YOUR NAME

DATE OF SUBMISSION

# Assignment – Risk assessment, maintenance checks and handover

Consider the following scenario: You are working in a busy gym and during your supervision of the gym floor, you are on the lookout for possible hazards that might pose a risk to customers, staff and other visitors.

TASK 1

Identify four hazards in the image below (circle as appropriate).

If completing electronically you may not be able to circle as suggested above. Please therefore list and describe below 4 hazards which you can identify in the image.

TASK 2

Choose one of the hazards identified in task 1 and complete a risk assessment:

* + Identifying the five stages of a risk assessment.
  + Relate them to the identified hazard.
  + Explain how the risk of the hazard can be eliminated or reduced.

|  |  |
| --- | --- |
| **Risk-assessment stage (identify each one)** | **HAZARD** |
| 1. |  |
| 2. |  |
| 3. |  |
| 4. |  |
| 5. |  |
| How should the risk be managed? | |

TASK 3

Complete a maintenance checklist identifying the faulty equipment from the image below.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Piece of equipment** | **Yes/ no** | **What is wrong?** | **Action to be taken** | **Instructor initials** |
| **Equipment:** | | | | |
| Electronic display is clear |  |  |  |  |
| All buttons are working |  |  |  |  |
| Treadmill belt is moving  smoothly |  |  |  |  |
| Stop clip and button are  working |  |  |  |  |
| Power cable is hidden away  and free from damage |  |  |  |  |
| Plug is free from damage |  |  |  |  |

TASK 4

Complete a written handover to pass onto the next fitness instructor on shift. In addition to the faulty equipment, you need to make him/her aware of:

* An induction that is booked in at 11am.
* A class that has been cancelled at 10.30am.
* What has and has not been cleaned during your shift.

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# Assignment mark scheme – Risk assessment, maintenance checks and handover

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| --- | --- | --- |
| **Did the learner complete the tasks, to include:** | **Possible marks** | **Actual marks** |
| 1. Task 1 - Identifying hazards? | **4**  (minimum 3 marks) |  |
| 2. Task 2 - Risk assessment? | **12**  (minimum 9 mark) |  |
| 3. Task 3 - Maintenance checklist? | **2**  (minimum 1 mark) |  |
| 4. Task 4 - Handover? | **3**  (minimum 2 marks) |  |

**Total / 21 marks** (17 marks in total, with the minimum set marks achieved for each question required to pass)

**Pass/Refer**

|  |
| --- |
| **Assessor’s feedback:** |

Conducting client consultations to support positive behaviour change Unit Accreditation Number: A/616/7504

Worksheet – Supporting clients

**There are 38 marks available in this worksheet. You must score a minimum of 31 marks in total to achieve a Pass. In addition to achieving the total Pass mark, you must also score at least the minimum marks set for each question to achieve an overall Pass.**

1. Identify one risk stratification model and explain how it can be used to assess risk.

|  |  |
| --- | --- |
| **Risk stratification model** | **How it can be used to assess risk** |
|  |  |

**2 marks** (minimum 1 mark)

1. How would you use the following approaches to support clients in changing their exercise behaviour?

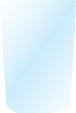
|  |  |
| --- | --- |
| **Approach** | **How this could be used to support clients to change their exercise behaviour** |
| **Rewards** |  |
| **Motivational interviewing** |  |
| **Cognitive reframing** |  |

**3 marks** (minimum 2 marks)

1. Identify two other professionals to which an instructor might need to refer or signpost a client. Give an example of when it might be necessary to refer/signpost to each professional, and how it will take place.

|  |  |  |
| --- | --- | --- |
| **Other professionals** | **When referral/signposting might be necessary** | **How referral/signposting will take place** |
|  |  |  |
|  |  |  |

1. Label the Eatwell Guide below and provide examples of foods that belong to each section.



|  |
| --- |
| **Eatwell Guide**  Source: Public Health England in association with the Welsh Government, Food Standards Scotland and the Food Standards Agency in Northern Ireland © Crown copyright 2016 |

