



## Unit 23: Talent Identification and Development in Sport

### Delivery guidance

#### Approaching the unit

This unit starts by introducing the concept of talent, and how different sports approach the identification of talent, comparing and contrasting approaches in relation to the requirements of the sport. This is then extended to the different pathways and programmes that exist to nurture the identified talent to get a broad understanding of how to develop a sports specific talent programme.

Gaining first-hand insight from athletes, coaches and sports administrators involved with talent identification and development across a range of sports would provide learners with positive learning experiences and should be encouraged as far as possible. This will enable learners to apply the theoretical information from the unit to practical scenarios.

#### Delivering the learning aims

Different sports will have different indicators that define talent due to varying technical, tactical, physical, psychological and sociological demands of the sport. **Learning aim A** encourages learners to analyse high-level performance across a range of sports and distil the attributes that are most useful in the sport and can predict future high-level performers. The unit should be delivered through a blend of tutor presentations and group work that taps into the sporting experiences of learners, supported by delivery from guest speakers from the sector.

Having some insight from coaches, athletes and analysts involved in performance sport would be useful to reinforce the performance analysis and how sports then use this analysis to produce plans on how to identify these characteristics in young performers in their sport.

**Learning aim B** focuses on the various structures and pathways that exist across sports to support the identification and development of sporting talent. Learners will be able to differentiate between a talent pathway and a performance pathway and gain a sense of how these different levels are recruited to, supported and funded across a range of sporting contexts.

The aim also covers the key aspects of talent identification and development programmes that are common across sports. This includes the focus on the health and wellbeing of the individual sports performers being as prominent as the development of their technical, tactical and physical skills. As with learning aim A, the unit should be delivered through a blend of tutor presentations and group work that taps into the sporting experiences of learners, supported by delivery from guest speakers from the sector.

One of the areas that learners who work in this industry may be involved in is the running of talent identification programmes to recruit talented young performers into talent and performance pathways. **Learning aim C** looks to apply the theoretical learning completed in learning aims A and B into a practical sports context, with learners being asked to analyse a chosen sport, define the key talent indicators and then develop a talent identification campaign for that sport. The more industry insight learners have across the other learning aims from coaches, athletes, governing body staff etc. the more accessible the practical application of theory to practice becomes. Governing bodies of sport (either local or national) are good sources of information to support the learning activities in the form of speakers or online material about how the sport identifies and develops talent.



### Assessment model

Learning aim	Key content areas	Recommended assessment approach
<b>A</b> Explore the indicators used to identify talent in sports	<b>A1</b> Indicators of talent <b>A2</b> Application to sports	A written report that evaluates the application of talent indicators in at least two different sports (or two positions within a team sport). The report will also explain how these sports define their key talent indicators in relation to their requirements and provide some examples from the chosen sports.
<b>B</b> Investigate the talent and performance pathways used by different sports to identify and develop talent	<b>B1</b> Talent and performance pathways <b>B2</b> Talent identification programmes <b>B3</b> Talent development programmes	Promotional material that explains the concepts of talent and performance pathways. The promotional material will also explain the importance of talent identification and development programmes to sports performance, providing examples from chosen sports.
<b>C</b> Plan a talent identification campaign for a chosen sport	<b>C1</b> Sports specific talent indicators <b>C2</b> Assessment approach <b>C3</b> Talent identification plan	Produce a plan that details an approach for a chosen sport. The plan will have a rationale behind what indicators have been selected in relation to the chosen sport and suggest relevant benchmarks for assessment. The plan will also suggest how identified talent will enter the first stages of the talent development programme for the chosen sport.

### Assessment guidance

This unit is internally assessed. There is a maximum number of three summative assignments for this unit. Tutors should refer to the assessment guidance in the specification for specific detail, particularly in relation to the requirements for Pass, Merit and Distinction grades.

It is suggested that **Learning aim A** is assessed via a written report that evaluates the application of talent indicators in at least two different sports (or two positions within a team sport). The report will describe the key indicators of talent for the two examples, comparing and contrasting them and also explain how these indicators are assessed.

