

# Qualification specification

**NCFE Level 2 Award in Instructing Suspension  
Training  
QN: 603/3937/8**

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## Summary of changes

This section summarises the changes to this qualification specification since the last version (Version 2.0 October 2020).

| Version | Publication Date | Summary of amendments  |
|---------|------------------|--|
| 1.2     | January 2020     | Information regarding the wellbeing and safeguarding of learners of learners added to Section 4 (page 30).   |
| 2.0     | October 2020     | References to the Register of Exercise Professionals (REPs) removed as this qualification is no longer endorsed.   |
| 2.1     | June 2022        | <p>Further information added to the achieving this qualification section to confirm that unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.</p> <p>Information added to the entry guidance section to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.</p> <p>Information added to the support handbook section about how to access support handbooks.</p> |

# Section 1

## About this qualification

## About this qualification

This Qualification Specification contains details of all the units and assessments required to complete this qualification.

To ensure that you are using the most up-to-date version of this Qualification Specification, please check the version number and date in the page footer against that of the Qualification Specification on the NCFE website.

If you advertise this qualification using a different or shortened name, you must ensure that learners are aware that their final certificate will state the full regulated qualification title.

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## 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.

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| <b>Qualification summary</b>                      |   |
|---|---|
| <b>Qualification title</b>                        | Level 2 Award in Instructing Suspension Training  |
| <b>Qualification number (QN)</b>                  | 603/3937/8  |
| <b>Aim reference</b>                              | 60339378  |
| <b>Total Qualification Time (TQT)</b>             | 58  |
| <b>Guided Learning Hours (GLH)</b>                | 48  |
| <b>Minimum age</b>                                | 16  |
| <b>Qualification purpose</b>                      | This qualification is designed for learners who wish to develop the skills and knowledge to plan and instruct safe and effective suspension training sessions as a core group exercise instructor.  |
| <b>Aims and objectives</b>                        | <p>This qualification aims to:</p> <ul style="list-style-type: none"> <li>• focus on the role and scope of a suspension training instructor</li> <li>• offer breadth and depth of study, incorporating a key core of knowledge</li> <li>• provide opportunities to acquire a number of practical and technical skills.</li> </ul> <p>The objectives of this qualification are to:</p> <ul style="list-style-type: none"> <li>• develop skills and knowledge in a range of areas relevant to a suspension training instructor, such as: <ul style="list-style-type: none"> <li>- the benefits and training effects of suspension training</li> <li>- health and safety considerations</li> <li>- the equipment and exercises that could be used in a suspension training session</li> <li>- the use of music and licensing</li> <li>- how to plan safe and effective suspension training sessions</li> <li>- how to instruct, observe and monitor participants</li> </ul> </li> <li>• demonstrate the knowledge, understanding and practical skills needed to work as a suspension training instructor.</li> </ul> |
| <b>Real work environment (RWE) recommendation</b> | Where the assessment requirements for a unit allow, it is essential that organisations wishing to operate a RWE do so in an environment which reflects a real work setting and replicates the key characteristics of the workplace in which the skill to be assessed is normally employed. Often used to support simulation.  |
| <b>Rules of combination</b>                       | Learners must achieve both mandatory units.   |
| <b>Grading</b>                                    | Achieved/Not Yet Achieved.  |

|                               |  |
|-------------------------------|--|
| <b>Assessment method</b>      | Internally assessed and externally quality assured portfolio of evidence.  |
| <b>Endorsement</b>            | This qualification is endorsed by CIMSPA (Chartered Institute for the Management of Sport and Physical Activity) and is aligned to the CIMSPA Core Group Exercise Instructor Professional Standard.  |
| <b>Recognition</b>            |    |
| <b>Progression</b>            | <p>Learners who achieve this qualification could progress to:</p> <ul style="list-style-type: none"> <li>• Level 2 Award in Instructing Circuit Training</li> <li>• Level 2 Award in Instructing Kettlebell Training</li> <li>• Level 2 Award in Instructing Group Cycling</li> <li>• Level 3 Diploma in Personal Training.</li> </ul> <p>Learners who achieve this qualification could progress into employment or self-employment as a suspension training instructor.</p> |
| <b>Regulation information</b> | This is a regulated qualification. The regulated number for this qualification is 603/3937/8.  |
| <b>Funding</b>                | This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.   |

## Entry guidance

This qualification is designed for learners who wish to work in the exercise and fitness industry as a suspension training instructor, or for existing gym instructors who wish to expand their current skills to offer suspension training sessions.

