

# Unit 20: Talent Identification and Development in Sport

<b>Unit code:</b>	<b>L/502/5759</b>
<b>QCF Level 3:</b>	<b>BTEC National</b>
<b>Credit value:</b>	<b>10</b>
<b>Guided learning hours:</b>	<b>60</b>

## ● Aim and purpose

The aim of this unit is to provide learners with an understanding of the different predictors of talent and the ways of developing talent. Learners will be able to devise programmes for the identification and development of talent in different sports.

## ● Unit introduction

Many thousands of youngsters who participate in sport aspire to participate at an elite level. The dream to become a star performer and compete on the international stage may even be the main motivation for taking part from an early age.

How do sports specialists predict that some athletes will achieve greatness in sports? What is the difference between a good athlete and an elite athlete? How do some athletes achieve excellence in sports without an apparent level of superior skill? This unit will give learners the opportunity to consider and explore such concepts.

Professional sports clubs and organisations invest heavily in talent identification and development in an attempt to answer questions like these. Potential talent may not be obvious at an early age, but there will normally be some indicators that enable trained individuals to identify it. However, even in the eyes of trained specialists, talent in sport is difficult to assess. There is a worldwide industry in talent recognition and development, and many people are employed in finding gifted individuals and developing the talent they possess.

Predictors of talent are present in every individual at different levels and at different times during their development. They include far more than simply winning or losing regularly, or playing well individually. The early indicators of talent cannot necessarily determine whether somebody will reach an elite level, but they will give an indication as to whether the individual could succeed.

Developing talented athletes is not simply about producing the next Sir Steve Redgrave, Theo Walcott, Andy Murray or Chris Hoy! It is also about developing athletes who can enjoy sports at different levels, and have experiences that make a lasting positive impact on their lives and the lives of those around them.

## ● Learning outcomes

**On completion of this unit a learner should:**

- 1 Know the key predictors of talent for performers in sport
- 2 Be able to design a talent identification programme for a chosen sport
- 3 Know key factors in talent development in sport
- 4 Be able to design a talent development programme for a chosen sport.

# Unit content

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## 1 Know the key predictors of talent for performers in sport

*Types of talent:* uni-dimensional talent; multidimensional talent; uni-sport talent; multisport talent

*Predictors of talent:* physical eg height, weight, muscle girth, somatotype; physiological eg aerobic endurance, anaerobic power; sociological eg parental support, practice opportunities, education; psychological eg confidence, concentration, anticipation, decision-making, game intelligence; skills eg general motor skills, technical and tactical skills

## 2 Be able to design a talent identification programme for a chosen sport

*Current talent identification programmes:* eg London 2012 – It could be you (Girls4Gold, Pitch2Podium, Talent Transfer, Sporting Giants), scouting programmes and criteria, TABS (technique, attitude, balance, speed), SUPS (speed, understanding, personality, skill), TIPS (technique, intelligence, personality, speed), PAS (pace, attitude, skill); talent identification checklists

*Structure of talent identification programmes:* aims; purpose; structure and format; phases and stages; timescales; use of test batteries (generic, sport-specific, interpreting test results, comparison to norm data, screening); resources required eg human, physical, fiscal

## 3 Know key factors in talent development in sport

*Key factors in talent development:* physical eg height, weight, muscle girth, somatotype; physiological eg aerobic endurance, anaerobic power; sociological eg tangible parental support, intangible parental support, education, opportunities for deliberate practice, roles, skills and techniques of coaches; psychological eg confidence, concentration, anticipation, decision-making, game intelligence; obstacles eg injuries, peer pressure, athlete role ambiguity, specific requirements of different genders and different age groups

## 4 Be able to design a talent development programme for a chosen sport

*Current talent development programmes:* eg World Class Performance Plans, TASS (Talented Athlete Scholarship Schemes), Gifted and Talented, The World Class Start and Potential programme, ECFA (English Colleges Football Association) Football Development Centres, LTAD (Long Term Athlete Development) Models

