**BTEC Assignment Brief**

|  |  |  |
| --- | --- | --- |
| **Qualification** | | Pearson BTEC First in Sport |
| **Component number and title** | | Unit 3: Applying the Principles of Personal  Training |
| **Learning aim** | | A: Design a personal fitness training programme |
| **Assignment title** | | **Training Programme Design** |
| **Assessor** | |  |
| **Issue date** | |  |
| **Hand in deadline** | |  |
|  | | |
| **Vocational Scenario or Context** | | So, how fit are you? Your local sports centre has launched a ‘Get Fit’ initiative for schools and colleges in the area. You can participate in this initiative to improve your chosen activity/sport from Unit 2: Practical Performance in Sport.  You may safely incorporate any training method you like into your programme but it needs to relate to your chosen activity/sport from Unit 2: Practical Performance in Sport. This is your chance to make sure your training is as exciting and fun as possible! Make sure you include everything you need to make your training programme effective. |
|  | | |
| **Task 1** | | Before you get started on the ‘Get Fit’ initiative you need to design a training programme that you will follow. The programme needs to be linked to improving your fitness for your chosen sport/activity. You should include the following in your programme;   * Personal information including lifestyle, physical activity history and medical history. * Personal goals which are set over a short, medium and long term. * Clear aims and objectives for your programme which links to one component of fitnes*s* to improve your performance in your selected activity/sport. * Your current motivation and attitude to training and how this can be maintained/improved through the fitness training programme.   Using the personal information obtained you should then design a creative six-week training programme that incorporates one method of training and the FITT principles (frequency, intensity, time and type).   * You should summarise in your programme how you plan to warm up and cool down for each exercise session and give an overall summary of the importance of these components in an exercise session. * Include activities in the training sessions which are creative and interesting to ensure exercise adherence and to keep you interested and stop you getting bored. * A table that describes the application of intensity to the chosen activities and considers the additional principles of training (specificity, progressive overload, reversibility, rest and recovery, individual needs and differences, variation). * A justification of why you have included the particular training activities, saying how they link back to your personal information (e.g. how your training programme will meet your training goals). |
| **Checklist of evidence required** | | • Personal information forms  • Written training programme design  • Principles of training table relating to your training programme  • Written justification of your training programme |
| **Criteria covered by this task:** | | |
| Criteria reference | To achieve the criteria, you must show that you are able to: | |
| 3/2A.P1 | Independently design a safe six-week personal fitness training programme to meet an activity/sport goal taking into consideration personal information. | |
| 3/2A.M1 | Design a safe six-week personal fitness training programme to meet an activity/sport goal which meets the needs of the individual, showing creativity in the design. | |
| 3/2A.D1 | Justify the training programme design, explaining links to personal information | |
| **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 designing a fitness programme:  www.brianmac.co.uk/trainprog  www.livestrong.com/fitness  www.sport-fitness-advisor.com  [www.thinqfitness.com/video.asp](http://www.thinqfitness.com/video.asp)  **Note to assessors**    **We are committed to ensuring that teachers/tutors and learners have a choice of resources to support their teaching and study.**    **We would encourage them to use relevant resources for your local area such as local employers, newspapers and council websites.**    **Resources from various publishers are available to support delivery and training for all Pearson and BTEC qualifications so that learners and teachers/tutors can select those that best suit their needs.**    **Above are some examples of textbooks and websites. Further useful resources may be found at www.edexcel.com/resources/Pages/default.aspx.** |
| **Other assessment materials attached to this Assignment Brief** | | *E.g. worksheets, risk assessments, <Put None if not included>* |

|  |  |  |
| --- | --- | --- |
| **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 |
| Design a safe four-week personal fitness training programme to meet an activity/sport goal taking into consideration personal information, with guidance. | 3 | 1A.1 |

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

|  |  |
| --- | --- |
| **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. |