



Qualification
Specification

Active IQ Level 2 Technical Specialist in Physical Activity and Exercise for Adolescents (Award)

Qualification
Accreditation Number:
610/4553/6
Version AIQ006707

Active iQ

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Introduction

The Active IQ Level 2 Technical Specialist in Physical Activity and Exercise for Adolescents (Award) is at level 2 on the Regulated Qualifications Framework (RQF). This qualification has been approved by IfATE, Ofqual and DfE to be recognised as an Additional Specialist Technical Qualification. This qualification builds on the outcomes within an occupational standard and enables an individual to specialise in an occupation having achieved the specialist qualification in addition to their attainment of outcomes set out in the standard.

Guided learning hours:	60	Total qualification time:	100
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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 supporting children and/or adolescents in physical activity 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 physical activity and exercise for adolescents.

Purpose

The purpose of this Additional Specialist Technical Qualification is to provide learners with an understanding of the legal and professional requirements of delivering physical activity and exercise to adolescents between the ages of 11-15 years old.

Learners are provided with an understanding of the key concepts of physical activity, health, and development considerations for adolescents, including the benefits, barriers, and motivators of physical activity. Learners are also given an understanding of child safeguarding principles and effective instructional practices when leading physical activity or exercise sessions for adolescents.

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.

Please note: for the purpose of this qualification when the term 'adolescent' is used, this can be assumed as referring to young people aged between 11 and 15, unless otherwise stated.

Learners who achieve this qualification will:

Understand:

- The stages of adolescent development.
- How to assess teenage overweight and obesity.
- The physiological changes and effects of physical activity upon adolescents.
- The mental health issues and psychosocial challenges faced by adolescents.
- The nutritional needs of adolescents.
- The benefits, barriers, and motivators of physical activity for adolescents.
- The legal, professional, and safeguarding requirements related to working with adolescents.
- How to assess the suitability of physical activities and exercises for adolescents.
- The current recommendations and how to select physical activity and exercise for adolescents.
- How to lead safe and effective physical activity sessions for adolescents.

Have demonstrated:

- How to plan a safe, effective, and inclusive physical activity or exercise session for adolescents.
- How to prepare adolescents and the environment for a physical activity and exercise session.
- How to instruct a safe and effective physical activity and exercise session for adolescents.
- How to conclude a session, obtain feedback and evaluate own practice.

Progression

This qualification provides progression to:

- Active IQ Level 2 Technical Specialist in Physical Activity for Children (Award).
- Active IQ Level 2 Technical Specialist in Instructing Circuit Training (Award).
- Active IQ Level 3 Technical Occupational Entry in Personal Training (Diploma).
- Active IQ Level 3 Technical Specialist in Sports Massage Therapy (Diploma).
- 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 two mandatory units.

Unit	Unit accreditation number	Level	GLH	TQT	
1	Physical activity, health and development considerations for adolescents	H/650/9163	2	20	30
2	Planning and instructing safe and effective physical activity and exercise for adolescents	J/650/9164	2	40	70

Assessment Design

The assessments for the Active IQ Level 2 Technical Specialist in Physical Activity and Exercise for Adolescents (Award) have been designed to ensure they are valid, fit for purpose and meet the requirements of a technical specialist qualification. We have focused on the reliability and validity of the assessments, to ensure that a learner who successfully completes this qualification is well placed to secure employment in roles related to this standard.

The assessments for this Additional Specialist Technical Qualification consist of the following:

Assessment	Assessment component title	Assessment method	Unit
1	Adolescent development and effects of physical activity	Knowledge assessment	Unit 1: Physical activity, health and development considerations for adolescents
2	Assessing adolescent body composition and their nutritional needs		
3	Psychological challenges for adolescents and the benefits of physical activity		
4	Legal, professional, and safeguarding requirements for instructing adolescents	Knowledge assessment	Unit 2: Planning and instructing safe and effective physical activity and exercise for adolescents
5	Selecting and leading physical activity and exercise sessions		
6	Planning a safe, effective and inclusive physical activity and exercise to groups of adolescents	Assignment	
7	Physical activity and exercise for adolescent groups	Observation and questioning	
8	Planning safe and effective physical activity and exercise to individual adolescents	Assignment	
9	Physical activity and exercise for individual adolescents	Observation and questioning	
10	Evaluate own practice	Assignment	

Assessment methods

The following lists the assessment methods used in this qualification, with a description of how they are intended to work.

