

# Draft National Unit Specification



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**Unit title:** Physical Education: Performance Skills (Access 3)

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

**Unit code:** to be advised

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## Unit outline

This Unit provides learners with the opportunity to develop and safely demonstrate a range of basic movement and performance skills. The Unit allows for a range of physical activities to be experienced, which provide contexts for reinforcing and extending these basic skills .

Learners who complete this Unit will be able to:

- 1 Demonstrate a range of basic movement and performance skills in familiar contexts.

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*.

# Standards

## Outcomes and assessment standards

### Outcome 1

The learner will:

**1 Demonstrate a range of basic movement and performance skills in familiar contexts by:**

- 1.1 Demonstrating basic body and spatial awareness with occasional identifiable patterns and rhythms
- 1.2 Displaying basic control and fluency in familiar contexts
- 1.3 Selecting and applying a range of basic performance skills and techniques in familiar contexts
- 1.4 Making appropriate decisions and routine adaptations to composition or tactics in response to limited options and variables

### 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.

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. It must be clear how the evidence covers each Assessment Standard and additional evidence must be provided if any standards have not been assessed.

In this Unit, while a range of physical activities may provide the context for learning, learners will provide evidence in **two** physical activities for assessment.

Performance skills within this Unit will be assessed in any realistic experience, situation or conditioned activity, such as small-sided games. To assess consistency, evidence should be collected over an appropriate period of time related to the physical activities selected.

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*.

# 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.

## **1 Literacy**

1.1 Listening and talking

## **3 Health and wellbeing**

3.2 Emotional 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*.

## Administrative information

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

**Superclass:** to be advised

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### 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](http://www.sqa.org.uk) to ensure they are using the most up-to-date version of the Unit Specification.