NCFE Active IQ Level 2 Award in Instructing Circuit Training
QN: 610/5180/9



Qualification Specification

Version 2.0 – November 2026

Qualification summary

Qualification title	**NCFE Active IQ Level 2 Award in Instructing Circuit Training**
Ofqual qualification number (QN)	610/5180/9
Guided learning hours (GLH)	24
Total qualification time (TQT)	29
Minimum age	16
Qualification 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.
Grading	Achieved/not yet achieved.
Assessment method	Internally assessed and externally quality assured portfolio of evidence.
Work/industry placement experience	Work/industry placement experience is not required.
Apprenticeship standards	This qualification is linked to the following apprenticeship standards: ST0390: Leisure Team Member Apprenticeship standard ST0478: Community Activator Coach Apprenticeship standard
Endorsement	This qualification is endorsed by CIMSPA (Chartered Institute for the Management of Sport and Physical Activity). CIMSPA Endorsed 10 CIMSPA CPD POINTS
Performance points	Please check the performance points data produced by the Department for Education (DfE) and available online.

Regulation information	This is a regulated qualification. The regulated number for this qualification is 610/5180/9.
Funding	This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.

Contents

Qualification summary **2**

Section 1: introduction **5**

Aims and objectives 5
Support Handbook 5
Guidance for entry and registration 5
Achieving this qualification 5
Progression 6
Resource requirements 6
Realistic work environment (RWE) requirement/recommendation 6
How the qualification is assessed 7
Internal assessment 7

Section 2: unit content and assessment guidance **8**

Unit 01 Planning and instructing circuit training (A/651/4254) 9
NCFE assessment strategy 21

Section 3: explanation of terms **22**

Section 4: support **24**

Support materials 24
Other support materials 24
Reproduction of this document 24

Contact us **25**

Appendix A: units **26**

Mandatory units 26

Change history record **27**

Section 1: introduction

Centres must ensure they are using the most recent version of the Qualification Specification on the NCFE website.

Aims and objectives

This qualification aims to:

- focus on the study of instructing circuit training
- offer breadth and depth of study, incorporating a key core of knowledge
- provide opportunities to acquire a number of practical and technical skills.

Support Handbook

This Qualification Specification must be used alongside the mandatory Support Handbook, which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

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

Guidance for entry and registration

This qualification is designed for qualified fitness instructors wishing to widen their skills to offer circuit training.

Registration is at the discretion of the centre in accordance with equality legislation and should be made on the NCFE Portal.

Learners wishing to undertake this qualification should have achieved a suitable level 2 fitness instructing qualification, for example, gym instructing, group training or fitness coaching. 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 are elements of communication (discussing, presenting, reading and writing) involved and learners should have basic skills in communication pitched at level 2.

Centres are responsible for ensuring that all learners are capable of achieving the unit and learning outcomes (LOs) and complying with the relevant literacy, numeracy, and health and safety requirements.

Learners registered on this qualification should not undertake another qualification at the same level, or with the same/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 **1** mandatory unit.

Please refer to the list of units in appendix A for further information.

To achieve this qualification, learners must successfully demonstrate their achievement of all LOs of the units as detailed in this Qualification Specification.

Progression

Learners who achieve this qualification could progress to the following:

- employment:
  - circuit training instructor
- further education:
  - Level 2 Award in Instructing Kettlebell Training
  - Level 2 Award in Instructing Studio Cycling Sessions
  - Level 3 Diploma in Personal Training
  - Level 3 Diploma in Sports Massage Therapy
  - apprenticeship in personal training.

Resource requirements

There are no mandatory resource requirements for this qualification, but centres must ensure learners have access to suitable resources to enable them to cover all the appropriate LOs.

Realistic work environment (RWE) requirement/recommendation

The assessment of competence-based criteria should ideally be conducted within the workplace. However, in instances where this is not feasible, learners can be assessed in a realistic work environment (RWE) designed to replicate real work settings.

It is essential for organisations utilising an RWE to ensure it accurately reflects current and authentic work environments. By doing so, employers can be confident that competence demonstrated by a learner in an RWE will be translated into successful performance in employment.

In establishing an RWE, the following factors should be considered.

The work situation being represented is relevant to the competence requirements being assessed:

- the work situation should closely resemble the relevant setting
- equipment and resources that replicate the work situation must be current and available for use to ensure that assessment requirements can be met
- time constraints, resource access and information availability should mirror real conditions.