- **Knowledge assessment**

The knowledge assessments use a range of different question types to assess the learner's cognitive abilities, retention of knowledge and factual recall. The different types of questions include multiple choice, short answer, drag and drop into text and scenario-/video-based questions and answers. The different question types give learners an opportunity to demonstrate achievement in a range of different contexts, allowing learners to apply their knowledge in real-life scenarios linked to the qualification's purpose. Each knowledge assessment has a minimum pass mark of 70%.

- **Assignment**

This assessment method uses clearly constructed briefs/tasks and associated marking schemes to assess learners' cognitive abilities and/or practical competencies. This assessment method allows learners to demonstrate problem solving; analytical, research and planning skills. Each assignment has a minimum pass mark of 80% against a pre-set mark scheme.

- **Observation and questioning**

An observation assesses the learner's competence, skills and behaviour through the application of knowledge. This assessment method will also provide an opportunity for the learner to be assessed holistically across the standard.

The focus of the questioning will be on the knowledge, skills and behaviours that are assessed within the observation and in particular on criteria that the learner was unable to demonstrate competence in due to them not occurring naturally. Questions may also be on criteria that have been partially demonstrated during the observation. The purpose of the questions and answers session is not to re-assess criteria that the learner did not achieve as a result of not being competent.

The performance observed and responses to questions will be assessed holistically as part of this assessment method. This assessment is a valid way to assess the learner's knowledge, skills and behaviours in a real-life context, and suitably prepares the learner for the role and demands of a technical specialist delivering physical activity and exercise to adolescents. Observations are either pass or refer against set criteria.

Grading

To achieve this qualification, learners must achieve a pass in all of the assessments.

The overall grade for this qualification is **Pass/Refer**.

Unit 1 H/650/9163 **Level: 2** **GLH: 20** **TQT: 30**
Unit Title: Physical activity, health, and development considerations for adolescents

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 stages of adolescent development	1.1 Describe the three stages of adolescence 1.2 Summarise the outward physical changes that occur in adolescence in respect to the three developmental stages 1.3 Summarise the internal physiological changes that occur in adolescence in respect to the three developmental stages 1.4 Summarise the mental and emotional changes that occur in adolescence in respect to the three developmental stages	Adolescence to include: <ul style="list-style-type: none"> • Early • Middle • Late Outward physical changes may include: <ul style="list-style-type: none"> • Skeletal development • Muscle mass • Body fat distribution • Secondary sexual development • Body hair • Skin and sweat glands • Vocal changes Internal physiological changes may include: <ul style="list-style-type: none"> • Influence of genetics • Circulatory and respiratory development • Hormonal regulation, including thelarche, menarche, and spermatarche • Strength and endurance • Thermoregulation • Dietary regulation • Sleep regulation

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>
		Mental and emotional changes may include: <ul style="list-style-type: none"> • Physical brain development • Cognitive development • Moral reasoning • Identify formation • Emotional management
2. Know how to assess teenage overweight and obesity	2.1 Outline national data and statistics in relation to teenage overweight and obesity 2.2 Identify the risk factors that contribute to adolescent overweight and obesity 2.3 Explain how to calculate Body Mass Index (BMI) for adolescents 2.4 Define Body Mass Index (BMI) classifications 2.5 State the benefits and limitations of using BMI to assess adolescent body weight 2.6 Describe the limitations of other methods for analysing body weight in adolescents 2.7 State the potential consequences of ignoring teenage overweight and obesity	(BMI) classifications to include: <ul style="list-style-type: none"> • Underweight • Healthy weight • Overweight • Obese Methods for analysing body weight may include: <ul style="list-style-type: none"> • Waist to hip ratio • Waist circumference • Skinfold measurements

