

# BTEC Level 3 Nationals in Sport: Comparing unit content between the 2010 and 2016 qualifications

## Introduction

This document is designed to help you with mapping unit content as you transition from BTEC National Level 3 (2010) qualifications to the new BTEC Level 3 Nationals (2016).

Our guidance is broken down into two sections:

### Section 1: How and where can I use existing content, and what new content has been included?

Highlighting comparable content with the BTEC National (2010) and how closely this maps across to the BTEC Level 3 Nationals (2016).

### Section 2: What do these changes mean for planning and teaching?

Review of key changes in language, outlining which units are externally assessed and when, and where to find further support.

Further support can also be found within the relevant specification on our website ([here](#)).

Below is an overview of how wider support also links to this document:

Support	Purpose
Delivery Plans	Examples of how to structure and deliver different size qualifications over a one or two year period, including when to prepare learners for external assessment.
Authorised Assignment Briefs	Provides scenarios and teaching plans for each unit, to be used either as they are set out, or to inform your own planning.
Schemes of Work	Demonstrates how the unit content can be covered in the GLH while providing lesson ideas and highlighting links to other units to help you plan your teaching.
Sample Assessment Materials	Examples of how an externally assessed unit may be presented, with an accompanying mark scheme. These sample assessment materials have been developed to support this qualification and will be used as the benchmark to develop the assessment students will take. This covers either an exam or task.
Sample Marked Learner Work	Indicative examples of learner work which has been assessed accurately to national standards.

## Section 1: How and where can I use the existing (2010) content, and what new content has been included?

The tables below focus on mandatory units for the BTEC Nationals in Sport (2016) and highlights similar content with the BTEC Nationals in Sport (2010).

2016	2010
<b>Unit 1: Anatomy and Physiology</b>	
<b>Learning Aim A: The effects of exercise and sports performance on the skeletal system</b>	
A1 Structure of skeletal system A2 Function of skeletal system A3 Joints  A4 Responses of the skeletal system to a single sport or exercise session  A5 Adaptations of the skeletal system to exercise	<b>Similar content in:</b> <ul style="list-style-type: none"> <li>Unit 1: Learning Outcome 1: Know the structure and function of the skeletal system</li> <li>Unit 2: Learning Outcome 1: Know the body's response to acute exercise</li> <li>Unit 2: Learning Outcome 2: Know the long-term effects of exercise on the body systems</li> </ul>
<b>Learning Aim B: The effects of exercise and sports performance on the muscular system</b>	
B1 Characteristics and functions of different types of muscles B2 Major skeletal muscles of the muscular system B3 Antagonistic muscle pairs B4 Types of skeletal muscle contraction B5 Fibre types  B6 Responses of the muscular system to a single sport or exercise session  B7 Adaptations of the muscular system to exercise	<b>Similar content in:</b> <ul style="list-style-type: none"> <li>Unit 1: Learning Outcome 2:</li> <li>Unit 2: Learning Outcome 1: Know the body's response to acute exercise</li> <li>Unit 2: Learning Outcome 2: Know the long-term effects of exercise on the body systems</li> </ul>
<b>Learning Aim C: The effects of exercise and sports performance on the respiratory system</b>	
C1 Structure of the respiratory system C2 Function C3 Lung volumes C4 Control of breathing  C5 Responses of the respiratory system to a single sport or exercise session	<b>Similar content in:</b> <ul style="list-style-type: none"> <li>Unit 1: Learning Outcome 4: Know the structure and function of the respiratory system</li> <li>Unit 2: Learning Outcome 1: Know the body's response to acute exercise</li> </ul>

