Physical Education: Factors Impacting on Performance

SCQF: level 6 (9 SCQF credit points)

Unit code: J26J 76

Unit outline

The general aim of this Unit is to develop learners' knowledge and understanding of mental, emotional, social and physical factors that impact on personal performance in physical activities. Learners will consider how these factors can influence effectiveness in performance. They will develop knowledge and understanding of a range of approaches for enhancing performance and will select and apply these to factors that impact on their personal performance. They will create personal development plans, modify these and justify decisions relating to future personal development needs.

Learners who complete this Unit will be able to:

1   Analyse and evaluate factors that impact on performance in physical activities
2   Evaluate the process of personal performance development

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 5 Physical Education Course or relevant 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   Analyse and evaluate factors that impact on performance in physical activities by:

1.1   Analysing methods used to identify factors impacting on a performance
1.2   Evaluating the impact of positive and negative factors on a performance
1.3   Explaining approaches to performance development based on these evaluations

Outcome 2

The learner will:

2   Evaluate the process of personal performance development by:

2.1   Producing a personal development plan that sets appropriate development targets
2.2   Selecting methods to record and monitor development
2.3   Implementing the development plan
2.4   Evaluating the effectiveness of the development plan and the methods used to monitor development
2.5   Identifying and justifying decisions relating to future personal 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 a minimum of **one** physical activity.

Evidence can either be presented for individual Outcomes or gathered for the Unit as a whole by combining assessments. 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:

♦ 6 out of 8 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.

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.

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

3.1   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.*

Approaches to learning and teaching

In this Unit, it is recommended that a range of methodologies and performance contexts are 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 understanding of these factors and develop thinking skills.

Understanding of how a variety of factors impact on performance in physical activities is the underpinning knowledge that enables the production of effective personal development plans which should, in turn, lead to an improvement in performance.

Factors impacting on performance are categorised under four broad headings:

♦   mental factors
♦   emotional factors
♦   social factors
♦   physical factors

As 'physical factors' is a broad category, it can be further divided for learning and teaching purposes under three sub headings: fitness, skill and tactics and/or composition.

Gathering key planning information is always important when managing any development process and the context of developing personal performance is no different. There are a range of ways in which learners can gather information that will help them understand the ways in which mental, emotional, social and physical factors impact on their performance. For instance, they could be encouraged to reflect on their own performances and those of their classmates or watch video footage of themselves and elite performers. They could consider how individual and team players or creative and competitive performers within their class are affected by these factors. Learners could discuss the positive and negative impact of different factors on their own performance or compare similarities and differences in the experience of different people in the group when undertaking the same activity. By adopting such approaches, learners will be able to consider the impact of the four factors on performance in general before they set about trying to achieve a more targeted, specific and personalised approach to their own performance development. This would provide depth of knowledge and understanding about the impact of factors on performance.

Learners should have opportunities to gather data and information about the impact of each of the four factors in order to discuss the extent to which different factors impact on performance and make reasoned comparisons. Information relating to the four factors could be gathered and analysed separately or in a combined way and learners could debate the advantages and disadvantages of each approach. There may be occasions when the information they gather using one collection method generates data for more than one factor, eg emotional and mental factors in a log book or physical and social factors in a post-match questionnaire. In these situations, the learner could either explore the integrated nature of the factors, or decide which factor they want to focus on and select the information which provides evidence to support the need to focus on that factor, for example:

♦ The SCAT test and subsequent variations on this approach (Sports Anxiety Scales etc) measures both somatic and cognitive affects to some degree. It is the relationship of 'anxiety' and its effect on arousal, mood, concentration and ultimately decision making (mental factors) that makes this a good tool to collect information about mental as well as emotional factors. Learners could use SCAT tests to collect data on the impact of anxiety on behaviour, emotions and decision making. They could then identify which aspects of performance are affected by anxiety and make connections to confidence (emotional factor), concentration (mental factor) and even reaction time (physical factor).

