



Qualification  
Guidance

# Level 2 Award in Instructing Kettlebells

Qualification  
Accreditation Number:  
**600/4089/0**  
Version AIQ004526

**Active iQ**

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## Level 2 Award in Instructing Kettlebells

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### Introduction

The Active IQ Award in Instructing Kettlebells is at level 2 on the Regulated Qualifications Framework. It is also recognised by The Register of Exercise Professionals (REPs) at level 2, but does not provide access onto the Register. Entry onto the Register is gained via a recognised level 2 fitness instructing qualification.

**Guided learning hours:** 10    **Total Qualification Time:** 25    **Credit:** 4

Minimum credit to be achieved at or above the level of the qualification	4
Requirements other than the award of credit which needs to be met before the qualification is awarded:	None
Exemptions:	None

### Entry Requirements

- A suitable Level 2 Fitness Instructing qualification e.g. Active IQ Level 2 Certificate in Fitness Instructing
- Some experience of kettlebell training is useful
- The course requires physical exertion and individual participation is essential; therefore, a degree of physical fitness is necessary
- There is also an element of communication (discussing, presenting, reading and writing) involved and Learners should have basic skills in communication pitched at level 2

### Qualification Outline

#### Target Learners:

- Adults (aged 16+) wishing to pursue a career in the health and fitness sector as a kettlebell instructor
- Please note that 16 to 18 year-olds may need to be supervised in the workplace, once they have achieved the qualification

#### Aim:

- To train learners, who already have knowledge and skills in fitness instruction, to a professionally competent level to plan and deliver safe and effective kettlebell exercises and training sessions
- To broaden the skills of fitness instructors to include instructing kettlebell sessions

#### Objectives:

- To provide learners with the knowledge to be able to understand the principles of kettlebell instruction
- To provide learners with the knowledge and skills to be able to instruct kettlebell classes

**Progression:**

This qualification provides:

- This qualification provides progression to the Level 2 NVQ Diploma in Instructing Exercise and Fitness for learners who wish to develop and demonstrate occupational competence in delivering exercise sessions
- Alternatively, it provides progression to Level 3 qualifications in Personal Training for learners who wish to further their knowledge and skills and become personal trainers
- Learners may also progress on to qualifications in related sectors, like Sports Massage, where they will be provided with the knowledge and skills to practice sports massage alongside fitness instructing in the health club environment

**Links to National Occupational Standards**

There are direct links to the NOS in Instructing Exercise and Fitness.

**Occupational Competence Statements for Tutoring, Assessing and Verifying**

This section outlines the requirements for tutoring, assessing and verifying Active IQ qualifications.

**Tutors, Assessors and Internal Verifiers****Required Criteria**

All Tutors, Assessors and Verifiers must:

- Possess a discipline specific qualification equivalent to the qualification being taught
- Have relevant industry experience
- Demonstrate active involvement in a process of industry relevant Continued Professional Development during the last two years

**Tutors**

Tutors must hold, or be working towards a teaching qualification.

The following are acceptable:

- Level 3 Award in Preparing to Teach in the Lifelong Learning Sector (PTTLS)
- Level 3 Award in Education and Training
- Level 4 Award in Preparing to Teach in the Lifelong Learning Sector (PTTLS)
- Level 4 Certificate in Teaching in the Lifelong Learning Sector (CTTLS)
- Level 4 Certificate in Education and Training
- Level 5 Diploma in Teaching in the Lifelong Learning Sector (DTTLS)
- Level 5 Diploma in Education and Training
- Certificate in Education

**Assessor**

Assessors must hold or be working towards any of the following:

- Level 3 Award in Understanding the Principles and Practices of Assessment or
- Level 3 Award in Assessing Vocationally Related Achievement or
- Level 3 Award in Assessing Competence in the Work Environment or
- Level 3 Certificate in Assessing Vocational Achievement , or
- A1 (previously D32, D33)

**Internal Verifier**

Internal verifiers must hold or be working towards any of the following:

- Level 4 Award in Understanding the Internal Quality Assurance of Assessment Processes and Practice or
- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice or
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice or
- V1 (previously D34)

All new assessors and quality assurance staff must be given a clear action plan for achieving the appropriate qualification(s) and should be countersigned by an appropriately qualified individual until the qualification(s) are achieved.

**Qualification Structure and Unit Content**

This qualification comprises two units:

- Unit 1 Planning a Kettlebell Exercise Session
- Unit 2 Instructing a Kettlebell Exercise Session

Successful achievement of both units must be achieved for the full qualification.