C6 Adaptations of the respiratory system to exercise	Unit 2: Learning Outcome 2: Know the long-term effects of exercise on the body systems
<b>Learning Aim D: The effects of sport and exercise performance on the cardiovascular system</b>	
D1 Structure of the cardiovascular system D2 Function of the cardiovascular system  D4 Responses of the cardiovascular system to a single sport or exercise session  D5 Adaptations of the cardiovascular system to exercise	<b>Similar content in:</b> <ul style="list-style-type: none"> <li>Unit 1: Learning Outcome 3: Know the structure and function of the cardiovascular system</li> <li>Unit 2: Learning Outcome 1: Know the body's response to acute exercise</li> <li>Unit 2: Learning Outcome 2: Know the long-term effects of exercise on the body systems</li> </ul>
<b>Learning Aim E: The effects of exercise and sports performance on the energy systems</b>	
E1 The role of ATP in exercise E2 The ATP-PC (alactic) system in exercise and sports performance E3 The lactate system in exercise and sports performance E4 The aerobic system in exercise and sports performance  E5 Adaptations of the energy system to exercise	<b>Similar content in:</b> <ul style="list-style-type: none"> <li>Unit 1: Learning Outcome 5: Know the different types of energy systems</li> <li>Unit 2: Learning Outcome 2: Know the long-term effects of exercise on the body systems</li> </ul>
<b>New content</b>	
A6 Additional factors affecting the skeletal system B8 Additional factors affecting the muscular system C7 Additional factors affecting the respiratory system D3 Nervous control of the cardiac cycle D6 Additional factors affecting the cardiovascular system E6 Additional factors affecting the energy systems	

2016	2010
<b>Unit 2: Fitness Training and Programming for Health, Sport and Well-being</b>	
<b>Learning Aim A: Examine lifestyle factors and their effect on health and well-being</b>	
A2 Negative lifestyle factors and their effects on health and well-being  A3 Lifestyle modification techniques	<b>Similar content in:</b> <ul style="list-style-type: none"> <li>Unit 14: Learning Outcome 1: Know the importance of lifestyle factors in the maintenance of health and wellbeing</li> <li>Unit 14: Learning Outcome 2: Be able to assess the lifestyle of a selected individual</li> </ul>

<b>Learning Aim B: Understand the screening processes for training programming</b>	
B1 Screening Processes B2 Health monitoring tests B3 Interpreting the results of health monitoring tests	<b>Similar content in:</b> <ul style="list-style-type: none"> <li>Unit 7: Learning Outcome 2: Be able to use health screening techniques</li> </ul>
<b>Learning Aim C: Understand programme-related nutritional needs</b>	
C1 Common terminology  C3 Nutritional strategies for individuals taking part in training programmes  C2 Components of a balanced diet	<b>Similar content in:</b> <ul style="list-style-type: none"> <li>Unit 11: Learning Outcomes 1 &amp; 2: 1 - Know the concepts of nutrition and digestion 2 - Know energy intake and expenditure in sports performance</li> <li>Unit 11: Learning Outcomes 3 &amp; 4: 3 - Know the relationship between hydration and sports performance 4 - Be able to plan a diet appropriate for a selected sports activity.</li> <li>Unit 11: Learning Outcome 4: Be able to plan a diet appropriate for a selected sports activity</li> </ul>
<b>Learning Aim D: Examine training methods for different components of fitness</b>	
D1 Components of fitness to be trained D2 Training methods for physical fitness-related components D3.1 Agility training methods D3.5 Power training methods	<b>Similar content in:</b> <ul style="list-style-type: none"> <li>Unit 4: Learning Outcomes 1 &amp; 2: 1 - Know different methods of fitness training 2 - Be able to plan a fitness training session</li> </ul>
<b>Learning Aim E: Understand training programme design</b>	
All	<b>Similar content in:</b> <ul style="list-style-type: none"> <li>Unit 4: Learning Outcome 3: Be able to plan a fitness training programme</li> </ul>
<b>New content</b>	
D1.1 Skill-related fitness D3.2 Balance training methods D3.3 Coordination training methods D3.4 Reaction time training methods	

2016	2010
<b>Unit 3: Professional Development in the Sports Industry</b>	
<b>Learning Aim A: Understand the career and job opportunities in the sports industry</b>	
A1 Scope and provision of the sports industry A2 Careers and jobs in the sports industry A3 Professional training routes, legislation, skills in the sports industry	<b>Similar content in:</b> <ul style="list-style-type: none"> <li>Unit 26: Learning Outcome 1: Know about the opportunities for work-based experience in sport</li> </ul>
<b>Learning Aim B: Explore own skills using a skills audit to inform a career development action plan</b>	
B3 Maintaining a personal portfolio/record of achievement and experience	<b>Similar content in:</b> <ul style="list-style-type: none"> <li>Unit 26: Learning Outcome 2: Be able to prepare for a work-based experience in sport</li> </ul>
<b>Learning Aim C: Undertake a recruitment activity to demonstrate the processes that can lead to a successful job offer in a selected career pathway</b>	
C1 Job applications C2 Interviews and selected career pathway-specific skills	<b>Similar content in:</b> <ul style="list-style-type: none"> <li>Unit 26: Learning Outcome 2: Be able to prepare for a work-based experience in sport</li> </ul>
<b>Learning Aim D: Reflect on the recruitment and selection process and your individual performance</b>	
D1 Review and evaluation D2 Updated SWOT and action plan	<b>Similar content in:</b> <ul style="list-style-type: none"> <li>Unit 26: Learning Outcome 4: Be able to review a work-based experience in sport</li> </ul>
<b>New content</b>	
A4 Sources of continuing professional development (CPD) B1 Personal skills audit for potential careers B2 Planning personal development towards a career in the sports industry	