Learners will explore the process of developing performance as being based on:
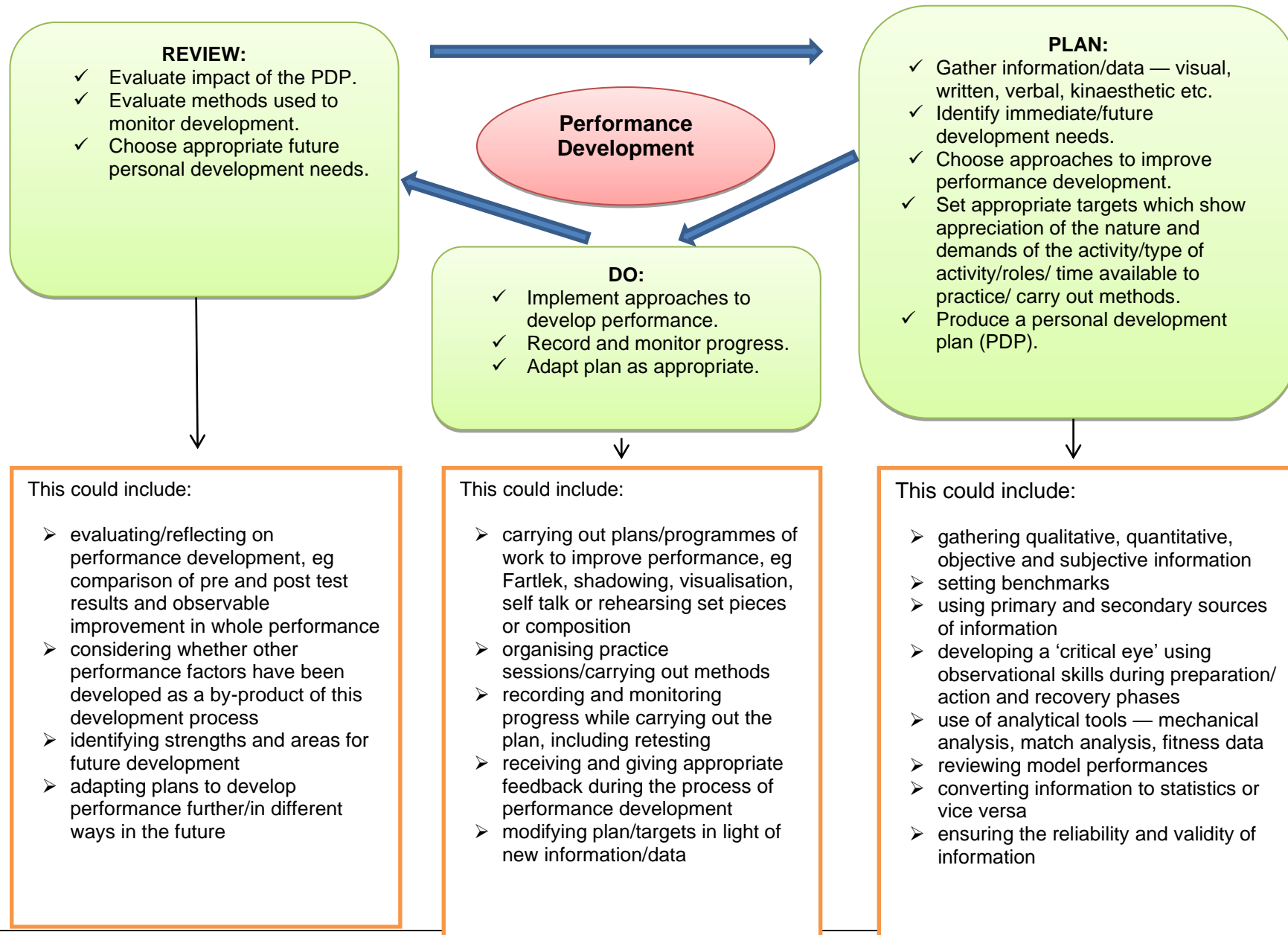
♦ the identification of development needs and setting targets
♦ exploring approaches to improve performance
♦ developing and implementing a personal development plan
♦ monitoring and evaluating a personal development plan

The initial identification of development needs comes from analysing aspects from within the four factors that impact performance in a positive way and planning to consolidate and enhance these, and identifying aspects from within the four factors that impact on performance in a negative way and planning to minimise or overcome these.

