

Focus Awards Level 3 Diploma Specialist in **Personal Training (RQF)**

603/7654/5

FOCUS AWARDS

Key Information

Level: 3	3
Sector:	Sports, Leisure and Recreation
Qualification Type:	Occupational Qualification
Total Qualification Time:	750
Credit Value:	75
Guided Learning Hours:	488
Status:	Available to learners
Methods of Assessment:	Portfolio of evidence
Minimum Age:	16

Copyright © Focus Awards. All rights reserved

Contents

Key Information 2

Qualification Purpose 4

Age Ranges 4

Geographical 4

Learner Entry Requirements 4

Reasonable Adjustments and Special Considerations 5

Assessment Methods 5

Progression Routes 5

Supporting Material and Useful Websites 6

Qualification Structure 7

Focus Awards Level 3 Diploma Specialist in Personal Training (RQF)

QRN: 603/7654/5
GLH: 488
TQT: 750
Credit: 75

Qualification Purpose

The Focus Awards Level 3 Diploma Specialist in Personal Training (RQF) qualification combines the knowledge and skills required to work as a Specialist Personal Trainer. Learners will cover the basics of anatomy, planning personal training sessions, circuit sessions, strength and conditioning, outdoor fitness, and exercise referral.

Learners can also choose to complete additional units in studio cycling or advanced stretching.

Age Ranges

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

Geographical Coverage

This qualification has been accredited for use in England and Northern Ireland.

Learner Entry Requirements

Prior to enrolling on the qualification, 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 course 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 the application of numbers involved, so learners should have basic skills in communication and numeracy at Levels 3 and 2 respectively.

Copyright © Focus Awards. All rights reserved

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

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 - completed observational checklists on related action plans
- Witness testimony
- Learner product
- Worksheets
- Assignments/projects/reports
- Record of oral and written questioning
- Learner and peer reports
- Recognition of prior learning (RPL)

Grading

This qualification is graded on a pass or fail basis. Learners must achieve the number of credits stated within the qualification structure.

Progression Routes

Learners wishing to progress from this qualification can undertake the following qualifications:

- Level 4 Certificate in Nutrition for Weight Management and Athletic Performance
- Level 4 Certificate for Advanced Personal Trainers
- Level 4 Certificate in Delivering Physical Activity for Individuals with Mental Health Conditions
- Other relevant higher-level qualifications

Supporting Material and Useful Websites

- https://focusawards.org.uk
- https://ofqual.gov.uk

Copyright © Focus Awards. All rights reserved

Qualification Structure

To achieve the Focus Awards Level 3 Diploma Specialist in Personal Training (RQF) qualification, learners must complete 16 units to achieve 75 credits. A further 3 – 4 credits may be obtained through completion of either Optional Group A or Optional Group B.

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
Planning Circuit Sessions	J/617/6271	2	4	24
Delivering Circuit Sessions	Y/617/6274	2	6	36
Planning Outdoor Fitness	J/618/7688	3	1	11
Delivering Outdoor Fitness	L/618/7689	3	2	11
Collecting information for Sports Conditioning Programming	F/618/7690	3	1	8
Analysing Sporting Activities for Sports Conditioning	J/618/7691	3	1	8

Planning Sports Conditioning Events and Activities	L/618/7692	3	1	8
Planning Exercise Referral Programmes with Patients	D/503/7494	3	8	52
Understanding Medical Conditions for Exercise Referral	R/503/7492	4	7	35
Professional Practice for Exercise Referral Instructors	Y/503/7493	3	2	14
Instructing Exercise with Referred Patients	L/503/7491	3	9	58

Optional Units Group A

Unit Title	Unit Reference	Level	Credit	Guided Learning Hours
Planning Studio Cycling Sessions	R/615/9716	2	2	8
Instructing Studio Cycling Sessions	M/615/9724	2	2	10

Optional Units Group B

Unit Title	Unit Reference	Level	Credit	Guided Learning Hours
Introduction to Advanced Stretching	H/618/7696	2	1	8
Advanced Stretching Techniques and Progressions	K/618/7697	2	1	9
Programming and Instructing Advanced Stretching	M/618/7698	2	1	9

Copyright © Focus Awards. All rights reserved

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.

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.

Copyright © Focus Awards. All rights reserved

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.

Assessor Feedback

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

Copyright © Focus Awards. All rights reserved

IQA Feedback

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