XSQA

Physical Education: Factors Impacting on Performance

SCQF: level 5 (9 SCQF credit points)

Unit code: J26G 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.*

Assessment standard thresholds

If a candidate successfully meets the requirements of the specified number of Assessment Standards they will be judged to have passed the Unit overall and no further re-assessment will be required.

The specific requirements for this Unit is as follows:

♦   8 out of 11 Assessment Standards must be achieved.

It should be noted that there will still be the requirement for candidates to be given the opportunity to meet all Assessment Standards. The above threshold has been put in place to reduce the volume of re-assessment where that is required.

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.*

Appendix: Unit support notes

Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing this Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

♦ the *Unit Specification*
♦ the *Unit Assessment Support packs*

Developing skills, knowledge and understanding

Teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

Approaches to learning and teaching

In this Unit, it is recommended that a range of methodologies and performance contexts is used to support the learning and teaching of factors impacting on performance. For example, the use of problem-solving activities could encourage learners to gain experience of these factors and develop thinking skills.

Outcome 1   Demonstrate knowledge and understanding of factors that impact on performance in physical activities.
In this Outcome, learners are asked to explore the factors (mental, emotional, social and physical) which impact on performance. Learners must explain why the two chosen methods used to identify factors impacting on performance are appropriate. Learners must explain the positive and negative impact of factors on performance and explain why two identified approaches are relevant to the development of performance.

Outcome 2   Develop personal performance in physical activities.
In this Outcome, having chosen an activity, learners are asked to describe the impact of their own strengths and areas for development in this activity. From these strengths and development areas learners must prepare and implement a development plan which will improve on the area(s) of development in order to develop their overall performance. They must use at least two approaches in the plan and must monitor and record progress as they work through the plan.

Outcome 3   Evaluate the performance development process.
In this Outcome, having completed their development plan, learners must evaluate how effective their plan has been. Feedback, along with other information gathered, will allow the learners to comment on which parts of their plan were successful, or not, and evaluate what influence carrying out their plan has had on their overall performance. Having completed their development programme they must then identify and explain future developments that could be made to their performance in their chosen activity.

ICT can also play an important role in the design and delivery of this Unit by supporting integration and learner personalisation and choice.

Where resources are available, learners can access relevant websites to enable them to research topics and undertake work on presenting their learning. Learners should provide search engines and websites sourced in their evaluative text.

Approaches to assessment and gathering evidence

There is an expectation that centres will undertake theoretical work with learners — ideally reinforced via practical/ research activities — to cover this Unit. Timing of assessment should take place once this theoretical input is completed. Evidence can be gathered in a variety of forms to suit the needs of the learner and individual centres. It is recommended that assessors use their professional judgement to determine the most appropriate way to generate evidence.

Authenticity
There are a number of techniques and strategies for ensuring that learners present work which is their own. For more guidance, please refer to SQA's *Guide to Assessment*.

The table below gives suggestions for possible approaches to assessment and evidence gathering for this Unit. Please note that these are only examples, and that the assessment and evidence for this Unit can be generated and gathered in other ways.

Outcome	Possible approaches to assessment
1 Demonstrate knowledge and understanding of factors that impact on performance in physical activities	Learners should explain in detail the two methods used to identify one positive and one negative factor and the impact of these factors on performance. Learners should also explain two approaches to developing performance.
2 Develop personal performance in physical activities	Learners should describe their strengths and areas for development in a performance. Learners should prepare and implement a performance development plan, which should include approaches to address identified areas for development in performance, and clear targets. A variety of approaches to develop performance should be available for learners to select two to be used within their development plan. A pre-agreed template may be used. Learners should then be able to develop the appropriate approach to address the area identified for development. Progress with this improvement plan should be recorded. Centres should retain evidence of learners' progress while working to improve performance.

		This may take the form of video diary/log book or personal reflections record and should provide evidence of monitoring the performance development sessions.
3	Evaluate the performance development process	Centres should gather evidence of learners' evaluation of the process including feedback received from others. Using recorded evidence of the process of performance development and pre- and post-training data, will allow learners to form the basis for an accurate evaluation of the effectiveness of the development plan. From this evidence, explanations of future performance needs should be possible.

Evidence could also be generated and held in a variety of formats that best suit the needs of the learner and centre. Appropriate ICT systems could be used as a mechanism for recording attainment, in particular the elements of the Unit that lend themselves to written work. Assessors must choose an assessment format that takes the needs of all learners into account and implements the assessment at an appropriate stage in the Unit. There are examples of this Unit on SQA's secure website.

Combining assessment within Units

Assessment could be combined in this Unit by holistically assessing all the Outcomes of the Unit in a single assessment. When assessment with the Unit is holistic, teachers and lecturers should take particular care to track the evidence for each individual outcome.

Equality and inclusion

This unit is designed to be as fair and as accessible as possible with no unnecessary barriers to learning or assessment.

For guidance on assessment arrangements for disabled candidates and/or those with additional support needs, please follow the link to the assessment arrangements web page: www.sqa.org.uk/assessmentarrangements.

Administrative information

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Superclass: MA

History of changes to National Unit Specification

Version	Description of change	Date
2.0	Unit code updated.	September 2019
2.1	Unit support notes added.	June 2020