At SCQF level 6, learners should be encouraged to work both independently and, where appropriate, collaboratively to source examples. Information is available from a variety of sources such as reputable journals and text books, specialist internet sites, from library sources or seeking out experienced practitioners to discuss such matters. Even when working independently, learners should be in a supported environment where they can access advice, feedback or guidance as and when they require.

The following diagram represents the key elements of a personal development plan (PDP). Further information on all aspects of personal development planning follows.

REVIEW:
- ✓ Evaluate impact of the PDP.
- ✓ Evaluate methods used to monitor development.
- ✓ Choose appropriate future personal development needs.

Performance Development

PLAN:
- ✓ Gather information/data — visual, written, verbal, kinaesthetic etc.
- ✓ Identify immediate/future development needs.
- ✓ Choose approaches to improve performance development.
- ✓ Set appropriate targets which show appreciation of the nature and demands of the activity/type of activity/roles/ time available to practice/ carry out methods.
- ✓ Produce a personal development plan (PDP).

DO:
- ✓ Implement approaches to develop performance.
- ✓ Record and monitor progress.
- ✓ Adapt plan as appropriate.

This could include:

- ➢ evaluating/reflecting on performance development, eg comparison of pre and post test results and observable improvement in whole performance
- ➢ considering whether other performance factors have been developed as a by-product of this development process
- ➢ identifying strengths and areas for future development
- ➢ adapting plans to develop performance further/in different ways in the future

This could include:

- ➢ carrying out plans/programmes of work to improve performance, eg Fartlek, shadowing, visualisation, self talk or rehearsing set pieces or composition
- ➢ organising practice sessions/carrying out methods
- ➢ recording and monitoring progress while carrying out the plan, including retesting
- ➢ receiving and giving appropriate feedback during the process of performance development
- ➢ modifying plan/targets in light of new information/data

This could include:

- ➢ gathering qualitative, quantitative, objective and subjective information
- ➢ setting benchmarks
- ➢ using primary and secondary sources of information
- ➢ developing a 'critical eye' using observational skills during preparation/ action and recovery phases
- ➢ use of analytical tools — mechanical analysis, match analysis, fitness data
- ➢ reviewing model performances
- ➢ converting information to statistics or vice versa
- ➢ ensuring the reliability and validity of information

During learning and teaching, there should be opportunities for learners to give and receive different types of feedback — written, verbal, objective, subjective, qualitative or quantitative — from peers and assessors as this would also develop their evaluative skills. Practice at producing SMART(ER) development targets could also be used to develop a focused and critical approach to performance development. Learners should understand that good evaluative skills are critical to facilitating development, avoiding plateaus or performers becoming demotivated.

Analysis and evaluation of factors that impact on performance

Learners should develop an understanding of the varied approaches and methods available to collect information to help identify factors impacting on performance which will help a performer identify their specific development needs. Opportunities should be provided for active learning to encompass the use and application of a variety of information/data collecting methods with a view to learners understanding why some methods are more appropriate for gathering information/data about some factors rather than others. Some learners may have experience of using information gathering methods from their own performance background and they should be encouraged to share this, where appropriate, with the class group.

Examples of methods of collecting information/data could include: video/games/match/performance analysis; observation schedules; criteria checklists; statistical data; personal reflection; feedback (internal/external); comparison to previous information gathered; comparison to 'models' of performance; standardised test; questionnaires; POOCH analysis; SCAT analysis; POMS analysis; comparison with national norms, apps.

♦ For example: A performance could be filmed and be compared to a model performance using a software package designed for this purpose. Initially assessors might guide learners to isolate parts of the performance to concentrate on and evaluate. Performance strengths and performance development areas could be highlighted and discussed. Learners could then engage in this type of task as individuals or work in pairs or groups and go on to share information about this part of the process. This active learning should enable learners to be better prepared to identify and prioritise their own personal development targets to set into a development plan.

♦ For example: Learners could concentrate on the rotational setter system of play by using centre-produced images or video footage of high-level performance in volleyball. The rotational system requires each player to fulfil both setting and spiking duties. In performance development at this level, learners should be encouraged to evaluate the demands of the performance context, while planning and implementing a strategy that maximises their own team's strengths and minimises their potential weak areas. This encourages a degree of critical evaluation where a range of possible solutions is investigated.

