



Qualification
Specification

Active IQ Level 2 Technical Specialist in Instructing Kettlebell Training (Award)

Qualification
Accreditation Number:
610/4550/0
Version AIQ006710

Active iQ

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Introduction

The Active IQ Level 2 Technical Specialist in Instructing Kettlebell Training (Award) is at level 2 on the Regulated Qualifications Framework (RQF). This qualification has been approved by IfATE, Ofqual and DfE to be recognised as an Additional Specialist Technical Qualification. This qualification builds on the outcomes within an occupational standard and enables an individual to specialise in an occupation having achieved the specialist qualification in addition to their attainment of outcomes set out in the standard.

Guided learning hours:	25	Total qualification time:	40
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Entry requirements:

- A suitable Level 2 fitness instructing qualification, for example:
 - Active IQ Level 2 Certificate in Gym Instructing.
 - Active IQ Level 2 Certificate in Group Training.
 - Active IQ Level 2 Certificate in Fitness Instructing.
- Some experience of kettlebell training may be useful.
- The course requires physical exertion and individual participation is essential, therefore a degree of physical fitness is necessary.
- There is 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:

- Learners aged 16+.
- Qualified fitness instructors wishing to widen their skills to offer kettlebell training.

Purpose

The purpose of this Additional Specialist Technical Qualification is to provide learners with an understanding of the legal and professional requirements of a kettlebell training instructor. Learners are provided with an understanding of the key concepts of kettlebell training. Learners are also provided with the knowledge and skills to be able to plan, prepare and deliver safe and effective one-to-one kettlebell training sessions, and group kettlebell sessions.

This qualification includes the essential knowledge and skills that are needed to meet the requirements of the physical activity sector's minimum standards for deployment.

Learners who achieve this qualification will:

Understand:

- Legal and professional requirements for delivering kettlebell training.
- Skills, motivations and behaviours needed when delivering kettlebell training.
- Principles of training related to performing kettlebell exercises.
- How technology can be used in kettlebell training sessions.
- Safety considerations when instructing a kettlebell training session.
- How to clean and maintain kettlebell training equipment.

Have demonstrated:

- How to plan a safe and effective one-to-one kettlebell training session.
- How to plan a safe and effective group kettlebell training session.
- How to prepare clients and the training environment for a kettlebell session.
- How to deliver a safe and effective one-to-one kettlebell training session.
- How to deliver a safe and effective group kettlebell training session.
- How to evaluate own practice.

Progression

This qualification provides progression to:

- Active IQ Level 2 Technical Specialist in Instructing Circuit Training (Award).
- Active IQ Level 2 Technical Specialist in Instructing Studio Cycling (Award).
- Active IQ Level 3 Technical Occupational Entry in Personal Training (Diploma).
- Active IQ Level 3 Technical Specialist in Sports Massage Therapy (Diploma).
- Apprenticeship in Personal Training.

Links to National Standards

There are links to:

- The Leisure Team Member Apprenticeship standard (ST0390).
- The Community Activator Coach Apprenticeship standard (ST0478).
- The Chartered Institute for the Management of Sport and Physical Activity (CIMSPA) Learning and Development Requirements (LDR).

Occupational competence statements for tutors, assessors and internal verifiers

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

Required criteria

All tutors, assessors and internal 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 continuing professional development during the last two years (this may be discipline-/context-specific or relevant to tutoring assessing or quality assurance).

Tutors and assessors

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

The following are acceptable:

- Level 3 Award in Education and Training.
- Level 4 Certificate in Education and Training.
- Level 5 Diploma in Education and Training.
- Certificate in Education (including professional and postgraduate).
- Qualified Teaching and Learning Skills.

Assessors

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

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

Internal verifiers

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.
- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice.
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice.
- 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) has been achieved.

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Qualification structure

Learners must complete the mandatory unit.

Unit	Unit accreditation number	Level	GLH	TQT	
1	Planning and instructing kettlebell training	H/650/8803	2	25	40

Assessment Design

The assessments for the Active IQ Level 2 Technical Specialist in Instructing Kettlebell Training (Award) have been designed to ensure they are valid, fit for purpose and meet the requirements of a technical specialist qualification. We have focused on the reliability and validity of the assessments, to ensure that a learner who successfully completes this qualification is well placed to secure employment in roles related to this standard.