Learners must have achieved a suitable Level 2 Fitness or Gym Instructing qualification before enrolling onto this qualification.

Registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal. However, learners should be aged 16 or above to undertake this qualification.

Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the learning outcomes and comply with the relevant literacy, numeracy and health and safety aspects of this qualification.

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

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## Achieving this qualification

To be awarded this qualification, learners are required to successfully achieve **both mandatory units**.

Please refer to the list of units on the following page or the unit summaries in Section 2 for further information.

To achieve this qualification, learners must successfully demonstrate their achievement of all learning outcomes of the units as detailed in this Qualification Specification. A partial certificate may be requested for learners who do not achieve their full qualification but have achieved at least one whole unit.

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

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## Units

To make cross-referencing assessment and quality assurance easier, we've used a sequential numbering system in this document for each unit.

The regulated unit number is indicated in brackets for each unit (eg M/100/7116) within Section 2.



Knowledge only units are indicated by a star. If a unit is not marked with a star, it is a skills unit or contains a mix of knowledge and skills.

## Mandatory units

| Unit number | Regulated unit number | Unit title                               | Level | GLH |
|-------------|-----------------------|--|-------|-----|
| Unit 01     | D/617/4025            | Planning suspension training sessions    | 2     | 27  |
| Unit 02     | H/617/4026            | Instructing suspension training sessions | 2     | 21  |

## 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.

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

Learners who aren't successful can resubmit work within the registration period; however, a charge may apply.

All the evidence generated by the learner will be assessed against the standards expected of a Level 2 learner for each learning outcome.

## Internal assessment

Each learner must create a portfolio of evidence generated from appropriate assessment tasks, which demonstrates achievement of all the learning outcomes associated with each unit. The assessment tasks should allow the learner to respond to a real life situation that they may face when in employment. On completion of each unit, learners must declare that the work produced is their own and the Assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in Section 2.

Internally assessed work should be completed by the learner in accordance with the Qualification Specification.

The Tutor must be satisfied that the work produced is the learner's own.

If a centre chooses to create their own internal assessment tasks, they must:

- be accessible and lead to objective assessment judgements
- permit and encourage authentic activities where the learner's own work can be clearly judged
- refer to Course File Documents on the NCFE website.

Assessment guidance is provided for each unit. Assessors can use other methods of assessment as long as they are valid and reliable and maintain the integrity of the assessment and of the standards required of this qualification.

### **Supervision of learners and your role as an Assessor**

Guidance on how to administer the internal assessment and the support you provide to learners can be found on the NCFE website.

### **Feedback to learners**

Guidance on providing feedback during teaching and learning and each stage of the assessment can be found on the NCFE website.

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# Section 2

## Unit content and assessment guidance

### **Unit content and assessment guidance**

This section provides details of the structure and content of this qualification.

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes 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 our Quality Assurance team.

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

For further information or guidance about this qualification, please contact our Customer Support team.

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**Unit 01 Planning suspension training sessions (D/617/4025)**

|                              |  |
|------------------------------|--|
| <b>Unit summary</b>          | This unit covers the knowledge and understanding that an instructor needs to plan safe and effective suspension training sessions. |
| <b>Guided learning hours</b> | 27   |
| <b>Level</b>                 | 2  |
| <b>Mandatory/optional</b>    | Mandatory  |

**Learning outcome 1**

The learner will:

- 1 Understand the benefits, uses and principles of suspension training

The learner can:

- 1.1 Identify the component parts of suspension training devices
- 1.2 Describe the benefits of suspension training
- 1.3 Explain the role of suspension devices in functional training
- 1.4 Describe the training effects from suspension training

