

Qualification specification

**NCFE Level 2 Award in Instructing Kettlebell
Training**

QN: 603/3935/4

This qualification is now withdrawn

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Summary of changes

This section summarises the changes to this qualification specification since the last version (Version 2 October 2020).

Version	Publication Date	Summary of amendments
1.2	January 2020	Information regarding the 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	Information regarding entry requirements added to Section 1 Information about the language of assessment evidence added to Section 2
2.2	December 2024	Update to CIMSPA logo.

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 on the Qualifications page on the NCFE website, which contains additional supporting information to help with the planning, delivery and assessment, such as:

- definition of Total Qualification Time (TQT)
- quality assurance
- staffing requirements
- assessment
- qualification support
- equality and diversity
- equal opportunities.

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

Qualification summary	
Qualification title	Level 2 Award in Instructing Kettlebell Training
Qualification number (QN)	603/3935/4
Aim reference	60339354
Total Qualification Time (TQT)	58
Guided Learning Hours (GLH)	48
Minimum age	16
Qualification purpose	This qualification is designed for learners who wish to develop the skills and knowledge to plan and instruct safe and effective kettlebell training sessions as a core group exercise instructor.
Aims and objectives	<p>This qualification aims to:</p> <ul style="list-style-type: none"> • focus on the role and scope of a kettlebell training instructor • offer breadth and depth of study, incorporating a key core of knowledge • provide opportunities to acquire a number of practical and technical skills. <p>The objectives of this qualification are to:</p> <ul style="list-style-type: none"> • develop skills and knowledge in a range of areas relevant to a kettlebell training instructor, such as: <ul style="list-style-type: none"> - the benefits and training effects of kettlebell training - health and safety considerations - the equipment and exercises that could be used in a kettlebell training session - the use of music and licensing - how to plan safe and effective kettlebell training sessions - how to instruct, observe and monitor participants • demonstrate the knowledge, understanding and practical skills needed to work as a kettlebell training instructor.
Real work environment (RWE) recommendation	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.
Rules of combination	Learners must achieve both mandatory units.
Grading	Achieved/Not Yet Achieved.

Assessment method	Internally assessed and externally quality assured portfolio of evidence.
Endorsement	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.
Recognition	
Progression	<p>Learners who achieve this qualification could progress to:</p> <ul style="list-style-type: none"> • Level 2 Award in Instructing Circuit Training • Level 2 Award in Instructing Suspension Training • Level 2 Award in Instructing Group Cycling • Level 3 Diploma in Personal Training. <p>Learners who achieve this qualification could progress into employment or self-employment as a kettlebell training instructor.</p>
Regulation information	This is a regulated qualification. The regulated number for this qualification is 603/3935/4.
Funding	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 kettlebell training instructor, or for existing gym instructors who wish to expand their current skills to offer kettlebell 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. 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.

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.

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	J/617/4021	Planning kettlebell training sessions	2	27
Unit 02	L/617/4022	Instructing kettlebell 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 Kettlebell 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.

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.

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.

Withdrawn

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.

Unit 01 Planning kettlebell training sessions (J/617/4021)

Unit summary	The aim of this unit is to develop the knowledge and understanding that an instructor needs to plan safe and effective kettlebell training sessions.
Guided Learning Hours	27
Level	2
Mandatory/optional	Mandatory

Learning outcome 1

The learner will:

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

The learner can:

- 1.1 Identify the components of a kettlebell
- 1.2 Describe the benefits of kettlebell training
- 1.3 Describe the training effects from kettlebell training

Assessment guidance

Delivery and assessment
<p>1.1 Learners must identify the components of a kettlebell (handle, bell/body, base, horns) and could include some examples of the range of different weights and slight variations to the shape of the kettlebell.</p> <p>1.2 Learners must describe the benefits of kettlebell training. Examples could include:</p> <ul style="list-style-type: none"> • physical benefits, eg efficiency of training (uses multiple joints and muscle groups), as well as general health benefits, eg reduction of disease risk and stress, weight management and body composition, improved sleep patterns • benefits to the instructor, eg they are portable, versatile, can be used inside and outside, convenient training method • benefits to participants, eg it keeps participants engaged, offers variety (stops boredom), and efficiency of training (saves time). <p>1.3 Learners must describe the different training effects that can be achieved with kettlebell training.</p> <p>Training effects could include: muscular strength, endurance, aerobic and anaerobic fitness, core strength, stability (kinetic chain), flexibility and joint mobility, body composition, skill related fitness (power, balance, coordination, speed, agility, reaction time).</p> <p>Learners must also include how each training effect is achieved, eg use of heavier kettlebells for strength, more dynamic movements for stability/flexibility, use of momentum, etc.</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
- assignment
- report.