2016	2010
<b>Unit 4: Sports Leadership</b>	
<b>Learning Aim A: Understand the roles, qualities and characteristics of an effective sports leader</b>	
A1 Different leadership roles  A2 Skills, qualities, characteristics and application A3 Importance and effective use of skills, qualities and characteristics when leading	<b>Similar content in:</b> <ul style="list-style-type: none"> <li>Unit 5: Learning Outcome 1: Know the roles, responsibilities and skills of sports coaches</li> <li>Unit 13: Learning Outcome 1: Know the qualities, characteristics and roles of effective sports leaders</li> </ul>
<b>Learning Aim B: Examine the importance of psychological factors and their link with effective leadership</b>	

B1 Psychological factors that could impact on leadership B2 Leadership and psychological factors	<b>Similar content in:</b> <ul style="list-style-type: none"> <li>Unit 13: Learning Outcome 2: Know the importance of psychological factors in leading sports activities</li> </ul>
<b>Learning Aim C: Explore an effective leadership style when leading a team during sport and exercise activities</b>	
C3 Leading a sport and exercise activity C4 Effectiveness and impact of leadership on a sport and exercise activity	<b>Similar content in:</b> <ul style="list-style-type: none"> <li>Unit 13: Learning Outcomes 3 &amp; 4:           <ul style="list-style-type: none"> <li>3 - Be able to plan a sports activity</li> <li>4 - Be able to lead a sports activity.</li> </ul> </li> </ul>
<b>New content</b>	
C1 Expectations of leadership C2 Practical skills required for different leadership styles	

2016	2010
<b>Unit 7: Practical Sports Performance</b>	
<b>Learning Aim A: Examine National Governing Body rules/laws and regulations for selected sports competitions</b>	
A1 NGB rules/laws in selected sports  A2 Roles and responsibilities of officials	<b>Similar content in:</b> <ul style="list-style-type: none"> <li>Unit 8: Learning Outcome 2: Know the rules and regulations of selected team sports</li> <li>Unit 22: Learning Outcome 2: Know the roles and responsibilities of officials involved in a selected sport</li> </ul>
<b>Learning Aim B: Examine the skills, techniques and tactics required to perform in selected sports</b>	
B1 Technical demands required to perform in a sport B2 Tactical demands applied in sports performance	<b>Similar content in:</b> <ul style="list-style-type: none"> <li>Unit 8: Learning Outcome 1: Know the skills, techniques and tactics required in selected team sports</li> </ul>
<b>Learning Aim C: Develop skills, techniques and tactics for sporting activity in order to meet sport aims</b>	
C1 Safe and appropriate practical performance demonstration and participation	<b>Similar content in:</b> <ul style="list-style-type: none"> <li>Unit 8: Learning Outcome 1: Know the skills, techniques and tactics required in selected team sports</li> </ul>
<b>Learning Aim D: Reflect on own practical performance using selected assessment methods</b>	
D1 Assessment methods to review the performance of the skills, techniques and tactics	<b>Similar content in:</b> <ul style="list-style-type: none"> <li>Unit 8: Learning Outcome 3: Be able to assess own performance in selected team sports</li> </ul>