The learner's work activities reflect those found in the work environment being represented, for example:

- interaction with colleagues and others should reflect expected communication approaches
- tasks performed must be completed to an acceptable timescale
- learners must be able to achieve a realistic volume of work as would be expected in the work situation being represented
- learners operate professionally with clear understanding of their work activities and responsibilities
- feedback from colleagues and others (for example, customers or service users) is maintained and acted upon

- account must be taken of any legislation, regulations or standard procedures that would be followed in the workplace.

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 (internal quality assurance must still be completed by the centre as usual)

Learners must be successful in this component to gain the Level 2 Award in Instructing Circuit Training.

Learners who are not successful can resubmit work within the registration period; however, a charge may apply in cases where additional external quality assurance visits are required.

Unless otherwise stated in this Qualification 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 to demonstrate achievement of all the LOs associated with each unit. On completion of each unit, learners must declare that the work produced is their own and the assessor must countersign this.

If a centre needs to create their own internal assessment tasks, there are four essential elements in the production of successful centre-based assessment tasks; these are:

- ensuring the assessment tasks are meaningful with clear, assessable outcomes
- appropriate coverage of the content, LOs or assessment criteria (AC)
- having a valid and engaging context or scenario
- including sufficient opportunities for stretch and challenge for higher attainers.

Section 2: unit content and assessment guidance

This section provides details of the structure and content of this qualification, including grading, level and guided learning hours (GLH).

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes (LOs) 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 your external quality assurer (EQA).

The explanation of terms explains how the terms used in the unit content are applied to this qualification. This can be found in section 3.

Unit 01 Planning and instructing circuit training (A/651/4254)

Assessment			
Internally assessed and externally quality assured portfolio of evidence.			
Mandatory	**Achieved/not yet achieved**	**Level 2**	**24 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Know the legal and professional requirements for group circuit training	1.1 Identify the **legal and ethical responsibilities** of a circuit instructor
	1.2 Identify the **personal insurance requirements** of a circuit instructor
	1.3 Identify the **health, safety and insurance requirements** when hiring venues or facilities
	1.4 Describe the term 'duty of care' relating to the health and safety of self and others
	1.5 Identify the **licensing requirements** of a circuit instructor
2. Know 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 Describe the **physical abilities and coaching skills** that are beneficial for delivering a circuit training session
3. Understand the principles of fitness relevant to circuit training	3.1 Identify the **benefits of circuit training**
	3.2 List a range of settings where circuit training is commonly applied
	3.3 Identify a **range of different methods** of circuit training that may be used
	3.4 Identify a **range of different types of circuit training layout** that may be applied
	3.5 Identify 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 Identify methods used to **monitor exercise intensity** during a circuit training session
	3.8 Describe the purpose of **active recovery** during a circuit training session
4. Know how technology can be used in circuit training sessions	4.1 Identify how a **range of technology** may assist clients to increase their activity levels
	4.2 Describe **how technology can enhance client motivation and focus** to help them achieve their goals
	4.3 Identify **ways that fitness professionals can engage with their clients**, using current technology
	4.4 Identify how to **monitor and promote safe exercise technique** when delivering online sessions
5. Know the safety considerations when instructing a circuit training session	5.1 Describe 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

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
6. Know 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 Identify **how to store and maintain circuit training equipment** to prevent damage and enhance long-term usability
7. Be able to plan a safe and effective individual and group circuit training session	7.1 Gather and record relevant **participant information and complete risk assessments** to inform the planning of individual and group circuit training sessions
	7.2 **Plan a safe and effective individual client circuit training session**, selecting an appropriate format and layout that aligns well to a single client
	7.3 **Plan a safe and effective group circuit training session** to meet clients' needs and incorporate **different components of fitness**
	7.4 Plan **adaptations and modifications** to meet the needs of the group or individual clients
	7.5 Select **appropriate music** for the components of the session
	7.6 Record the session plan using an appropriate format
8. Be able to prepare clients and the environment for a group circuit training session	8.1 **Set up the planned circuit training session**
	8.2 Use **appropriate methods and communication skills**
	8.3 Provide appropriate **advice and guidance** in response to information gathered
	8.4 Explain the appropriate **health and safety considerations**
	8.5 Demonstrate the **correct technique** for each exercise and how to use the equipment at each circuit station
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 appropriate **voice projection of instruction/coaching** to the whole group
	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
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

