

Draft National Unit Specification



Unit title: Physical Education: Factors Impacting on Performance (National 5)

SCQF: level 5 (9 SCQF credit points)

Unit code: to be advised

Unit outline

The general aim of this Unit is to develop learners' understanding of the factors that impact on performance in physical activities. Learners will consider how social, emotional, mental and physical factors can influence effectiveness in performance. Alongside this, learners will develop knowledge and understanding of methods for enhancing performance. This understanding will help to develop the learner's ability to plan for, record, monitor and review performance development. The Unit offers opportunities for personalisation and choice of contexts and learning approaches.

Learners who complete this Unit will be able to:

- 1 Demonstrate knowledge and understanding of factors which impact on performance in physical activities
- 2 Develop performance in one physical activity
- 3 Evaluate the performance development

This Unit is a mandatory Unit of the Physical Education (National 5) Course and is also available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Unit Support Notes*, which provides 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:

- ◆ Physical Education (National 4) Course or relevant component Units
- ◆ Wellbeing Award (National 4) 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. 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*.

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Standards

Outcomes and assessment standards

Outcome 1

The learner will:

- 1 Demonstrate knowledge and understanding of factors which impact on performance in physical activities by:**
 - 1.1 Explaining in detail two methods used to identify factors impacting on performance
 - 1.2 Explaining in detail the impact of one positive and one negative factor on performance
 - 1.3 Identifying two factors that affect performance and explaining two approaches to improve performance

Outcome 2

The learner will:

- 2 Develop performance in one physical activity by:**
 - 2.1 Describing strengths and weaknesses in performance
 - 2.2 Preparing and implementing a clear action plan, using a minimum of two approaches and setting appropriate targets to develop performance
 - 2.3 Selecting and applying two approaches to impact positively on performance
 - 2.4 Monitoring and recording performance development sessions

Outcome 3

The learner will:

- 3 Evaluate the performance development by:**
 - 3.1 Seeking feedback from others
 - 3.2 Evaluating the effectiveness of the action plan in supporting the performance development
 - 3.3 Evaluating progress based on all information gathered
 - 3.4 Identifying and explaining 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.

In this Unit, Evidence Requirements are as follows:

- ◆ a detailed explanation of factors which impact on performance in physical activities
- ◆ a clear action plan to develop performance skills in one physical activity
- ◆ implementation of two approaches to enhance performance in one physical activity
- ◆ a record of performance development sessions in one physical activity
- ◆ a review of the performance development and explanation of future development needs

While a range of physical activities may provide the context for learning, learners will provide evidence from only one physical activity for assessment. Evidence for this Unit could include one or more of the following: video evidence, observation of skills, photographic evidence, and recorded oral or written responses.

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

- 3.2 Emotional wellbeing
- 3.3 Physical wellbeing

4 Employability, enterprise and citizenship

- 4.3 Working with others

5 Thinking skills

- 5.2 Understanding
- 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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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.