessment. Grading descriptors for the synoptic assessment will also be provided by VTCT.

The graded synoptic assessment will be marked and graded by centre staff and externally verified by VTCT.

The graded synoptic assessment will contribute to the overall qualification grade.
Unit content

LO1 Know how to lead a gym induction for a small group of clients

Learners must know the equipment and exercises that may need to be inducted:

- Cardiovascular machines – treadmill, recumbent cycle, upright cycle, rower, cross trainer, elliptical trainer, stepper, stair climber and other machines
- Free weight exercises
  - Dumbbell exercises – front raise, lateral raise, shoulder press, single arm row, tricep press, tricep kick back, bent arm pullover, bicep curl, lunges, squats, deadlifts, prone flies, chest flies
  - Barbell exercises – upright row, bench press, supine tricep extension, bicep curl, lunges, squats, deadlifts, bent arm pullover and use of lifting and passing and spotting techniques for: bench lifts, barbell, dumbbells, squatting; including use of racks (as appropriate)
- Other exercises – cable machines, stability equipment, body weight exercises, chins, press up, lunge, squat, abdominal curl, plank, back raise, tricep dip

Learners must know safe and effective alignment for exercises:

- Exercise positions – sitting, standing, bent-over, lying (prone, supine, side), inclined, declined, all-fours, kneeling
- Correct alignment – neutral spine (in all start positions), joint position (according to specific joint structure) and range of movement (e.g. avoidance of locking/hyperextension and excessive unwanted/unintended movement)
- Postural and alignment cues – standing tall and upright, equal spread of body weight in exercise start position, looking forward (upright positions), weight-bearing joints unlocked (soft)
- Machine/equipment adjustments for client positioning – position of resistance machine pivot alignment with moving joint, adjustment of machine pins to select an appropriate resistance, positional indicators on machines, emphasis of body position and alignment when setting up to perform exercises; machine programming, e.g. quick start for cardiovascular machines and how to change settings

Learners must know the information that needs to be provided during a gym induction:

- How to warm up safely before exercise
- How to use equipment safely and effectively
  - Cardiovascular machines – use of console and correct exercise technique and intensity and speed adjustments, including emergency stop button (e.g. treadmill)
  - Resistance machines – machine adjustments, resistance and repetitions and correct exercise technique (including removal of pins after use)
  - Free-weight exercises – use of barbells and dumbbells, adjusting weight and securing collars, safe lifting and passing for some exercises, e.g. bench press
- How to cool down and stretch after exercise
- How to monitor exercise intensity, e.g. talk test, rating of perceived exertion (RPE), heart rate monitoring
- How to lift and pass free weights safely and effectively
- Gym etiquette, e.g. respect for other users, wiping down equipment after use
- Preparation of programme cards for clients
- Providing lifestyle advice
- Providing information on other services available, e.g. group exercise classes, pool, personal training etc.

**Learners must know health and safety considerations that need to be managed when inducting equipment:**
- The benefits of using a series of inductions to enable new users to be inducted to equipment progressively, e.g. free weights may be inducted later, once the client has developed a base level of fitness
- The benefits of booking inductions during off-peak times to avoid disruption of other gym users
- Space required to induct a small group, e.g. space around machines for individuals to observe and move around and to maintain their attention and interest
- Equipment required for the induction must be appropriate for the skill and needs of the group and individuals, e.g. cardiovascular machines, resistance machines and free weights (where appropriate)
- Other gym users – ensuring their training is not disrupted
- Wiping down equipment after use and removing pins from resistance machines, placing free weight back on racks, safe lifting and passing techniques

**Learners must know the skills required to lead a group of clients:**
- The difference between working with individuals and working with groups
- The benefits of inducting equipment at different stages (not all at once) to ensure progressive learning and not overload individuals with information
- Challenges to be managed when working with groups:
  - Teaching position – so all clients can see the instructor and be seen by the instructor
  - Maintaining engagement and interest of the whole group (different learning styles, ages)
  - Communicating with, and paying attention to all group members – eye contact, accessible language, voice volume and audibility, use of question and answer, responding to needs
  - Answering questions without letting one or two people take all attention
  - Maintaining control and safety and ensuring other gym users are not obstructed
  - Awareness of individual needs within the group, e.g. different abilities, skill level, fitness level, ages and gender