**Assessment guidance**

| <b>Delivery and assessment</b>  |
|---|
| <p>1.1 Learners must identify the component parts of suspension training devices, eg anchor points (wall or frame), suspension straps/ropes, carabiners, adjustment/locking mechanisms (clip, ratchet, handles), other accessories.</p> <p>1.2 Learners must describe the benefits of suspension training. Examples could include:</p> <ul style="list-style-type: none"> <li>• physical benefits, eg general health benefits such as reduction of disease risk and stress, weight management and body composition, etc</li> <li>• benefits to the instructor, eg they are portable, versatile and easy to adapt</li> <li>• benefits to participants, eg quick and effective whole-body training method.</li> </ul> <p>1.3 Learners must explain the role of suspension devices in functional training. This could include that suspension training exercises are generally compound in nature, use multiple joints/muscles/muscle groups and work in all planes of motion (frontal, sagittal, transverse) and therefore are more functional, eg involve movement and stability challenges which transfer well to the activities of daily living and sport.</p> <p>1.4 Learners must describe the training effects that can be achieved from suspension training.</p> <p>Training effects could include: improved muscular strength, endurance, power, hypertrophy, improved cardiovascular fitness, dynamic mobility and flexibility, core strength/stability, skill related fitness (speed, power, agility, balance, coordination, reaction time).</p> <p>The Explanation of terms (Section 3) explains how the terms used in the unit content are applied to this qualification.</p> |

### Types of evidence

Evidence could include:

- NCFE optional workbook
- worksheets
- assignments
- presentations.

### Learning outcome 2

The learner will:

- 2 Understand the health and safety considerations for suspension training sessions

The learner can:

- 2.1 Explain the safety considerations relating to suspension training sessions, including:
- environment
  - equipment
  - participants
- 2.2 Explain the potential risks to participants and the precautions to take
- 2.3 Describe possible contraindications to suspension training

### Assessment guidance

#### Delivery and assessment

2.1 Learners must explain the main safety considerations and checks to make for suspension training sessions. Examples could include:

- environment – eg suitable safe anchor points, stability of frame, adequate floor space (for the number of participants and other activities in the vicinity), free from obstacles/hazards in working area, temperature and ventilation of the room
- equipment – eg checking the straps/frame for stability, wear and tear, fraying of straps, buckles, handles, hygiene (cleanliness of equipment), safe set up, dismantling and storing of equipment
- participants – eg initial screening and verbal screening (any contraindications, injuries, reasons for temporary deferral of exercise, ability), adequate warm-up and cool-down, safe use of equipment (checks to make), set up of straps (correct length), suitable clothing, removal of jewellery, appropriate footwear, rest when needed, rehydration.

2.2 Learners must explain the potential risks to participants and the precautions to take.

Risks could include: potential injury, eg calluses/blisters on hands, bruising, muscle strain and joint damage caused by lack of experience/ability, hydration, overheating, incorrect technique, poor posture/core stability, incorrect set up of straps, lack of control and unsafe set up or anchoring of suspension device, etc.

Precautions could include: screening of participants, checking ability/experience, instructor (screening, set up of equipment, teaching points, observation, clear verbal and visual communication, correct demonstrations, reinforcing controlled/correct movements, adaptations/alternatives, temperature/ventilation of room, encouragement to rehydrate).

2.3 Learners must describe possible contraindications to suspension training. This could include examples from different special population groups, joint problems (hips, shoulders, knees, wrists) or lower back injuries.

The Explanation of terms (Section 3) explains how the terms used in the unit content are applied to this qualification.

#### **Types of evidence**

Evidence could include:

- NCFE optional workbook
- worksheets
- health and safety checklist
- assignment.

### **Learning outcome 3**

The learner will:

3 Understand the techniques to use in suspension training sessions

The learner can:

- 3.1 Describe how suspension training can be incorporated into other training sessions
- 3.2 Describe exercises/movements performed using a suspension trainer
- 3.3 Identify methods of varying intensity
- 3.4 Explain the importance of correct technique when using a suspension trainer

### **Assessment guidance**

#### **Delivery and assessment**

3.1 Learners must describe how suspension training is versatile and can be used in many situations, eg indoor or outdoor, class situation, for individual training, home use, for specific strength and endurance, hypertrophy, rehabilitation, etc.

3.2 Learners must describe a range of exercises performed using a suspension trainer. For each exercise, learners must:

- identify the muscle groups used
- identify key teaching points.

3.3 Learners must give examples of how the intensity of suspension training exercises can be varied, eg angle of body relative to gravity, level length and distance from anchor point, repetitions and rest duration, speed of movement, etc.

3.4 Learners must explain why correct technique, posture, breathing and core stability are important when using suspension training devices to exercise and include the implications of incorrect application, eg injury and that participants may not be able to perform many suspension exercises if posture is not correct and core not stable.



The Explanation of terms (Section 3) explains how the terms used in the unit content are applied to this qualification.

### Types of evidence

Evidence could include:

- NCFE optional workbook
- worksheets
- assignments.

