

BTEC Assignment Brief

Qualification	Pearson BTEC Level 1/Level 2 Tech Award in Sport, Activity and Fitness
Component number and title	3: Applying the Principles of Sport and Activity
Learning aim	A: Understand the fundamentals of sport and activity leadership
Assignment title	What It Takes To Be A Successful Leader
Assessor	
Issue date	
Hand in deadline	

Vocational Scenario or Context	You have been appointed as an assistant coach at a local sports club. As a condition of your appointment, you have to develop your knowledge of the fundamentals of sports and activity leadership and present your new knowledge to the head coach to show your development.
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Task 1 – Part A	<p>To successfully complete this task you need to select a sports leader and research the attributes that they possess. You should focus on:</p> <ul style="list-style-type: none"> • skills – communication, listening, organisation, activity structure, knowledge, evaluation and target setting • qualities – encouraging enthusiasm, increasing intrinsic motivation, providing extrinsic motivation, improving confidence, personality and leadership style. <p>Once you have completed your research you should create a presentation that you can share with the head coach. You should ensure you:</p> <ul style="list-style-type: none"> • explain how the leader you have selected demonstrates the different skills and qualities that you have researched • use lots of examples to support your presentation.
Checklist of evidence required	<ul style="list-style-type: none"> • PowerPoint presentation. • Presentation notes.

Task 1 Part B	<p>You should now consider the importance of sport and activity sessions and research the benefits that people can get from regular participation. You should focus on:</p> <ul style="list-style-type: none"> • physical benefits: <ul style="list-style-type: none"> ○ short-term – increased blood flow, increased muscle temperature, increased range of movement at a joint, increased heart rate, removal of lactic acid ○ long-term – cardiorespiratory benefits, musculoskeletal benefits, flexibility benefits • psychological benefits – increased intrinsic motivation, improved concentration, increased motivation, increased enjoyment due to extrinsic motivation, release of serotonin and endorphins and increased self-confidence. <p>You should use your research to create a blog that is supported by a leaflet in order to:</p> <ul style="list-style-type: none"> • explain, analyse and evaluate how a good, successful leader can promote the physical (short and long term benefits) and psychological benefits of participation in sport and activity • evaluate different ways physical and psychological benefits can be promoted to encourage more people to take part regularly • use a variety of examples to make clear points. <p>You should ensure that this is interesting and factual.</p>
Checklist of evidence required	<ul style="list-style-type: none"> • Blog. • Leaflet.
Criteria covered by this task:	
Criteria reference	To achieve the criteria, you must show that you are able to:
A.2D1	Evaluate a successful leader and the different ways physical and psychological benefits can be promoted to encourage regular participation.
A.2M1	Analyse how a good leader can promote physical and psychological benefits.
A.2P1	Explain how successful leaders demonstrate the required skills and qualities.
A.2P2	Explain the physical and psychological benefits of taking part in sport and activity sessions.
A.1M1	Outline the skills and qualities needed to be a successful leader.
A.1M2	Outline the benefits of participating in sport and activity sessions.

A.1P1	Identify some skills and qualities of a successful leader.
A.1P2	Identify some benefits of participating in sport and activity sessions.
Sources of information to support you with this Assignment	<p>Websites</p> <p>The following website will provide help when carrying out research:</p> <p>www.britishswimming.org – Amateur Swimming Association</p> <p>www.britishcycling.org.uk – British Cycling</p> <p>www.british-gymnastics.org.uk – British Gymnastics</p> <p>www.olympics.org.uk – The British Olympic Association</p> <p>www.englandbasketball.co.uk – English Basketball Association</p> <p>www.thefa.com – The Football Association</p> <p>www.lta.org.uk – The Lawn Tennis Association</p> <p>www.rfu.com – The Rugby Football Union</p> <p>www.1st4sport.com – Sports Coach UK</p> <p>www.sportsleaders.org – Sports Leaders UK</p> <p>www.ukathletics.net – UK Athletics</p> <p>www.uksport.gov.uk – UK Sport</p>
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>
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.

	<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>

	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	<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>
Other materials	<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>
Your assessment decision	<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>