**Learners must know appropriate instructional methods to induct gym equipment:**
- Teaching sequences for inducting new exercises/equipment
  - IDEA – Introduction, Demonstration, Explanation of Activity, Activate client
  - NAMSET – Name the Exercise, Name the Area working, Name the Muscle(s) used, Silent demonstration (when appropriate), Explain set up and teaching points, Teaching points/cues while client performs the exercise (relevant points/cues based on observation)
  - how to modify technique according to exercise and experience of client, e.g. silent demonstration may not be needed for simple exercises; for some exercises the client may be talked
• **Group specific skills**
  - How to manage client activity, e.g. how many clients can practise at one time; the feasibility of allowing different clients to practise on different equipment and ensuring all have a turn
  - Ensuring group members have the opportunity to practise exercises and managing other members of the group if equipment is limited
  - Maintaining control of whole group, keeping them engaged and interested, interacting with the whole group, e.g. using question and answer check to see what they remember
  - Encouraging them to move and observe from different angles when demonstrating and/or when a group member is trying out a piece of equipment and using this opportunity to reinforce teaching positions
  - Respond to group and individual needs:
    - Use of positive and constructive feedback – accentuate the positive
    - Reinforcement of teaching points to correct technique and reinforce effective technique
    - Answer questions, without excluding other group members
    - Other methods of correction, e.g. manual/touch to be used with sensitivity, seek permission first and guide to position rather than moving limbs

• **Explanations (as appropriate for group needs and environment)**
  - Verbal explanations – technically correct instructions and key teaching points, to meet individual and group needs, positive reinforcement and praise when individuals are practising, feedback on performance (timely, clear, motivational, positive praise, specific, clear and concise and tailored to individual needs)

• **Visual demonstrations of movements and techniques:**
  - Ensure whole group can see the instructor and move around to check from different angles
  - Technically correct and accurate demonstrations, effective posture, safe and effective alignment of exercise positions, quality of movement, appropriate empathetic movement speed and range
  - Use of visual reinforcement to correct client alignment, e.g. pointing to correct action of joint movement, using hands to press own shoulders down to indicate lengthening of neck and keeping shoulders away from ears
  - Smiling or using gestures as a form of praise and encouragement

• **Lifting and passing (when appropriate):**
  - Explain and demonstrate correct lifting techniques (deadlifting BB/DB safely from the floor), explain and demonstrate correct passing techniques (self-spotting, use of racks)

• **Adaptation and modification for progression or regression**
  - Methods – repetitions, sets, speed, resistance, range of motion, rest, target heart rate) duration
  - Reasons for modification – skill, fitness, confidence, achievement of goals, motivation, environment (e.g. temperature, ventilation or other health and safety issues)

**Learners must know appropriate communication skills to lead groups:**
• Verbal communication – positive language, volume, pitch and tone
• Non-verbal communication – positive body language, hand gestures, eye contact, facial expressions, active listening
• Appropriate to individual and small group needs
• Appropriate to environment (e.g. space, layout), use appropriate methods of voice projection (noisy or busy environments), use effective volume and pitch of voice (instructions, explanations, teaching points, motivation)

• Motivational techniques:
  - Positive reinforcement and encouragement – visual and verbal
  - Appropriate voice pitch and tone, language and gestures
LO2 Be able to lead a gym induction for a small group of clients

Check and prepare environment, equipment and self, prior to leading the induction:
- Professional image and self-presentation
- Equipment checked – appropriate equipment selected, e.g. treadmill, rowing machine etc. (when appropriate); availability and relevant health and safety checks made to equipment
- Environment – conduct relevant health and safety checks for space, other users, temperature, ventilation, lighting, accessibility of fire exits, duty first aider, nearest telephone

