



Qualification
Guidance

Active IQ Level 2 Award in Instructing Circuit Training

Qualification
Accreditation Number:
610/5180/9
Version AIQ006796

Active iQ

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Active IQ Level 2 Award in Instructing in Circuit Training

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Introduction

The Active IQ Level 2 Award in Instructing Circuit Training is at level 2 on the Regulated Qualifications Framework (RQF).

Guided learning hours:	12	Total qualification time:	40
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Entry requirements:

- A suitable Level 2 fitness instructing qualification, for example:
 - Active IQ Level 2 Certificate in Gym Instructing.
 - Active IQ Level 2 Certificate in Group Training.
 - Active IQ Level 2 Certificate in Fitness Instructing.
- Some experience of circuit training may be useful.
- 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) involved and learners should have basic skills in communication pitched at level 2.

Qualification outline

Target learners:

- Learners aged 16+.
- Qualified fitness instructors wishing to widen their skills to offer circuit training.

Purpose

The purpose of this qualification is to provide learners with an understanding of the legal and professional requirements of a circuit training instructor. Learners are provided with an understanding of the key concepts of circuit training and how technology can be used in circuit training sessions. Learners are also provided with the knowledge and skills to be able to plan, prepare and deliver safe and effective group circuit sessions.

This qualification includes the essential knowledge and skills that are needed to meet the requirements of the physical activity sector's minimum standards for deployment.

Learners who achieve this qualification will:

Understand:

- Legal and professional requirements for group and individual circuit training.
- The skills, motivations and behaviours needed for delivering group circuit training.
- The principles of fitness relevant to circuit training.
- How technology can be used in circuit training sessions.
- The safety considerations when instructing a circuit training session.
- How to clean and maintain portable circuit training equipment.

Have demonstrated:

- How to plan a safe and effective group circuit training session.
- How to plan a safe and effective one-to-one mini-circuit training session.
- How to deliver a safe and effective group circuit training session.
- How to evaluate own practice.

Progression

This qualification provides progression to:

- Active IQ Level 2 Award in Instructing Kettlebell Training.
- Active IQ Level 2 Award in Instructing Studio Cycling Sessions.
- Active IQ Level 3 Diploma in Personal Training.
- Active IQ Level 3 Diploma in Sports Massage Therapy.
- Apprenticeship in Personal Training.

Links to National Standards

There are links to:

- The Leisure Team Member Apprenticeship standard (ST0390).
- The Community Activator Coach Apprenticeship standard (ST0478).
- The Chartered Institute for the Management of Sport and Physical Activity (CIMSPA) Learning and Development Requirements (LDR).

Occupational competence statements for tutors, assessors and internal verifiers

This section outlines the requirements for tutoring, assessing and internally verifying Active IQ qualifications.

Required criteria

All tutors, assessors and internal verifiers must:

- Possess a discipline-specific qualification equivalent to the qualification being taught.
- Have relevant industry experience.
- Demonstrate active involvement in a process of industry-relevant continuing professional development during the last two years (this may be discipline-/context-specific or relevant to tutoring assessing or quality assurance).

Tutors and assessors

Tutors must hold, or be working towards, a teaching qualification.

The following are acceptable:

- Level 3 Award in Education and Training.
- Level 4 Certificate in Education and Training.
- Level 5 Diploma in Education and Training.
- Certificate in Education (including professional and postgraduate).
- Qualified Teaching and Learning Skills.

Assessors

Assessors must hold, or be working towards, any of the following:

- Level 3 Award in Understanding the Principles and Practices of Assessment.
- Level 3 Award in Assessing Vocationally Related Achievement.
- Level 3 Award in Assessing Competence in the Work Environment.
- Level 3 Certificate in Assessing Vocational Achievement.
- A1 (previously D32, D33).

Internal verifiers

Internal verifiers must hold, or be working towards, any of the following:

- Level 4 Award in Understanding the Internal Quality Assurance of Assessment Processes and Practice.
- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice.
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice.
- V1 (previously D34).