♦ For example: 'When comparing the different performances on my observation schedule… I could see that the tuck position during the somersault position was not tight enough… My overall flexibility needs work, especially hip flexors and extensors so I can achieve a…'

Learners can discuss the advantages and disadvantages of the different types of information/data that may be collected comparing, for example, qualitative (subjective) to quantitative (objective). Learners should develop an understanding of reliability and

validity issues associated with all testing methods or tools for collecting information. By comparing different methods in terms of reliability and validity, learners will come to understand 'objectivity' and its importance to the development process. They should also explore organisational issues such as the requirement for specialist equipment or any pre testing conditions (eg doing the test at the same time of day each time). In the case of the social factor, issues such as sample size, depth and breadth of sample group, time to carry out questionnaires and other issues may also influence the appropriateness of the method when learners are considering advantages and disadvantages of qualitative methods. Learners could discuss the advantages and disadvantages of gathering too much information as well as not enough.

As valid, reliable information is the key to effective performance development planning, groups of learners could discuss the implications to their personal development plan of failing to gather information in the correct manner, misinterpreting information, using an inappropriate method and how these things may affect the effectiveness of the development planning process. A lot of the tools and tests for collecting data about physical factors provide objective data whereas gathering information on social, emotional and mental factors may be more subjective. Learners should consider the ways in which there are issues regarding the interpretation and analysis of information/data, irrespective of the way it is gathered, for example:

♦ 'During performance we used a checklist. All aspects of direction and levels within the dance were observed. This then allowed comparison to previous performances and practices to see if any improvement on the variety within the choreography and...'
♦ 'I need to know what my base level of fitness was before I started training so I used a Standardised Test to allow me to see my starting point…this lets me identify an appropriate training load before I begin my programme so....'

They could present these findings in a variety of ways, such as a short oral presentation or a poster.

Specific classroom sessions may be given for learners to consider how their own performance is assessed. Learners could look at what aspects of their performance are more successful than others and which factor(s) this involves and compare this with other performers' experiences. Video evidence of their performance can also be used to highlight where there are examples of positive and negative impacts. During practical learning and teaching sessions, there may be naturally occurring examples of the positive and negative impact of factors on performance which assessors could highlight.

♦ For example: to gather information about a mental factor, learners could use a worksheet to note — over a number of sessions — the impact of concentration during performance:

Effective concentration	Ineffective concentration
♦ handle pressure and remain calm ♦ make appropriate decisions and enable appropriate actions in response to the immediate situation ♦ demonstrate heightened	♦ produce an ineffective, erratic performance ♦ unconfident performers ♦ demonstrate apprehension ♦ demonstrate poor perception ♦ suffer cognitive anxiety

Effective concentration	Ineffective concentration
awareness ♦ show early preparedness ♦ demonstrate fewer unforced errors ♦ demonstrate greater sustained performance standards ♦ show the ability to deal with any crowd effect or expectations if in a competitive situation	

♦ For example: to gather information about the positive and negative impacts of an emotional factor (anxiety), learners could keep a log book: '… I get nervous before a live performance and then make mistakes…To improve my ability to control my emotions during a performance I have added into my development plan sessions where I practice using relaxation techniques in training … As a result, my performance…'

♦ For example: to gather information about the positive and negative impact of a physical factor (quality of performance/control) an effective method for a learner to use is a Preparation, Action, Recovery analysis (PAR): '…reviewing the PAR sheet, it was obvious that the weakness was at the action phase … the transfer of weight was not happening… there is a need to do more technical based work on this phase if my performance is to improve…I must….

♦ For example: to gather information about the positive and negative impact of a social factor (team dynamics), a learner could use a questionnaire to gather feedback post match regarding team dynamics, to try to work out issues which were affecting group or team ethos.

The information collected about factors impacting on their performance can be used to determine needs to be addressed through performance development. Learners could discuss the impact on a performer of ignoring factors which they perceive to be more difficult for them to deal with or of which they have little knowledge.

Approaches to performance development

Having gathered and analysed all this information/data, the next stage is to consider the range of approaches which might be appropriate for enhancing the positive impacts, minimising the negative impacts and addressing the identified needs.

