NCFE Active IQ Level 2 Award in Instructing Kettlebell Training
QN: 610/5182/2



Qualification Specification

Qualification summary

Qualification title	**NCFE Active IQ Level 2 Award in Instructing Kettlebell Training**
Ofqual qualification number (QN)	610/5182/2
Guided learning hours (GLH)	24
Total qualification time (TQT)	36
Minimum age	16
Qualification purpose	The purpose of this 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.
Grading	Achieved/not yet achieved.
Assessment method	Internally assessed and externally quality assured portfolio of evidence.
Work/industry placement experience	Work/industry placement experience is not required.
Apprenticeship standards	This qualification is mapped against the following apprenticeship standards: ST0390: Leisure Team Member Apprenticeship standard ST0478: Community Activator Coach Apprenticeship standard
Endorsement	This qualification is endorsed by CIMSPA (Chartered Institute for the Management of Sport and Physical Activity). CIMSPA Endorsed 10 CIMSPA CPD POINTS
Performance points	Please check the performance points data produced by the Department for Education (DfE) and available online.
Regulation information	This is a regulated qualification. The regulated number for this qualification is 610/5182/2.

Funding	This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.

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Section 1: introduction

Centres must ensure they are using the most recent version of the Qualification Specification on the NCFE website.

Aims and objectives

This qualification aims to:

- focus on the study of instructing kettlebell training
- offer breadth and depth of study, incorporating a key core of knowledge
- provide opportunities to acquire a number of practical and technical skills.

Support Handbook

This Qualification Specification must be used alongside the mandatory Support Handbook, which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This Qualification Specification contains all the qualification-specific information you will need that is not covered in the Support Handbook.

Guidance for entry and registration

This qualification is designed for qualified fitness instructors wishing to widen their skills to offer kettlebell training.

Registration is at the discretion of the centre in accordance with equality legislation and should be made on the NCFE Portal.

Learners wishing to undertake this qualification should have achieved a suitable level 2 fitness instructing qualification, for example gym instructing, group training or fitness instructing. Some experience of kettlebell training may also 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.

Centres are responsible for ensuring that all learners are capable of achieving the unit and learning outcomes (LOs) and complying with the relevant literacy, numeracy, and health and safety requirements.

Learners registered on this qualification should not undertake another qualification at the same level, or with the same/a similar title, as duplication of learning may affect funding eligibility.

Achieving this qualification

To be awarded this qualification, learners are required to successfully achieve **1** mandatory unit.

Please refer to the list of units in appendix A for further information.

To achieve this qualification, learners must successfully demonstrate their achievement of all LOs of the units as detailed in this Qualification Specification.

Progression

Learners who achieve this qualification could progress to the following:

- employment:
  - kettlebell instructor
- further education:
  - Level 2 Award in Instructing Circuit Training
  - Level 2 Award in Instructing Studio Cycling Sessions
  - Level 3 Diploma in Personal Training
  - Level 3 Diploma in Sports Massage Therapy
  - apprenticeship in personal training.

Resource requirements

There are no mandatory resource requirements for this qualification, but centres must ensure learners have access to suitable resources to enable them to cover all the appropriate LOs.

Realistic work environment (RWE) requirement/recommendation

The assessment of competence-based criteria should ideally be conducted within the workplace. However, in instances where this is not feasible, learners can be assessed in a realistic work environment (RWE) designed to replicate real work settings.

It is essential for organisations utilising an RWE to ensure it accurately reflects current and authentic work environments. By doing so, employers can be confident that competence demonstrated by a learner in an RWE will be translated into successful performance in employment.

In establishing an RWE, the following factors should be considered.

The work situation being represented is relevant to the competence requirements being assessed:

- the work situation should closely resemble the relevant setting
- equipment and resources that replicate the work situation must be current and available for use to ensure that assessment requirements can be met
- time constraints, resource access and information availability should mirror real conditions.

The learner's work activities reflect those found in the work environment being represented, for example:

- interaction with colleagues and others should reflect expected communication approaches
- tasks performed must be completed to an acceptable timescale
- learners must be able to achieve a realistic volume of work as would be expected in the work situation being represented
- learners operate professionally with clear understanding of their work activities and responsibilities
- feedback from colleagues and others (for example, customers or service users) is maintained and acted upon

- account must be taken of any legislation, regulations or standard procedures that would be followed in the workplace.

How the qualification is assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

This qualification is internally assessed and externally quality assured.

