

Focus Awards Level 2 Certificate in Fitness Instructing (RQF)

601/5883/9

FOCUS AWARDS

Key Information

Level:	2
Sector:	Sports, Leisure and Recreation
Qualification Type:	Occupational
Total Qualification Time:	230
Credit Value:	23
Guided Learning Hours:	158
Status:	Available to learners
Methods of Assessment:	Portfolio of evidence
Minimum Age:	16

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Focus Awards Level 2 Certificate in Fitness Instructing (RQF)

QRN: 601/5883/9
GLH: 158
TQT: 230
Credit: 23

Qualification Purpose

The Focus Awards Level 2 Certificate in Fitness Instructing (RQF) is aimed at those learners who work or want to work in the Exercise and Fitness sector.

The Focus Awards Level 2 Certificate in Fitness Instructing (RQF) offers learners the opportunity to achieve a qualification in fitness instructing via 4 pathways: Gym-based Exercise, Exercise to Music, Water-based Exercise and Exercise and Physical Activity for Children. Each pathway enables learners to develop the knowledge and understanding required when planning and instructing clients or groups of participants in physical activity.

Age Ranges

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

Geographical Coverage

This qualification is available in England and Northern Ireland.

Learner Entry Requirements

Focus Awards does not set any other entry requirements, but additional criteria may be requested or specified by the centre.

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://focusawards.org.uk/wp-content/uploads/2026/08/Reasonable-Adjustments-and-Special-Considerations-Policy-V8.pdf

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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:

- Focus Awards Level 3 Diploma Practitioner In Personal Training (RQF)
- Focus Awards Level 3 Certificate In Planning And Delivering Personal Training (RQF)
- Focus Awards Level 3 NVQ Diploma in Personal Training (RQF)

Supporting Material and Useful Websites

- https://focusawards.org.uk
- https://www.gov.uk/government/organisations/ofqual

Qualification Structure

Learners must achieve all 4 mandatory units (14 credits) and 2 optional units (9 - 11 credits) within a chosen pathway.

Mandatory Units

Unit Title	Unit Reference	Level	Credit	Guided Learning Hours
Anatomy and physiology for exercise	H/600/9013	2	6	41
Health safety and welfare in a fitness environment	T/600/9016	2	2	16
Principles of exercise, fitness and health	A/600/9017	2	4	28
Know how to support clients who take part in exercise and physical activity	M/600/9015	2	2	13

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Optional Units

Unit Title	Unit Reference	Level	Credit	Guided Learning Hours
Gym-Based exercise				
Planning gym-based exercise	F/600/9018	2	4	23
Instructing gym-based exercise	A/600/9020	2	6	37
Exercise to Music				
Planning exercise to music sessions	F/600/9021	2	4	24
Instructing group exercise to music	J/600/9022	2	6	37
Water-based exercise				
Planning water-based exercise	L/600/9023	2	5	26
Instructing water-based exercise	R/600/9024	2	6	38
Exercise and Physical Activity for Children				
Planning health related exercise and physical activity for children	A/600/9048	2	3	23
Instructing health related exercise and physical activity to children	T/600/9050	2	6	36

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 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 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.

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Vocabulary of Terms

This table explains how the terms used in Focus Awards' Qualification Specification content are applied. Not all terms are necessarily used in this qualification.

Apply	Explain how existing knowledge can be used in new or different situations.
Analyse	Break the subject down into individual parts. Examine each, show how they fit together, whether they support each other and why they're important. Reference to current research or theory may add weight to your analysis.
Clarify	Clearly and concisely explain the information presented.
Classify	Organise in alignment with specified criteria.
Collate	Gather and organise information in a logical order (e.g., alphabetically, numerically, chronologically etc.).
Compare	Examine the subjects in detail to identify differences and similarities.
Critically compare	Similar to 'compare' above, but consider any positive aspects and/or limitations/restrictions arising from identified differences and similarities.
Consider	Think critically about a presented situation, problem, action or decision, and explain it. Also see 'explain' below.
Demonstrate	Describe or explain knowledge or understanding by providing examples or illustrations.
Describe	Write about the subject, presenting detailed information logically.
Develop...	Expand a plan or idea by adding more detail and/or depth of information.
Diagnose	Collate and consider appropriate evidence to identify the cause or origin of a situation or problem.
Differentiate	Identify the differences between 2 or more arguments, situations or subjects.
Discuss	Create a detailed account from a range of viewpoints, opinions or perspectives.
Distinguish	Explain the difference between 2 or more items, resources, pieces of information.
Draw conclusions...	Derive a reason or logic based decision or judgement.

Estimate	Use existing knowledge, experience and other relevant information to arrive at an approximate or 'best guess' opinion or judgement.
Evaluate	Examine strengths and weaknesses, consider arguments for and against, and/or similarities and differences. Assess any presented evidence from different perspectives and arrive at a valid conclusion or reasoned judgement. Reference to current research or theory may support the evaluation.
Explain	Present detailed information about the subject with reasons showing how or why it's included. Include examples to support these reasons where possible.
Extrapolate	Use existing knowledge and data to predict possible outcomes or results that might be outside the expected 'norm'.
Identify	Recognise and name the main points accurately. Additional description or explanation may be needed to aid clarity and attribute credibility.
Implement	Explain how to put an idea or plan into action.
Interpret	Explain the meaning of something.
Judge	Form an opinion or make a decision.
Justify	Provide a satisfactory explanation for actions or decisions.
Perform	Carry out a task or process to meet the requirements of the question.
Plan	Create and record (list) a logical, organised sequence of information, required resources and actions/events that enable a concept or idea to be crystalised and communicated.
Provide	Identify and deliver detailed and accurate information related to the subject.
Reflect	Consider actions, experiences or learning and how these may impact practice and/or professional development.
Review and revise	Look back over the subject and make corrections or changes to improve clarity or better demonstrate understanding.
Select	Make an informed choice for a specific purpose or required outcome/result.
Show	Supply evidence to demonstrate accurate knowledge and understanding.
State	Provide the main points clearly in sentences or paragraphs.
Summarise	Convey the main ideas or facts concisely.

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Assessor Feedback

Student Name:	
Student Number:	
Course:	
Unit(s):	
Criteria:	
Date:	
Comments:	
Decision:	
Further Actions:	
Assessor:	
Position:	

IQA Report

IQA Report			
Qualification:			
Assessor:		IQA:	
Candidate Name	Unit(s) Sampled	Assessment Methods	Comments
	IQA Signature		
	Assessor Signature		

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