### Learning outcome 4

The learner will:

- 4 Be able to plan a safe and effective suspension training session

The learner can:

- 4.1 Plan aims and objectives of the session  
 4.2 Plan the equipment and the training environment  
 4.3 Plan the structure and content of the suspension training session  
 4.4 Plan exercise adaptations, alternatives and modifications

### Assessment guidance

#### Delivery and assessment

Learners must plan for a safe and effective suspension training session for a minimum of 4 participants. Learners must plan for a minimum of a 30 minute session and present the plan in a suitable format that could be used in the industry.

4.1 Learners must include in the plan the aims and objectives of the session, eg improve health related components of fitness, improve skills related fitness (balance, power, coordination, speed, agility, reaction time), improve sport-specific skills, weight management, fun and enjoyment, etc.

4.2 Learners must include in the plan:

- the environment being used
- the equipment needed, eg straps, etc, music play lists, space
- how much equipment is needed (considering number of participants and order of exercises)
- any other considerations (hygiene, heating, ventilation).

4.3 The session plan must include the following components with appropriate exercises for each section:

- warm-up
- main session
- cool-down (with appropriate stretching).

The main session must include:

- appropriate suspension training exercises to achieve the aims and objectives of the session
- basic suspension training exercises, eg squat, plank, chest press, row, bicep curl, tricep extension, pull ups, hanging leg raises, full body extension
- a mix of push and pull exercises in different planes
- the order of exercises
- position of the body (facing the wall/away from the wall)
- teaching points
- timings
- repetitions
- active rest.

4.4 Learners must include in the plan adaptations/alternatives for all exercises, eg how to manipulate the resistance by changing level length and body angle. Alternatives may include positioning, body angle and lever length, and should also be shown with visual and verbal cues.

The Explanation of terms (Section 3) explains how the terms used in the unit content are applied to this qualification.

#### **Types of evidence**

Evidence must include:

- session plan.

Evidence could include:

- class profile sheet.

### **Learning outcome 5**

The learner will:

5 Understand how to instruct safe and effective suspension training sessions

The learner can:

- 5.1 Explain the importance of correct demonstrations and clear instruction
- 5.2 Describe ways to observe and monitor performance
- 5.3 Explain ways to correct and reinforce technique
- 5.4 Explain ways to engage and motivate participants during suspension training sessions

## Assessment guidance

### Delivery and assessment

5.1 Learners must explain the importance of correct demonstrations and clear instruction. This could include:

- prevent injury
- participants understand what is required
- correct alignment and posture
- participants use correct technique
- why demonstration is used to support technique
- when to provide further demonstration or verbal instructions
- when to provide one-to-one support and coaching.

5.2 Learners must describe ways to observe and monitor performance. This could include:

- positioning so that the instructor can see the whole class
- moving around the group (if appropriate)
- use of teaching tools (mirror/ceiling height)
- use of monitoring techniques, eg RPE (the rate of perceived exertion), training zones, heart rate monitoring, talk test, etc
- participant interaction – to check levels of engagement and effort levels.

5.3 Learners must explain ways to correct and reinforce technique. This could include:

- teaching points/demonstrations
- reinforcement of technique
- offering of alternatives/adaptations
- moving around the group to correct or improve a participant's technique
- use of mirrors for participants to observe themselves
- emphasis on correct posture and breathing.

5.4 Learners must explain ways to engage and motivate participants during suspension training sessions. This could include:

- use of music
- pitch and tone of voice
- engagement with the class
- encouragement
- visualisation
- eye contact with participants.

The Explanation of terms (Section 3) explains how the terms used in the unit content are applied to this qualification.

**Types of evidence**

Evidence could include:

- NCFE optional workbook
- worksheet
- assignment
- poster.

**Unit 02 Instructing suspension training sessions (H/617/4026)**

|                              |  |
|------------------------------|--|
| <b>Unit summary</b>          | This unit covers the skills that an instructor needs to deliver safe and effective suspension training sessions and evaluate performance to improve future sessions. |
| <b>Guided learning hours</b> | 21   |
| <b>Level</b>                 | 2  |
| <b>Mandatory/optional</b>    | Mandatory  |

**Learning outcome 1**

The learner will:

- 1 Be able to prepare for a suspension training session

The learner can:

- 1.1 Prepare self for a suspension training session
- 1.2 Prepare the environment for a suspension training session
- 1.3 Prepare the equipment for a suspension training session

