
Physical Education: Factors Impacting on Performance

SCQF: level 7 (16 SCQF credit points)

Unit code: J26K 77

Unit outline

In this Unit, learners will develop their independent research, analytical and evaluative skills by investigating a range of factors which have an impact on performance in physical activities. Learners will investigate and consider how mental, emotional, social and physical factors can positively and/or negatively affect performance.

As learners deepen their knowledge and understanding of factors which underpin performance development, their awareness of these factors is consolidated through independent research. Learners will reflect on performance development plans and evaluate the effect of the factors from their research. The Unit offers opportunities for personalisation within a range of contexts.

Learners who complete this Unit will be able to:

- 1 Investigate factors which impact on personal performance
- 2 Apply knowledge and understanding to develop and evaluate personal performance

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:

- ◆ Higher 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 Investigate factors which impact on personal performance by:**
 - 1.1 Investigating factors related to high-level performance and performance development
 - 1.2 Analysing the impact mental, emotional, social and physical factors have on personal performance

Outcome 2

The learner will:

- 2 Apply knowledge and understanding to develop and evaluate personal performance by:**
 - 2.1 Applying knowledge and understanding of the factors to create a plan, which will develop personal performance
 - 2.2 Effectively applying the personal performance development plan
 - 2.3 Presenting appropriate post-development plan data
 - 2.4 Evaluating the personal performance development plan
 - 2.5 Justifying future priorities for personal performance development

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 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* 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:

- ◆ 5 out of 7 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 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

5 Thinking skills

- 5.3 Applying
- 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: September 2019 (version 3.0)

Superclass: MA

History of changes to National Unit Specification

Version	Description of change	Authorised by	Date
2.0	Minor changes to wording in the 'Unit outline' section. In the 'Standards' section, minor changes to both Outcomes. Assessment Standard 1.3 moved to 2.1 and wording changed in AS 1.1, 1.2 and 2.2 for clarification.	Qualifications Development Manager	April 2015
2.1	'Administrative information' section — superclass amended.	Qualifications Manager	November 2015
2.2	Assessment standard threshold added.	Qualifications Manager	September 2018
3.0	Level changed from Advanced Higher to SCQF level 7 Unit code updated	Qualifications Manager	September 2019

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