



Physical Education: Factors Impacting on Performance (Advanced Higher) Unit

SCQF: level 7 (16 SCQF credit points)

Unit code: to be advised

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 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 their performance development plans and evaluate the effect of the factors from their research. The Unit offers multiple opportunities for personalisation within a range of contexts.

Learners who complete this Unit will be able to:

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

This Unit is a mandatory Unit of the Advanced Higher Physical Education Course and is also 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*.

The *Course Assessment Specification* for the Advanced Higher Physical Education Course gives further mandatory information on Course coverage for learners taking this Unit as part of the Advanced Higher Physical Education Course.

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 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 Investigate and evaluate factors which impact on personal performance by:

- 1.1 Analysing information related to high-level performance and performance development
- 1.2 Evaluating the impact mental, emotional, social and physical factors have on personal performance
- 1.3 Applying knowledge and understanding of the factors to synthesise a plan which will develop personal performance

Outcome 2

The learner will:

2 Apply knowledge and understanding to develop personal performance by:

- 2.1 Effectively applying the personal performance development plan
- 2.2 Gathering appropriate data and interpreting it; using this data analysis to justify modifications to the plan where necessary
- 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*.

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: April 2013 (version 1.0)

Superclass: to be advised

History of changes to National Unit Specification

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.