Verbally screen the clients and check their readiness for the induction:
- Help clients feel welcome and at ease
- Verbal screening to check client readiness to exercise
- Refer or defer if required, e.g. if unwell, client should defer induction, and clients who respond ‘yes’ to any PAR-Q questions should be signposted to GP for clearance
- Discuss content of induction and if more than one induction will be used
- Modify induction and equipment according to any identified needs and preferences

Select and induct appropriate equipment to meet the group needs:
- Select appropriate equipment to meet the needs of the group and individuals (where appropriate show alternatives)
- Cardiovascular machines
- Resistance machines
- Free weights (where appropriate)
- Body weight exercises, use of mats

Use an appropriate induction sequence to induct the selected equipment safely and effectively:
- Appropriate equipment selected (type of equipment and number of machines/exercises) to match the needs of the groups and individuals
- IDEA – Introduction, Demonstration, Explanation of Activity, Activate client
- NAMSET – Name the Exercise, Name the Area working, Name the Muscle(s) used, Silent demonstration (when appropriate), Explain set up and teaching points, Teaching points/cues while client performs the exercise (relevant points/cues based on observation)
- Modify sequence according to individual and group needs, e.g. use an explained demonstration instead of a silent demonstration followed by an explained demonstration (where appropriate) or it may be easier to use a group member to demonstrate and talk them into position; where multiple equipment available and exercises are simple (dumbbell bicep curls) it may be appropriate to get the group active immediately lifting the dumbbells and joining in while the instructor demonstrates and explains
- Effective communication skills

Use instruction and communication skills to manage the group during the induction:
- Ensuring all can see instructor demonstrations, encourage them to move around
- Maintain engagement and interest of all
- Communicate with all and ask and respond to questions
- Maintain eye contact with all
• Allow practice and observe and correct
• Explanations and demonstrations (as appropriate for group and individual needs and environment)
  - Verbal explanations – instruct exercises, provide motivation and encouragement and correct technique
  - Visual demonstrations (where appropriate), e.g. new exercises or new participants
• Observation
  - From different angles
  - Using different teaching positions to observe and scan whole group when all are performing an exercise or practising during the induction
  - Respond to group and individual needs – teaching points and reinforcement, modification of exercises, motivation and encouragement
• Monitor exercise safety and respond to group and individual needs and feedback

Leave the environment in acceptable condition for other users after the induction:
• Environment – clean, hygienic, tidy, temperature, ventilation, and lighting
• Equipment – remove pins from resistance machines, report and record any maintenance issues/faults, free weights returned to racks

Gather feedback from clients to review the induction:
• Gather information from the whole group of clients (verbal and/or written)
• Request for information on the choice of equipment inducted, the instruction methods and overall satisfaction
• Reflect on the information gathered from group and identify ways to improve practice
  - Exercises selected for the induction, instruction methods, communication skills, health and safety
  - Identify strengths, deficits or areas to improve personal practice
  - Create an action plan to improve personal practice, e.g. shadowing or supervision by a more experienced instructor, additional training or practice
• Use information to prepare gym programme cards for all clients
• File programme cards safely and securely

Produce a standard gym programme card for each client:
• Content of the programme card should include:
  - Warm-up information – duration, intensity and type of exercises
  - Cardiovascular exercises/training – duration, intensity and types of equipment (including build-up and cool-down)
  - Resistance training exercise and body weight exercises – exercises/equipment used, reps, sets, resistance, rest
  - Cool-down exercises and stretches – maintenance and developmental
• The planned activities should be appropriate to the client’s fitness and skill level
• The programme should be clear and easy to read and filed safely and securely
Assessment criteria

Assessment criteria will be applied to the graded practical assessment. In order to pass this unit, learners must at a minimum achieve all pass criteria. The pass criteria relate to the proficient demonstration of skills and knowledge. All criteria within a given grade must be achieved to be awarded that grade.

