

## BTEC Assignment Brief

<b>Qualification</b>	Pearson BTEC Level 1/Level 2 Tech Award in Sport, Activity and Fitness
<b>Component number and title</b>	<b>1:</b> Understand the Body and the Supporting Technology for Sport and Activity
<b>Learning aim</b>	<b>B:</b> Explore common injuries in sport and activity and methods of rehabilitation
<b>Assignment title</b>	<b>Injuries and Rehabilitation</b>
<b>Assessor</b>	
<b>Issue date</b>	
<b>Hand in deadline</b>	

<b>Vocational Scenario or Context</b>	Following on from your successful presentation and information leaflet the sports club have now asked you to take on some work with their injured athletes to help improve your knowledge on common injuries and rehabilitation. They have asked you to produce a booklet for their athletes that considers common injuries, their rehabilitation and how technology can be utilised.
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<b>Task 1</b>	<p>To allow you to successfully complete this task you should first carry out some research into:</p> <ul style="list-style-type: none"> <li>• Basic common injuries – sprain, strain, bruising.</li> <li>• Complex common injuries – dislocation, ligament tear, fracture, tendonitis, shin splints.</li> <li>• Causes of common injuries – physiological, psychological, environmental, equipment, people-related risks, coaching.</li> <li>• How to manage rehabilitation of common sporting injuries, including the use of technology.</li> </ul> <p>Once completed you should produce a booklet that:</p> <ul style="list-style-type: none"> <li>• Describes common sporting injuries (both basic and complex).</li> </ul>
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	<ul style="list-style-type: none"> <li>• Describes and explains how sporting injuries may occur using clear sporting examples. Ensure you include each of the areas for causes of common injuries: physiological, psychological, environmental, equipment, people-related risks, coaching.</li> <li>• Describes the management of common sporting injuries including both physiological and psychological. You should summarise how each of the injuries can be managed to support the rehabilitation of a sports performers who picked up such an injury.</li> <li>• Analyses the common injuries for one sport or activity of your choice.</li> <li>• Provide an analysis of recommended rehabilitation processes for one sport or activity.</li> <li>• Analyses how technology can be used to prevent and rehabilitate injuries.</li> </ul>
<b>Checklist of evidence required</b>	Booklet
<b>Criteria covered by this task:</b>	
Criteria reference	To achieve the criteria you must show that you are able to:
B.2D2	Analyse common sports injuries in a chosen sport or activity, recommending rehabilitation, including the use of technology.
B.2M2	Explain, using clear sporting examples, how sports injuries may occur and suggest rehabilitation.
B.2DP3	Describe common sporting injuries, their causes and related rehabilitation.
B.1M3	Outline common sporting injuries, their symptoms and possible causes.
B.1P3	Identify some common sporting injuries, their symptoms and possible causes.

<b>Sources of information to support you with this Assignment</b>	<p><b>Websites</b></p> <p><b>Free resources for Physical Education and sports coaching</b></p> <p><a href="http://www.teachpe.com">www.teachpe.com</a></p> <p><a href="http://www.brianmac.co.uk/trainprog">www.brianmac.co.uk/trainprog</a></p> <p><a href="http://www.livestrong.com/fitness">www.livestrong.com/fitness</a></p> <p><a href="http://www.sport-fitness-advisor.com">www.sport-fitness-advisor.com</a></p> <p><a href="http://www.thingfitness.com/video.asp">www.thingfitness.com/video.asp</a></p>
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<b>Other assessment materials attached to this Assignment Brief</b>	None
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**Notes to the assessor (*to be removed before distribution to learners*):**

<b>Approach to teaching and learning to support learners to 'get it right first time'</b>	<p>Pearson expects that before the assignment brief is distributed to learners they should have already:</p> <ul style="list-style-type: none"> <li>attempted formative assessment tasks that replicate important elements of the activities to be carried out in this assignment</li> <li>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.</li> </ul> <p>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.</p> <p>This will help learners to do their best first time and reduce the likelihood of learners needing to do a resubmission.</p>
<b>The scenario</b>	<p>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.</p> <p>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.</p> <p>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:</p> <ol style="list-style-type: none"> <li>not realistic to the level of the learner/qualification</li> <li>not directly relevant to the qualification.</li> </ol> <p>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.</p>
<b>The task</b>	<p>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.</p> <p>Evidence submitted must be produced by the individual learner, and <b>not</b> 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</p>

	<p>principles provide both appropriate and effective user interaction with hardware devices.</p> <p>Print screens of the relevant detailed examples should support the analysis carried out by the learner.</p> <p>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.</p> <p>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.</p> <p>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.</p>
<p><b>Evidence checklist</b></p>	<p>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.</p> <p>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.</p> <p>In this instance, there is no requirement for the learner to submit a Record of Activity, e.g. observation record or witness statement.</p>
<p><b>Sources of information to support you with this Assignment</b></p>	<p>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.</p> <p>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.</p>
<p><b>Other materials</b></p>	<p>This Authorised Assignment Brief does not include any materials to support learners.</p> <p>It is expected that learners produce their own evidence.</p> <p>Therefore, the provision of templates <b>is not appropriate</b> in this instance.</p>
<p><b>Your assessment decision</b></p>	<p>You will notice that the assessment criteria form a 'continuum of effectiveness'.</p> <p>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.</p>