*Structure of talent development programmes:* aims; purpose; format; use of test batteries; interpreting test results; screening; phases of the programme; goal setting; timescales; resources eg human, physical, fiscal; considerations eg norm values, the value of sport to different groups, reasons for participation, the impact of sport on children and adolescents, people's perception of their own ability, creating a learning environment, roles, skills and techniques of coaches, types of goals used with different ages/genders, feedback, communication skills

## Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<b>P1</b> describe the different types of talent		
<b>P2</b> describe five different predictors of talent for performers in sport		
<b>P3</b> describe one current talent identification programme in a selected sport	<b>M1</b> evaluate one current talent identification programme in a selected sport	
<b>P4</b> using a standard structure, design a talent identification programme for a selected sport [IE1, IE2, IE4, CT3]	<b>M2</b> explain the chosen activities for a talent identification programme for a selected sport	<b>D1</b> justify the choice of activities for a talent development programme for a selected sport
<b>P5</b> describe, using examples, five different key factors in talent development in sport		
<b>P6</b> describe one current talent development programme in a selected sport	<b>M3</b> evaluate one current talent development programme in a selected sport	
<b>P7</b> using a standard structure, design a talent development programme for a selected sport. [IE1, IE2, IE4, CT3]	<b>M4</b> explain the chosen activities for a talent development programme for a selected sport.	<b>D2</b> justify the choice of activities for a talent development programme for a selected sport.

**PLTS:** This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

<b>Key</b>	IE – independent enquirers CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators
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# Essential guidance for tutors

## Delivery

Tutors should introduce the unit by discussing the logic/reasons behind talent identification and the need for it. There may be a 'Talent Camp', a high performance centre, a National Sports Centre, or a 'Professional' Academy in the area, which would offer a useful course visit.

Learners will require structured teaching and learning activities to complete this unit effectively, but the unit also lends itself to research, case studies and group work.

The unit examines talent and identification programmes that have evolved and developed over the years. Guest presenters are recommended. For example, a National Governing Body representative who can discuss initiatives, such as 'World Class Start' or 'Potential and Performance'. It may also be possible to invite young athletes with experience of these schemes into the centre to facilitate group discussions.

Learners will need to develop the skills and knowledge required to research and record information accurately. This includes information from the internet, from libraries, from governing bodies and from their own experiences as performers. Learners will also benefit from keeping up to date with current programmes and developments. It is useful to produce a resource library by gathering the relevant sports coverage from the local and national media.

The unit also provides scope for the use of practical performance in helping to identify the different predictors of talent. Teaching and learning strategies could include the use of video analysis of peer sports performance, with follow-up theory slots. Also, video analysis of sports performance by current professional athletes from a range of sports could help learners to identify different predictors of talent.

Delivery should focus on the multi/interdisciplinary approach to talent identification and development. Learners should be encouraged to develop a knowledge and understanding of physical, physiological, psychological, sociological, behavioural and environmental factors that affect talent identification and development with a view to then applying this to their own talent identification and development programmes.

## Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction and overview of the unit
<b>Assignment 1: Talent Identification (P1, P2, P3, M1, P4, M2, D1).</b> Tutor introduces the assignment brief
Types of talent – group discussion and research in pairs
Predictors of talent – research in small groups with feedback
Current talent identification programmes: UK and worldwide. Systematic –governmental; systematic – non-governmental; non-systematic. Research review in small groups
Talent searches, sport-specific talent identification; disability talent identification. Group research and feedback
Structure of talent identification programmes – research, review. Learners design talent identification programmes

## Topic and suggested assignments/activities and/assessment

**Assignment 2: Talent Development (P5, P6, M3, P7, M4, D2).** Tutor introduces the assignment brief

Opportunity for visit to relevant centre (Talent Camp, High Performance Centre, National Sports Centre, Sports Academy)

Key factors in talent development: physical, physiological, sociological, psychological, skills, barriers/obstacles. Discussions, research, group work

Current talent development programmes: LTAD, World Class, TASS, Gifted and Talented, Academies. Group research with central feedback

Structure of talent development programmes – research, review. Learners design talent development programmes

Review of unit and assessment activities

## Assessment

For P1, learners need to describe the four different types of talent outlined in the *Unit content*. For P2, learners need to describe five different predictors of talent for sports performers; one from each of the five groups – physical, physiological, sociological, psychological and skills.