**10 marks** (minimum 7 marks)

1. The Eatwell Guide recommends that salt intake should be limited to how many grams a day? (Circle the correct answer.)
   1. 2
   2. 4
   3. 6
   4. 8

**1 mark** (minimum 1 mark)

1. What is the main fluid required to keep the body hydrated? (Circle the correct answer.) A Water
2. Coffee
3. Lemonade D Fruit juice

**1 mark** (minimum 1 mark)

1. What is the average daily energy requirement for an adult female? (Circle the correct answer.) A 1,000 kcals
2. 1,500 kcals
3. 2,000 kcals
4. 2,500 kcals

**1 mark** (minimum 1 mark)

1. What would be the result of consuming more calories than you expend? (Circle the correct answer.) A Increase in weight
2. Decrease in weight
3. Weight remains the same D Increase in flexibility

**1 mark** (minimum 1 mark)

1. Which of the following is the primary role of protein? (Circle the correct answer.) A To help the body to use fat-soluble vitamins

B To provide insulation under the skin C To grow and repair human tissue

D To assist digestion and hydration

**1 mark** (minimum 1 mark)

1. Which of the following is a common source of complex carbohydrate? (Circle the correct answer.) A Fish

B Chocolate C Brown rice D Egg

**1 mark** (minimum 1 mark)

1. Explain two health risks of poor nutrition and two benefits of a nutrient-rich diet.

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| --- | --- |
| **Health risks of poor nutrition** | **Benefits of a nutrient-rich diet** |
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**4 marks** (minimum 3 marks)

1. Which of the following is a credible source of scientific, nutritional guidance? (Circle the correct answer) A Wikipedia

B British Nutrition Foundation C The Guardian newspaper

D Men’s Health

**1 mark** (minimum 1 mark)

1. Identify two technologies that could be used to support a client’s exercise adherence. For each technology, explain how it could be used to motivate clients and help them achieve their goals.

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| --- | --- |
| **Technology** | **How it can be used to support and motivate clients** |
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1. Consider the following scenario and complete the table below: A client would like to lose a stone in weight and improve his/her cardiovascular fitness in preparation for a ‘Race for Life’ in six months.

|  |
| --- |
| **Which fitness assessment/s would be appropriate?** |
| **Describe the protocols for administering each assessment chosen** |

**2 marks** (minimum 1 mark

**Result total / 38 marks** (31 marks in total, with the minimum set marks achieved for each question required to pass)

**Pass/Refer**

|  |
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| **Assessor’s feedback:** |

# Assignment – Health promotion – the importance of a healthy lifestyle

**Learner guidance**

You need to design a single poster or infographic (electronic image containing written facts and/or statistical information) to communicate the benefits of a healthy lifestyle and the risks of obesity and an unhealthy lifestyle. The poster is targeted at people who are considering making changes to their lifestyle but who are still not fully committed.

The type and level of information conveyed should be appropriate for the target group. You should use a combination of images, statistical data and bullet-point text to describe the following:

The message

* The health risks of being overweight or obese.
* The current prevalence of obesity in the UK.
* The benefits of a healthy lifestyle.
* The risks of an unhealthy lifestyle (relate to common medical conditions).

You must include sources of evidence-based, credible health and well-being information.

# Assignment mark scheme – Health promotion – the importance of a healthy lifestyle

|  |  |  |
| --- | --- | --- |
| **Did the learner complete the poster or infographic, to include:** | **Possible marks** | **Actual marks** |
| 1. The terminology and level of detail appropriate for the  target audience? | **1**  (minimum 1 marks) |  |
| **The message** | | |
| 2. The health risks of being overweight or obese? | **3**  (minimum 2 mark) |  |
| 3. The current prevalence of obesity in the UK? | **3**  (minimum 2 marks) |  |
| 4. The benefits of a healthy lifestyle? | **3**  (minimum 2 marks) |  |
| 5. The risks of an unhealthy lifestyle (relate to common  medical conditions)? | **3**  (minimum 2 marks) |  |

**Total / 13 marks** (11 marks in total, with the minimum set marks achieved for each question required to pass)

**Pass/Refer**

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| --- |
| **Assessor’s feedback:** |

Professionalism and customer care for fitness instructors Unit Accreditation Number: K/616/7501

Conducting client consultations to support positive behaviour change Unit Accreditation Number: A/616/7504

Planning and instructing gym-based exercise Unit Accreditation Number: F/616/7505

Individual client session planning and instruction

**Guidance for selecting a client**

Your client must be:

* + A real person, with specific and legitimate goals agreed with you, the learner, which will also form part of the summative assessment.
  + Apparently healthy and have no medical conditions which would be considered out of a gym instructor’s or personal trainer’s scope of practice and able to take part in the planned session.

