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## Physical Education: Factors Impacting on Performance (National 3)

**SCQF:** level 3 (9 SCQF credit points)

**Unit code:** H254 73

### Unit outline

The general aim of this Unit is to provide learners with the opportunity to explore and raise their awareness of factors that impact on personal performance in physical activities. Learners will, with support, record, monitor and reflect on their own performance.

Learners who complete this Unit will be able to:

- 1 Demonstrate knowledge of factors that impact on personal performance in physical activities
- 2 Develop performance in physical activities
- 3 Review the process of performance development

This Unit is a mandatory Unit of the National 3 Physical Education Course and is also available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Unit Support Notes*, which provide advice and guidance on delivery, assessment approaches and development of skills for learning, skills for life and skills for work. Exemplification of the standards in this Unit is given in *Unit Assessment Support*.

### Recommended entry

Entry to this Unit is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

- ◆ National 2 Physical Education Course or relevant component Units

In terms of prior learning and experience, relevant experiences and outcomes may also provide an appropriate basis for doing this Unit.

## **Equality and inclusion**

This Unit Specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. For further information, please refer to the *Unit Support Notes*.

# Standards

## Outcomes and assessment standards

### Outcome 1

The learner will:

- 1 Demonstrate knowledge of factors that impact on personal performance in physical activities by:**
  - 1.1 Using a method to identify strengths and areas for development in personal performance
  - 1.2 Selecting areas for development in personal performance
  - 1.3 Producing, with support, a performance development plan targeted at improving personal performance in a physical activity

### Outcome 2

The learner will:

- 2 Develop performance in physical activities by:**
  - 2.1 Implementing, with support, a personal performance development plan for one physical activity
  - 2.2 Monitoring and recording information from performance development sessions

### Outcome 3

The learner will:

- 3 Review the process of performance development by:**
  - 3.1 Gathering feedback from others
  - 3.2 Reviewing the effectiveness of the personal performance development plan
  - 3.3 Identifying future development needs

## Evidence Requirements for the Unit

Assessors should use their professional judgement, subject knowledge and experience, and understanding of their learners, to determine the most appropriate ways to generate evidence and the conditions and contexts in which they are used.

While the context for learning can be provided by a range of physical activities, learners must provide evidence for assessment from **one** physical activity.

Evidence can either be presented for individual Outcomes or gathered for the Unit as a whole by combining assessments. If the latter approach is used, it must be clear how the evidence relates to each Outcome.

Exemplification of assessment is provided in *Unit Assessment Support*. Advice and guidance on possible approaches to assessment is provided in the *Unit Support Notes*.

## **Assessment standard thresholds**

If a candidate successfully meets the requirements of the specified number of Assessment Standards they will be judged to have passed the Unit overall and no further re-assessment will be required.

The specific requirements for this Unit is as follows:

- ◆ 6 out of 8 Assessment Standards must be achieved.

It should be noted that there will still be the requirement for candidates to be given the opportunity to meet all Assessment Standards. The above threshold has been put in place to reduce the volume of re-assessment where that is required.

# Development of skills for learning, skills for life and skills for work

It is expected that learners will develop broad, generic skills through this Unit. The skills that learners will be expected to improve on and develop through the Unit are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and are drawn from the main skills areas listed below. These must be built into the Unit where there are appropriate opportunities.

## **3 Health and wellbeing**

3.3 Physical wellbeing

## **4 Employability, enterprise and citizenship**

4.3 Working with others

## **5 Thinking skills**

5.1 Remembering

5.3 Applying

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills should be at the same SCQF level as the Unit and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life and skills for work is given in the *Unit Support Notes*.

# Administrative information

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**Published:** September 2018 (version 1.1)

**Superclass:** MA

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## History of changes to National Unit Specification

Version	Description of change	Authorised by	Date
1.1	Assessment standard threshold added.	Qualifications Manager	September 2018

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Note: readers are advised to check SQA's website: [www.sqa.org.uk](http://www.sqa.org.uk) to ensure they are using the most up-to-date version of the Unit Specification.

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