Learning outcome 2

The learner will:

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

The learner can:

- 2.1 Explain the safety considerations relating to kettlebell training sessions, to include:
- environment
 - equipment
 - participants
- 2.2 Explain the potential risks associated with the use of a kettlebell and the precautions to take
- 2.3 Describe possible contraindications to kettlebell training

Assessment guidance

Delivery and assessment

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

- environment, eg examples of the risk within the facility to be used, layout and spacing of participants in a session, adequate floor space for number of participants, clear floors with no trip hazards, clearing kettlebells after use, suitable room temperature and ventilation
- equipment checks, eg wear and tear, storing of equipment
- participant, eg initial screening and verbal screening (any contraindications, injuries, recovering from injury, reasons for temporary deferral of exercise, illness or health related issues, ability), adequate warm-up and cool-down, suitable clothing, removal of jewellery, appropriate footwear, using a manageable weight, use of gloves/chalk, rest when needed and rehydration.

2.2 Learners must explain the potential risks associated with the use of a kettlebell and the precautions to take.

Risks could include: potential injury through overuse, incorrect techniques, incorrect posture, lack of control, using inappropriate weight, dropping the kettlebell, potential to collide with other participants or gym users, overexertion, hydration and overheating.

Learners could also include common injuries, including: back/shoulder, neck, knee strains and skin calluses/blisters on the hands, bruising of wrists or forearms.

Precautions could include: screening of participants, checking of ability/experience, using correct weights, educating about overtraining, controlling temperature/ventilation of room, wearing of gloves, instructor (teaching points, observation, correct demonstrations, clear verbal and visual communication, reinforcing controlled/correct movements, adaptations/alternatives, encouraging to rehydrate).

2.3 Learners must describe possible contraindications to kettlebell training. This could include joint problems (hips, shoulders, knees, wrists), lower back injuries and, in addition, pregnancy, heart conditions, osteoporosis and high blood pressure.

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 techniques to use in kettlebell training sessions

The learner can:

- 3.1 Describe the uses for a kettlebell and how they can be incorporated into other training sessions
- 3.2 Describe the different exercises, movements and lifts using a kettlebell
- 3.3 Identify methods of varying intensity

Assessment guidance

Delivery and assessment

3.1 Learners must describe how kettlebells can be versatile and include examples of how kettlebells can be used and integrated into different types of training sessions, eg strength and conditioning, resistance classes, functional training, weight training, bodyweight exercises, core strength exercises, class or individual training, rehabilitation.

3.2 Learners must choose at least 3 basic and 2 intermediate and advanced exercises/techniques and identify the key teaching points, correct technique and correct posture required for the exercise.

Examples of basic techniques could include: swing, squat, row, tricep extension, deadlift, lunge.

Examples of intermediate and advanced techniques could include: twist, floor press, goblet squat, farmer's walk, clean and press and overhead press, clean, side press, high pull, snatch.

Learners must consider that the names used for various lifts, techniques and exercises can differ.

3.3 Learners must give examples of how the intensity of kettlebell exercises can be varied, eg lever length, angle, repetitions, sets, rest duration, speed of movement.

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
- assignment.

Learning outcome 4

The learner will:

4 Understand the use of music during kettlebell training sessions

The learner can:

- 4.1 Describe licensing requirements that cover the use of music
- 4.2 Describe the importance of music and considerations to make for kettlebell training
- 4.3 Identify the reasons and risks of using a microphone during kettlebell training

Assessment guidance

Delivery and assessment

4.1 Learners must describe the legal requirements for using music with kettlebell training. This must include PPL and PRS and the implications of not having a licence. Learners must also give examples of the options they have for buying pre-paid licensed music.

4.2 Learners must describe how important music is to regulate intensity and motivate participants during training and how the music must be appropriate (speed, beat, tempo, instrumentals, lyrics, timings, phrasing) to meet the session objectives and ensure the flow of the session.

4.3 Learners must identify the reasons and risks of using a microphone during kettlebell training. Examples could include:

- why a microphone is used
- use of volume
- benefits to the instructor, eg instructions being clear/heard, not damaging voice
- risk to the instructor, eg malfunction, clarity of instructions to 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
- worksheets
- report
- assignment.

Learning outcome 5

The learner will:

- 5 Be able to plan a safe and effective kettlebell training session

The learner can:

- 5.1 Plan the aims and objectives of the session
 5.2 Plan the equipment and the training environment
 5.3 Plan the structure and content of the kettlebell training session
 5.4 Plan exercise adaptations, alternatives and modifications

Assessment guidance**Delivery and assessment**

Learners must plan for a safe and effective kettlebell 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.