**Assessment guidance**

| <b>Delivery and assessment</b>  |
|---|
| <p>1.1 Learners must prepare self for a suspension training session. This must include:</p> <ul style="list-style-type: none"> <li>• wearing appropriate clothing and having a professional appearance</li> <li>• arriving in good time to prepare the environment</li> <li>• allowing time to welcome and screen participants and complete pre-session checks.</li> </ul> <p>1.2 Learners must prepare the environment for a suspension training session. This must include:</p> <ul style="list-style-type: none"> <li>• safely preparing the space</li> <li>• checking ventilation</li> <li>• checking lighting</li> <li>• checking fire hazards (if applicable)</li> <li>• cleaning water spills/sweat, etc (if applicable).</li> </ul> <p>Learners should deal with or refer any issues discovered. Learners could carry out a risk assessment for the suspension training session.</p> <p>1.3 Learners must prepare the equipment for a suspension training session. This could include:</p> <ul style="list-style-type: none"> <li>• safely setting up the equipment and ensuring that it is in place ready for the session</li> <li>• having an adequate amount of suspension trainers for the participants</li> <li>• checking any audio/visual equipment that they intend to use.</li> </ul> <p>Learners must deal with or refer any issues discovered. Learners could carry out a risk assessment for the suspension training session.</p> |

The Explanation of terms (Section 3) explains how the terms used in the unit content are applied to this qualification.

### Types of evidence

Evidence must include:

- NCFE optional observation checklist
- written Assessor observation
- risk assessment.

## Learning outcome 2

The learner will:

- 2 Be able to prepare participants for a suspension training session

The learner can:

- 2.1 Welcome and make participants feel at ease
- 2.2 Carry out pre-exercise screening with participants
- 2.3 Instruct participants in the correct use of the suspension training equipment
- 2.4 Provide key safety information to participants

## Assessment guidance

### Delivery and assessment

2.1 Learners must welcome participants and make them feel at ease, eg be friendly, use open body language, smile, greet participants at entrance to class, identify previous experience, identify any concerns, have general conversation, set tone, etc.

2.2 Learners must carry out pre-exercise screening of new participants (can include verbal screening), check experience, and check for any injuries or potential contraindications. If injuries are identified, appropriate alternatives/modifications should be offered to the participant. If contraindications are identified, appropriate action should be taken.

2.3 Learners must instruct participants in the correct use of the suspension training equipment. This could include: space, awareness of others around, basic safety advice, etc.

2.4 Learners must provide key safety information to participants. This could include: hydration, working within own ability, remembering to pace oneself, take a break when needed, stop if feeling unwell.

The Explanation of terms (Section 3) explains how the terms used in the unit content are applied to this qualification.

### Types of evidence

Evidence could include:

- NCFE optional observation checklist
- written Assessor observation
- video with written commentary.

### Learning outcome 3

The learner will:

- 3 Be able to deliver a safe and effective suspension training session

The learner can:

- 3.1 Provide an introduction to the suspension training session
- 3.2 Explain the importance of correct posture and core stability
- 3.3 Deliver a safe and effective suspension training session, to include:
- warm-up
  - main training component
  - cool-down and stretches
- 3.4 Give clear instructions and correct demonstrations of suspension exercises
- 3.5 Manage the class safely and effectively
- 3.6 Demonstrate a range of effective verbal/non-verbal communication techniques
- 3.7 Provide motivation and encouragement to participants throughout the session
- 3.8 Manage the overall session timings
- 3.9 Conclude the session and leave the environment in a safe, suitable condition, ready for further use

### Assessment guidance

#### Delivery and assessment

For this learning outcome, learners should be assessed in a real work environment, ideally 'on the job'/at work. For this role, it could include: a gym, studio, sports hall, the outdoors, etc. Where practically possible, 'real' participants should be used as opposed to peers. Learners must be observed for 30 minutes with ideally a minimum of 4 participants.

3.1 Learners must provide an introduction to the suspension training session. This must include:

- the aims and objectives of the session, eg fat loss, increase cardiovascular fitness, etc
- basic information on the session, eg how long the session will be, what to expect, etc.

3.2 Learners must explain the importance of maintaining correct posture and core stability.

3.3 Learners must deliver a safe and effective suspension training session. The delivery must be appropriate for each section, which must include: a warm-up, main training component and cool-down section with stretches.