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
	10.4 Identify **ways to improve instruction and communication** in future sessions
	10.5 Evaluate the **overall safety** of the exercise session

Range
1. Know the legal and professional requirements for group circuit training
1.1 Legal and ethical responsibilities must include: • screening • recording information • record keeping • client confidentiality. **1.2 Personal insurance requirements** must include: • public liability insurance • professional indemnity insurance • personal liability insurance • business equipment insurance. **1.3 Health, safety and insurance requirements** must include: • health and safety policy • emergency procedures • first aid arrangements • risk assessment • reporting hazards • reporting accidents/incidents • proof of insurance • qualifications and professional membership. **1.5 Licensing requirements** must include: • PRS for Music • PPL • branded programme licensing.
2. Know the skills, motivations and behaviours needed for delivering group circuit training
2.1 Positive exercise experience may include: • building rapport • motivation and enthusiasm • positive communication • professionalism • punctuality and reliability • encouragement • organisation • positive body language.

Range
Learners must identify a minimum of five ways that an instructor can help clients have a positive exercise experience. **2.2 Build social support and inclusion** may include: • welcoming new participants • buddy systems • positive group interaction • inclusive communication • equality and diversity • encouragement and support • social engagement opportunities. Learners must identify a minimum of five ways that an instructor can build social support and inclusion. **2.3 Physical abilities and coaching skills** must include: • sufficient level of fitness • good movement awareness • broad exercise technique knowledge • group training management • structured and organised • motivational and encouraging.
3. Understand the principles of fitness relevant to circuit training
3.1 Benefits of circuit training must include: • improved cardiovascular fitness • muscular strength and endurance • social interaction • exercise variety • time efficiency • motivation and enjoyment. **3.3 Range of different methods** must include: • timed circuit • command circuit • bodyweight-only circuit • progressive colour circuit • repetition circuit • sports-specific circuit • obstacle circuit • two-thirds workload • HIIT circuit • peripheral heart action (PHA) circuit • compound strength • conditioning circuit.

Range

3.4 Range of different types of circuit training layout may include:

- satellite circuit
- MSE satellite- aerobic unison
- bow-tie circuit
- lined groups
- paired strength
- themed squares
- once through
- ton up
- corners
- radial circuit
- follow-the-leader circuit
- shuttle run circuit
- work, rest and play circuit
- sports-specific layout.

Learners must cover a minimum of six layouts.

3.7 Monitor exercise intensity must include:

- observation
- talk test
- rate of perceived exertion (RPE)
- heart rate monitoring.

3.8 Active recovery must include:

- recovery between exercises
- preparation for the next exercise
- maintaining movement
- supporting safe exercise participation.

4. Know how technology can be used in circuit training sessions

4.1 Range of technology must include:

- heart rate monitor
- smart-phone exercise applications
- wearable fitness-tracking technology.

4.2 How technology can enhance client motivation and focus must include:

- performance feedback
- goal tracking
- leaderboards/challenges
- progress monitoring
- music playlists.

4.3 Ways that fitness professionals can engage with their clients must include:

Range
• in-person • digital remote sessions (for example, live-stream sessions, exercise apps). **4.4 Monitor and promote safe exercise technique** must include: • clear demonstrations • verbal coaching cues • observation of movement • suitable exercise space • equipment safety • appropriate camera positioning.
5. Know the safety considerations when instructing a circuit training session
5.1 Safety considerations must include: • participant screening • safe exercise technique • equipment checks • suitable exercise space • hydration • supervision levels • environmental conditions • speed and direction of movement • weight/equipment selections. **5.2 Potential hazards** may include: • slips, trips and falls • trailing cables • overcrowding • damaged equipment • poor technique • wet floors • insufficient space • unsafe equipment storage. Learners must cover a minimum of five hazards. **5.3 How to resolve safety hazards and manage risk levels** must include: • removing hazards • adapting exercises • repositioning equipment • reducing participant numbers • using warning signage • reporting faults • conducting risk assessments.
6. Know how to clean and maintain portable circuit training equipment
6.1 Commonly used portable fitness equipment may include:

Range

- dumbbells
- barbells
- resistance bands
- steps
- mats
- medicine balls
- skipping ropes
- cones.

Learners must cover a minimum of six pieces of equipment.