All new assessors and quality assurance staff must be given a clear action plan for achieving the appropriate qualification(s) and should be countersigned by an appropriately qualified individual until the qualification(s) has been achieved.

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Qualification structure

Learners must complete the mandatory unit.

Unit		Unit accreditation number	Level	GLH	TQT
1	Planning and instructing circuit training	A/651/4254	2	12	40

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>
1. Understand the legal and professional requirements for group circuit training	1.1 Describe the legal and ethical responsibilities of a circuit instructor 1.2 Explain the personal insurance requirements of a circuit instructor 1.3 Outline the health, safety and insurance requirements when hiring venues or facilities 1.4 Explain the term 'duty of care' relating to the health and safety of self and others 1.5 Explain the licensing requirements of a circuit instructor, for example, music usage rights	Legal and ethical responsibilities: • Screening • Recording information • Record-keeping • Client confidentiality
2. Understand the skills, motivations and behaviours needed for delivering group circuit training	2.1 Identify ways that an instructor can help clients have a positive exercise experience 2.2 Identify ways that an instructor can build social support and inclusion within a group circuit environment 2.3 Explain the physical abilities and coaching skills that are beneficial for delivering a circuit training session	Positive exercise experience: • Building rapport • Motivation and engagement • Effective communication skills Physical abilities and coaching skills: • Sufficient level of fitness • Good movement awareness • Broad exercise technique knowledge • Group training management • Structured and organised • Motivational and encouraging

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>
3. Understand the principles of fitness relevant to circuit training	3.1 Identify the benefits of circuit training 3.2 Describe a range of settings where circuit training is commonly applied 3.3 Describe a range of different methods of circuit training that may be used 3.4 Describe a range of different types of circuit training layout that may be applied 3.5 Explain how to adopt an optimal teaching/instructing position dependent on circuit layout and group movement dynamics 3.6 State the recommended work-to-recovery ratio for circuit training sessions 3.7 Explain how to monitor exercise intensity during a circuit training session 3.8 Describe the purpose of active recovery during a circuit training session	A range of settings: • Studio-based group class • Gym-based group class • Field-based sports teams • In-community targeted groups A range of different methods: • Timed circuit • Command circuit • Body weight-only circuit • Progressive colour circuit • Repetition circuit • Sports-specific circuit • Obstacle circuit • Two-thirds workload circuit • HIIT circuit • Peripheral heart action (PHA) circuit • Compound strength circuit • Conditioning circuit A range of different types: • Satellite circuit • MSE satellite – aerobic unison • Radial circuit • Follow the leader circuit • Bow-tie – aerobic • Themed squares – strength

Learning outcomes The learner will:	Assessment criteria The learner can:	Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>
		• Paired strength • 2 Forward, 1 back • Once through • Lined groups • Shuttle run circuit • Bleep test circuit • Work, rest, play circuit • Ton Up
4. Understand how technology can be used in circuit training sessions	4.1 Explain how a range of technology may assist clients to increase their activity levels 4.2 Explain how technology can enhance client motivation and focus to help them achieve their goals 4.3 Describe ways that fitness professionals can engage with their clients, using current technology, to include in-person and digital remote sessions 4.4 Explain how to monitor and promote safe exercise technique when delivering online sessions	A range of technology: • Heart rate monitoring • Smart-phone exercise applications • Wearable fitness-tracking technology
5. Understand the safety considerations when instructing a circuit training session	5.1 Identify the safety considerations relating to circuit training 5.2 Identify the potential hazards that may occur within a circuit training environment 5.3 Describe how to resolve safety hazards and manage risk levels within the circuit training environment	Safety considerations: • Verbal screening • Exercise selection appropriate to clients • Equipment set-up and safety check • Equipment layout and spacing • Range of weights/resistance offered • Observation of exercise technique • Lower risk exercise alternatives