The assessment consists of one component:

- an internally assessed portfolio of evidence, which is assessed by centre staff and externally quality assured by NCFE (internal quality assurance must still be completed by the centre as usual).

Learners must be successful in this component to gain the Level 2 Award in Instructing Kettlebell Training.

Learners who are not successful can resubmit work within the registration period; however, a charge may apply in cases where additional external quality assurance visits are required.

Unless otherwise stated in this Qualification Specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

Internal assessment

Each learner must create a portfolio of evidence generated from appropriate assessment tasks to demonstrate achievement of all the LOs associated with each unit. On completion of each unit, learners must declare that the work produced is their own and the assessor must countersign this.

If a centre needs to create their own internal assessment tasks, there are four essential elements in the production of successful centre-based assessment tasks; these are:

- ensuring the assessment tasks are meaningful with clear, assessable outcomes
- appropriate coverage of the content, LOs or assessment criteria (AC)
- having a valid and engaging context or scenario
- including sufficient opportunities for stretch and challenge for higher attainers.

Section 2: unit content and assessment guidance

This section provides details of the structure and content of this qualification, including grading, level and guided learning hours (GLH).

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes (LOs) are covered, and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact your external quality assurer (EQA).

The explanation of terms explains how the terms used in the unit content are applied to this qualification. This can be found in Section 3.

Unit 01 Planning and instructing kettlebell training (D/651/4237)

Assessment			
Internally assessed and externally quality assured portfolio of evidence.			
Mandatory	**Achieved/not yet achieved**	**Level 2**	**24 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Know the legal and professional requirements for delivering kettlebell training	1.1 Identify the **legal and ethical responsibilities** of a kettlebell instructor
	1.2 Identify the **personal insurance requirements** for a kettlebell instructor
	1.3 Identify the **health, safety and insurance requirements** when hiring venues and facilities
	1.4 Describe the term 'duty of care' relating to the health and safety of self and others
	1.5 Identify the **licensing requirements** for a kettlebell instructor
2. Know the skills, motivations and behaviours needed for delivering kettlebell training	2.1 Identify ways that an instructor can help clients have a **positive exercise experience**
	2.2 Identify ways that an instructor can **build social support and inclusion** within a kettlebell training environment
	2.3 Describe the **physical abilities and coaching skills** that are beneficial for delivering kettlebell training
3. Know the principles of training related to performing kettlebell exercises	3.1 Identify **the structure of a kettlebell**
	3.2 Identify the **benefits of kettlebell training**
	3.3 Describe how the **primary principles of fitness** relate to kettlebell training
	3.4 Describe how kettlebells may contribute towards a **functional training objective**
	3.5 Identify methods for **monitoring exercise intensity** during a kettlebell training session
4. Know how technology can be used in kettlebell training sessions	4.1 Identify how **technology** may assist clients to improve their activity levels
	4.2 Describe **how technology can enhance client motivation and focus** to help them achieve their goals
	4.3 Identify **ways that fitness professionals can engage with their clients**, using current technology, including online and on-demand sessions
	4.4 Identify how to **monitor and promote safe exercise technique** when delivering online sessions
5. Know the safety considerations when instructing a kettlebell training session	5.1 Describe the **safety considerations** relating to kettlebell training
	5.2 Identify the **potential hazards** that may occur within a kettlebell training environment
	5.3 Describe **how to manage common hazards and manage risk** within the kettlebell training environment
	5.4 Describe 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