Learners should discuss, experience and compare a range of approaches designed to develop performance so that they can best determine how to develop their performance. Sharing experiences amongst the class group, reviewing journals or text books containing the latest performance development thinking and investigating online resources from websites are all useful sources of information. Learners should discuss the possible effectiveness of different approaches.

The following table contains some steps that a learner might take when considering approaches that will help them prepare for performance. It is not an exhaustive or definitive list. Learners could investigate how appropriate these approaches might be for them when considering developing their performance. This could also include making use of a combined training programme where more than one aspect of performance is the focus for development.

To prepare mentally:

- Develop mind body readiness using mental rehearsal or imagery, use of evocative music to get 'in the zone'.
- Understand the influences of over or under arousal. Performers are encouraged to control arousal so that there is a positive impact on the quality, effectiveness and efficiency of their performance. Consider use of positive self talk. Develop a sound understanding of managing mental factors (e.g. mental rehearsal, cognitive and somatic techniques).
- Learn to recognise signs that mental factors are at work before, during or after performance and apply strategies to control and minimise the effects of mental factors on performance, i.e. impact on concentration, decision making.
- Understand the possible impact of personality types (e.g. by using psychometric testing) and other features such as intrinsic and extrinsic motivation.

To prepare emotionally:

- Develop self-awareness and recognise emotional factors (e.g. happiness, anger, fear, trust, surprise) by use of tools such as a personality inventory.
- Learn to recognise the impact of emotion before, during or after performance and apply strategies to control and minimise the effects of emotional factors on performance (e.g. imagery, self-talk, 3 Rs).
- Understand the need for self-belief and resilience to cope positively with change, challenge, success or failure.
- Develop strategies to control emotions.
- Increase experience of making informed decisions to influence own performance or that of others.

To prepare socially:

- Demonstrate a genuine ability to work co-operatively with others — helping during practices, providing feedback after compiling a match analysis.

- Develop respect for other's strengths and weaknesses.
- Demonstrate motivation and confidence in own and other's abilities (e.g. active listening, team dynamics).
- Demonstrate leadership and citizenship when meeting opponent(s), in the changing area, before and after the performance.
- Adhere to rules, regulations and etiquette and show good sportsmanship/fair play and equity.
- Display an ability to offer, accept and act upon feedback or guidance.
- Demonstrate an awareness of the impact the performance environment and peer group may have on participation in certain physical activities (conduct of self, players and officials, crowd/audience engagement).
- Find out what opportunities there are to participate in physical activities in your immediate area (e.g. learners to audit local sports centres for 'what's on' in their area using environmental checklist) to identify additional opportunities to get more exposure/experience to a chosen activity.

To prepare physically:

Fitness
- Develop the necessary specific fitness requirements of the activity with emphasis on role related fitness demands of performance. Ability to gather data on fitness requirements.
- Understand the need for specificity in performance development.
- Develop general and specific aspects of fitness using appropriate approaches, principles, training methods, phases of training.
- Develop skill-related fitness.
- Understand physiology — yours and that required by the physical activity
- Understand effects of body types.
- Undertake personal development planning (PDP), e.g. aims, goal setting/development targets

Skill
- Develop a skill repertoire specific to physical activity: technical aspect of performance (timing, rhythm); special qualities (flair, creativity).
- Improve quality of performance, e.g. fluency, effort, accuracy, control, aesthetic as appropriate.
- Develop knowledge of skill classification, e.g. simple/complex/open/closed, serial/discreet.
- Understand stages of learning, e.g. cognitive, associative, automatic.
- Understand principles of effective practice, e.g. model performance, progression of practice, work rest ratio.
- Understand information processing, e.g. input, decision making, feedback
- Develop kinaesthetic awareness (time ,weight, space and flow).