<b>Learning outcomes</b> The learner will be able to:	<b>Assessment Criteria</b> The learner can:
1. Understand the historical background of kettlebell training	1.1 Describe a kettlebell, identifying the three component parts 1.2 Describe the origins of the kettlebell 1.3 Summarise the history of kettlebell training
2. Understand the benefits of using kettlebells	2.1 Identify the benefits of kettlebell training 2.2 Explain how kettlebells can be used as a functional training tool 2.3 Describe the physiological adaptations to kettlebell training
3. Understand how to incorporate kettlebell lifts into an exercise programme	3.1 Explain the resistance training progression pyramid 3.2 Identify appropriate kettlebell lifts that could be integrated into and complement other typical resistance exercises within a session
4. Know the safety considerations for instructing a kettlebell session	4.1 Identify the safety considerations when instructing a kettlebell session 4.2 Identify contraindicated conditions with regards to kettlebell training 4.3 Identify the potential risks associated with kettlebell training
5. Be able to design a kettlebell programme	5.1 Plan a kettlebell exercise programme to include: <ul style="list-style-type: none"> <li>• Warm up</li> <li>• Main session</li> <li>• Cool down</li> </ul> 5.2 Select appropriate kettlebell lifts to achieve specific training objectives 5.3 Plan effective exercise order, timing and rest periods 5.4 Identify any adaptations or special arrangements due to equipment, facilities or the client 5.5 Record the exercise programme in an appropriate format
<b>Assessment</b>	Worksheet Session plan

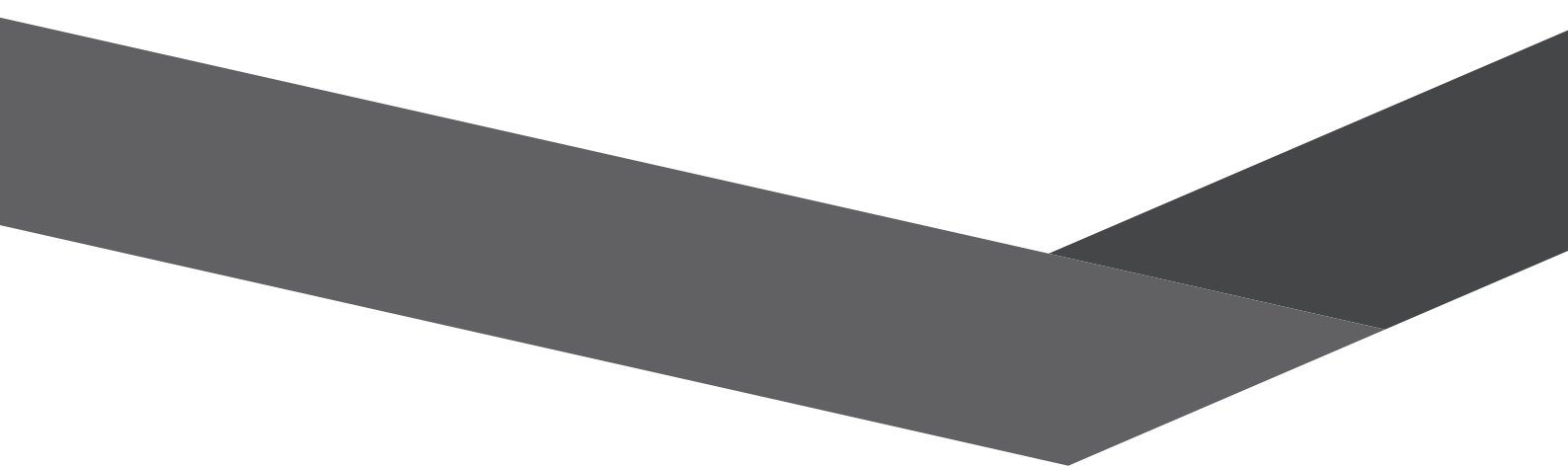
<b>Learning outcomes</b> <b>The learner will be able to:</b>	<b>Assessment Criteria</b> <b>The learner can:</b>
1. Be able to prepare for a kettlebell exercise session	1.1 Prepare self to instruct a kettlebell session 1.2 Select appropriate equipment for the training session 1.3 Prepare the environment and equipment appropriately to meet the client's needs
2. Be able to instruct a kettlebell exercise session	2.1 Introduce the session setting out the aims and objectives 2.2 Demonstrate kettlebell exercises correctly and in a time efficient manner 2.3 Instruct a safe and effective session 2.4 Identify alternative exercises where appropriate 2.5 Provide clear and concise explanations for each kettlebell lift and exercise 2.6 Move around the client to observe, offer feedback and correct performance, technique and posture where appropriate
3. Be able to demonstrate a range of communication skills	3.1 Use effective verbal and non-verbal communication skills 3.2 Apply positive motivational feedback to improve clients performance
4. Be able to evaluate a kettlebell exercise session	4.1 Give feedback to the client on their performance 4.2 Gain feedback from the client 4.3 Evaluate the effectiveness of the session and own performance 4.4 Record an action plan for improvement
<b>Assessment</b>	Formative observed session Session self-evaluation

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