<table>
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<tr>
<th>Learning outcome</th>
<th>Pass: The learner can:</th>
<th>Merit: To achieve a merit grade, in addition to achievement of the pass criteria, the learner can:</th>
<th>Distinction: To achieve a distinction grade, in addition to achievement of the pass and merit criteria, the learner can:</th>
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<tbody>
<tr>
<td><strong>LO2 Be able to lead a gym induction for a small group of clients</strong></td>
<td>P1 Check and prepare environment, equipment and self, prior to leading the induction</td>
<td>M1 Carry out the group induction with proficiency and efficiency</td>
<td>D1 Review the induction methods and instruction skills used and suggest ways to improve practice</td>
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<td>P2 Verbally screen the clients and check their readiness for the induction</td>
<td>M2 Adapt instructional and communication skills to enhance management of the group</td>
<td>D2 Review the effectiveness of the selected exercises to meet individual and group needs</td>
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<td>P3 Select and induct appropriate equipment to meet the group needs</td>
<td>M3 Tailor the gym programme cards to meet individual needs specific to each client</td>
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<td>P4 Use an appropriate induction sequence to induct the selected equipment safely and effectively</td>
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<td>P5 Use instruction and communication skills to manage the group during the induction</td>
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<td>P6 Leave the environment in acceptable condition for other users after the induction</td>
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<td>P7 Gather feedback from clients to review the induction</td>
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<td>P8 Produce a standard gym programme card for each client</td>
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Learning outcome
The learner must:

- LO2 Be able to lead a gym induction for a small group of clients
Assessment guidance

Assessors must use the amplified assessment guidance in this section to judge whether assessment criteria have been achieved in the graded practical assessment.

<table>
<thead>
<tr>
<th><strong>P1 Check and prepare environment, equipment and self, prior to leading the induction</strong></th>
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<tr>
<td>Learners must present a professional image to lead the induction by wearing appropriate clothing and footwear.</td>
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<td>Learners must prepare the environment, equipment and self, prior to the induction to ensure there is appropriate equipment and space available for the group, without disrupting other gym users.</td>
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<tr>
<td>Learners must have an outline plan of the equipment they are planning to induct. They must check that the equipment is available and operational and use signs (as appropriate) so that other users know the equipment is being used for an induction. Learners should check the area is free from any obstructions, the space available and the temperature of the environment is appropriate. Learners should also check the accessibility of fire exits, duty first aider, nearest telephone and drinking water.</td>
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<th><strong>P2 Verbally screen the clients and check their readiness for the induction</strong></th>
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<td>Learners must welcome the group and make them feel at ease. They must verbally screen all the clients before starting the induction. Learners must identify if any of the clients need to defer the activity (e.g. if they are feeling unwell or are not wearing appropriate clothing or footwear) or if any clients need to be sign-posted to another professional (e.g. their GP). Learners must outline the content of the induction (choice of exercises and equipment) and their expectations of the group during the induction, e.g. to move around and observe; ask questions if they need information clarifying and be mindful of other gym users.</td>
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<td>Where appropriate learners should adapt the induction to accommodate specific needs, e.g. if any members of the group have prior experience of using equipment.</td>
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<th><strong>P3 Select and induct appropriate equipment to meet the group needs</strong></th>
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<td>Learners must select appropriate equipment to meet the needs of the group and individuals, e.g. appropriate cardiovascular machines, resistance machines and free weights. The exercises and equipment inducted should reflect the skill level and fitness level of the group. The appropriate number of exercises should be selected to ensure the group fully understands how to use the equipment safely and effectively.</td>
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**P4 Use an appropriate induction sequence to induct the selected equipment safely and effectively**

Learners must use an appropriate instruction sequence to induct the equipment, either:

IDEA – Introduction, Demonstration, Explanation of Activity, Activate client or NAMSET – Name the Exercise, Name the Area working, Name the Muscle(s) used, Silent demonstration (when appropriate), Explain set up and teaching points, Teaching points/cues while client performs the exercise (relevant points/cues based on observation).