6.2 Appropriate checks must include:

- cleanliness
- stability
- damage
- wear and tear
- safe operation
- storage suitability.

6.3 How to store and maintain circuit training equipment must include:

- correct storage
- cleaning procedures
- safe stacking
- dry storage
- reporting damaged equipment
- regular maintenance.

7. Be able to plan a safe and effective individual and group circuit training session

7.1 Participant information and risk assessments must include:

- participant or group characteristics
- current activity level and previous circuit-training experience
- health status, concerns and readiness to exercise
- session goals and objectives
- training location, space and participant numbers, where appropriate
- potential hazards and risk-management actions
- equipment, floor surface, ventilation and temperature
- clothing and footwear
- technical skill level and equipment or resistance requirements
- other environment users or additional participant needs.

Learners must complete this for:

- one individual circuit training client
- one group of circuit training participants.

7.2 Plan a safe and effective individual client circuit training session must include:

Range

- client/session aims and objectives
- session duration/timings
- circuit type/format, layout and progression route
- warm-up activities, including pulse raiser and mobilisation
- a minimum of four and maximum of six circuit exercises
- exercise selection, alternatives, adaptations, progressions and regressions
- exercise order, duration, sets and repetitions
- work:rest ratios, including intensity/RPE and recovery periods
- exercise technique points and supporting layout/plan.

7.3 Plan a safe and effective group training session must include:

- session aims/objectives and components of fitness targeted
- session duration
- circuit type/format
- circuit layout and progression route
- warm-up activities
- a minimum of seven circuit exercises/stations
- exercise selection, alternatives, adaptations, progressions and regressions
- exercise order, duration, sets and repetitions
- number of stations and circuits/rounds
- work:rest ratios, including intensity/RPE and recovery periods
- cool-down activities
- exercise technique points and supporting layout/plan.

Different components of fitness may include:

- cardiovascular fitness
- muscular strength
- muscular endurance
- flexibility.

Learners must include a minimum of two.

7.4 Adaptations and modifications may include:

- regression
- progression
- impact reduction
- load adjustment
- tempo/speed adjustment
- work-to-rest adaptation
- range of movement
- lever length
- stability
- alternative exercises.

7.5 Appropriate music must include consideration of:

Range
• atmosphere • clientele • motivation • component of the session • tempo/speed • volume • lyrics/content suitability • background or foreground music.
8. Be able to prepare clients and the environment for a group circuit training session
8.1 Set up the planned circuit training session must include consideration of: • exercise equipment • circuit type, layout and progression route • audio equipment • anticipated participant numbers • safe exercise space and participant spacing • management of potential risks. **8.2 Appropriate methods and communication skills** must include: • verbal instruction • visual demonstration • observation • questioning • motivational cueing • participant friendly language. **8.3 Advice and guidance** may include: • signposting to a medical professional • deferring training • allowing participation in training to proceed. **8.4 Health and safety considerations** must include: • emergency procedures • safe equipment use • exercise space, circuit layout and participant spacing • hydration • appropriate clothing and footwear • participant readiness to exercise. **8.5 Correct technique** must include: • exercise setup • posture and alignment • range of movement • teaching/instruction points • correct lifting techniques

Range
• breathing • safe equipment use. Learners must demonstrate a minimum of seven planned circuit exercises.
9. Be able to deliver a safe and effective group circuit training session
9.1 Instructional/coaching methods must include: • explanation • demonstration • observation • cueing • coaching points • reinforcement • correction • motivation/praise/encouragement • regression and progression • time management. **9.2 Effective communication skills** must include: • clear verbal communication • appropriate tone/pitch/volume of voice • positive body language • appropriate use of silence • eye contact • active listening. **9.3 Voice projection of instruction/coaching** may include: • correct audio set-up • clear communication • appropriate volume and voice projection. Learners must cover a minimum of two. **9.4 Appropriate music** must include consideration of: • atmosphere • participant group • motivation • component of the session • tempo/speed • volume • lyrics/content suitability. **9.6 Safe and effective main session** must include**:** • explanation of the circuit format, layout and exercise order • assignment of participants to initial circuit stations

Range

- management of session timings and participant progression routes
- repetition of exercise demonstrations where required
- group and individual motivation, praise and encouragement
- coaching, cueing and reinforcement of exercise technique
- effective observational and instructional positioning
- individual participant support while maintaining group awareness
- monitoring of exercise safety and correction of technique across a minimum of seven exercises
- monitoring and adjustment of exercise intensity across a minimum of seven exercises
- time management.

