

YMCA Level 2 Award in Instructing Kettlebell Training (603/7186/9)

Qualification Specification



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YMCA Awards

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Qualification Specification

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Introduction

About YMCA Awards

At YMCA Awards, we are passionate about learner progress. Our qualifications support every learner, whether taking their first steps into fitness or simply wishing to boost their skills. Our high quality resources and assessment materials have been created by leading industry experts in consultation with employers and training providers.

YMCA Awards is an internationally recognised organisation. We are highly respected in health and fitness circles. Most importantly of all we have helped over 200,000 people launch and advance their careers.

Qualification overview

This qualification is regulated by:

- Ofqual
- Council for the Curriculum, Examinations and Assessment (CCEA Regulation)
- Qualifications Wales (QW).

Qualification aim

The aim of this qualification is to provide the learner with the skills required to plan, prepare and instruct kettlebell training, making the activities imaginative, progressive and effective.

Overview of knowledge, skills and understanding

Knowledge and understanding relating to the qualification:

- The history and origins of kettlebell training
- The benefits of using kettlebells
- Health and safety considerations for kettlebell training
- How to incorporate kettlebell training into resistance sessions.

Skills relating to the qualification:

- How to prepare, plan and instruct kettlebell training sessions
- Effective communication skills.

Target group and age range

This qualification has been designed to be accessed by those 15 years and older. Learners must be at least 16 years to be certificated.

Qualification structure

To achieve the **YMCA Level 2 Award in Instructing Kettlebell Training (603/7186/9)**, the learner must complete 1 mandatory unit.

Unit reference number	Unit title	Level	Credit
A/618/6490	Plan and deliver kettlebell training	2	3

The Total Qualification Time (TQT) for this qualification is 30. The Guided Learning Hours (GLH) assigned are 16.

Total Qualification Time (TQT)

This is an estimate of the total amount of time, measured in hours, which a learner would reasonably need to be able to show the level of achievement necessary for the award of a qualification.

Total Qualification Time is made up of the following 2 elements:

- The number of hours which an awarding organisation has assigned to a qualification for Guided Learning (see below), and
- An estimate of the number of hours a learner will reasonably spend in preparation, study or any other form of participation in education or training. This includes assessment, which takes place as directed by (but not under the immediate guidance or supervision of) a lecturer, supervisor, tutor or other appropriate provider of education or training.

Guided Learning Hours (GLH)

This is:

- Face-to-face delivery (learning delivered by a lecturer, supervisor, tutor or other appropriate member of the training team).
- eLearning with a lecturer, teacher or tutor present/available in real-time (the learner and tutor can be either remote or in the same physical place during eLearning).
- Invigilated assessment (external tests sat under controlled or open book conditions).
- Internal assessment carried out by the learner with a lecturer, teacher or tutor present/available in real-time (the learner and tutor can be either remote or in the same physical place during assessment).

This is **not**:

Unsupervised learning such as:

- eLearning that the learner carries out unsupervised and with no real-time support from a lecturer, teacher or tutor.
- Assessment internally carried out by the learner without a lecturer, teacher or tutor present/available in real-time eg, completing a Learner Assessment Record (LAR) at home.

- Any additional further study, revision and training activities that the learner does unsupervised to support their learning.

Recommended Guided Learning Hours – our ongoing review

Your external quality assurer (EQA) will ask you to feedback on GLH annually as part of the quality assurance visit. You should base your feedback on a typical learner taking this qualification and the time spent on supervised learning (GLH). If you feel the GLH is different from the above and you wish to give feedback before your next EQA visit, please email us at: awards.support@ymca.co.uk.

Entry requirements

- Level 2 Fitness Instructor or equivalent.

Opportunities for progression

Future employment possibilities

This qualification is targeted towards Level 2 fitness instructors and Level 3 personal trainers wishing to either develop their knowledge and skills in this area or specialise in delivering kettlebell training.

