# Draft National Unit Specification

**Unit title:** Physical Education: Factors Impacting on Performance (Access 3)

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

**Unit code:** to be advised

## Unit outline

This Unit provides learners with the opportunity to explore and raise their awareness of factors which impact on performance in physical activities. Learners will, with support, reflect on and monitor their own performance. There will be opportunities for personalisation and choice when exploring factors which impact on their performance.

Learners who complete this Unit will be able to:

1 Demonstrate knowledge of factors which impact on performance in physical activities
2 Develop performance skills in physical activities
3 Review the process of performance development

This Unit is a mandatory Unit of the Access 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 the *National Assessment Resource*.

### 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:

- Access 2 Physical Education Course or relevant component Units
- prior evidence of interest/participation in physical activities

In terms of prior learning and experience, relevant experiences and outcomes may also provide an appropriate basis for doing this Unit. Further information on relevant experiences and outcomes will be given in the *Unit Support Notes*.

## 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* and the *Unit Assessment Specification.*

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# Standards

## Outcomes and assessment standards

### Outcome 1

The learner will:

**1 Demonstrate knowledge of factors which impact on performance in physical activities by:**

1.1 Using a method which identifies strengths and areas for improvement in personal performance
1.2 Producing a performance development plan targeted at improving personal performance in **one** activity

### Outcome 2

The learner will:

**2 Develop performance skills 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 physical activity 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 a future development need

# 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 a range of physical activities may provide the context for learning, learners will provide evidence in **one** physical activity for assessment.

Evidence for this Unit could include one or more of the following: recorded, oral responses, video evidence, electronic log, photographic evidence and observation of skills. Evidence may be presented for individual Outcomes or it may be gathered for the Unit as a whole by combining assessment. If the latter approach is used, it must be clear how the evidence covers each Outcome and additional evidence must be provided if one or more standards have not been assessed.

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

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# 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 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 of 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.*

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# Administrative information

**Published:** December 2011 (draft version 1.0)

**Superclass:** to be advised

## History of changes

| Version | Description of change | Authorised by | Date |
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Note: readers are advised to check SQA's website: **www.sqa.org.uk**.to ensure they are using the most up-to-date version of the Unit Specification.

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