Tactics/composition
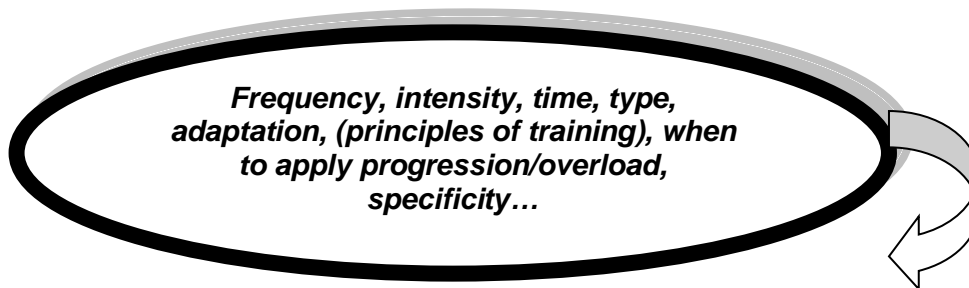- Develop strategies, formation and or compositional demands.
- Understand benefits and limitations of tactics and/or routines.
- Understand personal strengths and weaknesses.
- Understand team/group strengths and weaknesses.
- Understand performance considerations, e.g. conditions, role-related demands, opposition, context of performance.
- Understand principles of play, e.g. width, depth, mobility, tempo, disguise.

- ♦ Develop decision making in the live performance context.
- ♦ Develop choreographic techniques e.g. delay and suspension and compositional form, e.g. improvisation, variation, expression, levels.
- ♦ Understand the role and importance of feedback.

If fitness (a physical factor) has been identified as the development need, learners would need to gather and analyse information/data to identify which type of fitness requires the intervention. Learners could choose for example, from:

Speed, strength, muscular endurance, aerobic/anaerobic capacity, power, flexibility etc
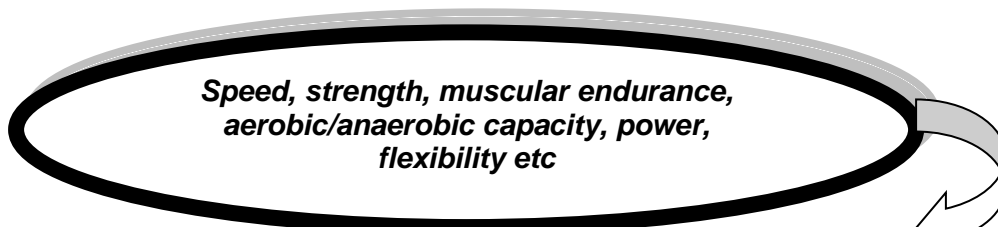
Having selected which aspect of fitness to develop the next stage is to identify how the approach will be organised:

Frequency, intensity, time, type, adaptation, (principles of training), when to apply progression/overload, specificity…

Depending on the answers to the above, and the availability of resources/time, an appropriate approach can be chosen. If improving anaerobic capacity had been chosen as the development need, then the range of relevant approaches might include:

Fartlek/Parlauf, interval training, circuit training, conditioning
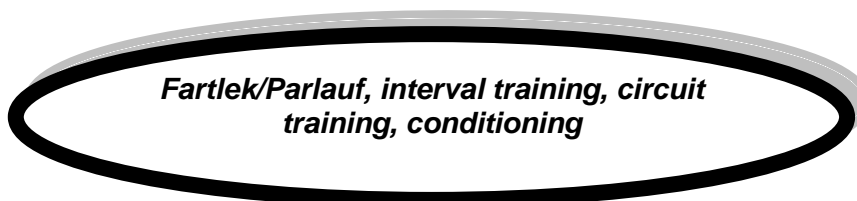
This process could be recorded in a log book: '…my lack of maximum anaerobic capacity meant that I couldn't keep up with my opponent when they counter attacked...I got caught out of position, allowing the opposition to create an overload situation ….my interval training will ensure I build up my ability to recover after assisting with an attack to make sure my defensive responsibilities are covered…'

Producing a personal development plan
Learners should have opportunities to develop the skills, knowledge and understanding to create a personal development plan (PDP) with appropriate development targets. They should develop good planning and evaluation skills by reviewing and deconstructing effective examples of the development planning process. These may be provided by assessors from examples of best practice they have retained or produced as teaching aids, through sharing plans they may already be following or by looking at

planning documents across sports which feature on sports-specific websites. Another effective way of gaining experience of planning is to review plans of differing quality and modify/improve them. To encourage independent learning, learners could work in small groups to develop plans using a case study approach or each other's personal experience. Learners could also take a problem-solving approach using a POOCH, mind mapping or self-reflection and report back to peers or the class group, as this will help them to develop into more reflective performers.

