

iUSP162 – Instructing a strength and conditioning session

URN – L/617/5655

Guided Learning Hours: 10

Learning outcome	Assessment criteria	Taught content to include
LO1 Be able to prepare for strength and conditioning sessions	1.1. Prepare self and client for strength and conditioning sessions	- Professional appearance - Punctuality time keeping - Familiarisation with equipment - Presenting a positive image of yourself and your organisation - Wearing appropriate attire – professional sports wear e.g., a 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 chewing of gum or sucking of sweets - Hair neat, clean and tied back
	1.2. Select and prepare equipment for strength and conditioning sessions	- Giving demonstration of the workings of the equipment - Clearly instructing students how to choose the correct weight for different populations
	1.3. Prepare the environment for strength and conditioning sessions	- Floor space - Floor type - Ventilation - Temperature - Lighting - Weight and size, appropriate for clients' needs - Clean, hygienic working surroundings and equipment - Sufficient equipment to perform the task

LO2 Be able to instruct strength and conditioning sessions	2.1. Demonstrate technically correct strength and conditioning sessions	• Technique safety and instruction • Centre of gravity • Integrated approach to movement engaging the body as a single co-ordinated system • 3 dimensional training, posture correction and joint integrity • Teaching integrated, multi-joint exercises • Pointing out the benefits of a strong core
	2.2. Provide clear and concise explanations for each strength and conditioning exercise and lift	• Teaching points • Correct terminology • Technique • Breathing patterns • Heart rate • PRE/RPE scales • Safety points • Muscles used • Choreography • Cueing • Voice projection • Tempo
	2.3. Adopt appropriate position to observe clients	• Changing teaching position • Observation from different angles
	2.4. Monitor safety, effectiveness and intensity of strength and conditioning sessions	• Recognising signs of over-exertion • Demonstrating correct techniques • Checking environmental/participant and equipment health and safety • Manufacturers' instructions • Monitoring exercise intensity
	2.5. Adapt exercises and lifts with suitable progression and regression according to client's needs	• Methods of adapting exercises for different types of clients, fitness levels and goals • Progression/regression exercises • Checking straps for individual clients' needs

LO3 Be able to communicate effectively	3.1. Demonstrate the use of verbal and non-verbal communication	• Verbal and non-verbal cueing • Re-enforced teaching points • Motivation • Rest positions • Postural advice • Precise explanations • Understanding terminology • Group and individual management skills • Creativity • Improvisation and adaptability
	3.2. Provide feedback and instructing points which are timely, clear and motivational	• Asking for feedback • Use of mirrors • Competition • Communication in a way that makes the client feel valued • Use of motivational styles appropriate to setting • Principle of reinforcement • Outcomes or goals achieved • Use of training diaries
	3.3. Communicate as required to the needs of clients and 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: - Providing exercises adequate for the client - Providing challenges by increasing intensity depending on level of fitness and ability - Well-rounded workout
LO4 Be able to evaluate on strength and conditioning sessions	4.1. Provide the learner with feedback on their performance	• Clear communication • Communicate with clients in a way that makes them feel valued • Use motivational styles appropriate to the clients and the exercise format • Evaluate the designated exercises and alter if necessary • Encourage rapport • Encouragement

		• Positive praise/reinforcement • Motivation • Posit
	4.2. Gain feedback from the client	• Open questioning techniques • How they felt physically/mentally • Weak muscles • Heart rate • RPE/PRE scale • Technique • Tightness • Identifying training gaps • Encourage rapport • Participants' summary of session • Enjoyment and satisfaction of participant • Discussion
	4.3. Evaluate session and own performance	• Teaching styles • Motivation • Amount of time • Outcomes achieved • Effectiveness of session • Weakness in other components of fitness • Negative or positive • Posture checks • Training effects • Tempo • Breathing techniques • Meeting the goals for the session • Identifying ways to improve the session • Discuss evaluation with appropriate colleague • Reflective practice • Appropriateness of exercises/lifts
	4.4. Record areas of improvement	• Written reviews • Personal action plan • Aims and objectives of future sessions • Professional development and CPD

Assessment

Internal practical test

Portfolio of evidence

Containing 2 practical performances

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	13/08/2019	First published	Qualifications and Regulation Co-ordinator
v2	25/06/2026	Rebranding	Development Administrator