



Physical Education: Factors Impacting on Performance (Higher)

SCQF: level 6 (9 SCQF credit points)

Unit code: H254 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 a mandatory Unit of the 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 Higher Physical Education Course gives further mandatory information on Course coverage for learners taking this Unit as part of the 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:

- ◆ National 5 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 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*.

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*.

Administrative information

Published: April 2014 (version 1.1)

Superclass: MA

History of changes to National Unit Specification

Version	Description of change	Authorised by	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.	Qualifications Development Manager	April 2014

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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.