*\*In the event of an unforeseen circumstance that means the client cannot participate in your summative observed session, another person can take their place; however the following criteria must be met:*

The replacement client must be:

* + Apparently healthy and have no medical conditions which would be considered out of a gym instructor’s or personal trainer’s scope of practice and able to take part in the planned session, or able to take part following reasonable adaptations.

When using a replacement client you must make any planning adaptations prior to the summative observed session and be prepared to adapt the actual session as it progresses.

All observed summative exercise sessions must take place within an environment appropriate for the client and planned session.

All of the assessment documentation and checklists have been developed to ensure that the learner is able to plan and instruct sessions designed to meet their client’s goals, whilst also being able to monitor intensity, motivation, effectiveness and make the appropriate adaptations to ensure that their client is able to progress towards their goals, providing client-focused results and customer satisfaction.

### \*Modular summative and summative observation guidance

*A modular summative observation is a flexible assessment format which allows the completion of an assessment on one or more occasions. For example, the consultation assessment may involve your assessor observing the whole consultation with your client in one session, or they may observe each section during different parts of the course.*

*A summative observation is where the assessment takes place on one occasion. For example, the programme delivery will be observed and assessed in one session.*

# Learner guidance

**NOTES**

* The consultation is a modular summative assessment, which means it can be assessed over time or in one attempt.
* This observation can be assessed by recorded video submission or live.
* This assessment must be observed by one assessor per learner.

Step one – The consultation

Your assessor will observe you consulting your client for approximately ten minutes to gather the appropriate health, medical and lifestyle information. The information gathered will be used to plan the exercise session. During the consultation you will need to:

* Prepare a consultation environment that encourages open communication.
* Use the appropriate communication methods, techniques and skills to greet your client, build a rapport and gather valuable, open and honest information.
* Explain your role and the role of any other relevant professionals, including signposting to other professionals, where required.
* Review your client’s goals, readiness to exercise, motivators and barriers.
* Identify the appropriate strategies to address client barriers and maximise motivators.
* Develop and agree basic SMART (specific, measurable, achievable/ agreed realistic/relevant and time- bound) goals to address client needs, wants and motivators.
* Identify the appropriate review points to monitor client progress.
* Complete the appropriate health-screening measurements for your client (following the established protocols accurately). You must complete:
  + Two client-appropriate health-screening measurements (e.g. body weight, body composition, blood pressure, resting heart rate).

Step two – Planning a session

Prepare for your exercise session with your client by:

* Designing a 45–60-minute session plan for your client using a safe and effective session structure. Take all the information gathered during the consultation into account to ensure that the planned session will suit the client’s needs, goals and ability. The session plan must include:
  + A suitable warm-up and preparatory stretch component.
  + A suitable main workout, including exercises that are functional.
  + A suitable cool-down and stretch component.
  + Planned adaptations and modifications to regress, progress and accommodate client needs. You can choose from the equipment and exercises available in your gym.

Step three – Summative observation

Your assessor will observe you instructing your planned session.

Step four – Self-evaluation

Using a combination of your own self-reflections and feedback collected from your client during the instruction of the planned session, complete the session self-evaluation included in this LAP.