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>
<p>3. Understand the physiological changes and effects of physical activity upon adolescents</p>	<p>3.1 Describe common adolescent growth-related injuries and conditions</p> <p>3.2 List ways of reducing the risk of growth-related injuries and conditions in respect to physical activity</p> <p>3.3 Describe the effects of physical activity and exercise on the adolescent cardiorespiratory system</p> <p>3.4 Describe the effects of physical activity and exercise on the adolescent musculoskeletal system</p> <p>3.5 Describe the effects of physical activity and exercise on the adolescent endocrine system</p> <p>3.6 Describe the effects of physical activity and exercise on adolescent thermoregulation</p> <p>3.7 Explain the physiological health risks of inactivity and sedentary behaviour on adolescents</p> <p>3.8 Describe the implications of extended bouts of high-intensity training on an adolescent</p> <p>3.9 State the potential negative effects of excessive training on adolescents and how to reduce the risk</p>	<p>Adolescent growth-related injuries may include:</p> <ul style="list-style-type: none"> • Growth plate fractures • Osteochondritis: <ul style="list-style-type: none"> • Severs disease • Osgood Schlatter’s disease • Sinding-Larsen-Johannson disease • Osteochondritis dissecans of the elbow • Spinal conditions: <ul style="list-style-type: none"> • Adolescent Idiopathic Scoliosis (AIS) • Scheuermann’s disease • Spondylolysis

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>
<p>4. Understand the mental health issues and psychosocial challenges faced by adolescents</p>	<p>4.1 Describe the prevalence and negative effects for a range of teenage mental health concerns</p> <p>4.2 List a range of potentially damaging social issues that may affect adolescents</p> <p>4.3 Identify the common causes of eating disorders</p> <p>4.4 Describe the signs of common eating disorders</p> <p>4.5 List the potential barriers that adolescents may have to face when striving to lead a physically active lifestyle</p>	<p>Teenage mental health concerns may include:</p> <ul style="list-style-type: none"> • Peer pressure • Anxiety • Depression • Behavioural disorders • Risk-taking • Addiction <p>Potentially damaging social issues may include:</p> <ul style="list-style-type: none"> • Smoking / Vaping • Drug use • Excessive alcohol consumption • Excessive caffeine consumption • Excessive social media use • Excessive video gaming • Negative body image and peer comparison • In-person or cyber bullying
<p>5. Understand the nutritional needs of adolescents</p>	<p>5.1 Explain the importance of healthy eating choices and dietary habits during adolescence</p> <p>5.2 Identify a range of nutrients that are especially beneficial for adolescent development</p> <p>5.3 Identify nutritionally rich food sources that provide the necessary nutrients in sufficient amounts</p> <p>5.4 Describe possible reasons that adolescents may choose nutritionally poor foods that lead to undesirable longer-term eating habits</p> <p>5.5 Explain a range of methods to establish and encourage healthy eating choices in adolescents</p>	<p>Possible reasons may include:</p> <ul style="list-style-type: none"> • Environmental factors • Food availability, affordability, advertising, and convenience • Social factors • Peer pressure, family habits, social norms, and parental control • Personal factors • Taste preferences, increased autonomy, meal displacement, snacking, body image, and dietary beliefs

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 the benefits, barriers, and motivators of physical activity for adolescents	6.1 Describe how taking part in physical activity and exercise may benefit adolescents 6.2 Identify the common barriers to physical activity and exercise for adolescents 6.3 Provide examples of motivators that encourage adolescents to participate in physical activity and exercise, to include: 6.4 State the importance of promoting an active, healthy lifestyle during adolescence and methods of doing so 6.5 Describe how the performance capabilities of adolescents are affected by their physiological, psychological, and social development	Benefit to include: <ul style="list-style-type: none"> • Physiological benefits • Psychological benefits • Social benefits Barriers may include: <ul style="list-style-type: none"> • Motivating and limiting factors • Physical activity awareness • Time constraints • Lack of social support • Gender and cultural norms • Access to opportunities Examples of motivators may include: <ul style="list-style-type: none"> • Extrinsic motivators: <ul style="list-style-type: none"> • Weight loss, body image expectations, and social pressure • Intrinsic motivators <ul style="list-style-type: none"> • Personal or social enjoyment, improved health, and skill development
Assessment	Knowledge assessments	

