

## National Unit Specification: general information

<b>UNIT</b>	Physical Education: Perspectives on Performance Development (Advanced Higher)
<b>CODE</b>	DM49 13
<b>COURSE</b>	Physical Education (Advanced Higher)

### SUMMARY

While this Unit can be taken as a free standing Unit, it is designed primarily for candidates following the Advanced Higher Physical Education Course.

The Unit is designed to enable candidates to gain an understanding of:

- ◆ how to identify and focus on a research issue
- ◆ the processes involved in using literature and other sources to gain a better understanding of performance development
- ◆ how knowledge acquired from research can be applied to inform performance development.

This is a mandatory Unit of the Physical Education Course.

### OUTCOMES

1. Plan performance research and development.
2. Acquire knowledge and understanding to inform performance development.
3. Apply knowledge and understanding to performance development plans.

### RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following:

- ◆ Higher Physical Education
- ◆ *Physical Education: Analysis and Development of Performance* Unit at Higher.

It is recommended that candidates be enrolled for the Unit:

- ◆ *Physical Education: Performance* at Advanced Higher.

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### Administrative Information

<b>Superclass:</b>	MA
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## **National Unit Specification: general information (cont)**

**UNIT**        Physical Education: Perspectives on Performance Development  
                  (Advanced Higher)

### **CREDIT VALUE**

1 credit at Advanced Higher (8 SCQF credit points at SCQF level 7\*)

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

### **CORE SKILLS**

There is no automatic certification of Core Skills or Core Skills Components for this Unit.

## **National Unit Specification: statement of standards**

### **UNIT       Physical Education: Perspectives on Performance Development (Advanced Higher)**

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the SQA.

#### **OUTCOME 1**

Plan performance research and development.

##### **Performance Criteria**

- a)       The nature and focus of the performance issue is discussed
- b)       Key concepts, features and agreed performance propositions are discussed
- c)       An outline plan for the analysis and development of performance is discussed.

#### **OUTCOME 2**

Acquire knowledge and understanding to inform performance development.

##### **Performance Criteria**

- a)       Knowledge and understanding of information gained from research is demonstrated
- b)       Conclusions are drawn from an analysis of the research sources
- c)       Performance propositions are re-examined in the light of acquired knowledge.

#### **OUTCOME 3**

Apply knowledge and understanding to performance development plans.

##### **Performance Criteria**

- a)       The significance of the acquired knowledge for training and performance development is discussed
- b)       The integration of new information into training and performance is planned
- c)       A programme of work is devised to address development needs
- d)       A programme of work to address development needs is discussed.

## **National Unit Specification: support notes**

### **UNIT      Physical Education: Perspectives on Performance Development (Advanced Higher)**

#### **EVIDENCE REQUIREMENTS FOR THIS UNIT**

Written and/or oral evidence is required to demonstrate that candidates have achieved all the Outcomes and Performance Criteria in relation to an activity in a Physical Education context. Where a candidate chooses to focus on an aspect of a group activity, the aspect selected must relate to the candidate's own direct performance experience and influence within the group.

This Unit will be assessed through a holistic assignment based on a series of structured questions. These would focus on planning for research and development of performance in an activity and on the acquisition and application of knowledge to inform development plans. Candidates may have access to notes, records, plans and data gathered throughout the course of the Unit work when undertaking the assessment. Evidence should be gathered on one open-book assessment occasion under supervision lasting no longer than one hour; or on two separate open-book assessment occasions under supervision, lasting no more than 30 minutes each.

Evidence for assessment must relate to the candidate's chosen performance activity. It must also relate to a minimum of one of the four perspectives on performance areas; there must be evidence that the candidate has understood and applied at least one key concept and one key feature in their analysis and discussion of performance development. The perspectives on performance areas and the key concepts are included as Appendix 3 of the Advanced Higher Physical Education Course Specification.

The National Assessment Bank item for this Unit provides an assignment of this type which allows the generation of sufficient evidence of the required standard to pass the Unit. If a centre wishes to design its own assessment for this Unit, it should be of a comparable standard.

Further advice on the type of notes and records which candidates may use to help them when generating assessment evidence, is given in 'Guidance on Approaches to Assessment for this Unit'.

## National Unit Specification: support notes

### UNIT Physical Education: Perspectives on Performance Development (Advanced Higher)

This part of the Unit Specification is offered as guidance. These support notes are not mandatory.

While the exact time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

#### **GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT**

The content of this Unit has been designed for learning and teaching which integrates closely with a 'performance led' approach to the analysis and development of performance. As such, an integrated approach which combines the development of performance in a selected activity with the consideration of selected perspectives on performance and forms of analysis is strongly recommended.

Where the Unit is being taken as part of the Course, there will be time available for integrating the learning and teaching of the three Units: *Physical Education: Performance*, *Physical Education: Perspectives on Performance Development* and *Physical Education: Analysis and Development of Performance*.

The structure of the *Perspectives on Performance Development* Unit provides a framework within which candidates can explore the body of knowledge associated with the research and development of performance. When working on the Unit they are encouraged to research available information about their area of inquiry, develop their knowledge and understanding of relevant concepts, and then apply this acquired knowledge as they plan to address performance development needs.

Where this Unit is taken as part of the Advanced Higher Physical Education Course, the use of the performance propositions is an approach to the planning of learning and teaching that can integrate the coursework of the *Performance*, *Perspectives on Performance Development* and *Analysis and Development of Performance* Units. It is a strategy that encourages a 'performance led' approach to planning for the development of performance in conjunction with the consideration and application of relevant knowledge. Through practical experiential work, content that has the potential to improve personal performance can be embedded into the candidate's training and performance. Simultaneously, a level of knowledge and understanding appropriate to the competence levels at Advanced Higher in the *Perspectives on Performance Development* Unit can be reached.