in the selected sports D2 Review performance in the selected sports D3 Developments to improve performance	
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2016	2010
<b>Unit 8: Coaching for Performance</b>	
<b>Learning Aim A: Investigate the skills, knowledge, qualities and best practice of performance coaches</b>	
A1 Skills and knowledge for coaching for performance A2 Qualities for coaching for performance	<b>Similar content in:</b> <ul style="list-style-type: none"> <li>Unit 5: Learning Outcome 1: Know the roles, responsibilities and skills of sports coaches</li> </ul>
<b>Learning Aim C: Demonstrate effective planning of coaching for performance</b>	
C1 Planning considerations C2 Planning for an individual session for performance	<b>Similar content in:</b> <ul style="list-style-type: none"> <li>Unit 5: Learning Outcome 3: Be able to plan a sports coaching session</li> </ul>
<b>Learning Aim D: Explore the impact of coaching for performance</b>	
D1 Delivering for coaching performance D2 Reflection on session D3 Coaching development based on reflection	<b>Similar content in:</b> <ul style="list-style-type: none"> <li>Unit 5: Learning Outcome 4: Be able to deliver and review a sports coaching session</li> </ul>
<b>New content</b>	
A3 Best practice for a coach for performance A4 Self-reflection of personal coaching ability B1 Practices to develop skills and techniques for performance B2 Practices to develop tactics for performance B3 Adaptation of practices to promote development of performance C3 Planning for an overall series of sessions for performance	

2016	2010
<b>Unit 9: Research Methods in Sport</b>	
<b>Learning Aim A: Understand the importance of research in sporting environments</b>	
A1 The different types of research	<b>Similar content in:</b> <ul style="list-style-type: none"> <li>Unit 4: Learning Outcome 1: Know different methods of fitness training</li> </ul>
<b>Learning Aim B: Examine key issues that impact on the effectiveness and quality of research in sport</b>	
B1 Validity, reliability, accuracy and precision in research	<b>Similar content in:</b> <ul style="list-style-type: none"> <li>Unit 4: Learning Outcome 1: Know different methods of fitness training</li> </ul>

B2 The importance of ethics in research	<ul style="list-style-type: none"> <li>Unit 4: Learning Outcome 2: Be able to plan a fitness training session</li> </ul>
<b>Learning Aim C:</b>	
C1 Research designs C2 Data collection methods C3 Quantitative data analysis methods	<b>Similar content in:</b> <ul style="list-style-type: none"> <li>Unit 4: Learning Outcome 1: Know different methods of fitness training</li> </ul>
<b>New content</b>	
A2 The importance of research A3 The use of research	



## Section 2: What do these changes mean for planning and teaching?

### What are the key changes that I need to be aware of?

#### Different language used for delivery

You can find a glossary of key terms and command verbs for both internally and externally assessed units below:

Internally assessed: appendix 2 within the specifications, found [here](#)

Externally assessed: [here](#)

Examples of where the key terms have changed are below:

<b>2016 unit 4: Sports Leadership</b>	<b>2010 unit 13: Leadership in Sport</b>
Pass criteria requires learners to 'discuss' 'explain', 'demonstrate' and 'review'	Pass criteria mainly requires 'describe' Pass criteria also requires learners to 'plan', 'deliver' and 'review' a sports activity session.
<b>2016 unit 6: Psychology for Sports Performance</b>	<b>2010 unit 17: Psychology for Sports Performance</b>
Pass criteria mainly requires learners to 'describe'. Learners are also required to 'produce' sociograms and 'design' a psychological skills training programme.	Pass criteria mainly requires learners to 'describe', learners are also required to 'assess' and plan'
<b>2016 unit 8: Coaching for Performance</b>	<b>2010 unit 5: Sports Coaching</b>
Pass criteria mainly requires learners to 'explain' Pass criteria also requires learners to 'plan', 'deliver' and 'review' a coaching session	Pass criteria mainly requires learners to 'describe' Pass criteria also requires learners to 'plan', 'deliver' and 'review' a coaching session
<b>2016 unit 14: Exercise and Circuit based Physical Activity</b>	<b>2010 unit 15: Instructing Physical Activity and Exercise</b>
Pass criteria requires learners to 'perform' and 'interpret' health screening procedures, 'explain',	Pass criteria mainly requires 'describe' Pass criteria also requires learners to 'design' a six week exercise programme, 'plan', 'deliver' and 'review' an exercise session,

### How should I plan delivery of these units to reflect the changes in assessment?

More guidance on delivery models can be found within BTEC Nationals Delivery Guide and Delivery Plans.

These documents are available within the course materials section for Sport and Exercise Science (accessible [here](#)).