The assessments for this Additional Specialist Technical Qualification consist of the following:

Assessment	Assessment component title	Assessment method	Unit
1	Legal and professional requirements for kettlebells	Knowledge assessment	Unit 1: Planning and instructing kettlebell training
2	Skills, motivation, behaviours and principles of kettlebell training		
3	The use of technology and maintenance considerations in kettlebells		
4	Planning a safe and effective one-to-one kettlebell training session	Assignment	
5	Instructing a safe and effective one-to-one kettlebell training session	Observation and questioning	
6	Planning a safe and effective group kettlebell training session	Assignment	
7	Instructing a safe and effective group kettlebell training session	Observation and questioning	
8	Evaluating own practice	Assignment	

Assessment methods

The following lists the assessment methods used in this qualification, with a description of how they are intended to work.

- **Knowledge assessment**

The knowledge assessments use a range of different question types to assess the learner's cognitive abilities, retention of knowledge and factual recall. The different types of questions include multiple choice, short questions, drag and drop into text and scenario-/video-based questions and answers. The different question types give learners an opportunity to demonstrate achievement in a range of different contexts, allowing learners to apply their knowledge in real-life scenarios linked to the qualification's purpose. Each knowledge assessment has a minimum pass mark of 70%.

- **Assignment**

These assessments use clearly constructed briefs/tasks and associated marking schemes to assess learners' cognitive abilities and/or practical competencies.

This assessment method allows learners to demonstrate problem solving, analytical, research and planning skills. Each assignment has a minimum pass mark of 80% against a pre-set mark scheme.

- **Observation and questioning**

An observation assesses the learner's competence, skills and behaviour through the application of knowledge. This assessment method will also provide an opportunity for the learner to be assessed holistically across the standard.

The focus of the questioning will be on the knowledge, skills and behaviours that are assessed within the observation and in particular on criteria that the learner was unable to demonstrate competence in due to them not occurring naturally. Questions may also be on criteria that have been partially demonstrated during the observation. The purpose of the questions and answers session is not to re-assess criteria that the learner did not achieve as a result of not being competent.

The performance observed and responses to questions will be assessed holistically as part of this assessment method. This assessment is a valid way to assess the learner's knowledge, skills and behaviours in a real-life context, and suitably prepares the learner for the role and demands of a technical specialist in instructing kettlebell. Observations are either pass or refer against set criteria.

Grading

To achieve this qualification, learners must achieve a pass in all of the assessments.

The overall grade for this qualification is **Pass/Refer**.

Unit 1 H/650/8803 **Level: 2** **GLH: 25** **TQT: 40**
Unit Title: Planning and instructing kettlebell training

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>
1. Understand the legal and professional requirements for delivering kettlebell training	1.1 Describe the legal and ethical responsibilities of a kettlebell instructor 1.2 Explain the professional insurance requirements for a kettlebell instructor 1.3 Outline the health and safety requirements related to facilities being used for kettlebell instruction 1.4 Explain the ‘duty of care’ related to the health and safety of self and others during kettlebell training 1.5 Explain potential licensing requirements for a kettlebell instructor, for example, music usage rights	Legal and ethical responsibilities may include: <ul style="list-style-type: none"> • Client screening • Recording personal details • Record-keeping • Client confidentiality
2. Understand the skills, motivations and behaviours needed for delivering kettlebell training	2.1 Identify the primary instructional skills needed for kettlebell training 2.2 Identify ways that an instructor can help each participant have a positive exercise experience 2.3 Identify ways that an instructor can encourage social interaction, peer support, and inclusion when delivering kettlebell training within a group environment	Instructional skills to include: <ul style="list-style-type: none"> • Skilled exercise technique • Strong communication skills • Highly observant Positive exercise experience may include: <ul style="list-style-type: none"> • Building rapport • Motivation and engagement • Effective communication skills