5.1 Learners must include in the plan the aims and objectives of the session, eg upper, lower, whole body, endurance/strength based, sport specific, etc.

5.2 Learners must include in the plan:

- the environment being used, eg gym or park, spacing of participants
- the equipment needed, eg music, speaker, microphone, mats
- how many kettlebells are needed (variety of weights, enough for the class, allow for regression/progression/ability)
- any other considerations (heating, ventilation, hygiene).

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

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

The main session must include:

- exercises – must include a minimum of 6 kettlebell exercises/lifts for the session. Examples could include: deadlift, squat, swing, clean, clean and press/side press, high pull, snatch, lunge, row, tricep extension, twist, floor press, goblet squat, farmer's walk
- order of exercises – consider compound/isolation, large/small muscle groups and include teaching points
- timings
- sets/repetitions
- weights
- recovery/active rest.

5.4 Learners must include in the plan adaptations/alternatives for all kettlebell exercises.

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 6

The learner will:

- 6 Understand how to instruct safe and effective kettlebell training sessions

The learner can:

- 6.1 Explain the importance of correct demonstrations and clear instruction
 6.2 Describe ways to observe and monitor performance
 6.3 Explain ways to improve, correct and reinforce technique
 6.4 Explain ways to engage and motivate participants during kettlebell training sessions

Assessment guidance

Delivery and assessment

6.1 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.

6.2 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
- use of teaching tools (mirror/ceiling height)
- benefits and limitations of monitoring techniques, eg RPE (The rate of perceived exertion), heart rate monitoring, talk test
- participant interaction – to check engagement and effort levels.

6.3 Learners must explain ways to improve, correct and reinforce technique. This could include:

- use of teaching points/demonstrations
- reinforcement of technique
- breaking down of complex exercises into small parts
- 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.

6.4 Learners must explain ways to engage and motivate participants during kettlebell 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
- worksheets
- assignment
- poster.

Unit 02 Instructing kettlebell training sessions (L/617/4022)

Unit summary	This unit covers the skills that an instructor needs to deliver safe and effective kettlebell training sessions and evaluate performance to improve future sessions.
Guided Learning Hours	21
Level	2
Mandatory/optional	Mandatory

Learning outcome 1

The learner will:

- 1 Be able to prepare for a kettlebell training session

The learner can:

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

Assessment guidance

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

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

Learning outcome 2

The learner will:

- 2 Be able to prepare participants for a kettlebell 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 kettlebell
 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, smiling, 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 kettlebell. This could include: grip, space, awareness of others around, basic safety advice, lowering of the kettlebell, 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 kettlebell training session

The learner can:

- 3.1 Provide an introduction to the kettlebell training session
- 3.2 Explain the importance of correct posture and core stability
- 3.3 Deliver a safe and effective kettlebell training session to include:
- warm-up
 - main training component
 - cool-down and stretches
- 3.4 Give clear instructions and correct demonstrations of kettlebell 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, ideally with a minimum of 4 participants.

3.1 Learners must provide an introduction to the kettlebell training session, which must include:

- the aims and objectives of the session, eg fat loss, increase cardiovascular fitness, etc.
- basic information about 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 kettlebell training session. The delivery must be appropriate for each section of the session, which must include a warm-up, main component and cool-down section with stretches.

3.4 Learners must use effective coaching, teaching or instruction methods and they must give clear instructions and correct demonstrations throughout the kettlebell training session.

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

- positioning 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
 - effective monitoring, 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, maintaining communication 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 which is ready for further use, eg appropriate cool-down, used equipment has been 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 kettlebell 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 kettlebell training session
- 4.3 Evaluate the session and reflect on own performance
- 4.4 Plan improvements for personal performance and future sessions

Assessment guidance

Delivery and assessment
<p>4.1 Learners must give feedback to participants on the kettlebell training session. This could relate to participation, effort levels, engagement or future development.</p> <p>4.2 Learners must gather feedback from participants on the kettlebell 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>
Types of evidence
<p>Evidence could include:</p> <ul style="list-style-type: none">• feedback forms• self-evaluation• action plan• personal development plan.

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).

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 (some description may also be necessary to gain higher marks when using compensatory marking).
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.
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.
Perform	Do something (take an action/follow an instruction) which the question or task asks or requires.
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.
Show	Supply sufficient evidence to demonstrate knowledge and understanding.
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.

Withdrawn

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.

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.

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/

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.

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.

Contact us

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