



Learner  
Achievement  
Portfolio

# Active IQ Level 2 Award in Instructing Kettlebells

Qualification  
Accreditation Number:  
**603/6735/0**  
Version AIQ005888

**Active iQ**

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# Active IQ Level 2 Award in Instructing Kettlebells

## Assessment plan and record of achievement

Centre name:

Learner name:

Assessment Plan					Record of Achievement		
Mandatory units	Stage of assessment	Evidence	Assessment method	Planned assessment date	Pass/Refer/APA (if claiming APA, detail evidence seen) Include % score for MCQ exams	Assessor's signature or initials and date	IV initials (if sampled)
1	Planning and instructing kettlebell sessions	Worksheet	Written				
		Session plan	Written				
		Observation	Observation				
		Self-evaluation	Written				

**Assessment planning and record of achievement declaration**

Declaration		Name	Signature	Date
<b>Learner's agreement:</b>	I agree to be assessed according to the assessment plan and am happy that any additional support I require has been discussed and a separate plan put in place for this.  I declare that all of the evidence (listed in the assessment plan) that will be produced for this portfolio will be my own unaided work.			
<b>Assessor's agreement:</b>	I have discussed the planned assessments with the learner, and any additional support required has been planned and recorded separately.			

**Record of achievement declaration**

Declaration		Name	Signature	Date
<b>Assessor 1's agreement:</b>	I declare that all learner evidence (listed in the assessment plan) has been assessed and meets the learning outcomes, assessment criteria and evidence requirements for the qualification.			
<b>Assessor 2's agreement:</b> (if applicable)	I declare that all learner evidence (listed in the assessment plan) has been assessed and meets the learning outcomes, assessment criteria and evidence requirements for the qualification.			
<b>Assessor 3's agreement:</b> (if applicable)	I declare that all learner evidence (listed in the assessment plan) has been assessed and meets the learning outcomes, assessment criteria and evidence requirements for the qualification.			
<b>Internal verifier's agreement:</b>	I declare that all learner evidence (initialled in the assessment plan) has been internally verified and meets the learning outcomes, assessment criteria and evidence requirements for the qualification.			

# Planning and instructing kettlebell sessions

Unit accreditation number: T/618/3443

## Worksheet – Planning and instructing kettlebell sessions

There are 33 marks available in this worksheet. You must score a minimum of 27 marks in total to achieve a Pass. In addition to achieving the total Pass mark, you must also score at least the minimum marks set for each question to achieve an overall Pass.

1. Describe two legal responsibilities regarding record-keeping and client confidentiality and two ethical responsibilities regarding screening and recording information.

<b>Legal: Record-keeping and client confidentiality</b>	
<b>Ethical: Screening and recording information</b>	

**4 marks** (minimum 3 marks)

2. Explain the insurance requirements and their importance when working as a kettlebell instructor.

<b>Explanation of insurance requirements</b>	<b>The importance of having the appropriate insurance as a kettlebell instructor</b>

**2 marks** (minimum 1 mark)

3. Outline one health and safety and one insurance requirement when hiring venues or facilities.

Health and safety	
Insurance	

**2 marks** (minimum 2 marks)

4. Explain the term 'duty of care' in relation to health and safety in the workplace.

<b>Duty of care</b>	
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**2 marks** (minimum 1 mark)

5. Explain the licensing requirements when working as a kettlebell instructor.

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**1 mark** (minimum 1 mark)

6. Describe the structure of a kettlebell.

**3 marks** (minimum 2 marks)

7. Identify two benefits of kettlebell training for clients.

**2 marks** (minimum 1 mark)

8. Explain how kettlebell training can be used as a functional training tool.

**1 mark** (minimum 1 mark)

9. Identify two physiological adaptations to kettlebell training.

**2 marks** (minimum 1 mark)

10. Give two examples of technology and how they can be used by clients to help increase their activity levels.

Technology	How it can be used to increase client activity levels

**6 marks** (minimum 4 marks)

11. Explain how technology can be used to help clients stay motivated and focused and assist them in achieving their goals.

**1 mark** (minimum 1 mark)

12. Describe two ways that fitness professionals can engage with clients, using the current technology. You must include online and on-demand sessions in your answer.

