
Physical Education: Factors Impacting on Performance

SCQF: level 5 (9 SCQF credit points)

Unit code: H254 75

Unit outline

The general aim of this Unit is to develop learners' knowledge and understanding of factors that impact on performance in physical activities. Learners will consider the effects of mental, emotional, social and physical factors on performance, and will develop an understanding of how to plan for, monitor, record and evaluate the performance development process.

Learners who complete this Unit will be able to:

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

This Unit is 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 4 Physical Education Course or relevant component Units

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 and understanding of factors that 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 Explaining two approaches to develop performance

Outcome 2

The learner will:

- 2 Develop personal performance in physical activities by:**
 - 2.1 Describing strengths and areas for development in a performance
 - 2.2 Preparing and implementing a personal development plan containing clearly identified development targets
 - 2.3 Selecting and applying two approaches to impact positively on a performance
 - 2.4 Monitoring and recording performance development sessions

Outcome 3

The learner will:

- 3 Evaluate the performance development process by:**
 - 3.1 Seeking feedback from others
 - 3.2 Evaluating the effectiveness of the personal development plan in supporting 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.

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 may be presented for individual Outcomes, or gathered for the Unit. 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*.

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

3.2 Emotional wellbeing

3.3 Physical wellbeing

4 Employability, enterprise and citizenship

4.3 Working with others

5 Thinking skills

5.4 Analysing and evaluating

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

Published: December 2017 (version 1.0)

Superclass: MA

History of changes to National Unit Specification

Version	Description of change	Authorised by	Date

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