**Learning aim B** could be assessed through the development of some promotional material that could be used to explain how sports use talent and performance pathways, which could be used to explain the process to young athletes, parents, coaches or school staff.



The promotional material could take the form of a handout, leaflet or newsletter that would cover the similarities and differences of talent and performance pathways and the role they play in ensuring future talent is identified, developed and progressed to the top level of performance. To access the higher grades, learners would need to relate this information to specific sporting examples and the impact that this has on the sport in question.

**Learning aim C** could be assessed through the development of a plan that details an approach to delivering a talent identification campaign for a chosen sport. This plan could be submitted as a written report or delivered via a presentation or poster presentation to communicate the key aspects of the campaign.

Within the plan, learners need to complete an analysis of a chosen sport, identify the key talent identification indicators and determine a method of assessment. The final step in the plan would be for learners to suggest structures that sports could put in place to develop the identified talent. Learners who access the higher grades will have a detailed and accurate rationale for the content of their proposed plan, that is reinforced by the theoretical principles from the unit.



## Getting started

This gives you a starting place for one way of delivering the unit, based around the recommended assessment approach in the specification.

<b>Introduction</b>
<p>Introduce the unit by discussing the concept of talent within sport and the importance of being able to identify, nurture and develop talent to create the next generation of high-level sports performers. Explain to learners that the unit will cover the structures and processes that different sports work within to identify and develop future talent, then culminate in the development of a talent identification campaign for a sport of their choice.</p>
<b>Learning aim A: Explore the indicators used to identify talent in sports</b>
<ul style="list-style-type: none"> <li>• Learning aim A looks at the use of different indicators to identify talent across different sports (and in some cases playing positions within a sport) as they require different characteristics, skills and physical attributes.</li> <li>• For A1, a mixture of tutor presentations, guest speakers and reflection on learner experiences can be used to analyse the key attributes of different sports, considering the technical, tactical, physical, psychological and sociological demands of different sports. Learners will probably have some understanding of this area if they have been involved in sports as performers, so providing opportunities for them to share their experiences could provide opportunity for peer learning.</li> <li>• For A2, learners can apply the sports analysis knowledge from A1 to defining how these can be measured – looking at both objective and subjective assessment methods. This could be delivered by tapping into the knowledge and experiences of learners within sport, as if they have been involved in these sorts of programmes as young performers, they will have first-hand knowledge of the type of testing and training they have done. This could be supplemented by local coaches or team/sports analysts, who would also have this knowledge. Learners should also be encouraged to reflect on other units in the programme, with <i>Unit 28: Fitness Testing</i> potentially providing some more context into the types of test that could be used to measure certain characteristics.</li> </ul>
<b>Learning aim B: Investigate the talent and performance pathways used by different sports to identify and develop talent</b>
<ul style="list-style-type: none"> <li>• Learning aim B covers the different pathways and programmes that exist across sport to identify develop and nurture talent. Whilst different sports have different approaches, the majority are based on a common framework to make sure they are effective and efficient in supplying the talented performers of the future. Learners may have some experience of being involved in talent identification and development programmes as young performers, which could be utilised in this learning aim.</li> <li>• For B1, the focus is on the differences between talent and performance pathways and the common aspects that exist across these and also across the pathways in different sports. Having speakers from within this area of the industry would provide great insight for learners. Local or national governing bodies of sport are potential sources of speakers to help provide context and insight in this area and will also have more detailed information around their talent and performance pathways online. Likewise, coaches who have links to</li> </ul>



these bodies and who potentially deliver on these pathways will also have a level of insight that can be passed on to learners.

