



Focus Awards Level 3 Certificate in Planning and Delivering Personal Training (RQF)

603/5232/2

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Qualification Summary

Level	Sector	Qualification Type
3	Sport, Leisure and Recreation	Occupational Qualification
Total Qualification Time	Credit Value	Guided Learning Hours
410	41	280
Status	Methods of Assessment	Minimum Age
Available to Learners	Portfolio of Evidence	16



Focus Awards Level 3 Certificate in Planning and Delivering Personal Training (RQF)

QRN: 603/5232/2

GLH: 280

TQT: 410

Credit: 41

Qualification Purpose:

The Focus Awards Level 3 Certificate in Planning and Delivering Personal Training (RQF) aims to provide the learner with the skills, knowledge, skills, and competence required for an individual to work unsupervised as a personal trainer. This includes being able to offer one-to-one training, baseline assessment, nutritional advice and progressive programming which is specific to the individual needs of a client.

Age Range

Entry is at the discretion of the centre. However, learners should be aged at least 16 to undertake this qualification.

Geographical Coverage

This qualification is available in England.

Learner Entry Requirements:

Prior to enrolling on the Level 3 Certificate in Planning and Delivering Personal Training, learners must have the necessary underpinning knowledge at Level 2. Therefore, learners must have already achieved a Level 2 Certificate in Fitness Instructing in Gym, or equivalent.

The qualification requires physical exertion and individual participation is essential, therefore a degree of physical fitness is necessary.

There is an element of communication (discussing, presenting, reading and writing) and application of number involved, and learners should have basic skills in communication and application of number at Levels 2 and 3 respectively

Reasonable Adjustments and Special Considerations

Please refer to the Focus Awards 'Reasonable Adjustments and Special Considerations Policy'. A copy is available for download from the Focus Awards website at the following url: <https://www.focusawards.org.uk/wp-content/uploads/2016/08/Reasonable-Adjustments.pdf>

Assessment Methods

This qualification is Internally Assessed. Each learner must create a portfolio of evidence that demonstrates achievement of all the learning outcomes and assessment criteria associated with each unit.

The main pieces of evidence for the portfolio could include some or all of the following:

- Assessor observation
- Witness testimony
- Learner product
- Worksheets
- Assignments/projects/reports
- Record of oral and written questioning
- Learner and peer reports
- Recognition of prior learning (RPL)

Progression Routes

Learners seeking progress from this qualification can advance their skills further through the following:

- Level 3 Certificate in Fitness Management (RQF)
- Level 3 NVQ in Instructing Physical Exercise and Nutrition (RQF)
- Level 4 Higher Professional Diploma in Sport and Recreation Management (RQF)
- Level 4 HNC Diploma in Sport (RQF)
- Level 4 Certificate in Exercise and Nutritional Interventions for Obesity and Diabetes (RQF)
- Level 4 Certificate in Exercise for the Management of Low Back Pain (RQF)
- Level 5 HND Diploma in Sport and Exercise Sciences (RQF)

Supporting Material and Useful Websites

- <https://focusawards.org.uk/supportingmaterials>
- <https://ofqual.gov.uk>

Mandatory Units

Unit Title	Unit Reference	Level	Credit	Guided Learning Hours
Anatomy, physiology, and kinesiology for exercise and health	K/617/8594	3	6	43
Applying nutritional principles to personal training	M/617/8595	3	6	40
Planning exercise Programme design for Personal Training Clients	T/617/8596	3	7	47
Delivering exercise programmes for Personal Training sessions	A/617/8597	3	9	58
Business acumen and the use of information technology for a personal trainer	F/617/8598	3	5	35
Principles of health and wellbeing for exercise, fitness and health	Y/617/8588	2	4	28
Know how to support clients lifestyle management and enhance client motivation for exercise and physical activity	R/617/8590	2	2	13
Principles of professional practice and health and safety in a fitness environment	Y/617/8591	2	2	16

Staff Requirements

Requirements for Tutors/Instructors

Tutors delivering the qualification will be required to hold or be working towards a teaching qualification. This may include qualifications such as the Levels 3, 4 or 5 in Education and Training, or a Certificate in Education. Focus Awards will however; consider other teaching qualifications upon submission. Tutors must also be able to demonstrate that they are occupationally competent within the sector area.

Requirements for Assessors

Assessors will be required to hold, or be working towards a relevant assessing qualification. This includes qualifications such as:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Award in Assessing Vocationally-Related Achievement
- Level 3 Certificate in Assessing Vocational Achievement

Focus Awards will however; consider other relevant assessing qualifications upon submission.

Assessors who only hold the Level 3 Award in Understanding the Principles and Processes of Assessment will be required to complete an additional programme of study to achieve the relevant competency units required for one of the qualifications listed above.

Trainee assessors who do not hold an assessment qualification will require their decisions to be countersigned by a suitably qualified assessor.

Assessors must also be able to show they are occupationally competent within the sector area

Requirements for Internal Quality Assurers (IQA)

Internal Quality Assurers should hold or be working towards the following an IQA qualification. This may include qualifications such as the V1 (previously D34), or the Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice. Focus Awards will however; consider other relevant IQA qualifications upon submission. Trainee IQAs who do not hold an IQA qualification will require their decisions to be countersigned by a suitably qualified IQA. IQAs must be able to demonstrate occupational competence.