**BTEC Assignment Brief**

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| **Qualification** | | Pearson BTEC First in Sport |
| **Component number and title** | | Unit 3: Applying the Principles of Personal  Training |
| **Learning aim** | | D: Review a personal fitness training programme |
| **Assignment title** | | **Programme Review: What’s Next?** |
| **Assessor** | |  |
| **Issue date** | |  |
| **Hand in deadline** | |  |
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| **Vocational Scenario or Context** | | Now that you have completed your training programme, the next step is to look back on how it went. The Manager of the Fitness Centre wants to shoot a short video that can be shown in the fitness suite to promote the training plan to other clients.  To publicise the ‘Get Fit’ initiative to attract more clients they will need to know if you achieved your training goals and areas in the programme that could be modified to help you to continue to improve your performance in the future. In the video you should show evidence that you gathered to demonstrate successes and areas for improvement. The review should also include the impact of the training programme on physiology of fitness and the impact on your activity/sport goal. |
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| **Task 1** | | **Programme review**  Conduct a review of your training programme. This should be completed as a discussion with your tutor and video recorded. When conducting your review have your training diary in front of you and try to answer the following questions:   * Did you meet the goals you set at the start of the programme? * What did the review of each training session tell you and how did you use this information? * What short-term physiological effects did you experience during your training sessions? * What changes did you need to make to your programme and why did you make those changes? * Which areas of fitness have you improved? * Which areas of fitness do you still need to improve? * What evidence do you have to support your identified strengths and areas for improvement? * How has the fitness training programme impacted on your fitness for your sport/activity?   You are thinking about carrying on with your training programme.   * How would you change your training programme to make it better and why would you change it in this way? * What benefits would the changes have for your fitness in your sport/activity? |
| **Checklist of evidence required** | | Discussion notes, tutor record of practical activity/discussion, audio-visual evidence of the discussion. |
| **Criteria covered by this task:** | | |
| Criteria reference | To achieve the criteria, you must show that you are able to: | |
| 3/2D.P5 | Review the six-week personal fitness training programme set for an activity/sport goal, describing results, strengths and areas for improvement. | |
| 3/2D.M4 | Explain the results, strengths of the training programme set for an activity/sport goal and areas for improvement, providing recommendations for future training and performance. | |
| 3/2D.D3 | Fully explain the results, strengths and improvements for the training programme, justifying recommendations for future training and performance. | |
| **Sources of information to support you with this Assignment** | | **Textbooks**  Adams, M., Armstrong, R., Gledhill, A., Hancock, J., Harris, B., Phillippo, P. and Sergison, A., BTEC First in Sport Student Book, Pearson Education, 2012 (ISBN 978-1-44690-161-8)  Ackland, J., The Complete Guide to Endurance Training, A &C Black, 2007 (ISBN 978-0-71367-903-8)  Bean, A., The Complete Guide to Strength Training, A & C Black, 2008 (ISBN 978-1-40810-539-9)  Hope, R. and Lawrence, D., The Complete Guide to Circuit Training, A & C Black, 2011 (ISBN 978-1-40815-635-3)  Lawrence, M., The Complete Guide to Core Stability, A & C Black, 2011 (ISBN 978-1-40813-324-8)  Norris, C. M., The Complete Guide to Stretching, A & C Black, 2007 (ISBN 978-1-71368-348-6)  Shepherd, J., The Complete Guide to Sports Training, A & C Black, 2006 (ISBN 978-0-71367-835-2)  **Websites**  The following website will provide help in the use of reviewing a training programme and suggesting recommendations:  www.brianmac.co.uk/trainprog  www.livestrong.com/fitness  www.sport-fitness-advisor.com |
| **Other assessment materials attached to this Assignment Brief** | | *E.g. worksheets, risk assessments, <Put None if not included>* |