**Modular summative observed session checklist – Consultation**

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| --- | --- | --- | --- | --- |
| **Key: Competent mark a tick (****) Not competent mark a cross (X) Competent with a comment mark a bullet point (•) Question mark a Q** | | | | |
| **Customer care (A)**  **The learner has:** | | | | * **/ X** |
| 1. Presented him/herself to customers, including ‘meeting and greeting’ politely and positively. | | | |  |
| 2. Spoken to customers clearly and put them at ease. | | | |  |
| 3. Explored how customers are feeling, where appropriate. | | | |  |
| 4. Shown customers respect at all times and in all circumstances. | | | |  |
| 5. Used the appropriate non-verbal communication and active listening techniques to develop a  rapport with the client. | | | |  |
| **Section A result:**  **Delete as appropriate** | **Pass** | **Refer** | **Date:** | |
| **Consultation (B)**  **The learner has:** | | | | * **/ X** |
| 1. Prepared a positive consultation environment that encourages open communication. | | | |  |
| 2. Used open questions to encourage the client to respond with detailed answers. | | | |  |
| 3. Explained the role of the gym instructor in the client’s exercise journey. | | | |  |
| 4. Used follow-up questions to encourage the client to elaborate on a response. | | | |  |
| 5. Provided the appropriate advice and guidance for the client in response to the information  gathered. | | | |  |
| 6. Identified when to signpost a client to other professionals and explained their role (as  required). | | | |  |
| 7. Checked client readiness to exercise. | | | |  |
| 8. Identified client barriers to exercise and identified appropriate strategies to address them. | | | |  |
| 9. Identified client goals, needs, wants and motivators. | | | |  |
| 10. Designed basic SMART (specific, measurable, achievable, realistic/relevant and time-bound)  goals that address client needs, wants and motivators. | | | |  |
| 11. Identified the appropriate review points to monitor client progress. | | | |  |
| 12. Recorded client information appropriately and with regard to confidentiality. | | | |  |
| **Section B result:**  **Delete as appropriate** | **Pass** | **Refer** | **Date:** | |
| **Health-screening measurements (C)**  **The learner has:** | | | | * **/ X** |
| 1. Selected measurements that are suitable and relevant for the client, their needs, wants and  goals. | | | |  |
| 2. Followed the established protocols to safely, effectively and accurately carry out the  measurements. | | | |  |
| 3. Recorded the measurement results appropriately and with regard to confidentiality. | | | |  |
| **Section C result:**  **Delete as appropriate** | **Pass** | **Refer** | **Date:** | |
| **Final result:**  **Delete as appropriate** | **Pass** | **Refer** | **Date:** | |

**Assessor’s feedback and questions**

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| **Performance criteria** | **Feedback and questions** |
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**Session planning mark scheme**

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| --- | --- | --- | --- |
| **Key: Competent mark a tick (****) Not competent mark a cross (X) Competent with a comment mark a bullet point (•) Question mark a Q** | | | |
| **Did the learner:** | | | * **/ X** |
| Design a 45–60-minute session plan that would meet the needs, goals and ability of the individual  client? | | |  |
| Use a safe and effective session structure? | | |  |
| Select safe and effective exercises and equipment for the warm-up component? | | |  |
| Select safe and effective exercises and equipment for the main workout? | | |  |
| Select safe and effective exercises and equipment for the cool-down component? | | |  |
| Select exercises that were functional for the client and his/her needs, wants and goals? | | |  |
| Describe how he/she would adapt and modify exercises and equipment to regress, progress and  accommodate client needs where necessary? | | |  |
| Record the session plan in an appropriate format to help the client’s understanding? | | |  |
| **Result:**  **Delete as appropriate** | **Pass** | **Refer** | |