Technology	How it can be used to engage clients

**6 marks** (minimum 4 marks)

13. Explain the importance of safely storing and maintaining equipment.

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**1 mark** (minimum 1 mark)

**Results total** /**33 marks** (27 marks in total, with the minimum set marks achieved for each question required to pass).

**Pass/Refer**

<p><b>Assessor's feedback</b></p>
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# Planning and instructing kettlebell sessions

Unit accreditation number: T/618/3443

## Learner guidance

You will need to plan a full 30–45-minute kettlebell session for a group of between 5 and 20 participants.

You will need to complete each of the steps in the following guidance:

### Step one

#### Session planning

You will need to plan a group kettlebell session; the session plan must include the following:

#### Participant information and risk assessment

- An overview of the participant group, for example, average age, gender, activity levels, health status, outcomes of any screening, number of participants.
- Common goals of the session, participants and level of the session, for example, mixed ability.
- A summary of the hazards and risk-management measures for the environment and equipment.
- Any special considerations or arrangements, for example, room temperature, floor surface, space, number of participants, footwear checks, drinking water.
- Emergency information – location of the nearest telephone, first-aid kit and name of duty first aider.

#### Group kettlebell training session plan

- A warm-up component that is appropriate to the main activity (plan for a minimum of 5 minutes).
- A main component using a whole-body approach (plan for a minimum of 20–40 minutes). To include:
  - Exercises linked to the session objective, to include:
    - A minimum of three different kettlebell specific exercises.
  - Coaching points.
  - Progressions.
  - Regressions.
  - Alternatives.
- A cool-down component (plan for a minimum of 5 minutes).

### Step two

#### Summative observation

Your assessor will observe you instructing your group kettlebell training session.

### Step three

#### Self-evaluation

Using a combination of your own self-reflections and feedback collected from your participants during the instruction of the planned session, complete the session self-evaluation included in this LAP.



# Participant information and risk assessment

<b>Location:</b>	<b>Fitness level of group:</b>	<b>Skill level of group:</b>
<b>Target group (number/gender/average age):</b>		<b>Total length of session:</b>
<b>Give a brief overview of the session.</b>		
<b>Group SMART goals</b>	<b>Methods to monitor exercise safety and exercise intensity</b>	
<b>What equipment and facilities are required for the session?</b>		
<b>Which health and safety checks will be carried out prior to the session? (Detail checks and any subsequent actions)</b>		
<b>What hazards have been identified?</b>	<b>How would you deal with the identified hazards?</b>	
<b>What health screening is to be carried out prior to your session?</b>		

# Group kettlebell training session plan mark scheme

Did the learner write a group kettlebell training session plan that included:	Possible marks	Actual marks
<b>Whole session</b>		
A summary of the risks and hazards in the kettlebell training environment?	<b>1</b> (minimum 1 mark)	
A strategy to manage any risks and promote safety in the kettlebell training environment?	<b>1</b> (minimum 1 mark)	
The appropriate use of music? (Including, where appropriate, not using music)	<b>1</b> (minimum 1 mark)	
The relevant coaching points?	<b>2</b> (minimum 1 mark)	
Regression, progression and alternatives to accommodate different participant needs?	<b>3</b> (minimum 2 marks)	
Effective use of space?	<b>1</b> (minimum 1 mark)	
<b>Warm-up</b>		
A safe and effective warm-up component? <ul style="list-style-type: none"> <li>The appropriate, safe and effective warm-up exercises?</li> <li>The appropriate, safe and effective movement patterns?</li> <li>A suitable intensity and duration?</li> </ul>	<b>4</b> (minimum 3 marks)	
<b>Main component</b>		
A safe and effective main component? <ul style="list-style-type: none"> <li>Safe and effective exercises linked to the session objectives?</li> <li>A full-body approach, ensuring muscle balance?</li> <li>A suitable intensity and duration?</li> </ul>	<b>4</b> (minimum 3 marks)	
<b>Cool-down</b>		
A safe and effective cool-down component? <ul style="list-style-type: none"> <li>The appropriate, safe and effective cool-down exercises?</li> <li>The appropriate, safe and effective stretching exercises (incorporating static and/or dynamic stretching)?</li> </ul>	<b>3</b> (minimum 2 marks)	
<b>Total</b>	<b>20</b> (minimum 16 marks)	
<b>Results total</b> /20 (16 marks in total, with the minimum set marks achieved for each section required to pass)		
<b>Pass/Refer</b>		