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
6. Know how to clean and maintain kettlebell training equipment	6.1 Identify the **checks** required to ensure the safety and cleanliness of kettlebell training equipment
	6.2 Describe the importance of **safe storage and maintenance of kettlebell training equipment**
7. Be able to plan a safe and effective one-to-one kettlebell training session	7.1 Carry out a risk assessment on the chosen kettlebell training environment
	7.2 **Plan a safe and effective one-to-one kettlebell training session** to specifically target the clients' current goals
	7.3 Incorporate **different components of fitness** that are appropriate to the intended training stimulus
	7.4 Include a range of **kettlebell-specific exercises**
	7.5 Include other **non-specific exercises** that use the kettlebell as an alternative free weight and complement training session objectives
	7.6 Plan **exercise alternatives or adaptations** to regress or progress the exercises in accordance with client ability and performance
	7.7 Record the session plan using an appropriate format
8. Be able to plan a safe and effective group kettlebell training session	8.1 Carry out a risk assessment on the chosen kettlebell group training environment
	8.2 **Plan a safe and effective group kettlebell training session** to meet the varied needs of a range of clients
	8.3 Include a range of **kettlebell-specific exercises**
	8.4 Include other **non-specific exercises** that use the kettlebell as an alternative free weight and complement training session objectives
	8.5 Plan **exercise alternatives or adaptations** to regress or progress an exercise in accordance with client needs and abilities
	8.6 Select **appropriate music** for the session
	8.7 Record the session plan using an appropriate format
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 Demonstrate the **correct exercise technique** for each of the planned exercises and the correct use of equipment
10. Be able to deliver a safe and effective one-to-one kettlebell training session	10.1 Use appropriate **instructional/coaching methods** to support clients' performance
	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 Monitor and maintain **exercise safety**
	10.8 **Adapt or modify exercises**, as appropriate, to accommodate clients' needs
	10.9 **Respond accurately/appropriately to clients' questions**

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
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 appropriate **voice projection of instruction/coaching** to the whole group
	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**
12. Be able to evaluate own practice	12.1 Gather **client feedback** to review and evaluate the kettlebell training session structure
	12.2 **Evaluate the safety and effectiveness of session structure, selected kettlebell exercises and equipment** for meeting clients' needs
	12.3 **Evaluate the effectiveness of instructional and communication skills** in meeting client/group needs
	12.4 Identify **ways to improve instruction and communication** in future sessions
	12.5 Identify **ways to improve session content** for meeting client/group needs

Range

1. Know the legal and professional requirements for delivering kettlebell training

1.1 Legal and ethical responsibilities must include:

- screening
- recording information
- record keeping
- client confidentiality.

1.2 Personal insurance requirements must include:

- public liability insurance
- personal liability insurance
- professional indemnity insurance
- business equipment insurance.

1.3 Health, safety and insurance requirements must include:

- health and safety policy
- emergency procedures
- first aid arrangements
- risk assessment
- reporting hazards
- reporting accidents/incidents
- proof of insurance
- qualifications and professional membership.

1.5 Licensing requirements must include:

Range
• PRS for Music • PPL • branded programme licensing.
2. Know the skills, motivations and behaviours needed for delivering kettlebell training
2.1 Positive exercise experience may include: • building rapport • motivation and enthusiasm • positive communication • professionalism • punctuality and reliability • encouragement • organisation • positive body language. Learners must identify a minimum of five ways. **2.2 Build social support and inclusion** may include: • welcoming new participants • positive group interaction • inclusive communication • equality and diversity • encouragement and support • social engagement opportunities. Learners must identify a minimum of five. **2.3 Physical abilities and coaching skills** must include: • sufficient level of fitness • good movement awareness • broad exercise technique knowledge • group training management • structured and organised • motivational and encouraging.
3. Know the principles of training related to performing kettlebell exercises
3.1 The structure of a kettlebell must include: • handle • horns • bell. **3.2 Benefits of kettlebell training** must include: • muscular strength • muscular endurance • cardiovascular fitness • hypertrophy

Range

- power
- flexibility
- exercise variety
- motivation and enjoyment.

3.3 Primary principles of fitness must include:

- specificity
- overload
- progression
- reversibility
- adaptation.

3.4 Functional training objectives may include:

- balance
- co-ordination
- movement efficiency
- posture
- acceleration and deceleration of load
- movement momentum.

3.5 Monitoring exercise intensity must include:

- observation
- talk test
- rate of perceived exertion (RPE)
- heart rate monitoring.

4. Know how technology can be used in kettlebell training sessions

4.1 Technology must include:

- heart rate monitor
- smart-phone exercise applications
- wearable fitness-tracking technology.

4.2 How technology can enhance client motivation and focus must include:

- performance feedback
- goal tracking
- leaderboards/challenges
- progress monitoring.

4.3 Ways that fitness professionals can engage with their clients must include:

- in-person
- digital remote sessions (for example, live-stream sessions, exercise apps).