Progression to further/higher level learning

This qualification provides progression to other qualifications at the same and higher levels. For example:

- YMCA Level 2 Certificate in the Foundations of Strength and Conditioning (Trainer) (603/3413/7)
- YMCA Level 2 Award/Certificate in Group Exercise Instructing (603/7151/1, 603/7154/7)
- YMCA Level 3 Award in Emergency First Aid at Work (603/1902/1)
- YMCA Level 3 Award in First Aid at Work (603/1903/3)
- YMCA Level 3 Diploma in Teaching Pilates (Practitioner) (603/3855/6)
- YMCA Level 3 Diploma in Teaching Yoga (Practitioner) (603/3617/1)
- YMCA Level 3 Diploma in Sports Massage Therapy (601/5011/7).

Mapping to standards

The units of this qualification includes content that links to national occupational standards SKAEF14 (Evaluate exercise and physical activity programmes), SKAEF16 (Deliver exercise and physical activity as part of a personal training programme). For more information please see: www.nos.ukces.org.uk.

Centre approval

This qualification can only be offered by those YMCA centres approved to deliver it. Details of YMCA Awards approvals processes can be found on our website: www.ymcaawards.co.uk/centres/become-a-ymca-awards-centre.

Qualification approval

If your centre is already approved, you should only need to complete and submit a qualification approval application, through Y-Connect to deliver this qualification. However, you may also need to complete an additional staff approval form if the qualification is going to be delivered by staff who are

not currently approved by YMCA Awards. Details of additional approvals can be found on our website at: www.ymcaawards.co.uk/approvals.

Tutor, assessor and IQA approval requirements

Staff carrying out the delivery, assessment and internal quality assurance of this qualifications must be able to demonstrate that they meet the requirements listed below.

Centres are expected to support their staff in ensuring that their knowledge remains current for the occupational area and that staff maintain best practice in delivery, mentoring, training, assessment and verification, taking account of any national or legislative developments.

Tutors

Tutors must:

- Be technically competent in the areas for which they are delivering training. This competence must be at least to the same level as the training being delivered.
- Have recent relevant experience in the specific area they will be delivering.
- Be occupationally knowledgeable in all areas for which they are delivering training. This knowledge must be at least to the same level as the training being delivered.
- Have credible experience of providing training.

Tutors should ideally hold or be working towards one of the following qualifications:

- Level 3 Award, Level 4 Certificate or Level 5 Diploma in Education and Training
- Bachelor of Education (BEd)
- Certificate in Education (Cert Ed)
- Preparing to Teach in the Lifelong Learning Sector (PTLLS)
- Certificate in Teaching in the Lifelong Learning Sector (CTLLS)
- Diploma in Teaching in the Lifelong Learning Sector (DTLLS)
- City & Guilds Further and Adult Education Teaching Certificate
- Postgraduate Certificate in Education (PGCE)
- SVQ Learning and Development (units should relate to provision of learning and development).

If none of the above are held, the centre's YMCA Awards external quality assurer will discuss appropriate timescales by which tutors may achieve a recognised teaching qualification.

Assessors

Assessors must:

- Be technically competent in the areas for which they are assessing. This competence must be at least to the same level as the assessment.
- Have recent relevant experience in the specific area they will be assessing.

- Be occupationally knowledgeable in all areas for which they are carrying out assessment. This knowledge must be at least to the same level as the assessment.
- Have credible experience of providing training and assessment.

Assessors should ideally hold or be working towards one of the following qualifications:

- Level 3 Certificate in Assessing Vocational Achievement
- Level 3 Award in Assessing Competence in the Work Environment
- Assessor unit A1 Assess Candidates Using a Range of Methods
- D32/33 Assess Candidate Performance Using Differing Sources of Evidence.

Note: Holders of A1 and D32/33 qualifications must work to the reviewed national occupational standards (NOS) for learning and development which can be found on the NOS database:

www.ukstandards.org.uk.

If none of the above qualifications are held, the centre's YMCA Awards external quality assurer will discuss appropriate timescales by which assessors may achieve a recognised assessor qualification. The assessor may be the tutor. However, the assessor cannot be the Internal Verifier.

Internal Quality Assurers

Internal quality assurers must:

- Be technically competent in the areas for which they are carrying out internal quality assurance. This competence must be at least to the same level as the qualification.
- Be occupationally knowledgeable in all areas for which they are carrying out internal quality assurance. This knowledge must be at least to the same level as the qualification.
- Have credible experience of internal quality assurance.