Learners should modify the sequence according to individual and group needs, e.g. they may use an explained demonstration instead of using a silent demonstration followed by an explained demonstration (for less complex exercises) or for equipment that is simpler to operate (e.g. upright or recumbent cycle) the instructor may use a group member to demonstrate with the instructor talking them through the exercise (start position, adjustments, techniques etc.). Where multiple equipment is available and exercises are simple (e.g. dumbbell bicep curls) it may be appropriate to get the group active immediately by lifting the dumbbells at the same time as the instructor and following (performing the exercise) as the instructor explains and demonstrates.

**P5 Use instruction and communication skills to manage the group during the induction**

Learners must demonstrate a range of appropriate instructional skills during the induction including: verbal instructions, accurate demonstrations, use of observation with appropriate changes of teaching position the group when they are practising exercises, reinforcement of teaching points and adaptation of exercises (as appropriate).

Learners should maintain the group’s interest and encourage them to move around to observe from different positions when the instructor is demonstrating. The learners should maintain eye contact with all members of the group.

**P6 Leave the environment in acceptable condition for other users after the induction**

Learners must ensure the environment is left clean and clear after the induction. All equipment used should be returned to the appropriate place for storage, e.g. weights returned to racks, pins removed from resistance machines, mats stacked or cardiovascular machines, wiped down and cleaned. Any waste products, e.g. tissues, should be disposed of in waste bins and any faulty equipment should be reported and an out of order sign placed on the equipment, so that it is not used by others.

**P7 Gather feedback from clients to review the induction**

Learners must ask the group for feedback by asking open questions or providing written questionnaires to gather information after the induction. Information gathered should include the choice of equipment, the instruction methods and the overall satisfaction of the clients.
P8 Produce a standard gym programme card for each client

Learners must produce a gym programme card for each client inducted. The gym programme card should include an outline of information on warm up, cardiovascular exercises, resistance training and bodyweight exercises and cool down exercises and stretches. The planned activities should be appropriate to the client’s fitness and skill level. The programme should be clear and easy to read and filed safely and securely.

M1 Carry out the group induction with proficiency and efficiency

Learners must demonstrate they are able to carry out the induction with proficiency and efficiency. The exercises and equipment should be inducted in a logical order, without any pauses, e.g. if a piece of equipment is being used by another gym user, the instructor should be able think on their feet and adapt their sequence by using an alternative piece of equipment or moving onto another exercise/machine, as appropriate.

The induction should run to an appropriate time schedule and all members of the group should be involved and engaged at all times.

M2 Adapt instructional and communication skills to enhance management of the group

Learners must demonstrate they are able to adapt and tailor their instructional and communication skills to enhance the induction experience.

Learners must demonstrate application of a range of appropriately timed and relevant instructional skills, including: verbal instructions, demonstration (where appropriate), request for clients to move around and change position during demonstrations, use of observation by the instructor with appropriate and timely changes of teaching position to enable them to observe the group or individual group members when they are practising exercises. Learners must reinforce relevant teaching points and maintain the interest and involvement of the group by maintaining eye contact and speaking to all group members. Learners should communicate assertively (verbally and visually) and adapt their communication to meet different needs, e.g. choice of language used, pace of speech, voice volume, use of gestures.

Learners must respond to all questions accurately and constructively, using language that clients can understand, e.g. no jargon. If they are unable to answer a question, the learner should inform the client that they will find out the answer and get back to them, giving the client an estimated timeframe for their response.

M3 Tailor the gym programme cards to meet individual needs specific to each client

Learners must use the information gathered from each client, including their own observations and individualise the programme card to meet specific client needs and goals.

The gym programme card include exercises for all components of the session, e.g. warm-up and cool-down.