4.4 Monitor and promote safe exercise technique must include:

Range
• clear demonstrations • verbal coaching cues • observation of movement • suitable exercise space • equipment safety • appropriate camera positioning.
5. Know the safety considerations when instructing a kettlebell training session
5.1 Safety considerations must include: • participant screening • safe exercise technique • equipment checks • suitable exercise space • hydration • supervision levels • environmental conditions • speed and direction of movement • weight selection. **5.2 Potential hazards** that may occur may include: • slips, trips and falls • overcrowding • damaged equipment • poor technique • insufficient space • unsafe equipment storage. Learners must cover a minimum of five hazards. **5.3 How to manage common hazards and manage risk** must include: • removing hazards • adapting exercises • repositioning equipment • reducing participant numbers • reporting faults • conducting risk assessments. **5.4 Sufficient space to perform dynamic kettlebell exercises safely** must include awareness of: • primary direction of movement • movement momentum • acceleration and deceleration of load • set up and layout of session • surrounding participants • exercise range of movement • equipment positioning.

Range
5.5 Contraindications must include: • musculoskeletal injuries • joint instability • uncontrolled hypertension • pregnancy • balance or dizziness issues • acute pain.
6. Know how to clean and maintain kettlebell training equipment
6.1 Checks must include: • cleanliness • stability • damage • wear and tear • storage suitability. **6.2 Safe storage and maintenance of kettlebell training equipment** must include: • correct storage • cleaning procedures • safe stacking • dry storage • reporting damaged equipment • regular maintenance.
7. Be able to plan a safe and effective one-to-one kettlebell training session
7.2 Plan a safe and effective one-to-one kettlebell training session must include: • session goals/objectives and timings • warm-up activities, including pulse raiser, mobilisation and kettlebell muscle activation • a minimum of five kettlebell-specific exercises • at least one non-specific kettlebell exercise • exercise selection, alternatives, adaptations and modifications (minimum of two adaptations or modifications and two alternatives) • appropriate exercise order and progression • sets, repetitions, kettlebell weight, intensity and rest periods • exercise technique points for each selected exercise (minimum of three) • cool-down activities, including CV cool-down and relevant flexibility exercises. **7.3 Different components of fitness** may include: • muscular strength • muscular endurance • cardiovascular • power • flexibility. **7.4 Kettlebell-specific exercises** may include:

Range

- swing
- clean
- press
- squat
- snatch
- Turkish get-up.

Learners must plan a minimum of five kettlebell-specific exercises.

7.5 Non-specific exercises may include:

- goblet squat
- lunge
- deadlift
- row
- shoulder press.

Learners must cover a minimum of one.

7.6 Exercise alternatives or adaptations may include:

- regression
- progression
- load adjustment
- tempo/speed adjustment
- alternative exercises
- range of movement
- lever length
- stability.

Learners must plan:

- one exercise regression
- one exercise progression
- two alternative exercises.

8. Be able to plan a safe and effective group kettlebell training session

8.2 Plan a safe and effective group kettlebell training session must include:

- session goals/objectives and timings
- warm-up activities, including pulse raiser, mobilisation and kettlebell muscle activation
- a minimum of three kettlebell-specific exercises
- one kettlebell exercise adaptation or modification
- one complementary non-kettlebell exercise
- appropriate exercise order and progression
- sets, repetitions, kettlebell weight, intensity and rest periods
- exercise technique points for each selected exercise (minimum of three)
- music tracks, tempo and duration appropriate to the session.

8.3 Kettlebell-specific exercises may include:

Range

- swing
- clean
- press
- squat
- snatch
- Turkish get-up.

Learners must plan a minimum of three kettlebell-specific exercises.

8.4 Non-specific exercises may include:

- goblet squat
- lunge
- deadlift
- row
- shoulder press.

Learners must plan a minimum of one non-specific kettlebell exercise.

8.5 Exercise alternatives or adaptations may include:

- regression
- progression
- load adjustment
- tempo/speed adjustment
- alternative exercises
- range of movement
- lever length
- stability.

Learners must plan a minimum of one exercise adaptation or modification.

8.6 Appropriate music must include consideration of:

- atmosphere
- clientele
- volume
- motivation
- component of class
- tempo/speed
- music
- lyrics
- background.

9. Be able to prepare clients and the training environment for a kettlebell session

9.1 Appropriate methods and communication skills must include:

- verbal instruction
- visual demonstration
- observation

Range

- questioning
- motivational cueing
- participant-friendly language.

9.2 Advice and guidance may include:

- signposting to a medical professional
- deferring training
- allowing participation in training to proceed
- exercise adaptations
- kettlebell weight selection.

9.3 Health and safety considerations must include:

- emergency procedures
- safe equipment use
- exercise space/layout
- hydration
- appropriate clothing and footwear
- participant spacing/swing space.