Internal verifiers should ideally hold or be working towards one of the following qualifications:

- Level 4 Award in Internal Quality Assurance.
- Level 4 Certificate in Leading Internal Quality Assurance.
- SVQ Learning and Development Unit 11 Internally Monitor and Maintain the Quality of Workplace Assessment.
- V1 Conduct Internal Quality Assurance of the Assessment Process.
- D34 Internally Verify the Assessment Process.

Note: Holders of V1 and D34 qualifications must work to the reviewed national occupational standards for learning and development which can be found on the NOS database: www.ukstandards.org.uk.

If none of these qualifications are held, the centre's YMCA Awards external quality assurer will discuss appropriate timescales by which internal verifiers may achieve a recognised internal quality assurance qualification.

It is also recommended that internal quality assurers hold a recognised assessor qualification.

Registration

All learners must be registered within the first 10% of the duration of their course eg, for a course that lasts 10 days, learners should be registered on the first day of their course at the latest. For further details on registration please go to our website: www.ymcaawards.co.uk/registration.

Qualification availability

This qualification is available in:

- England and regulated by Ofqual
- Northern Ireland and regulated by Council for the Curriculum, Examinations and Assessment (CCEA regulation)
- Wales and regulated by Qualifications Wales (QW)
- In other UK regions and outside the UK (regulated by Ofqual).

Reasonable adjustments and special considerations

In making this qualification available, YMCA Awards has made every attempt to make sure that there are no unnecessary barriers to achievement. You can find full details of our reasonable adjustment and special considerations policy on our website: www.ymcaawards.co.uk/centres/policies-and-procedures.

Enquires and appeals procedures

YMCA Awards has an appeals procedure in accordance with the regulatory arrangements in the General Conditions of Recognition. Full details of these procedures are available on our website: www.ymcaawards.co.uk/centres/policies-and-procedures.

Assessment and quality assurance

How the qualification is assessed

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

This qualification is a unit based qualification and each unit contains learning outcomes and assessment criteria. Learning outcomes set out what the learner is expected to know, understand or be able to do as a result of the learning process. Assessment criteria detail the standards a learner is expected to meet and are broken down into what the learner 'can' do as a result of successfully achieving the unit. The learner can be assessed holistically or individually as long as they show that the learning outcomes have been achieved.

Competency-based learning outcomes (be able to) are typically assessed through direct observation and these will take place in a real work environment. Where a real work environment is not stipulated, the observation can be simulated and be internally assessed.

Knowledge-based learning outcomes (know or understand) can be assessed in a number of different ways such as worksheets, projects, professional discussion etc. The assessment method chosen should reflect the content of the unit.

This qualification must be assessed in line with YMCA Awards assessment policies and procedures: www.ymcaawards.co.uk/centres/centre-guidance.

The YMCA Level 2 Award in Instructing Kettlebell Training (603/7186/9) is assessed through internal assessment.

Internal assessment

YMCA Awards suggest the following approaches to internal assessment:

Using a Learner Assessment Record (LAR)

This document typically contains assessment guidance and paperwork developed by YMCA Awards to support the assessment of a qualification.

To check if a LAR is available for this qualification, please make sure you are logged in to the centre homepage on the website and follow this link: www.ymcaawards.co.uk/download-resources/lars.

Creating a portfolio of evidence

If a YMCA Awards LAR is not used to evidence internal assessment, then the learner must create a portfolio of evidence. Centres must work with learners to create this portfolio and need to make sure that the learner's portfolio shows coverage of the learning outcomes and/or assessment criteria where required.

A typical portfolio of evidence could include:

- evidence index
- assessor observation – completed observational checklists and related action plans
- witness testimony
- candidate's proof of work
- worksheets
- assignments/projects/reports/presentations
- record of professional discussion
- record of oral and written questioning
- candidate and peer reports
- recognition of prior learning (RPL)
- summary of achievement.

Centres need to make sure assessment specifications and paperwork are signed off by the external quality assurer (EQA) before delivery.

The 'Qualification content' section of this specification will give you a guide to selecting appropriate assessment methods.