**Assessor's feedback and questions**

**Performance  
criteria:**

## Summative observation checklist

<b>Key: Pass, mark a tick (✓) Refer, mark a cross (X) Pass with a comment, mark a bullet point (●) Question, mark a (Q).</b> <b>Note: A tick in each grey box is required to pass.</b>				
<b>Date:</b>				
<b>Starting the session (A):</b>			✓/X	
<b>The learner has:</b>				
1. Identified and managed any risks and hazards that affect the safety of the participants and the programme in the exercise environment.				
2. Welcomed the participants appropriately.				
3. Verbally screened the participants to check their readiness to participate.				
4. Explained the appropriate health and safety considerations to the participants.				
<b>Delivering the session (B):</b>		<b>Warm-up</b>	<b>Main component</b>	<b>Cool-down</b>
<b>The learner has:</b>		✓/X	✓/X	/flexibility ✓/X
1. Demonstrated the appropriate techniques and communication skills to build a rapport.				
2. Selected and instructed safe and effective kettlebell exercises.				
3. Demonstrated the correct exercise technique and movement speed.				
4. Observed and responded to participants' performance.				
5. Demonstrated the appropriate teaching positions to enable observation/correction of participants to improve performance.				
6. Provided and reinforced the relevant teaching points to correct and enhance performance related to participant observations.				
7. Demonstrated effective mirroring, where appropriate, to instruct and improve participants' performance.				
8. Projected volume and pitch of voice effectively against the music and environment (with/without a head microphone).				
9. Demonstrated verbal instruction when appropriate.				
10. Demonstrated non-verbal instruction when appropriate.				
11. Demonstrated group motivation and praise when appropriate.				
12. Provided effective cueing.				
13. Adapted the exercises appropriately to accommodate participants' needs.				
14. Monitored exercise intensity and adapted appropriately.				
15. Used the appropriate music and music speed for the session (if appropriate).				

16. Managed the timings of the session effectively.			
<b>Ending the session (C):</b>			✓/X
<b>The learner has:</b>			
1. Gathered feedback from the participants.			
2. Provided constructive praise and feedback to participants to summarise their performance and progress.			
3. Responded accurately and appropriately to participants' questions.			
4. Checked that the environment and equipment were left in good order.			
<b>Result (delete as appropriate):</b>	<b>Pass</b>	<b>Refer</b>	
<b>Assessor's feedback and questions</b>			
<b>Performance criteria:</b>			

## Session self-evaluation

**There are 21 marks available. You must score a minimum of 17 marks in total to achieve a Pass. In addition to achieving the total Pass mark, you must also score at least the minimum marks set for each question to achieve an overall Pass.**

1. How did you gather feedback from your participants to review and evaluate practice? Consider when you gathered this information and the communication skills used, for example, listening, observation and asking questions.

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**3 marks** (minimum 2 marks)

2. Identify two examples of feedback provided by participants that you will use to review and evaluate your practice.


**2 marks** (minimum 1 mark)

3. Describe four ways in which your session structure, use and type of music, selected exercises and equipment used were safe and effective for meeting participants' needs.


**4 marks** (minimum 3 marks)

4. Describe two ways in which you could improve your session content to better meet your participants' needs.


**2 marks** (minimum 1 mark)

5. Describe two ways in which you could improve your choices of exercise and equipment to better meet your participants' needs.


**2 marks** (minimum 1 mark)

6. Describe one way in which each of the following skills were effective for meeting participants' needs.

Instructional	
Coaching	
Motivational	
Communication	

**4 marks** (minimum 3 marks)

7. Describe one way in which each of the following skills could be improved to better meet participants' needs.

Instructional	
Coaching	
Motivational	
Communication	

**4 marks** (minimum 3 marks)

**Results total** /**21 marks** (17 marks in total, with the minimum set marks achieved for each question required to pass).

**Pass/Refer**

**Assessor's feedback and questions**





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