Learners must cover a minimum of seven circuit exercises.

Monitoring exercise safety, technique and intensity, correcting technique and adjusting workloads where required to be covered across all selected exercises.

9.9 Adapt or modify exercises may include:

- regression
- progression
- impact reduction
- exercise alternatives
- load adjustment
- work/rest adjustment
- tempo/speed adjustments
- range of movement
- lever length
- stability.

10. Be able to evaluate own practice

10.1 Client feedback may include:

- verbal feedback
- questionnaires
- surveys
- informal discussion.

10.2 Ways to improve session structure may include:

- exercise selection
- session flow
- timing
- station layout and space
- work:rest ratios.

10.4 Ways to improve instruction and communication may include:

- clearer demonstrations
- improved cueing
- increased observation
- improved motivational strategies

Range
• more inclusive communication. **10.5 Overall safety** must include: • environment safety • equipment safety • participant safety • emergency procedures • risk management measures.

NCFE assessment strategy

The key requirements of the assessment strategies or principles that relate to units in this qualification are summarised below.

The centre must ensure that individuals undertaking assessor or quality assurer roles within the centre conform to the assessment requirements for the unit they are assessing or quality assuring.

Knowledge LOs

- assessors will need to be both occupationally knowledgeable and qualified to make assessment decisions
- internal quality assurers (IQAs) will need to be both occupationally knowledgeable and qualified to make quality assurance decisions.

Competence/skills LOs

- assessors will need to be both occupationally competent and qualified to make assessment decisions
- IQAs will need to be both occupationally knowledgeable and qualified to make quality assurance decisions.

The centre with which the learners are registered will be responsible for making all assessment decisions. Assessors must be **contracted** to work directly with the centre, contributing to all aspects of standardisation. The centre must ensure a process of training is followed, including during induction and quality assurance activities. Occupationally competent and qualified assessors from the centre must use direct observation to assess practical skills-based outcomes.

Section 3: 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 or otherwise characterise.
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.
Perform	Do something (take an action/follow an instruction) that the question or task asks or requires.
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.
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.
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.

Section 4: support

Support materials

The following support materials are available to assist with the delivery of this qualification and are available on the NCFE website:

- learning resources
- Qualification Factsheet.

Other support materials

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.

Products to support the delivery of this qualification may be available. For more information about these resources and how to access them, please visit the NCFE website.

Reproduction of this document

Reproduction by approved centres is permissible for internal use under the following conditions:

- you may copy and paste any material from this document; however, we do not accept any liability for any incomplete or inaccurate copying and subsequent use of this information
- the use of PDF versions of our support materials on the NCFE website will ensure that correct and up-to-date information is provided to learners
- any photographs in this publication are either our exclusive property or used under licence from a third party:
    - they are protected under copyright law and cannot be reproduced, copied or manipulated in any form
    - this includes the use of any image or part of an image in individual or group projects and assessment materials
    - all images have a signed model release.

Contact us

NCFE
Q6
Quorum Park
Benton Lane
Newcastle upon Tyne
NE12 8BT

Tel: 0191 239 8000*
Fax: 0191 239 8001
Email: customersupport@ncfe.org.uk
Website: www.ncfe.org.uk

NCFE © Copyright 2026. All rights reserved worldwide.

Version 2.0 November 2026
Information in this Qualification Specification is correct at the time of publishing but may be subject to change.

NCFE is a registered charity (Registered Charity No. 1034808) and a company limited by guarantee (Company No. 2896700).

CACHE; Council for Awards in Care, Health and Education; and NNEB and ACTIVE IQ are registered trademarks owned by NCFE.

All the material in this publication is protected by copyright.

To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purposes.

Appendix A: units

To simplify cross-referencing assessments and quality assurance, we have used a sequential numbering system in this document for each unit.

Mandatory units

Unit number	Regulated unit number	Unit title	Level	GLH
Unit 01	A/651/4254	Planning and instructing circuit training	2	24

Change history record

Version	Publication date	Description of change
AIQ007261	August 2026	Document published.
v2.0	November 2026	Qualification title changed and template updated to new version. Minor wording updates have been made to assessment criteria (AC) to improve clarity and consistency. No changes to learning outcomes (LOs) guided learning hours (GLH) or content requirements.