External assessment

There is no external assessment for this qualification.

Assessors

The role of the assessor is to make an informed judgement about the evidence a learner should provide to show they can meet the assessment criteria. For further guidance please see the 'Role of the assessor' document on the website: www.ymcaawards.co.uk/centres/centre-guidance.

Internal and external quality assurance

The role of the internal quality assurer (IQA) is to make an informed judgement regarding the practice of and decisions made by the assessment team to maintain standards. They are a vital link between the assessors and the EQA. This link provides further information on the role of the IQA and the EQA: www.ymcaawards.co.uk/centres/centre-guidance.

Qualification content

Unit specifications and recommended assessment methods can be found below.

Plan and deliver kettlebell training (A/618/6490)

Unit aim

This unit covers the knowledge and skills that the learner needs to be able to plan and deliver safe and effective kettlebell training.

Unit content

The learner will:

1. Understand the history and origins of kettlebell training

The learner can:

- 1.1 Describe the origins of the kettlebell
- 1.2 Describe the history of kettlebell training
- 1.3 Describe the component parts of a kettlebell

The learner will:

2. Understand the benefits of kettlebell training

The learner can:

- 2.1 Identify the benefits of using kettlebells
- 2.2 Explain the role of kettlebells in functional training
- 2.3 Describe the physiological adaptations to kettlebell training

The learner will:

3. Understand health and safety considerations for kettlebell training

The learner can:

- 3.1 Identify health and safety considerations when instructing kettlebell training sessions
- 3.2 Identify possible contraindications to kettlebell training
- 3.3 Describe potential risks associated with kettlebell training

The learner will:

4. Understand how to incorporate kettlebell training into resistance sessions

The learner can:

- 4.1 Identify different types of classes/training that kettlebell exercises/lifts can be integrated into
- 4.2 Explain the different resistance training systems that kettlebells can be used with

The learner will:

5. Be able to plan kettlebell training sessions

The learner can:

- 5.1 Plan aims and objectives for kettlebell training sessions
- 5.2 Select appropriate kettlebell lifts/exercises to include in the training session
- 5.3 Plan exercise order, timings and rest for kettlebell training sessions
- 5.4 Identify adaptations/changes to sessions due to equipment, facilities or the participants'
- 5.5 Record content of kettlebell training sessions

The learner will:

6. Be able to prepare for kettlebell training sessions

The learner can:

- 6.1 Prepare self for kettlebell training sessions
- 6.2 Select appropriate equipment for kettlebell training sessions
- 6.3 Prepare the environment and equipment to meet participants' needs
- 6.4 Prepare participants' for kettlebell training sessions

The learner will:

7. Be able to instruct kettlebell training

The learner can:

- 7.1 Demonstrate technically correct kettlebell exercises and lifts
- 7.2 Provide clear and concise explanations for each kettlebell exercise and lift
- 7.3 Adopt appropriate positions to observe participants
- 7.4 Monitor safety, effectiveness and intensity of kettlebell training
- 7.5 Adapt exercises with suitable progressions and regressions according to participants' needs

The learner will:

8. Be able to communicate effectively

The learner can:

- 8.1 Demonstrate the use of verbal and non-verbal communication
- 8.2 Provide feedback and instructing points which are timely, clear and motivational
- 8.3 Communicate as appropriate to participant needs and the environment

The learner will:

9. Be able to reflect on kettlebell training

The learner can:

- 9.1 Give feedback to participants on their performance
- 9.2 Gain feedback from participants on sessions
- 9.3 Evaluate sessions and own performance
- 9.4 Record areas for improvement

Assessment specification	Worksheet
	Session plan
	Observation
	Session evaluation



YMCA Awards is one of the UK's leading health, fitness and wellbeing specific awarding organisations. It offers training centres and learners across the world a diverse suite of qualifications, from introductory (Level 1) to advanced levels (Level 4).

YMCA Awards issues over 30,500 qualification certificates a year, helping learners in the UK and overseas to launch and progress their careers in the active leisure sector.

*To view YMCA Awards' full range of qualifications please visit
www.ymcaawards.co.uk.*

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Awarding excellence

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