

## Instruct and supervise gym-based exercise

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### Overview

This standard is about instructing and supervising gym-based exercise for apparently healthy adults; both individuals and groups.

The main outcomes of this standard are:

1. prepare participants for gym-based exercise
2. instruct gym-based exercise to participants
3. observe and supervise gym-based exercise
4. close and reflect upon a gym-based exercise session
5. improve your own professional practice and career opportunities

You must include the core exercise and fitness knowledge and theoretical understanding as detailed in the document SkillsActive Exercise and Fitness Core Knowledge Requirements relevant to the job role.

This standard is for instructors who plan, instruct and review gym-based exercise programmes of all types. Instructors must also take account of guidelines from relevant national bodies and their own prior experience when instructing and supervising sessions

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### Performance criteria

You must be able to:

#### Prepare participants for gym-based exercise

1. ensure the **environment** and **equipment** are prepared for the agreed programme
2. carry out the verbal screening process and collect any new **information** relating to the **participants'** readiness for **exercise**
3. confirm or revise the agreed programme based on any new **information** received from the **participants**
4. discuss the programme you have agreed with the **participants** and describe the physical and technical demands to them
5. advise **participants** of the facility's emergency procedures

Instruct gym-based exercise to participants

6. use warm up and cool down activities that meet **legal and organisational procedures**
7. give explanations and demonstrations to the **participants**
8. check the **participants'** understanding of instructions and give them the opportunity to ask questions
9. monitor the intensity and technique of the **exercise** selected
10. ensure that the **participants** are safe during the gym-based **exercise**
11. provide the **participants** with the necessary instruction and **motivational strategies** to continue to carry out the programme without your direct supervision
12. adhere to the planned timings for the **exercise**
13. ensure that the **participants** have details about future activities

Observe and supervise gym-based exercise

14. use observational techniques that will assist with monitoring the safety and effectiveness of the gym-based **exercise** for all **participants**
15. encourage and support **participants** to take responsibility for their own fitness
16. review **participants'** performance and provide progressions and

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regressions in response to their needs

17. give **participants** opportunities to ask questions

18. refer **participants** to **other professionals** when their needs are outside your level of competence

### **Close and reflect upon a gym-based exercise session**

19. allow time to end the session according to the **participants'** level of experience

20. end the session using cool down activities that meet the needs of the **participants**

21. give **participants** the opportunity to reflect on the session and provide feedback

22. give **participants** a summary of your feedback on the session

23. identify, from the feedback provided, how well your instructing style matched participants' needs

24. identify, from the feedback provided, ways in which you can improve future practice

25. agree an action plan relating to future sessions with **participants**

26. identify how well you managed the participants' **exercise** with regard to their health, safety and welfare

27. leave the **environment** in a condition acceptable for future use by yourself or others

28. pass on suggestions for improving health and safety to the relevant person

### **Improve your own professional practice and career opportunities**

29. discuss your ideas with **other professionals** and take into account their views

30. receive and accept feedback from **other professionals**

31. evaluate how well you worked and interacted with **other professionals**

32. review your own professional practice according to **legal and organisational procedures**

33. develop a **personal action plan** that will help you improve your professional practice

34. maintain **Continuing Professional Development** in gym-based **exercise**

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### Knowledge and understanding

You need to know and understand:

#### **Prepare participants for gym-based exercise**

1. the equipment required for the agreed session and how to prepare the **environment**
2. why you should meet the participants punctually and make them feel welcome
3. ways of carrying out the verbal screening process and collecting any new **information** relating to the participants' readiness to exercise
4. when to confirm and revise the agreed programme based on any new **information** received
5. the physical and technical demands of the agreed programme
6. the facility's emergency procedures
7. **legal and organisational procedures** for the delivery of gym-based exercise

#### **Instruct gym-based exercise to participants**

8. the purpose and value of the warm up and cool down activities
9. safe and effective warm up and cool down activities for gym-based exercise
10. ways of providing explanations and demonstrations that relate to the participants' needs and level of experience
11. why you should check the participants' understanding of instructions and give them the opportunity to ask questions
12. methods for monitoring the intensity and technique of the exercises selected
13. how to ensure that participants carry out exercises in a safe and effective manner
14. different types of **instructing and teaching methods** and how they can be used to meet different participants' needs
15. the type of encouragement and details participants need to allow them to continue to carry out the programme without direct supervision
16. why you should keep to planned timings
17. future activities planned and where to access information