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, professional, and safeguarding requirements related to working with adolescents	1.1 State the importance of maintaining professional boundaries when working with adolescents 1.2 Describe ways to maintain professional boundaries when working with adolescents 1.3 Explain the insurance requirements when working as a physical activity and exercise professional 1.4 State what is meant by ‘child safeguarding’ 1.5 Give examples of organisations that provide advice and support in respect to child safeguarding and protection 1.6 Identify common policies and procedures related to child safeguarding and protection 1.7 Explain the importance of, and who is responsible for upholding an organisation’s safeguarding policy and procedures 1.8 Explain the process of effectively implementing child safeguarding policy and procedure as part of daily operation for an exercise professional	Maintain professional boundaries to include: <ul style="list-style-type: none"> • Safeguarding children • Duty of care, including parental consent • Storing and sharing of personal data

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>
2. Understand how to assess the suitability of physical activities and exercises for adolescents	2.1 Describe the benefits of pre-exercise screening and the role parents play in the screening process 2.2 Explain the benefits and limitations of fitness testing adolescents 2.3 Describe a range of physical activity/fitness tests that are appropriate for adolescent participation 2.4 Give examples of suitable open-ended questions to ask adolescents to determine their current activity levels	Physical activity/fitness tests may include: <ul style="list-style-type: none"> • Bleep test • 1-mile run/walk test • 3-minute step test • Bent arm hang test • Sit-up test • Standing broad jump test • Sit and reach test
3. Understand the current recommendations and how to select physical activity and exercise for adolescents	3.1 State the current recommended physical activity and exercise guidelines for adolescents 3.2 Describe a range of physical activities and exercises appropriate for adolescents and relevant to either group activity or individual exercise 3.3 Know how to select different types of exercise for adolescents that are matched to a range of fitness components 3.4 List the types of activity that should not be included and explain the rationale behind their avoidance	Physical activities and exercises may include: <ul style="list-style-type: none"> • Team building activities • Group physical activities • Sports-oriented activities • Gym-based exercise Different types of exercise may include: <ul style="list-style-type: none"> • Cardiovascular training • Muscular strength and endurance training • Plyometric/explosive training • Locomotor/motor skills training • Flexibility/mobility training

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>
4. Understand how to lead safe and effective physical activity sessions for adolescents	4.1 List the essential instructional and coaching qualities for leading physical activity and exercise sessions with adolescents 4.2 Describe key principles for teaching a safe and effective physical activity or exercise session to adolescents 4.3 Describe how to maintain safe adolescent behaviour within a physical activity or exercise session 4.4 Give examples of how to adapt one's instructional approach when working with adolescents	

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>
5. Be able to plan safe, effective, and inclusive physical activities or exercise sessions for adolescents	5.1 Identify the relevant target objectives of the session 5.2 Determine any potential risks that may affect the safety of the participants and plan for effective resolutions 5.3 Determine the goals to base the session plan upon 5.4 Select the physical activity or exercise session format or structure 5.5 Select physical activities and/or exercises that are appropriately matched to the needs of the participants 5.6 Select appropriate and relevant equipment to provide for the selected physical activities and/or exercises 5.7 Plan the activity or exercise volume, intensity, and other necessary training variables relevant to the task 5.8 Identify appropriate teaching points for each activity or exercise 5.9 Determine activity adaptations, regressions and progressions to meet the varying needs of the participant/s 5.10 Ensure an inclusive, adaptable adolescent physical activity or exercise session plan	Select physical activities to include: <ul style="list-style-type: none"> • Warm-up • Main component • Cool-down Training variables may include: <ul style="list-style-type: none"> • Frequency and duration • Number of activities/exercises • Activity/exercise order • Sets and repetitions • Speed/tempo • Rest periods • Workload/resistance

