**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** | | C: Implement a self-designed personal fitness training  programme to achieve own goals and objectives |
| **Assignment title** | | **My training diary: training for success!** |
| **Assessor** | |  |
| **Issue date** | |  |
| **Hand in deadline** | |  |
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| **Vocational Scenario or Context** | | You are now ready to complete your own personal fitness programme which is to be used as an example within the sports centre. The head of the ‘Get Fit’ initiative wants clients to see you following the programme to show the positive changes fitness training can make. It is important that the other clients see you working hard and following your programme so they can fully understand the benefits of fitness training. |
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| **Task 1 – Part A** | | The progress of your training is going to be displayed in the fitness centre on a special ‘Get Fit’ progress notice board. You need to keep an accurate record of your fitness training as you complete the six-week programme.  **Safely follow your six-week fitness training programme**  You must make sure you;   * Complete the full fitness training programme through participation in the selection of activities in a safe environment. * Wear the correct kit and following all safety procedures. This includes safe use of the equipment and using the correct technique. * Collect pictures and videos of you participating in the training programme and use these as evidence to supplement your training diary. These will also be displayed on the notice board.   **Record your progress in a training diary**  Your training diary should provide the following details:   * Date, time and location of the training you have done. * The aims and objectives for each session. * Session duration. * The type(s) of training you did and what methods of training you used. * Log of personal performance and achievements in each session. * The resources you required to do each session e.g. equipment. * Details of how progressive overload was achieved over the course of the programme. * Details of programme intensity using % HR max and RPE. * Include photographs and videos of you undertaking your training sessions as part of your six-week programme. * A summary of the success of each session; what worked, what didn’t work and what you did or will do to amend the session in future.   At the end of each week you should write a summary that measures the success of your fitness training programme. This information will be displayed on the ‘Get Fit’ notice board so it should consider the following topics;   * Any evidence of personal development including achievement of programme goals, aims and objectives. * Your enjoyment, dedication and commitment to training that week. * Motivation for training – specifically what has made you maintain your motivation? * Changes you have made to your programme to avoid or overcome any barriers to training, issues or problems. |
| **Checklist of evidence required** | | * Training diary * Videos and photographs (supported by a practical activity record) |
| **Criteria covered by this task:** | | |
| Criteria reference | To achieve the criteria, you must show that you are able to: | |
| 3/2C.P4 | Safely implement a six-week personal fitness training programme, maintaining a training diary. | |
| 3/2C.M3 | Safely implement a successful six-week personal fitness training programme, maintaining a training diary summarising outcomes for each session. | |
| 3/2C.D2 | Safely implement a successful six-week personal fitness training programme, maintaining a training diary to evaluate performance and progress. | |
| **Sources of information to support you with this Assignment** | | **Textbooks**  Ackland, J. (2007) The Complete Guide to Endurance Training, London: A&C Black, ISBN 978 0 71367 903 8.  Adams, M., et al. (2012) BTEC First in Sport Student Book, Harlow: Pearson Education, ISBN 978 1 44690 161 8.  Bean, A. (2008) The Complete Guide to Strength Training, London: A&C Black, ISBN 978 1 40810 539 9.  Hope, R. and Lawrence, D. (2011) The Complete Guide to Circuit Training, London: A&C Black, ISBN 978 1 40815 635 3.  Lawrence, M. (2011) The Complete Guide to Core Stability, London: A&C Black, ISBN 978 1 40813 324 8.  Norris, C. M., (2007) The Complete Guide to Stretching, London: A&C Black, ISBN 978 1 71368 348 6.  Shepherd, J. (2006) The Complete Guide to Sports Training, London: A&C Black, ISBN 978 0 71367 835 2.  **Websites**  The following website will provide help in the use of training programmes and information on diet, nutrition, fitness, wellness and lifestyle:  www.brianmac.co.uk/trainprog.htm  www.livestrong.com/fitness  [www.sport-fitness-advisor.com](http://www.sport-fitness-advisor.com)  **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>* |

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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 |
| Safely implement, with guidance, a four-week personal fitness training programme, maintaining a training diary. | 3 | 1C.4 |

**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. |