The programme card should contain exercises, equipment and training approaches that are appropriate to the client’s level of experience and should take into account any specific needs or goals.
D1 Review the induction methods and instruction skills used and suggest ways to improve practice

Learners should review the sequence used to induct exercises, e.g. name the exercise, area and muscles working, silent/explained demonstration (as appropriate) and teach client through exercise (NAMSET) or introduce the exercise, demonstrate, explain and activate the client (IDEA). They should also review their instructional skills, e.g. use of teaching points, alternatives.

Learners should identify and explain their strengths and areas to improve with consideration to the engagement and interest of the group and individual performance and understanding.

Learners should use the information to suggest ways to improve their practice, e.g. by shadowing a more experienced instructor, additional training or practice or with extra supervision and mentoring from an experienced instructor.

D2 Review the effectiveness of the selected exercises to meet individual and group needs

Learners must review the effectiveness of the exercises with consideration to client performance and feedback.

They should identify and explain the strengths and areas to improve personal practice with consideration to the: structure and content of the induction, time allowed and appropriateness of exercises and equipment selected; including any alternatives offered to meet individual needs.

Learners must suggest a full range of opportunities to improve the structure and content of the induction, e.g. continuing professional development, workshops, reading, shadowing an experienced instructor, mentor support and supervision.
Resources

The special resources required for this unit are access to a real or realistic working environment which provides the opportunity to induct small groups of client to a range of gym-based equipment.

Recommended text books:

NB: This list is not exhaustive. There are many other valuable text books.

Recommended websites:
- American College of Sport Medicine (ACSM): www.acsm.org

Delivery guidance

Teachers are encouraged to use innovative, practical and engaging delivery methods to enhance the learning experience. Learners may benefit from:
- Meaningful employer engagement so they relate what is being learned to the real world of work and leading group gym inductions
- Work experience within a commercial gym so they can practise their skills in a real environment. This may include shadowing and assisting other instructors delivering gym inductions to small and larger groups. The opportunity for supervision and mentoring from an experienced instructor would also be a valuable experience.
- Practical workshops inducting equipment to small and larger groups, using peers as clients and giving and receiving feedback.
- The opportunity to observe demonstrations of effective practice (e.g. teacher demonstration or use of visual equipment where available)

Links with other units

This unit is closely linked with the following units:

**USP105M Anatomy and physiology for exercise and health**
Learners will be required to apply their knowledge of anatomy and physiology when inducting gym equipment in a real or realistic working environment. The content of the anatomy and physiology unit should be delivered before leading group inductions to gym equipment unit.

**USP52M Health, safety and welfare in a fitness environment**
Learners will be required to apply their knowledge of health, safety and welfare when leading a group induction in a real or realistic working environment. The content of the health, safety and welfare unit should be delivered before the leading group inductions to gym equipment unit.

**USP53M Principles of exercise, fitness and health**
Learners will be required to apply their knowledge of the principles of exercise, fitness and health when inducting gym equipment in a real or realistic working environment. The content of the principles of exercise, fitness and health unit should be delivered before the leading group inductions to gym equipment unit.
**USP54M Planning gym-based exercise**
Learners will be required to apply their knowledge and skills of planning gym based exercise when leading a group induction in a real or realistic working environment. The content of the planning gym-based exercise unit should be delivered before, or integrated with the delivery of the leading group inductions to gym equipment unit.

**USP55M Instructing gym-based exercise**
Learners will be required to apply their knowledge and skills of instructing gym-based exercise unit when leading a group induction in a real or realistic working environment. The content of the instructing gym-based exercise unit should be delivered before, or integrated with the delivery of the leading group inductions to gym equipment unit.

**Graded synoptic assessment**
At the end of the qualification of which this unit forms part, there will be a graded synoptic assessment which will assess the learner’s ability to identify and use effectively in an integrated way an appropriate selection of skills, techniques, concepts, theories, and knowledge from a number of units from within the qualification. It is therefore necessary and important that units are delivered and assessed together and synoptically to prepare learners suitably for their final graded assessment.