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>
3. Understand the principles of training related to performing kettlebell exercises	3.1 Describe the structure of a kettlebell 3.2 Identify the benefits of kettlebell training 3.3 Describe how the primary principles of fitness training relate to kettlebell exercise 3.4 Explain how kettlebells may contribute towards a functional training objective/routine 3.5 Explain how kettlebell training differs from typical gym-based free weight exercises 3.6 Identify methods for monitoring exercise intensity during a kettlebell training session	Principles of fitness may include: <ul style="list-style-type: none"> • Specificity • Overload • Progression • Adaptation • Reversibility Functional training may include: <ul style="list-style-type: none"> • Developing repetitive explosiveness • Rapid acceleration and deceleration of load • Recycling of movement momentum • Emphasis on whole body, compound movements
4. Understand how technology can be used in kettlebell training sessions	4.1 Explain how technology may assist clients to improve their activity levels and habits 4.2 Describe ways that fitness professionals can interact and engage with their kettlebell training clients, using current technology, including online and on-demand sessions 4.3 Explain how to monitor and promote safe exercise technique when delivering online sessions	Technology may include: <ul style="list-style-type: none"> • Monitoring heart rate during exercise • Smart-phone exercise applications • Wearable fitness-tracking technology

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>
5. Understand the safety considerations when instructing a kettlebell training session	5.1 Identify the safety considerations relating to kettlebell training 5.2 Identify a range of potential hazards that may exist within a typical kettlebell training environment 5.3 Describe how to manage potential hazards within the training environment and reduce the risk they impose 5.4 Explain the need for sufficient space to perform dynamic kettlebell exercises safely with awareness of the primary direction of movement and momentum 5.5 Identify a range of contraindications to kettlebell training that may prevent participation and require medical guidance	Safety considerations may include: <ul style="list-style-type: none"> • Verbal screening prior to exercise • Contra-indicated conditions • Equipment set-up and positioning • Ability to perform the exercise technique • Risk of impact to self, others, and the surroundings • Speed and direction of movement • Weight selection matched to strength and ability
6. Understand how to clean and maintain kettlebell training equipment	6.1 Describe the checks required to ensure the safety and cleanliness of kettlebell training equipment 6.2 Explain how to safely store and maintain kettlebell training equipment	

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>
7. Be able to plan a safe and effective one-to-one kettlebell training session	7.1 Select an appropriate kettlebell training space within a typical fitness environment 7.2 Plan a safe and effective one-to-one kettlebell training session to specifically target the clients' current goals 7.3 Incorporate varied components of fitness that help create and develop an appropriate training stimulus 7.4 Include a range of kettlebell-specific exercises 7.5 Include other non-specific exercises that simply use the kettlebell as an alternative free weight 7.6 Identify the different types of training where kettlebell exercises will integrate effectively 7.7 Plan adaptations to regress or progress the exercises in accordance with client ability and performance 7.8 Plan kettlebell exercise as an individual component within a larger, varied training session 7.9 Record the session plan using an appropriate format	One-to-one kettlebell training session to include: <ul style="list-style-type: none"> • Client-matched exercises and workout order • Target muscle groups/movements • Exercise sets, repetitions, and rest periods • Training frequency, intensity, and volume

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>
<p>8. Be able to plan a safe and effective group kettlebell training session</p>	<p>8.1 Carry out a risk assessment on the chosen kettlebell group training environment</p> <p>8.2 Plan a safe and effective group kettlebell training session to meet the varied needs of a range of clients exercising simultaneously</p> <p>8.3 Include a range of kettlebell-specific exercises</p> <p>8.4 Include other appropriate exercises to complement the training session objectives</p> <p>8.5 Plan exercise alternatives or adaptations to regress or progress an exercise in accordance with client needs and abilities</p> <p>8.6 Select appropriate music for the session</p> <p>8.7 Record the group training session and music plan using an appropriate format</p>	<p>Group kettlebell training session to include:</p> <ul style="list-style-type: none"> • Determine the session aims and objectives • Maximum session numbers within the space needed to perform kettlebell exercise safely • Exercises matched to the session objective(s) • Target muscle groups/movements • Exercise sets, repetitions, and rest periods • Exercise volume and intensity • Exercise order and routine aligned with the musical selections • Session timings <p>Select appropriate music to consider these factors:</p> <ul style="list-style-type: none"> • Intended atmosphere • Motivation level needed • Speed of track • Music genre • Lyrics