**Assessor’s feedback and questions**

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| **Feedback and questions** |
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**Summative observed session checklist**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Key: Competent mark a tick (****) Not competent mark a cross (X) Competent with a comment mark a bullet point (•) Question mark a Q** | | | | |
| Date: | | | | |
| **Starting the session (A)**  **The learner has:** | | | | * **/ X** |
| 1. Prepared the environment and checked the equipment for the session to ensure that the  safety of the client is maintained. | | | |  |
| 2. Verbally screened the client to check his/her readiness to participate. | | | |  |
| 3. Explained the appropriate health and safety considerations to the client. | | | |  |
| 4. Explained the physical and technical demands of the planned exercises and components. | | | |  |
| **Delivering the exercise session (B): The learner has:** | **Warm- up**   * **/ X** | **Main workout**   * **/ X** | | **Cool- down**   * **/ X** |
| 1. Demonstrated the correct exercise techniques and safe use of the  equipment (where appropriate). |  |  | |  |
| 2. Provided clear and accurate explanations of exercise benefits to the  client. |  |  | |  |
| 3. Instructed safe and effective exercises that meet the client’s needs,  goals and ability. |  |  | |  |
| 4. Communicated clearly and accurately, providing feedback and  instructing points that are timely, clear and motivational. |  |  | |  |
| 5. Used an appropriate teaching position to enable the observation and  correction of the client. |  |  | |  |
| 6. Provided and reinforced teaching points to enhance client  performance. |  |  | |  |
| 7. Adapted the exercise appropriately for the client where necessary. |  |  | |  |
| 8. Monitored exercise intensity using the appropriate methods for the  component and client. |  |  | |  |
| 9. Gained feedback from the client to check his/her understanding of  his/her performance. |  |  | |  |
| 10. Used safe and effective lifting, passing and spotting of weights that  are appropriate to each exercise. | **N/A** |  | | **N/A** |
| 11. Established and maintained an effective working relationship with the  client. |  |  | |  |
| 12. Managed the timings of the session effectively. |  |  | |  |
| **Ending the session (C)**  **The learner has:** | | | | * **/ X** |
| 1. Gathered feedback from the client. | | | |  |
| 2. Provided constructive feedback for the client to summarise his/her performance and  progress. | | | |  |
| 3. Responded accurately and appropriately to client questions. | | | |  |
| 4. Signposted clients to other activities they may enjoy or find interesting. | | | |  |
| 5. Checked that the environment and equipment were left in good order. | | | |  |
| **Result:**  **Delete as appropriate** | **Pass** | | **Refer** | |

**Assessor’s feedback and questions**

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| --- | --- |
| **Performance criteria** | **Feedback and questions** |
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# Session self-evaluation

**There are 21 marks available. You must score a minimum of 17 marks in total to achieve a Pass. In addition to achieving the total Pass mark, you must also score at least the minimum marks set for each question to achieve an overall Pass.**

1. How did you gather feedback from your client to review and evaluate your practice? Consider the communication skills used when gathering the information.

|  |
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|  |

1. **marks** (minimum 2 marks)
2. Give two examples of feedback provided by the client that you will use to review and evaluate your practice.

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**2 marks** (minimum 1 mark)

1. Describe four ways in which your session structure, selected exercises and the equipment you used were safe and effective for meeting your client’s needs.

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| --- |
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1. **marks** (minimum 3 marks)
2. Describe two ways in which you will improve session content to meet your client’s needs.

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|  |
|  |

**2 marks** (minimum 1 mark)

1. Describe two ways in which you will improve your choices of exercise and equipment to meet your client’s needs.

|  |
| --- |
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|  |

**2 marks** (minimum 1 mark)

1. Describe two ways in which your instructional skills were effective for meeting the client’s needs.

|  |
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|  |

**2 marks** (minimum 1 mark)

1. Describe two ways in which your instructional skills could be improved to meet the client’s needs.

|  |
| --- |
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**2 marks** (minimum 1 mark)

1. Describe two ways in which your communication was effective for meeting the client’s needs.

|  |
| --- |
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|  |

**2 marks** (minimum 1 mark)

1. Describe two ways in which you could improve your communication skills to meet the client’s needs.

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**2 marks** (minimum 1 mark)

**Result total /21 marks** (17 marks in total, with the minimum set marks achieved for each question required to pass)

**Result Pass/Refer**

|  |
| --- |
| **Assessor’s feedback:** |

Professionalism and customer care for fitness instructors Unit Accreditation Number: K/616/7501

Planning and instructing gym-based exercise Unit Accreditation Number: F/616/7505

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| --- |
| **NOTES**   * It is important that learners demonstrate competent ‘soft skills’ in relation to customer care and professionalism as well as meeting the technical requirements of the assessment. * The consultation is a modular summative assessment, which means it can be assessed over time on separate occasions or in one attempt. * This observation can be assessed live, or by recorded video submission. * Every client will not be required to perform every exercise. At least one client must attempt each exercise that is demonstrated. |

Modular summative observation – Group induction

# Learner guidance

During the course you will need to induct a small group (3 minimum) of clients into the gym. You will be assessed on your ability to effectively demonstrate and instruct a range of exercises and how you manage a group.

