



Qualification
Guidance

Active IQ Level 2 Award in Instructing Kettlebells

Qualification
Accreditation Number:
603/6735/0
Version AIQ005887

Active iQ

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Active IQ Level 2 Award in Instructing Kettlebells

Qualification accreditation number: 603/6735/0

Introduction

The Active IQ Level 2 Award in Instructing Kettlebells is at Level 2 on the Regulated Qualifications Framework (RQF).

Guided learning hours:	14	Total qualification time:	25
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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 is 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 1.

Qualification outline

Target learners:

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

Purpose

The purpose of this qualification is to provide learners with an understanding of the legal and professional requirements of a group kettlebell instructor. Learners are provided with an understanding of the key concepts of kettlebell training and how technology can be used in kettlebell sessions. Learners are also provided with the knowledge and skills to be able to plan, prepare and deliver safe and effective group kettlebell training sessions.

Progression

This qualification provides progression on to:

- Active IQ Level 2 Award in Instructing Studio Cycling.
- Active IQ Level 2 Award in Instructing Circuit Sessions.
- Active IQ Level 2 Certificate in Group Training.
- Active IQ Level 3 Diploma in Personal Training.
- Apprenticeships within the active leisure sector.

Links to National Standards

The qualification is underpinned by the overarching professional standards for:

- Group Training.

Occupational competence statements for tutoring, assessing and internally verifying

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 one mandatory unit.

Mandatory units

	Unit	Unit accreditation number	Level	GLH	TQT
1	Planning and instructing kettlebell sessions	T/618/3443	2	14	25

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>1. Understand the legal and professional requirements for group kettlebell sessions</p>	<p>1.1 Describe the legal and ethical responsibilities of a kettlebell instructor, to include:</p> <ul style="list-style-type: none"> • Screening • Recording information • Record-keeping • Client confidentiality <p>1.2 Explain the personal insurance requirements of a kettlebell instructor</p> <p>1.3 Outline the health, safety and insurance requirements when hiring venues or facilities</p> <p>1.4 Explain the term ‘duty of care’ relating to the health and safety of self and others</p> <p>1.5 Explain the licensing requirements of a kettlebell instructor, for example, music brands</p>
<p>2. Understand the skills, motivations and behaviours needed when delivering to groups</p>	<p>2.1 Identify ways that an instructor can help customers have a positive exercise experience, to include:</p> <ul style="list-style-type: none"> • Building a rapport • Motivation and enthusiasm • Communication skills <p>2.2 Identify ways that an instructor can build social support and inclusion within a group environment</p>
<p>3. Understand the principles of training for kettlebell training</p>	<p>3.1 Describe the structure of a kettlebell</p> <p>3.2 Identify the benefits of kettlebell training for clients</p> <p>3.3 Explain how kettlebell training can be used as a functional training tool</p> <p>3.4 Identify the physiological adaptations to kettlebell training</p> <p>3.5 Explain how to monitor intensity during the kettlebell training session</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
4. Understand how technology can be used in kettlebell training sessions	4.1 Explain how technology can help clients to increase their activity levels, for example: <ul style="list-style-type: none"> • Heart-rate monitors • Mobile-phone applications • Wearable technology 4.2 Explain how technology can help clients stay motivated and focussed to help them achieve their goals 4.3 Describe ways that fitness professionals can engage with their clients, using current technology, to include online and on-demand sessions
5. Understand the safety considerations when instructing a kettlebell training session	5.1 Identify the safety considerations relating to kettlebell training, to include: <ul style="list-style-type: none"> • Verbal screening • Contra-indicated conditions • Equipment layout • Exercise technique 5.2 Explain how to monitor and promote safe exercise technique when delivering online sessions 5.3 Identify the common hazards that may occur in a kettlebell training environment 5.4 Describe how to deal with common hazards and manage risk in the kettlebell training environment
6. Understand how to clean and maintain portable equipment	6.1 Describe the appropriate checks required to ensure the safety and cleanliness of equipment 6.2 Explain the importance of the safe storage and maintenance of the equipment
7. Be able to plan a safe and effective group kettlebell training session	7.1 Carry out a risk assessment on the chosen environment 7.2 Plan a safe and effective group kettlebell training session to meet clients' needs and incorporate different components of fitness 7.3 Instruct a range of exercises that are specific to kettlebells 7.4 Plan adaptations and modifications to regress, progress and accommodate different clients' needs 7.5 Select appropriate music for the session, for example: <ul style="list-style-type: none"> • Atmosphere • Motivation • Speed • Genre • Lyrics • Background 7.6 Record the session plan using an appropriate format

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>8. Be able to prepare clients for a kettlebell training session</p>	<p>8.1 Use appropriate techniques and communication skills to:</p> <ul style="list-style-type: none"> • Greet clients • Build a rapport • Gather information and check readiness to exercise <p>8.2 Provide appropriate advice and guidance in response to information gathered, to include:</p> <ul style="list-style-type: none"> • When to signpost to a medical professional • When to defer • When to allow participation <p>8.3 Explain the appropriate health and safety considerations, to include:</p> <ul style="list-style-type: none"> • Safe equipment use • Safe layout • Other participants • Water • Towel <p>8.4 Demonstrate the correct exercise technique for each of the kettlebell lifts to be used in the session</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>9. Be able to deliver a safe and effective group kettlebell training session</p>	<p>9.1 Use appropriate instructional and coaching methods to support clients' performance, to include:</p> <ul style="list-style-type: none"> • Demonstration • Explanation • Observation • Eye contact • Body language • Correction • Adaptation • Coaching points • Cueing • Visualisation • Praise and encouragement • Use of voice, to include: <ul style="list-style-type: none"> • Tone • Pitch • Variation in volume • Use of silence/no vocals <p>9.2 Use appropriate music for components, for example, genre, speed, volume</p> <p>9.3 Use a head mic, where appropriate, to include:</p> <ul style="list-style-type: none"> • Correct set-up • Management of voice projection • Use of appropriate volume <p>9.4 Instruct a safe and effective warm-up</p> <p>9.5 Instruct a safe and effective main section</p> <p>9.6 Instruct a safe and effective cool-down component</p> <p>9.7 Monitor exercise intensity</p> <p>9.8 Monitor exercise safety</p> <p>9.9 Adapt or modify exercises, as appropriate, to accommodate clients' needs</p> <p>9.10 Respond accurately/appropriately to clients' questions</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
10. Be able to evaluate own practice	10.1 Gather feedback from clients to review and evaluate practice 10.2 Evaluate the safety and effectiveness of session structure, selected exercises and equipment for meeting clients' needs 10.3 Evaluate the effectiveness of instructional and coaching skills in meeting clients' needs 10.4 Evaluate the effectiveness of communication in meeting clients' needs 10.5 Identify ways to improve instructional and coaching skills and communication 10.6 Identify ways to improve session content for meeting clients' needs
Assessment	Worksheet Session plan Observation Self-evaluation

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