9.4 Correct exercise technique must include:

- exercise setup
- posture and alignment
- range of movement
- teaching/instruction points
- correct lifting technique
- breathing
- safe equipment use.

10. Be able to deliver a safe and effective one-to-one kettlebell training session

10.1 Instructional/coaching methods must include:

- explanation
- demonstration
- observation
- cueing
- coaching points
- reinforcement
- correction
- motivation/praise/encouragement
- regression and progression
- time management.

10.2 Effective communication skills must include:

- clear verbal communication
- appropriate tone/pitch/volume of voice
- positive body language

Range

- appropriate use of silence
- eye contact
- active listening.

10.3 Safe and effective warm-up must include:

- preparation of the exercise environment and management of potential risks
- participant readiness screening, including deferral/referral where required
- pulse raiser activity
- mobilisation activities
- muscle activator exercises
- appropriate intensity and timing
- clear instruction, demonstration and relevant coaching points
- monitoring and progression of warm-up intensity.

10.4 Safe and effective main session must include:

- explanation of the training format and exercise order
- demonstration of correct technique for all kettlebell-specific exercises
- safe organisation of the client and exercise positions
- appropriate observational and instructional positioning
- cueing, reinforcement and coaching points
- management of the training session
- individual motivation, praise and encouragement
- cumulative progression in relation to exercise complexity
- monitoring and adjustment of exercise intensity
- safe and effective overall session delivery.

Learners must cover a minimum of five exercises, including a minimum for four kettlebell-specific exercises and an option for a maximum of one non-specific kettlebell exercise.

Demonstration, observation, safety monitoring and intensity monitoring to be covered across all selected exercises.

10.5 Safe and effective cool-down must include:

- cardiovascular recovery activities
- flexibility/stretching activities
- appropriate pace and intensity
- clear instruction and demonstration
- relevant coaching points
- monitoring and reduction of intensity
- achievement of the intended cool-down purpose.

10.6 Exercise intensity may include:

- observation
- RPE
- talk test

Range

- heart rate monitoring
- movement quality.

Learners must cover a minimum of three.

10.7 Exercise safety must include:

- safe exercise technique
- spinal alignment
- appropriate kettlebell selection
- safe exercise space
- equipment safety
- participant fatigue
- prompt technique correction where required
- safe management of the training environment and equipment.

10.8 Adapt or modify exercises may include:

- regression
- progression
- exercise alternatives
- load adjustment
- work/rest adjustment
- tempo/speed adjustment
- range of movement
- lever length
- stability.

10.9 Respond accurately/appropriately to clients' questions must include:

- clear explanations
- safe exercise guidance.

Responses may include:

- exercise alternatives
- appropriate reassurance
- referral where appropriate.

Learners must provide a minimum of two additional responses.

11. Be able to deliver a safe and effective group kettlebell training session

11.1 Instructional/coaching methods must include:

- explanation
- demonstration
- observation
- correction
- use of coaching/instructing points
- cueing

Range

- motivation, praise and encouragement
- regression, progression and alternatives
- time management
- group management.

11.2 Voice projection of instruction/coaching may include:

- correct audio set-up
- clear communication
- appropriate volume and voice projection.

Learners must cover a minimum of two.

11.3 Safe and effective group kettlebell session must include:

- preparation of the exercise environment and management of potential risks
- explanation of relevant health and safety considerations
- explanation of the training format and exercise order
- clear verbal instruction for safe and effective kettlebell performance
- demonstration of correct technique for each kettlebell and non-specific kettlebell exercise
- assignment of participants to appropriate exercise positions
- management of the group training session
- monitoring of sets, repetitions and rest periods
- observation, cueing, reinforcement and correction of participant technique
- group and/or individual motivation, praise and encouragement
- correct observational and instructional positioning
- regression, progression, adaptation, modification or alternative routes where required
- monitoring and adjustment of group and individual exercise intensity
- cumulative progression in relation to exercise complexity
- positive and constructive feedback to the group
- opportunity for participants to give feedback, ask questions and receive answers.

Learners must cover a minimum of four exercises, including three kettlebell-specific exercises and one non-specific/complementary exercise.

Demonstration, observation, safety monitoring and intensity monitoring to be covered across all selected exercises.

11.4 Group exercise intensity may include:

- observation
- RPE
- talk test
- group pacing.

Learners must cover a minimum of three.