Your assessor will select the exercises you will need to deliver; which will include:

* + A warm-up utilising at least one cardiovascular machine.
  + One resistance machine (RM).
  + Two free weights (FW), including a minimum of:
    - One exercise to be spotted.
    - One exercise that includes a dead lift.
  + One body-weight (BW) exercise.
  + One exercise using alternative functional training equipment (AFE), for example (not an exhaustive list):
    - Rigs.
    - Weighted bags.
    - Core balls.
    - Medicine balls.

Step two – Planning a session

Your assessor will observe you inducting your group of clients in how to perform each of the planned exercises.

**Step two – Modular summative observation checklist – Group induction**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Key: Competent mark a tick (****) Not competent mark a cross (X) Competent with a comment mark a bullet point (•) Question mark a Q** | | | | | | |
| **Starting the induction (A)**  **The learner has:** | | | | | | * **/ X** |
| Date: | | | | | | |
| 1. Established a rapport and communicated efficiently and effectively with different types of  clients. | | | | | |  |
| 2. Explained all the necessary health and safety information and gym etiquette to the clients. | | | | | |  |
| 3. Carried out verbal screening, giving appropriate advice to the clients based on information  gathered. | | | | | |  |
| 4. Outlined the purpose and structure of the induction. | | | | | |  |
| 5. Instructed appropriate warm-up exercises to a small group of clients. | | | | | |  |
| 6. Approached and initiated a conversation with a customer who is not actively seeking his/her  attention. | | | | | |  |
| **Instructing the group (B)**  **Note: A minimum of one**  **is required in the shaded rows to pass.** | **CV**   * **/ X** | **RM**   * **/ X** | **FW** | | **BW**   * **/ X** | **AFE**   * **/ X** |
| **FW 1**   * **/ X** | **FW 2**   * **/ X** |
| **Date(s) and exercises/machines:** |  |  |  |  |  |  |
| 1. Demonstrated the correct technique and safe use of  equipment and exercises. |  |  |  |  |  |  |
| 2. Used an appropriate teaching sequence. |  |  |  |  |  |  |
| 3. Provided clear and accurate explanations for each  exercise. |  |  |  |  |  |  |
| 4. Communicated with clients clearly and accurately, providing feedback and instructing points that are  timely, clear and motivational. |  |  |  |  |  |  |
| 5. Explained modifications, adaptations and alternatives to progress and regress specific  exercises (as applicable) |  |  |  |  |  |  |
| 6. Recognised and responded when a client needed  attention (as applicable). |  |  |  |  |  |  |
| 7. Used an appropriate teaching position to enable the  observation and correction of all clients’ techniques. |  |  |  |  |  |  |
| 8. Demonstrated to customers that they are positive  and enthusiastic at all times. |  |  |  |  |  |  |
| 9. Gained feedback from the clients to check their  understanding of their performance. |  |  |  |  |  |  |
| 10. Demonstrated safe and effective lifting, passing and spotting techniques that are appropriate for each  exercise (as applicable). | **N/A** | **N/A** |  |  | **N/A** | **N/A** |
| **Ending the induction (C)**  **The learner has:** | | | | | | * **/ X** |
| Date: | | | | | | |
| 1. Instructed the appropriate cool-down exercises to a small group of clients. | | | | | |  |
| 2. Explained to clients how to monitor their own exercise intensity. | | | | | |  |
| 3. Explained the relevant health-related benefits of exercise to clients | | | | | |  |
| **Result:**  **Delete as appropriate** | **Pass** | | | **Refer** | | |

**Assessor’s feedback and questions**

|  |  |
| --- | --- |
| **Performance criteria** | **Feedback and questions** |
|  |  |

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