### Observe and supervise gym-based exercise

18. observation techniques that will assist with monitoring the safety and effectiveness of the gym-based exercise
19. ways of encouraging and supporting participants to take responsibility for their own fitness
20. ways of reviewing participants' performance and when to provide suitable progressions and regressions in response to their needs
21. why you should provide participants with the opportunity to ask questions
22. ways of assessing if a participant has needs outside your level of competence and how to refer to another professional

### Close and reflect upon a gym-based exercise session

23. the purpose of allowing sufficient time to end the session according to the participants' level of experience
24. the **methods** for gathering feedback from participants and others
25. ways of providing participants with a summary of your feedback on the session
26. why you should give participants the opportunity to reflect on the session and provide feedback
27. how reflection and feedback from participants and others can improve future practice
28. how to ensure **motivational strategies** are effective with the participants and how these can be used to inform future gym-based exercise
29. ways of agreeing an action plan relating to future sessions with participants
30. how to recognise and control health, safety and welfare issues when managing participants' gym-based exercise
31. ways of leaving the **environment** in a condition acceptable for future use by yourself or others

### Improve your own professional practice and career opportunities

32. when to discuss your work with others and take account of their views,

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reflecting on your own professional practice

33. how to analyse how well you work and interact with others

34. why you should review your professional practice on a regular basis

35. methods and sources of information to keep you up-to-date with developments in gym-based exercises

36. how to develop a **personal action plan**

37. how to locate and identify endorsed **Continuing Professional Development** activities and incorporate these in your personal action plan

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**Scope/range related to performance criteria** **Environment**

1. space
2. layout
3. temperature
4. flooring
5. lighting
6. ventilation
7. equipment for the session
8. personal clothing and equipment

**Equipment, to develop**

1. cardiovascular fitness
2. muscular fitness
3. flexibility
4. motor skills

**Information**

1. personal goal
2. lifestyle
3. medical history
4. physical activity history
5. physical activity preferences
6. attitude and motivation to participate
7. current fitness level
8. stage of readiness
9. psychological readiness

**Participants**

1. individuals

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2. groups
3. with specific fitness needs
4. with general health needs

### **Exercises**, to develop

1. cardiovascular fitness
2. muscular fitness
3. flexibility
4. motor skills
5. circuit formats

### **Legal and organisational procedures** (to cover a minimum of 4)

1. Health and Safety at Work Act
2. Control of Substances Hazardous to Health
3. Reporting of Injuries, Diseases and Dangerous Occurrences Regulations
4. Electricity at Work Regulations
5. First Aid Regulations
6. individual organisational policies and procedures

### **Motivational Strategies**

1. intrinsic
2. extrinsic
3. goal setting
4. incentives / rewards
5. behaviour change

### **Other professionals** (to cover a minimum of 2)

1. physiotherapists and medics



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2. psychologists
3. physiologists
4. biomechanists
5. lifestyle support specialists
6. participants' social support network
7. physician
8. supervisor
9. specialist health/exercise professional
10. nutritionist/dietician

**Personal Action Plan**

1. written
2. verbal

**Continuing Professional Development**

1. workshops
2. reading
3. conferences
4. lectures
5. online

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**Scope/range related to knowledge and understanding** **Environment**

1. space
2. layout
3. temperature
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5. lighting
6. ventilation
7. equipment for the session
8. personal clothing and equipment

**Information**

1. personal goal
2. lifestyle
3. medical history
4. physical activity history
5. physical activity preferences
6. attitude and motivation to participate
7. current fitness level
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**Legal and organisational procedures**

1. Health and Safety at Work Act
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**Instructing and teaching methods**

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1. changing teaching positions
2. asking questions
3. making adaptations and progressions
4. verbal and visual communication
5. mirroring

### **Methods**

1. interview
2. questionnaire
3. verbal screening
4. observation

### **Motivational strategies**

1. intrinsic
2. extrinsic
3. goal setting
4. incentives/rewards
5. behaviour change

### **Personal Action Plan**

1. written
2. verbal

### **Continuing Professional Development**

1. workshops
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4. lectures

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### Values

The following values underpin the Exercise and Fitness National Occupational Standards