To achieve these aims the performance propositions formulated and agreed with each candidate are:

- ◆ rooted in the key concepts and key features of perspectives on performance areas
- ◆ statements or questions about ideas and influences on performance
- ◆ a means through which the candidate's current performance issues can be explored and relevant knowledge considered
- ◆ unique to each individual and help give an important sense of ownership.

## National Unit Specification: support notes (cont)

### UNIT      Physical Education: Perspectives on Performance Development (Advanced Higher)

Candidates will need guidance in selecting and applying the relevant underpinning knowledge that will address the issues and improvements required. Teachers/lecturers should ensure that the material selected will allow for the depth of study that is necessary at this level.

In researching the proposition statements, teachers/lecturers should negotiate and agree to manage their work around a series of inputs based on, for example:

- ◆ supported study
- ◆ tasks to be achieved in the centre and home based work
- ◆ practical work allied, in some cases, to work with other candidate groups
- ◆ personal practice contexts
- ◆ agreed schedules with centre/club teams and groups.

Where this Unit is taken as part of an Advanced Higher Course, linking the *Performance* and the *Perspectives on Performance Development* Units in this way should allow candidates to use their integrated coursework to support and inform their work in the *Analysis and Development of Performance* Unit.

### GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

During work on the *Physical Education: Perspectives on Performance Development* Unit, candidates should be encouraged to work independently and take responsibility for the completion of tasks. The shift from directed learning to work on an individual analysis and development project should be supported by teachers/lecturers through opportunities for consultation and discussion. The teacher/lecturer should act as more of a co-ordinator and consultant when supervising this Unit, rather than an organiser and manager of candidates' work. Guidance and assistance on how best to use information sources both within and outwith the centre may be required at an early stage. Teachers/lecturers and candidates should work to agreed checkpoints and candidates should receive feedback as each of the stages of the work is completed.

From this perspective the consideration of learning and teaching approaches will involve:

- ◆ teachers/lecturers having more of a facilitator role
- ◆ planning effective teacher/candidate tutorial time
- ◆ resource based learning being a key strategy
- ◆ the planning of supported self study
- ◆ working towards the ideal of independent and flexible learning – where the emphasis is on a wide range of possible resources and situations, and where the learner takes increasingly greater responsibility for their own learning.

## National Unit Specification: support notes (cont)

### UNIT      Physical Education: Perspectives on Performance Development (Advanced Higher)

When planning and negotiating learning and teaching arrangements with each candidate, a number of factors will need careful consideration. Some considerations might be:

- ◆ candidate numbers
- ◆ organisation of each candidate's timetable of practical, tutorial and resource based work
- ◆ teacher/lecturer contact time with candidates
- ◆ organisation, structure and timing of Unit delivery
- ◆ choosing performance activity/monitoring development/assessment plan
- ◆ strategy for the selection and progression of propositions
- ◆ effective use of support materials
- ◆ support for candidates in project work.

Opportunities to integrate knowledge will help the development of a broad conceptual base, in which a thorough understanding of the full nature of performance and its development can be achieved.

Candidates should enrol on the *Physical Education: Performance* Unit at Advanced Higher to provide the practical experiential learning opportunities required in this Unit.

#### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

Evidence for the assessment of the *Physical Education: Perspectives on Performance Development* Unit should be sufficient to demonstrate that candidates have met all the Performance Criteria for each Outcome. Evidence should be based on one selected performance activity and show that candidates have addressed a minimum of one perspective area and applied a minimum of one key concept and one key feature.

The assessment will be in the form of a holistic assignment based on a series of structured questions on the research and development process. The National Assessment Bank item for this Unit provides an assignment assessment of this type, which allows the generation of sufficient evidence of the required standard to pass the Unit. Evidence should be gathered on one assessment occasion under supervision lasting no longer than one hour; or on two separate assessment occasions under supervision, lasting no more than 30 minutes each. If a centre wishes to design its own assessment for this Unit, it should be of a comparable standard and capable of being completed in a similar time.

Preparation for assessment will take place throughout the work of the Unit. Candidates will be given a number of assigned tasks as they plan development and research sources to acquire relevant underpinning knowledge that has the potential to inform their performance development. Some candidates will be able to work with minimum supervision from teachers/lecturers, while others will need more structured guidance, support and assistance to get their research work underway. Teachers/lecturers should support candidates in planning their time effectively to manage all preparatory tasks. Timing of the assessment may vary according to the progress of individual candidates.

## **National Unit Specification: support notes (cont)**

### **UNIT           Physical Education: Perspectives on Performance Development (Advanced Higher)**

In the assessment of Outcome 1, candidates are required to demonstrate knowledge of the selected issue, and must also discuss the outline and structure of their intended analysis and development plan. In the assessment of Outcome 2, candidates are required to demonstrate knowledge and understanding of information that has been acquired during the research work undertaken. In Outcome 3 they must then demonstrate an understanding of the significance of the information acquired through establishing links that inform the development of their ideas and plans for performance development.

Structured questions that focus on each of the Performance Criteria and which are applicable to all activities, is the suggested assessment means and example questions are included in the National Assessment Bank item.

#### **CANDIDATES WITH ADDITIONAL SUPPORT NEEDS**

This Unit Specification is intended to ensure that there are no artificial barriers to learning or assessment. The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative Outcomes for Units. For information on these, please refer to the document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (SQA, September 2004).