For P3, learners must describe one current talent identification programme in a selected sport. This could be a programme with which they are familiar (or perhaps have been involved with), a programme that exists in the local area or one from a sport in which they have a particular interest.

For P4, learners must design their own talent identification programme for a selected sport. This must include the aims and purpose of the programme, along with its structure, format, phases, stages and timescales, as well as tests that will be used, and resources that will be required.

For P5, learners must describe five different key factors in talent development in sport. This description should include examples, and, as with the predictors of talent, should include one from each of the five groups – physical, physiological, sociological, psychological and obstacles.

For P6, learners must describe one current talent development programme in a selected sport. As with the description of the talent identification programme (P3), this could be a programme with which they are familiar (or perhaps have been involved with), a programme that exists in the local area or one from a sport in which they have a particular interest.

For P7, learners must design a talent development programme for a selected sport. This must include the aims, purpose and format of the programme, along with tests that will be used, screening and phases of the programme, goals, timescales, resources and other considerations.

Grading criterion M1 builds on P3, and requires learners to evaluate one current talent identification programme. The evaluation should include relevant strengths and areas for improvement.

For M2, learners must explain the activities that they have chosen for the talent identification programme they have designed (P4). The explanation for this criterion relates more to the activities themselves, rather than the reasons that they have been chosen.

Grading criterion M3 builds on P6, and requires learners to evaluate one current talent development programme. As with M1, the evaluation should include relevant strengths and areas for improvement.

For M4, learners must explain the activities that they have chosen for the talent development programme that they have designed (P7). As with M2, the explanation for this criterion relates more to the activities themselves, rather than the reasons that they have been chosen.

Grading criterion D1 builds on P4 and M2, and requires learners to justify the choices (commenting on the suitability and practicality of the choices) they have made for activities for the talent identification programme they have designed.

Similarly, grading criterion D2 builds on P7 and M4, and requires learners to justify the choices they have made for activities for the talent development programme that they have designed.

### Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, P3, P4, M1, M2, D1	Talent Identification	You are employed as a County Sports Development Officer and are managing a talent identification programme.	Presentation Witness statement Written report Poster display
P5, P6, P7, M3, M4, D2	Talent Development	You are employed by a National Governing Body and need to review current talent development programmes.	Leaflet Written report Presentation Witness statement

## Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Sport sector suite. This unit has particular links with the following unit titles in the BTEC Sport suite and the BTEC Sport and Exercise Sciences suite:

Level 2 Sport	Level 3 Sport	Level 3 Sport and Exercise Sciences
Fitness Testing and Training	Principles of Anatomy and Physiology in Sport	Anatomy for Sport and Exercise
Development of Personal Fitness	The Physiology of Fitness	Sport and Exercise Physiology
	Sports Coaching	Exercise, Health and Lifestyle
	Current Issues in Sport	Fitness Training and Programming
	Leadership in Sport	Applied Sport and Exercise Physiology
	Physical Education and the Care of Children and Young People	Sports Coaching
	Technical and Tactical Skills in Sport	Research Investigation in Sport and Exercise Sciences
	Exercise, Health and Lifestyle	Laboratory and Experimental Methods in Sport and Exercise Sciences
	Fitness Training and Programming	Current Issues in Sport
	Research Investigation in Sport and Exercise Sciences	Physical Education and the Care of Children and Young People
	Laboratory and Experimental Methods in Sport and Exercise Sciences	

### Essential resources

This unit is largely theoretical, and thus the resource requirements will reflect that. Access to research facilities and visiting speakers would be useful.