Learners should be given opportunities to compare and contrast key features of good PDPs such as: gathering information/data on current performance levels and factors impacting on performance; recognising what requires to be developed; benchmarking this in some way; exploring approaches to address the need; planning and implementing; adapting and modifying PDPs while developing performance; monitoring and recording information; analysing any results/feedback to check if any progress has been made. The way in which a PDP might be presented may differ across physical activities:

♦ Applying this process for a physical factor might include selecting an aspect of fitness to target for development; applying current methodology for the specific fitness aspect chosen; specifying training days; integrating different development approaches; monitoring progress and adapting the plan where necessary; collecting data to evaluate the effectiveness of any changes in fitness levels on their actual performance.

Learners could develop a checklist of features of good personal development planning which might contain features such as:

✓ sets an aim(s) and goals/targets based up information about performance development needs
✓ has details of the content, duration, and the frequency of sessions
✓ describes relevant principles of training/practice methods/application of approaches
✓ contains checks to track progress
✓ shows any progression based upon feedback
✓ shows adaptations or remediation
✓ minimises the possibility of regression
✓ is specific to the performer and the demands of the physical activity

When producing PDPs, learners should develop a degree of expertise in identifying goals and setting development targets. Applying principles such as SMART (ER) — specific, measurable, attainable, time related and can be evaluated and revised — may help to focus the ability to set realistic targets.

Examples of general targets to which learners could apply the SMARTER principles include:

♦ Mental: I want to control my level of arousal so when I start performance I am in the most appropriate state to perform effectively.
♦ Social: I want to fulfil my defensive responsibilities within my team for the whole match.
♦ Emotional: I need to be more confident in relation to responding positively to my opponent's strengths.
♦ Physical: I need to amend my technique to accommodate the difference made by using my new driver.

Recording and monitoring development
Recording and monitoring is key to effective, ongoing performance development planning. Through active learning experiences, learners should develop the ability to select and apply relevant recording and monitoring methods to track their performance development when implementing their PDP.

A variety of learning and teaching approaches could be used to explore the efficacy of different recording and monitoring methods. Some examples are: assessor-led class-based activities, sharing personal experience of recording and monitoring methods, gathering information of such methods from external sources such as textbooks, the internet or journals. Learners should also explore the different reasons for selecting methods by considering, for example, ease of use, speed of capturing information, ease of analysis of information or accuracy of the method. By experiencing different methods and trialling these personally or with a partner or group, learners will establish the appropriateness of different recording and monitoring methods. Once again, the issue of validity and reliability of each method should be discussed. Learners should also carry out problem-solving exercises and respond to case studies or scenarios to identify and clarify exactly what should be recorded and monitored as this will affect the method(s) selected.

Learners should experience recording and monitoring methods which may provide quantitative or objective information to determine whether their PDP has been effective. Other recording and monitoring methods can take a more subjective, qualitative approach and include the ability to record performance or performance development as a 'whole': for example to highlight the effect of motivation, concentration, mental toughness and personal qualities (determination, leadership, commitment and personality) during implementation of the PDP.

Implementing the development plan
The plan should be implemented and the subsequent developments in performance monitored and accurately recorded by the learner. This is a central part of the practical nature of this Unit as learners have the opportunity to put their plan into practice and monitor its effectiveness. Learners will develop competency in evaluative skills as they measure the effectiveness of the plan and the methods used to monitor performance development. This will also help them later when they are making and justifying decisions relating to future needs. In order to support evaluation, plans should have a structure which allows for reflection and comparison.

Learners should understand how appropriate monitoring during the implementation stage enables effective, targeted modifications and adaptations to be made to PDPs by identifying revised needs. It also allows development to remain fresh and challenging and less likely to result in plateauing or regression.

Learners might need to modify the plan during the implementation stage in response to information and feedback gathered because they realise that the approach they are taking is not achieving the desired effect or has achieved the desired effect sooner than planned. They might want to increase the number of repetitions or intensity. They should discuss the advantages and disadvantages of making this change. Learners should be aware of the problems involved in changing agreed targets without following through their plan. Analysis of the reasons for this would be recommended: was their key planning information incorrect or inaccurate, was their initial target set too high/low etc.

There are a number of ways that the learner can record the implementation of their plan. They could note their progress in training logs or diaries, or the assessor could observe specific sessions at agreed times during the implementation of the plan, use video evidence or records of interviews with learners.