11.5 Group exercise safety must include:

Range
• safe exercise technique • safe exercise space, swing space and session layout • spinal alignment • participant spacing • equipment safety • monitoring fatigue • prompt group and/or individual technique correction • environmental safety • leaving the training environment and equipment in order.
12. Be able to evaluate own practice
12.1 Client feedback may include: • verbal feedback • questionnaires • surveys • informal discussion. **12.2 Evaluate the safety and effectiveness of session structure, selected kettlebell exercises and equipment** must include: • appropriateness for client needs • exercise safety • exercise effectiveness • suitability of equipment • exercise space and layout. **12.3 Evaluate the effectiveness of instructional and communication skills** must include: • instructional methods • coaching skills • communication skills. **12.4 Ways to improve instruction and communication** may include: • clearer demonstrations • improved coaching cues • improved observation skills • improved verbal communication • improved participant engagement. **12.5 Ways to improve session content** may include: • exercise selection • session flow • timing • exercise intensity • exercise adaptations.

NCFE assessment strategy

The key requirements of the assessment strategies or principles that relate to units in this qualification are summarised below.

The centre must ensure that individuals undertaking assessor or quality assurer roles within the centre conform to the assessment requirements for the unit they are assessing or quality assuring.

Knowledge LOs

- assessors will need to be both occupationally knowledgeable and qualified to make assessment decisions
- internal quality assurers (IQAs) will need to be both occupationally knowledgeable and qualified to make quality assurance decisions.

Competence/skills LOs

- assessors will need to be both occupationally competent and qualified to make assessment decisions
- IQAs will need to be both occupationally knowledgeable and qualified to make quality assurance decisions.

The centre with which the learners are registered will be responsible for making all assessment decisions. Assessors must be **contracted** to work directly with the centre, contributing to all aspects of standardisation. The centre must ensure a process of training is followed, including during induction and quality assurance activities. Occupationally competent and qualified assessors from the centre must use direct observation to assess practical skills-based outcomes.

Section 3: explanation of terms

This table explains how the terms used at **level 2** in the unit content are applied to this qualification (not all verbs are used in this qualification).

Apply	Link existing knowledge to new or different situations.
Assess	Consider information in order to make decisions.
Classify	Organise according to specific criteria.
Compare	Examine the subjects in detail, looking at similarities and differences.
Define	State the meaning of a word or phrase.
Demonstrate	Show an understanding of the subject or how to apply skills in a practical situation.
Describe	Write about the subject giving detailed information.
Differentiate	Give the differences between two or more things.
Discuss	Write an account giving more than one view or opinion.
Distinguish	Show or recognise the difference between items/ideas/information.
Estimate	Give an approximate decision or opinion using previous knowledge.
Explain	Provide details about the subject with reasons showing how or why. Some responses could include examples.
Give (positive and negative points)	Provide information showing the advantages and disadvantages of the subject.
Identify	List or name the main points or otherwise characterise.
Illustrate	Give clear information using written examples, pictures or diagrams.
List	Make a list of key words, sentences or comments that focus on the subject.
Perform	Do something (take an action/follow an instruction) that the question or task asks or requires.
Plan	Think about and organise information in a logical way. This could be presented as written information, a diagram, an illustration or other suitable format.
Provide	Give relevant information about a subject.
Reflect	Learners should look back on their actions, experiences or learning and think about how this could inform their future practice.

Select	Choose for a specific purpose.
State	Give the main points clearly in sentences.
Use	Take or apply an item, resource or piece of information as asked in the question or task.

Section 4: support

Support materials

The following support materials are available to assist with the delivery of this qualification and are available on the NCFE website:

- learning resources
- Qualification Factsheet.

Other support materials

The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

Products to support the delivery of this qualification may be available. For more information about these resources and how to access them, please visit the NCFE website.

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To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purposes.

Appendix A: units

To simplify cross-referencing assessments and quality assurance, we have used a sequential numbering system in this document for each unit.

Mandatory units

Unit number	Regulated unit number	Unit title	Level	GLH
Unit 01	D/651/4237	Planning and instructing kettlebell training	2	24

Change history record

Version	Publication date	Description of change
AIQ007268	August 2026	Document published.
v2.0	November 2026	Qualification title changed and template updated to new version. Minor wording updates have been made to assessment criteria (AC) to improve clarity and consistency. No changes to learning outcomes (LOs) guided learning hours (GLH) or content requirements.