### Employer engagement and vocational contexts

This unit focuses more on the theoretical aspects of talent identification and talent development and will provide learners with an insight to the background knowledge and skills necessary to work in the field/science of talent identification and development. Centres are encouraged to develop links with local sports clubs, academies, and any high performance centres. This could be via visiting speakers or visits to the establishments.

## Indicative reading for learners

### Textbooks

Brown J – *Sports Talent: How to Identify and Develop Outstanding Athletes* (Human Kinetics, 2001)  
ISBN 9780736033909

Fisher R and Bailey R (editors) – *Perspectives: Volume 9. Talent Identification and Development – The Search for Sporting Excellence* (ICSSPE, 2008) ISBN 9783981117912

Gambetta V – *Athletic Development: The Art and Science of Functional Sports Conditioning* (Human Kinetics Europe, 2007) ISBN 9780736051002

Reilly T and Williams M – *Science and Soccer* (Routledge, 2003) ISBN 9780415262323

### Journals

*Coaching Focus*

### Websites

British Association of Sport and Exercise Sciences	<a href="http://www.bases.org.uk">www.bases.org.uk</a>
Sport England	<a href="http://www.sportengland.org">www.sportengland.org</a>
<a href="http://Sportdevelopment.org.uk">Sportdevelopment.org.uk</a>	<a href="http://www.sportdevelopment.org.uk">www.sportdevelopment.org.uk</a>
Sports Coach UK	<a href="http://www.sportscoachuk.org">www.sportscoachuk.org</a>
Talent Ladder (Gifted & Talented/TASS)	<a href="http://www.talentladder.org">www.talentladder.org</a>
Talented Athlete Scholarship Scheme (TASS)	<a href="http://www.tass.gov.uk">www.tass.gov.uk</a>
UK Sport	<a href="http://www.uksport.gov.uk/talent">www.uksport.gov.uk/talent</a>
Youth Sport Trust	<a href="http://www.youthsporttrust.org">www.youthsporttrust.org</a>

## Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
<b>Independent enquirers</b>	using a standard structure to design a talent identification programme for a selected sport using a standard structure to design a talent development programme for a selected sport
<b>Creative thinkers</b>	using a standard structure to design a talent identification programme for a selected sport using a standard structure to design a talent development programme for a selected sport.

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
<b>Independent enquirers</b>	researching and examining talent identification programmes researching and examining talent development programmes
<b>Creative thinkers</b>	designing their own talent identification programmes designing their own talent development programmes
<b>Reflective learners</b>	using current talent identification programmes as a model to design their own programmes using current talent development programmes as a model to design their own programmes
<b>Team workers</b>	researching talent programmes and preparing group feedback.

## ● Functional Skills – Level 2

Skill	When learners are ...
<b>ICT – Use ICT systems</b>	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	researching talent identification and development programmes preparing PowerPoint presentations for group feedback and assignment work
Manage information storage to enable efficient retrieval	reviewing the range of current talent programmes
Follow and understand the need for safety and security practices	recording and storing individual/personal data following talent 'testing'/identification
<b>ICT – Find and select information</b>	
Select and use a variety of sources of information independently for a complex task	researching current talent identification and development programmes in the UK and worldwide
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	designing talent identification and talent development programmes
<b>ICT – Develop, present and communicate information</b>	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> <li>• text and tables</li> <li>• images</li> <li>• numbers</li> <li>• records</li> </ul>	preparing presentations and leaflets for different types of talent, predictors of talent, key factors for talent development
Bring together information to suit content and purpose	describing and explaining talent identification and talent development programmes
Present information in ways that are fit for purpose and audience	describing and explaining talent identification and talent development programmes
<b>Mathematics</b>	
Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations	using physiological test data as part of the talent identification process. Comparing results to normative data
<b>English</b>	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	discussing types of talent discussing the predictors of talent discussing the key factors in talent development delivering a presentation
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	researching and reviewing information before designing talent identification and talent development programmes
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	producing reports on a current talent identification programme and a talent development programme.