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. Be able to prepare adolescents and the environment for a physical activity and exercise session	6.1 Set up the equipment and the environment for the physical activity and exercise session in advance 6.2 Identify and manage any potential hazards and safety risks and promptly action risk reduction solutions 6.3 Warmly welcome the adolescents and follow a set procedure for registering attendance 6.4 Verbally screen the children (and/or parents) to check their readiness to participate 6.5 Explain any necessary session health and safety considerations to the participating adolescent/s 6.6 Briefly outline the purpose and structure of the physical activity and exercise session 6.7 Provide clear rules and information to help maintain safe participant behaviour throughout the session	Potential hazards to include: <ul style="list-style-type: none"> • Environmental conditions • Faulty equipment • Poor visibility • Trip hazards • Risk of falls • Impact risk • Injury risk Purpose and structure may include: <ul style="list-style-type: none"> • General session objectives • Training format • Phases of the activity/exercise session • Expected engagement of the participant/s

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 instruct a safe and effective physical activity and exercise session for adolescents	7.1 Introduce the session objectives, outlining the planned activities/exercises 7.2 Instruct and demonstrate correct activity/exercise technique, checking participant understanding prior to performance 7.3 Ensure instruction and communication are appropriate to the age, needs, and level of experience of the participating adolescents 7.4 Use appropriate teaching position to observe, correct, and support the participant/s 7.5 Use supportive and motivational instructional methods with the participant/s 7.6 Reinforce key instruction points to improve exercise technique and encourage independence 7.7 Monitor participants total activity levels throughout the session to ensure they obtains beneficial physiological effects 7.8 Monitor activity/exercise difficulty , volume, and intensity to ensure it matches participant level and ability 7.9 Adapt, progress, or regress the activities appropriately for the adolescent/s when necessary 7.10 Manage and maintain appropriate participant behaviour throughout the session 7.11 Manage the timings of the session effectively	Instruct and demonstrate to include: <ul style="list-style-type: none"> • Name the activity/exercise • State the purpose • Explain how to perform the activity/exercise • Demonstrate the activity/exercise • Check understanding • Invite participation Motivational instructional methods may include: <ul style="list-style-type: none"> • Attainable goal setting • Positive performance reinforcement • Engagement through fun • Create social support Monitoring activity/exercise difficulty may include: <ul style="list-style-type: none"> • Observations • Activity drop-out/cessation • Participant feedback Maintaining appropriate participant behaviour may include: <ul style="list-style-type: none"> • Establish clear, agreeable rules • Emphasise activity safety requirements • Early intervention against risk-taking behaviour • Use an appropriate phased warning system

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>
<p>8. Be able to conclude a session, obtain feedback and evaluate own practice</p>	<p>8.1 Provide positive and constructive feedback to the adolescent/s based on their performance</p> <p>8.2 Obtain feedback from the adolescent/s to understand their experience</p> <p>8.3 Review how the instructional skills utilised within the session were effective for meeting participants' needs</p> <p>8.4 Reflect on feedback obtained, identifying strengths, and future improvements</p> <p>8.5 Ensure that the environment is left clean, organised, and all equipment remains in good working order</p> <p>8.6 Inform parents/carers if any accidents/injuries occurred and state the first aid actions taken</p> <p>8.7 Record any near misses, accidents, or injuries in an appropriate, formal logbook</p>	<p>Instructional skills may include:</p> <ul style="list-style-type: none"> • Activity instruction/coaching techniques • Motivational techniques • Communication methods • Inclusion methods
Assessment	<p>Knowledge assessments</p> <p>Observation and questioning</p> <p>Assignments</p>	

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VERSION NUMBER	DATE	NOTES
AIQ006707	14/08/2024	DOCUMENT PUBLISHED

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