

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	B: Planning sessions for target groups
Assignment title	Session Planning
Assessor	
Issue date	
Hand in deadline	

Vocational Scenario or Context	The head coach has been really impressed with your progress so far and how well you have supported him and the other coaches. He has asked you to produce a session plan that is realistic so he can provide you with support and guidance in being the best coach possible.
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Task 1 – Part A	<p>You should utilise the clubs session planning documents as provided by the head coach to create a comprehensive, realistic plan. You should ensure that your session is well-structured and that you have included a variety of activities that would benefit the participants.</p> <p>You should include the following in your plan:</p> <ul style="list-style-type: none"> • personal information • participant information – age, gender, numbers, medical needs and special needs • resources – facility, location, equipment, clothing and technology • warm up – pulse raiser and mobilising activities • main component – activities, sport-specific drills, adapted games • cool down – pulse lowering, stretching • consideration of the methods of training. <p>In addition to your plan, you should produce a risk assessment and informed consent form that considers the risks and hazards to</p>
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	<p>participants – including injuries as well as what control measures can be put into place.</p> <p>Once your plan is completed, you should produce a written document that will detail and explain several considered reasons for your choice of activities including the different benefits of participation for the target group.</p>
Checklist of evidence required	<ul style="list-style-type: none"> • Completed session plan. • Risk assessment. • Written document.
Criteria covered by this task:	
Criteria reference	To achieve the criteria, you must show that you are able to:
B.2D2	Produce a comprehensive, realistic activity session plan, giving considered reasons for the activities included and the benefits of participation for the target group.
B.2M2	Prepare a detailed, realistic and well-structured activity session plan, giving detailed reasons for suitability for the chosen target group.
B.2P3	Prepare a realistic activity session plan for a chosen target group, explaining choice of activities
B.1M3	Prepare a realistic outline of an activity session for a target group.
B.1P3	Prepare an outline of an activity session plan for a chosen target group, with support.
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	<i>None</i>

to this Assignment Brief	
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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	<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"> not realistic to the level of the learner/qualification 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>
The task	<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>