3.4 Learners must use effective coaching, teaching or instruction methods and they must also give clear instructions and correct demonstrations throughout the suspension training session. Learners could break down complex moves into smaller parts.

3.5 Learners must manage the class safely and effectively. This must include:

- positioning themselves effectively to observe and monitor the class
- observing participants effectively – reacting and adapting to participants' needs

- providing appropriate intervention (if applicable), eg offer alternatives or adaptations, reinforce teaching points, adjust resistance, pace, correct technique/posture/breathing, reinforce safety points as appropriate, etc
  - effective monitoring of safety and intensity of exercise, eg using a range of recognised techniques (talk test, heart rate monitoring).
- 3.6 Learners must demonstrate a range of effective verbal and non-verbal communication techniques. This could include: mirroring, demonstrations, cueing, etc.
- 3.7 Learners must provide motivation and encouragement to participants throughout the session, eg positive vocal encouragement, providing positive feedback throughout the class, being enthusiastic, etc.
- 3.8 Learners must be able to manage the timings of the sessions effectively and efficiently (as appropriate for each section of the session).
- 3.9 Learners must bring the session to an end safely and appropriately and leave the area in a safe and suitable condition ready for further use, eg appropriate cool-down, used equipment is dismantled, cleaned and stored away according to manufacturers' instructions, showing an awareness of manual handling, if appropriate, etc.

The Explanation of terms (Section 3) explains how the terms used in the unit content are applied to this qualification.

#### **Types of evidence**

Evidence could include:

- NCFE optional observation checklist
- video with written commentary
- written Assessor observation.

#### **Learning outcome 4**

The learner will:

- 4 Be able to evaluate and reflect on a suspension training session

The learner can:

- 4.1 Provide feedback to participants on their performance during the session
- 4.2 Gain feedback from participants about the suspension training session
- 4.3 Evaluate the session and reflect on own performance
- 4.4 Plan improvements for personal performance and future sessions



## Assessment guidance

| <b>Delivery and assessment</b>  |
|---|
| <p>4.1 Learners must give feedback to participants on the suspension training session. This could relate to participation, effort levels, engagement or future developments/sessions.</p> <p>4.2 Learners must gather feedback from participants on the suspension training session and record the feedback in an appropriate way. This could include: what went well, what could be improved, what they liked or disliked, etc.</p> <p>4.3 Learners must consider how well the training session and instructing style met the participants' needs and take into consideration the feedback gathered from participants.</p> <p>4.4 Learners must plan improvements for personal performance and for future sessions.</p> <p>The Explanation of terms (Section 3) explains how the terms used in the unit content are applied to this qualification.</p> |
| <b>Types of evidence</b>  |
| <p>Evidence could include:</p> <ul style="list-style-type: none"> <li>• feedback forms</li> <li>• self-evaluation</li> <li>• action plan</li> <li>• personal development plan.</li> </ul>   |

# Section 3

## Explanation of terms

## 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).

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

|               |   |
|---------------|---|
| <b>Select</b> | Choose for a specific purpose.  |
| <b>Show</b>   | Supply sufficient evidence to demonstrate knowledge and understanding.                    |
| <b>State</b>  | Give the main points clearly in sentences.  |
| <b>Use</b>    | Take or apply an item, resource or piece of information as asked in the question or task. |

# Section 4

## Additional information

## **Additional information**

### **Resource requirements**

To assist in the delivery of this qualification, centres should have access to appropriate facilities and equipment to enable them to cover all the learning outcomes.

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### **Support for learners**

#### **Learner's Evidence Tracking Log (LETL)**

The LETL can help learners keep track of their work. This blank document can be downloaded free of charge from the NCFE website. You do not have to use the LETL – you can devise your own evidence tracking document instead.

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### **Support for centres**

#### **Key Facts**

This document outlines the key information of this qualification for the centre, learner and employer.

#### **Useful websites**

Centres may find the following websites helpful for information, materials and resources to assist with the delivery of this qualification:

- CIMSPA (Chartered Institute for the Management of Sport and Physical Activity) [www.cimspa.co.uk/](http://www.cimspa.co.uk/)

#### **NCFE workbook**

There is an optional NCFE workbook which covers Unit 01 in this qualification. This document can be downloaded free of charge from the NCFE website.

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### **Learning resources**

We offer a wide range of learning resources and materials to support the delivery of our qualifications. Please check the qualifications page on the NCFE website for more information and to see what is available for this qualification.

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.

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## Contact us

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