

# YMCA Level 2 Award in Instructing Kettlebell Training Sessions (601/7704/4)

## Qualification Specification





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# Level 2 Award in Instructing Kettlebell Training Sessions

## Qualification Specification

Qualification number: 601/7704/4

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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, and most importantly of all we have helped over 200,000 people launch and advance their careers.

## Qualification overview

This qualification is regulated by:

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

### Qualification aim

The aim of this qualification is to provide the learner with the skills required to plan, prepare and instruct kettlebell exercise sessions, 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 is aimed at a range of learners aged 16+.

## Qualification structure

To achieve the YMCA Level 2 Award in Instructing Kettlebell Training Sessions, 2 mandatory units must be completed.

Unit reference number	Unit title	Level	Credit
T/504/4872	Planning kettlebell training sessions	2	1
M/504/4871	Instructing kettlebell training sessions	2	2

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 two elements:

- (a) the number of hours which an awarding organisation has assigned to a qualification for Guided Learning (see below), and
- (b) 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, including 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 co-presence of learner and tutor can be either remote or in the same physical place)
- 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 co-presence of learner and tutor can be either remote or in the same physical place).

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 (for example, 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.products@ymca.co.uk](mailto:awards.products@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 kettlebell training instruction sessions.

### Progression to further/higher level learning

This qualification provides progression to other qualifications at the same and higher levels, for example:

- Level 2 fitness instructors and Level 3 personal trainers wishing to further their knowledge and skills and gain valuable Continuing Professional Development (CPD)
- Level 3 pilates qualifications
- Level 3/4 sports massage therapy qualifications.

## Mapping to standards

The units of this qualification map to National Occupational Standards SSKAEF5 (Plan group exercise) and SKAEF6 (Instruct group exercise). For more information please see <http://nos.ukces.org.uk>

## Centre approval

This qualification can only be offered by centres approved by YMCA Awards 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](http://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 form 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](http://www.ymcaawards.co.uk/approvals).

## Tutor, assessor and IQA approval requirements

To make sure you meet the most up-to-date requirements please see the YMCA Awards staff approval requirement document. This can be found on our website: [www.ymcaawards.co.uk/centres/centre-guidance](http://www.ymcaawards.co.uk/centres/centre-guidance).

## 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](http://www.ymcaawards.co.uk/registration).

## Qualification availability

This qualification is available in:

- England and regulated by Ofqual
- Northern Ireland and regulated by CCEA (Council for the Curriculum, Examinations and Assessment)
- Wales and regulated by QW (Qualifications Wales).

## 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](http://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](http://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 (eg, 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 (eg, 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](http://www.ymcaawards.co.uk/centres/centre-guidance).

The YMCA Level 2 Award in Instructing Kettlebell Training Sessions 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 Learner Assessment Record (LAR) is available for this qualification, please make sure you are logged in to the centre home on the website and follow this link:

[www.ymcaawards.co.uk/download-resources/lars](http://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.

As a guide to selecting appropriate assessments methods see the suggested example in the 'Qualification content' section of this specification.

## 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](http://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. For further information on the role of the IQA and the EQA go to the website:

[www.ymcaawards.co.uk/centres/centre-guidance](http://www.ymcaawards.co.uk/centres/centre-guidance).

Unit specifications and recommended assessment methods

# Planning kettlebell training sessions (T/504/4872)

## Unit aim

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

## 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 kettlebells**

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 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 session due to equipment, facilities or the client

5.5 Record content of kettlebell training sessions

#### Assessment specification

- Worksheet
- Session plan

# Instructing kettlebell training sessions (M/504/4871)

## Unit aim

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

## Unit content

The learner will:

### 1. Be able to prepare for kettlebell training sessions

The learner can:

1.1 Prepare self for kettlebell training sessions

1.2 Select appropriate equipment for kettlebell training sessions

1.3 Prepare the environment and equipment to meet clients' needs

1.4 Prepare clients for kettlebell training sessions

The learner will:

### 2. Be able to instruct kettlebell training sessions

The learner can:

2.1 Demonstrate technically correct kettlebell exercises and lifts

2.2 Provide clear and concise explanations for each kettlebell exercise and lift

2.3 Adopt appropriate positions to observe clients

2.4 Monitor safety, effectiveness and intensity of kettlebell training sessions

2.5 Adapt exercises with suitable progression and regression according to clients' needs

The learner will:

### 3. Be able to communicate effectively

The learner can:

3.1 Demonstrate the use of verbal and non-verbal communication

3.2 Provide feedback and instructing points which are timely, clear and motivational

3.3 Communicate as appropriate to client needs and the environment

The learner will:

#### 4. Be able to reflect on kettlebell training sessions

The learner can:

4.1 Give feedback to clients on their performance

4.2 Gain feedback from clients on session

4.3 Evaluate session and own performance

4.4 Record areas for improvement

#### Assessment specification

- Observation
- Session evaluation







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*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](http://www.ymcaawards.co.uk).*

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