

BTEC Assignment Brief

Qualification	Pearson BTEC Level 1/Level 2 Tech Award in Sport, Activity and Fitness
Component number and title	1: Understand the Body and the Supporting Technology for Sport and Activity
Learning aim	C: Understand the use of technology for sport and activity
Assignment title	Technology for Sport and Activity
Assessor	
Issue date	
Hand in deadline	

Vocational Scenario or Context	Your booklet was a real success and your information on technology is something that really impressed the sports club. They have now asked you to research the different uses of technology in sport and activity producing a presentation to share your findings.
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Task 1a	<p>To successfully complete this task you need to research the different types of technology. You should focus on:</p> <ul style="list-style-type: none"> • advances in equipment • advances in protection • clothing • footwear • facilities • cameras, computers and software. <p>Once completed, you should begin to create a presentation that describes and analyses the different types of technology that are used in sport and activity. You must ensure you describe how they are used and use sporting examples.</p> <p>Once completed, you are also required to describe and explain the benefits and limitations of the use of technology. You should consider how each affects the performer, the coach/manager and the officials.</p>
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	<p>Benefits for the performer:</p> <ul style="list-style-type: none"> • marginal gains • clothing – leading to improved aerodynamics/reduced drag • GPS monitoring of training zones • use of prosthetics • improved footwear. <p>Benefits for the coach/manager:</p> <ul style="list-style-type: none"> • video analysis of team performance • video analysis of participant performances • using GPS technology to allow appropriate squad selection • use of apps. <p>Benefits for the officials:</p> <ul style="list-style-type: none"> • moisture control clothing • use of smartwatches. <p>Limitations on the performer:</p> <ul style="list-style-type: none"> • data from technology can impact on selection • data from technology directly compares performers • data and injury assessment information may prevent participation <p>Limitations on the coach/manager:</p> <ul style="list-style-type: none"> • time consuming • coach/manager is required to keep up with developments to access advantages • technology breakdowns and repair costs • cost. <p>Limitations on the officials:</p> <ul style="list-style-type: none"> • breaks in play/disrupts the flow of a game • slows the game, the length of the break could contribute to a change of the cardiovascular demands on the official's body • some technologies are often available only at elite levels, e.g. goal-line technology is available to elite players only <p>Within your presentation you should assess the different benefits and limitations, ensuring that these are related to a variety of sporting examples.</p>
Checklist of evidence required	<p>Presentation materials.</p> <p>Record of activity.</p>
Criteria covered by this task:	

Criteria reference	To achieve the criteria you must show that you are able to:
C.2D3	Assess the benefits and limitations of technological advances in sport and activity, using clear sporting examples.
C.2M3	Analyse, using sporting examples, the different types of technology used in sport and activity, along with an explanation of benefits and limitations.
C.2P4	Describe, using sporting examples, different types of technology used in sport and activity, clearly describing their usage, along with identification of benefits and limitations.
C.1M4	Outline different types of technology used in sport and activity, showing an understanding of their usage using sporting examples.
C.1P4	Identify some types of technology used in sport and activity, showing some understanding of their usage.

Sources of information to support you with this Assignment	Websites Free resources for Physical Education and sports coaching www.teachpe.com www.brianmac.co.uk/trainprog www.livestrong.com/fitness www.sport-fitness-advisor.com www.thinqfitness.com/video.asp
Other assessment materials attached to this Assignment Brief	<i>None</i>

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'	<p>Pearson expects that before the assignment brief is distributed to learners they should have already:</p> <ul style="list-style-type: none"> 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. <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>
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<p>The scenario</p>	<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> <ul style="list-style-type: none"> a) not realistic to the level of the learner/qualification b) not directly relevant to the qualification. <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>
<p>The task</p>	<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 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.</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>Evidence checklist</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>Sources of information to support you with this Assignment</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>Other materials</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 is not appropriate in this instance.</p>
<p>Your assessment decision</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>