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>
6. Understand how to clean and maintain portable circuit training equipment	6.1 Identify a range of commonly used portable fitness equipment well-suited to a circuit session 6.2 Describe the appropriate checks required to ensure the safety and cleanliness of circuit training equipment 6.3 Explain how to store and maintain circuit training equipment to prevent damage and enhance long-term usability	Portable fitness equipment: • Studio barbells • Dumbbells • Kettlebells • Medicine balls • Sandbags • Mats • Resistance bands • Suspension straps • Stability balls • BOSU balls • Skipping ropes • Battling ropes • Plyometric boxes • Agility ladders • Mini hurdles • Boxing gloves/pads/bags • Mini trampolines/rebounders • Indoor cycling bikes

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>
7. Be able to plan a safe and effective individual and group circuit training session	7.1 Plan a safe and effective individual client circuit training session, selecting an appropriate format and layout that aligns well to a single client 7.2 Plan a safe and effective group circuit training session to meet clients' needs and incorporate different components of fitness 7.3 Plan adaptations and modifications to meet the needs of the group or individual clients 7.4 Select appropriate music for the components of the session 7.5 Record the session plan using an appropriate format	Group circuit training session: • Session objectives • Session duration • Circuit type • Circuit layout and progress route • Exercises selection and alternatives • Exercise order • Number of stations and circuits • Sets and repetitions • Work:rest ratios, including active recovery • Warm up and cool down activities Select appropriate music to consider these factors: • Atmosphere • Motivation • Speed • Music • Lyrics

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>
8. Be able to prepare clients and the environment for a circuit training session	8.1 Set up the planned circuit training session, considering exercise equipment, layout, audio equipment, and anticipated client numbers 8.2 Carry out a risk assessment on the chosen circuit training environment. 8.3 Use appropriate methods and communication skills 8.4 Provide appropriate advice and guidance in response to information gathered 8.5 Explain the appropriate health and safety considerations 8.6 Demonstrate the correct technique for each exercise and how to use the equipment at each circuit station	Appropriate methods and communication: • Greet clients • Build rapport • Gather client information and check readiness to exercise Advice and guidance: • When to signpost to a medical professional • When to defer training • When to allow participation in training to proceed Health and safety: • Safe and appropriate use of circuit equipment • Layout, format, and route through the circuit • Training space and awareness of other clients • Water and hydration • Sweat towel

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>
9. Be able to deliver a safe and effective group circuit training session	9.1 Use appropriate instructional/coaching methods to support clients performance 9.2 Use effective communication skills to support and enhance instructional/coaching methods 9.3 Use a head microphone , where appropriate, when instructing group circuits 9.4 Use appropriate music for each component of the session 9.5 Instruct a safe and effective warm-up 9.6 Instruct a safe and effective main session 9.7 Instruct a safe and effective cool-down 9.8 Monitor exercise safety throughout the session 9.9 Adapt or modify exercises, as appropriate, to accommodate clients' needs 9.10 Respond accurately/appropriately to clients' questions 9.11 Promptly clear away and leave the circuit training space in good order.	Instructional/coaching methods: • Exercise explanation • Coaching points • Demonstration • Observation of client performance • Cueing • Positive correction • Exercise adaptation • Praise and encouragement Effective communication skills: • Eye contact • Efficient, clear verbal direction • Body language • Effective use of voice, to include: • Tone and pitch • Variation in volume • Use of silence/no vocals Head microphone: • Correct audio set-up • Management of voice projection • Appropriate use of volume Appropriate music to include: • Genre • Speed • Volume

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>
		Safe and effective main session to include: • Explanation of the circuit format and exercise order • Exercise demonstrations • Assign clients to circuit stations • Manage the circuit session • Provide group and individual motivation • Correct observational and instructional position • Provide progression routes • Monitor appropriate exercise intensities
10. Be able to evaluate own practice	10.1 Gather client feedback to review and evaluate the circuit training session structure 10.2 Identify ways to improve session structure to better meet client/group needs in future sessions 10.3 Evaluate the instructional and communication skills used to train the client/group 10.4 Identify ways to improve instruction and communication in future sessions 10.5 Evaluate the overall safety of the exercise session	
Assessment	E-assessment Assignments Observation and questioning	

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