- For B2, the common features of talent identification programmes are discussed, looking at their accessibility, the different phases of talent identification and how different sports engage with these. This would need to be tutor led initially to provide the principles of the programmes, using different (ideally contrasting) sports as case studies to illustrate the different approaches, but with similar underlying aims and principles. Local coaches and governing bodies can again provide further insight in addition to accessing learner experiences.
- B3 looks at programmes that exist within sports to develop the talent that is identified. Whilst sports have different specific details, the common features should be covered with learners, reinforcing the development of the individual, supporting their health and wellbeing as much as their sport specific development. This is a key feature especially in the current elite sport climate, where performers have highlighted poor treatment across some sports in order to produce high performance. Having expert speakers with knowledge and insight from talent development would again add significant value for learners.

### **Learning aim C: Plan a talent identification campaign for a chosen sport**

- The practical focus of learning aim C is the application of the theoretical learning to a practical scenario, with learners developing their analytical skills whilst defining the sports requirements. Learners should be encouraged to refer to content delivered in other units (such as *Unit 28 Fitness Testing* and *Unit 27 Sports Psychology*) when defining an assessment plan and looking forwards as to how the identified performers should subsequently be developed. Having speakers with experiences of talent identification programmes would again add significant value in showing how the theory has been applied in practice.
- For C1, learners should look at a range of different sports and determine sports specific talent indicators. Accessing governing body examples across a range of sports should help learners to understand the planning process for their campaign.
- For C2, learners are challenged to apply subjective and objective assessment theory to different indicators from different sports, which can be developed into the talent identification plan. Again, being exposed to a range of approaches to assessment from different sports should enable learners to develop their own approach.
- For C3, learners are focused towards the aims of a talent identification plan and how sports can engage with and develop identified talent. Governing bodies will have published structures that define their programmes that could be shared and explained to help learners develop their own programmes.
- If across the delivery of the unit, learners have received a varied insight from practitioners within the sector and have been able to learn from each other's experiences, they will have a more applied understanding of how talent identification and development programmes are structured and delivered, making the completion of this learning aim more effective.



## Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

This unit links to:

- Unit 4: Ethics, Behaviours and Values
- Unit 27: Sports Psychology
- Unit 28: Fitness Testing.

## Resources

In addition to the resources listed below, publishers are likely to produce Pearson-endorsed textbooks that support this unit of the BTEC International L3 Qualifications in Sport. Check the Pearson website at: (<http://qualifications.pearson.com/endorsed-resources>) for more information as titles achieve endorsement.

## Textbooks

Baker, J (ed) *Routledge Handbook of Talent Identification and Development in Sport* (Routledge 2019) ISBN: 978-0367874216

Baker, J. *Talent Identification and Development in Sport: International Perspectives* (Routledge, 2020) ISBN: 978-0367501983

Collins, D. *Talent Development: A Practitioner Guide* (Routledge 2017) ISBN: 978-1138672536

Laver, D. *Talent Identification In Soccer: Performance vs Potential* (CreateSpace Independent Publishing Platform, 2016) ISBN: 978-1523797691

Taylor, R. Sports Performance Analysis in *BTEC National Sport Student Book 1*, Third Edition (Pearson, 2016) ISBN: 978 1 292 13400 0

Taylor, R. Field and Laboratory based Fitness testing in *BTEC National Sport and Exercise Science Student Book*. Third Edition (Pearson, 2016) ISBN: 978 1 292 13395 9

## Websites

<https://www.ais.gov.au/fstem/talent> Australian Institute of Sport Talent programme

<https://www.eis2win.co.uk/service/performance-pathways/> - English Institute for Sport: Performance pathways

<https://www.fifa.com/what-we-do/fifa-forward-programme/> FIFA International football performance development programme

<https://www.insep.fr/en/performance-support> INSEP - France performance development training centre

<https://www.sportengland.org/campaigns-and-our-work/talent> - Sport England: Talent

<https://sportengland-production-files.s3.eu-west-2.amazonaws.com/s3fs-public/the-talent-plan-for-england.pdf?FMAAxsmgrkyJ0hXlJQl2aB7s9ulpV.uN> – Sport England: Talent Plan for England

*Pearson is not responsible for the content of any external internet sites. It is essential for tutors to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that tutors bookmark useful websites and consider enabling students to access them through the school/college intranet.*