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>
9. Be able to prepare clients and the training environment for a kettlebell session	9.1 Use appropriate methods and communication skills 9.2 Provide appropriate advice and guidance in response to information gathered 9.3 Explain the appropriate health and safety considerations 9.4 Describe the importance of physical warm-up and preparation of the body for a kettlebell training session	Appropriate methods and communication may include: <ul style="list-style-type: none"> • Greet and welcome clients • Build rapport • Gather client information and determine readiness to exercise Advice and guidance may include: <ul style="list-style-type: none"> • When to signpost to a medical professional • When to defer training • When to allow participation in training to proceed Health and safety to include: <ul style="list-style-type: none"> • Safe and appropriate use of kettlebell training equipment • Safe training set up and layout • Sufficient kettlebell swing space e.g. staggered participant positions during a group class • Awareness of other exercise participants • Water for hydration • Towel (to dry) or chalk to enhance kettlebell grip

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>
10. Be able to deliver a safe and effective one-to-one kettlebell training session	10.1 Use appropriate instructional/coaching methods to optimise the performance of the client 10.2 Use effective communication skills to support and enhance instructional/coaching methods 10.3 Instruct a safe and effective warm-up 10.4 Instruct a safe and effective main session 10.5 Instruct a safe and effective cool-down 10.6 Monitor and sustain appropriate exercise intensity throughout the session 10.7 Instruct kettlebell exercises in a cumulative, progressive manner aligned with exercise complexity 10.8 Monitor exercise safety, including prompt exercise technique correction to reduce injury risk 10.9 Adapt or modify exercises, as appropriate, to accommodate clients' needs 10.10 Respond accurately/appropriately to clients' questions 10.11 Provide positive and constructive feedback to the client regarding their performance	One-to-one instructional/coaching methods to include: <ul style="list-style-type: none"> • Exercise explanation • Memorable coaching points • Exercise demonstration • Observation of client performance • Cueing client movement • Positive correction • Exercise adaptation • Praise and encouragement Effective communication skills to include: <ul style="list-style-type: none"> • Appropriate eye contact • Efficient, clear verbal direction • Body language to enhance verbal explanation • Effective use of voice, to include: <ul style="list-style-type: none"> • Adjustment of tone and pitch • Variation in volume • Use of silence/no vocals

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>
11. Be able to deliver a safe and effective group kettlebell training session	11.1 Use appropriate instructional/coaching methods to support the performance of the group 11.2 Use a headset microphone , where available 11.3 Instruct a safe and effective group kettlebell session 11.4 Monitor and sustain group exercise intensity 11.5 Monitor and maintain group exercise safety 11.6 Provide positive and constructive feedback to the class and individuals regarding their performance	Group instructional/coaching methods to include: <ul style="list-style-type: none"> • Exercise demonstration and explanation adapted for group instruction • Observation of group exercise performance • Positive technique correction of group or individuals, when needed • Adaptation of session plan/exercises • Group praise and encouragement • Management of session timings Headset microphone may include: <ul style="list-style-type: none"> • Optimal audio set-up • Management of voice projection • Appropriate use of volume
12. Be able to evaluate own practice	12.1 Gather client feedback to review and evaluate the kettlebell training session structure 12.2 Identify ways to improve session structure to better meet client/group needs in future sessions 12.3 Evaluate the instructional and communication skills used to train the client/group 12.4 Identify ways to improve instruction and communication in future sessions 12.5 Evaluate the overall safety of the exercise session	
Assessment	Knowledge assessments Assignments Observations and questioning	

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Active

Quorum Park
Q6 Benton Lane
Newcastle upon Tyne
NE12 8BT



T 01480 467 950
F 01480 456 283
info@activeiq.co.uk
www.activeiq.co.uk



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