♦ For example: 'Training was specific to the aspect of fitness/weakness identified because… also to the demands of activity because… the plan was to train the specific muscle groups required for effective performance… training was three times per week with rest every other… this was because it allowed… I reset my 1RMax after six weeks because…
♦ For example: 'My imagery training was scheduled for…I found I needed a really quiet spot to carry this out…I did four sessions a week…..the more I practised, the more detail I was able to introduce and think through….'

Evaluating the effectiveness of the personal development plan and the methods used to monitor development
The effectiveness of a development plan will be measured by using the information gained through the recording and monitoring process to analyse and evaluate how well the aim(s) and pre-determined development targets have been achieved. The learner will process the information they have gathered from a variety of sources and evaluate the usefulness of each.

Learners should have an opportunity to analyse and interpret their results and evaluate how effective the monitoring methods were. This allows them to establish pre- and post-development benchmarks and reflect on future development based upon such comparisons. It may also be useful to compare their results against others, where appropriate.

For example: the evaluation could include the effectiveness of changes to:

♦ mental: decision making, level of arousal and/or concentration (approach performance in a calmer frame of mind)
♦ emotional: managing anger, stress (less fouls)
♦ social: gender issues, etiquette, respect, citizenship (more respectful to opponents)
♦ physical: endurance, speed, strength, flexibility and/or power, skill — agility, co-ordination, timing, balance and/or reaction time, cue recognition, perception (ability to contribute to play from start to finish)

Choosing appropriate future personal development needs
Performance development is an ongoing cycle of analysis. Learners should explore how to identify and justify decisions relating to future personal development needs in order to maintain progress in their cycle of development. They could look at different ways in which a performer could progress and compare it to their own and others' development.

This could involve:

♦ working on a different/same factor
♦ resetting development targets
♦ setting interim goals
♦ adapting/learning new tactics/composition
♦ extending the programme
♦ increasing practice sessions
♦ continuing the same plan

Learners could work in groups or pairs to discuss and justify the changes they propose to make to their PDP and why it will continue to support their personal development. Assessors should ensure learners are aware of the types of indicators which would prompt a decision to target a specific development need.

These are examples of learning and teaching activities that may be used when delivering the Unit. This would be classified as naturally occurring evidence which could be used to demonstrate that the learner has met the Assessment Standards within the Unit Specification.

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 may 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.

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.*

While the context for learning can be provided by a range of physical activities, learners must provide evidence for assessment for this Unit from a minimum of **one** physical activity.

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. Analyse and evaluate factors that impact on performance in physical activities	Learners could keep a reflective log-book for this Unit. They could collate evidence of a range of factors impacting on performance. Learners could provide evidence of their evaluation of strengths and areas for development using a Focussed Observation Schedule (FOS) or use a self reporting technique. Learners could also provide evidence of explaining a range of approaches to performance development if required to answer specific targeted questions about this.
2. Evaluate the process of personal performance development	A personal development plan (PDP) could be produced on a pre-agreed template or as a presentation with appropriate notes which could be retained as evidence. This should include a description of the identified performance development targets. Another approach for collecting evidence could be a 'training' diary in which learners could keep an ongoing record of their progress and record other relevant information as they implement their PDP. Targets could be re-visited as part of the evaluation process. To evaluate the effectiveness of their PDP accurately, learners could provide pre- and post-performance information and relate this to the actual impact on performance as acceptable evidence. Learners could comment on this data in terms of their success in achieving any development targets set.

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 course that lend themselves to written work. Assessors must choose an assessment format that takes the needs of all learners and implements the assessment at an appropriate stage in the Unit.

Combining assessment within Units

Assessment could be combined in this Unit by holistically assessing all the Outcomes of the unit in a single performance assessment. When assessment within the Unit is holistic, teachers and lecturers should take particular care to track 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
1.1	Page 1 — Minor rewording to Unit outline section to aid clarity. Page 3 — Evidence Requirements for the Unit section: 'a minimum of' added.	April 2014
2.0	Level changed from Higher to SCQF level 6. Assessment standard threshold added	September 2018
3.0	Unit code updated	September 2019
3.1	Unit support notes added	June 2020