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| **If you have not achieved the Level 2 criteria, your work will be assessed to determine if the following Level 1 criteria have been met.** | | |
| To achieve the criteria you must show that you are able to: | Unit | Criterion reference |
| Review the four-week personal fitness training programme set for an activity/sport goal, identifying results, strengths and areas for improvement. | 3 | 1D.5 |

**Notes to the assessor *(to be removed before distribution to learners):***

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| **Approach to teaching and learning to support learners to *‘get it right first time’*** | Pearson expects that before the assignment brief is distributed to learners they should have already:   * attempted formative assessment tasks that replicate important elements of the activities to be carried out in this assignment * received feedback on how they performed including what they did well and how they can further improve including both the quality of their work and the way they went about their work.   It would be most beneficial for learners to explore the individual elements of the assignments task before attempting to put them all together in a mock assessment.  This will help learners to do their best first time and reduce the likelihood of learners needing to do a resubmission. |
| **The scenario** | The ‘scenario’ can be adapted to any situation that would allow the learner to carry out research on how user interface meets user interface design principles, how they vary across different uses, devices and purposes.  The selection of the user interfaces is critical, the user interfaces should provide sufficient coverage of Learning Aim A, Teaching content and focus on the user interfaces used by individuals and organisations allowing the learner to provide detailed and relevant user interface examples.  The assignment provides a realistic vocational context for the learning aim. It would not be good practice to artificially force this assignment into a ‘vocational role’ that is either:   1. not realistic to the level of the learner/qualification 2. not directly relevant to the qualification.   In this instance the learner should have full access to pre-defined user interfaces so that they can be full interrogated and provide the learner with the opportunity to access Learning Aim A requirements. |
| **The task** | The task set is holistic and allows the learner to be assessed against what is a continuum of effectiveness. Therefore, learners should not be asked to complete separate tasks for each criterion.  Evidence submitted must be produced by the individual learner, and **not** as a contribution as part of a team. This means the learners must carry out research on different types of user interfaces used by individuals and organisations, analyse the varying needs of the audience and how these affects both the type and design of the interface and how design principles provide both appropriate and effective user interaction with hardware devices.  Print screens of the relevant detailed examples should support the analysis carried out by the learner.  The planning and initial design of the user interface, using the design principles listed in section A3, will be undertaken in Learning Aim B Assessment. For Learning aim C the learner will Develop and review a user interface.  For this assignment, learners must have access to: a range of user interfaces from different applications/devices, e.g. tablets, watches, software applications, websites, apps.  Centres are encouraged to adapt the task providing the requirements of the assessments is maintained and are encouraged to use the Assignment Checking Service available to centres if they do so. |
| **Evidence checklist** | For this instance, a report or podcast or presentation with speaker notes would allow the opportunity for the learner to provide an analysis of how two different types of user interface meet the design principles and user needs. Annotated screen prints of the user interfaces reviewed would support the evidencing of this learning aim.  It is important that the evidence provided can be independently authenticated by both an Internal Verifier (IV) and a Standards Verifier (SV). It is, therefore, required that there is evidence of the investigation taking place.  In this instance, there is no requirement for the learner to submit a Record of Activity, e.g. observation record or witness statement. |
| **Sources of information to support you with this Assignment** | Sources of information should directly support the learner to complete the assignment. Sources of information are not intended to form additional teaching and learning. Centres should ensure that all teaching and learning has been completed before distributing the assignment to learners.  It is advisable that a mixture of theoretical sources and sources directly contextualised to planning, pitching and running an enterprise will give learners the best opportunity to achieve their best. |
| **Other materials** | This Authorised Assignment Brief does not include any materials to support learners.  It is expected that learners produce their own evidence.  Therefore, the provision of templates **is not** **appropriate** in this instance. |
| **Your assessment decision** | You will notice that the assessment criteria form a ‘continuum of effectiveness’.  Therefore, when assessing the learners work rather than assessing the achievement of each criterion separately you should start at the distinction criteria and work backwards to find the point at which the learner meets the targeted criteria. |