Exercise Professionals should:

1. demonstrate and promote a responsible lifestyle and conduct, by actively discouraging the use of performance enhancing drugs, and any other illegal substance
2. maintain confidentiality
3. deal openly and in a transparent manner with participants; respecting their participants' needs at all times
4. seek to adopt the highest level of professional standards in all areas of their work and the development of their career

### Behaviours

The following behaviours underpin the Exercise and Fitness National Occupational Standards

Exercise Professionals should:

1. seek to nurture healthy relationships with participants and other health professionals by supporting, coordinating and managing the fitness/exercise process effectively, keeping the participant at the centre of the process
2. be aware of the roles of supporting personnel in the healthcare professions and recognise when to refer issues to these specialists
3. be aware of responsibilities and liabilities under equality, diversity and inclusion legislation and industry codes of practice
4. aim to empower participants; supporting their right to make choices, discover their own solutions, and enable them to participate and develop at their own pace and in their own way
5. identify and recognise the participants' needs at the start of the process
6. aim to improve participants' confidence, self-esteem and fitness levels
7. reflect on own practice and always seek ways to improve their own fitness and exercise ability, skills and knowledge
8. establish a rapport with participants
9. show empathy and sensitivity to participants' goals and current stage of readiness
10. present a positive image of oneself and their organisation to participants
11. develop an effective working relationship with participants
12. clearly define the roles and responsibilities of other professionals who may be involved
13. communicate clearly with participants in a way that makes them feel valued

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14. show sensitivity and empathy to the participants and the information they provide

## Skills

The following skills underpin the Exercise and Fitness National Occupational Standards

Exercise Professionals should:

1. systematically prepare for all activities ensuring the health, safety and welfare of their participants
2. ensure there is differentiation and inclusion that can enable participants with particular needs and of various abilities to participate in sessions and programmes. The needs of participants with a disability should be considered and, where possible, their needs met
3. implement ground rules for behaviour during the session
4. explain their role and responsibilities to participants
5. identify any barriers to participation
6. encourage participants to find a solution to their barriers
7. identify participants' readiness to participate
8. identify and agree strategies to prevent drop out or relapse
9. use instructing styles that match participants' needs
10. adapt their relationship with participants to meet their changing needs
11. listen to and ask the participants questions to check their understanding
12. identify what information they need to collect about their participants
13. collect information about their participants using approved methods
14. record the information in a way that will help with analysing it
15. use communication techniques and appropriate responses when dealing with conflict
16. recognise discriminatory behaviour and know the procedures to follow in case of any incidents

## Glossary

### Activities

Components of a physical activity session that may focus on your development of participants' strength, endurance, techniques or tactical awareness or strategies for problem solving. Physical activity sessions are composed of one or more activities.

### Cool down

Safe activities that allow participants to mentally and physically recover from Instruct and supervise gym-based exercise

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activities undertaken in a physical activity session.

### **Feedback**

The process of giving and receiving views on performance. This might include you giving participants feedback on their performance or contribution to a physical activity session; or a more experienced instructor giving an opinion on your performance in the delivery of a particular physical activity session.

### **Goals**

Can be long, medium or short term. The stated outcome of the physical activity session (individual or group) which will influence what participants will be working on during the session.

### **Instructing style**

The way in which you engage with participants during a physical activity session; this may include the use of a variety of styles. For example: directing participants in what to do and in supporting them.

### **Participants**

People, as individuals, or in groups, who will be taking part in a physical activity session.

### **Personal action plan**

A record of the areas that you want to improve in your physical activity sessions. The personal goals you want to achieve, how you are going to do this and by when.

### **Plan**

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A physical activity session plan is a description of a particular session; included in the plan will be its aims, objectives, content, activities, timings and equipment needed. Plans should be recorded so that they can be shared with others and referenced at a later date.

### **Review**

The process of analysing the sessions you have planned and delivered, identifying what went well and what could have been improved.

### **Supervisor**

The person who directly manages your work i.e. line manager or fitness centre manager.

### **Warm up**

Safe activities that allow participants to mentally and physically prepare for a physical activity session.

### **Welfare**

Supporting the participant's well-being including basic lifestyle, nutrition and drug awareness.

### **Links to other NOS**

This standard links with SKAEF1, SKAEF2 and SKAEF3.



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