Accredited

OCR LEVEL 3 CAMBRIDGE TECHNICAL

CERTIFICATE/DIPLOMA IN

SPORT

TALENT IDENTIFICATION AND DEVELOPMENT IN SPORT

L/502/5759

LEVEL 3 UNIT 17

GUIDED LEARNING HOURS: 60

UNIT CREDIT VALUE: 10

OCR ★

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LEVEL 3

AIM OF THE UNIT

Most of us at one time or another are "armchair critics" and think we can identify talent or improve team performance. This unit focuses on the mechanisms in place to carry out these tasks proficiently.

PURPOSE OF THE UNIT

The dream of many sports performers is to become a star performer and to go on to compete on the international stage. This may even be the main motivation for taking part from an early age. Sports specialists can predict that some athletes will achieve greatness in sports using a variety of tried and tested methods and these can often accurately predict differences between a good athlete and an elite athlete. Some athletes achieve excellence in sports without an apparent level of superior skill, but possess other attributes which can be just as important. 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 effort to be, or at least compete with the best in their sport. 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 performer could succeed either as an individual and/or as a team player

Not everyone can be the next Usain Bolt and developing talented athletes is not simply about producing this type of performer, 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.

ASSESSMENT AND GRADING CRITERIA

Learning Outcome (LO) The learner will:	Pass The assessment criteria are the pass requirements for this unit. The learner can:	Merit To achieve a merit the evidence must show that, in addition to the pass criteria, the learner is able to:	Distinction To achieve a distinction the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
1 Know the key predictors of talent for performers in sport	P1 describe the different types of talent		
	P2 describe five different predictors of talent for performers in sport		
2 Be able to design a talent identification programme for a chosen sport	P3 describe one current talent identification programme in a selected sport		
	P4 using a standard structure, design a talent identification programme for a selected sport	M1 critically compare talent identification programmes from a range of sports	D1 evaluate a talent identification programme
3 Know key factors in talent development in sport	P5 describe, using examples, five different key factors in talent development in sport	M2 critically compare talent development programmes from a range of sports	D2 evaluate a talent development programme
4 Be able to design a talent development programme for a chosen sport.	P6 describe one current talent development programme in a selected sport		
	P7 using a standard structure, design a talent development programme for a selected sport		

TEACHING CONTENT

The unit content describes what has to be taught to ensure that learners are able to access the highest grade.

Anything which follows an i.e. details what must be taught as part of that area of content.

Anything which follows an e.g. is illustrative, it should be noted that where e.g. is used, learners must know and be able to apply relevant examples to their work though these do not need to be the same ones specified in the unit content.

LO1 Know the key predictors of talent for performers in sport

Types of talent: i.e. uni-dimensional talent; multidimensional talent; uni-sport talent; multisport talent.

Predictors of talent: i.e. physical (e.g. height, weight, muscle girth, strength, speed), physiological (e.g. aerobic endurance, anaerobic power), sociological (e.g. parental support, practice opportunities, facilities available, education), psychological (e.g. confidence, concentration, anticipation, decision-making, game and competition intelligence), skills (e.g. general motor skills, technical and tactical skills, coordination).

LO2 Be able to design a talent identification programme for a chosen sport

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

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

LO3 Know key factors in talent development in sport

Key factors in talent development: i.e. physical (e.g. height, weight, muscle girth, strength), physiological (e.g. aerobic endurance, anaerobic power), sociological (e.g. tangible parental support, intangible parental support, education, opportunities for deliberate practice, roles, skills and techniques of coaches), psychological (e.g. confidence, concentration, anticipation, decision-making, game and competition intelligence), obstacles (e.g. injuries, peer pressure, alternative interests/focus, specific requirements of different genders and different age groups).

LO4 Be able to design a talent development programme for a chosen sport

Current talent development programmes: (e.g. 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).

DELIVERY GUIDANCE

2012 was the year of the London Olympics; therefore, it will be highly appropriate for tutors to focus on talent identification and what success in Olympic events could mean, not only to the athletes and sport in general but also for aspiring performers. Tutors should introduce the unit by discussing the logic/reasons behind talent identification, the benefits, and the need for it. There may be a National Sports Centre (e.g. Lilleshall or Crystal Palace), or a 'Professional' Academy (e.g. Hartpury or Filton College) in the area, which could provide either a guest speaker or a site visit to show off their facilities.

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 where learners can observe and discuss a variety of performers and performances.

The unit examines talent and identification programmes that have evolved and developed over the years. Guest presenters are recommended from, for example, a National Governing Body 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 and observers. Learners will also benefit from keeping up to date with current programmes and developments such as Prozone and the LTA . It is useful to produce a resource library by gathering the relevant sports coverage from the local and national media highlighting relevant current information which may be used to initiate and generate discussion (e.g. comparison of Premier League tables in September and December) and why some performers play better on different surfaces (e.g. Rafael Nadal on clay).

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 group and one to one discussions. 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 thus enabling learners to understand there are many contributing factors other than technical skill and tactical ability. Learners should be encouraged to develop a knowledge and understanding of such factors which include physical, physiological, psychological, sociological, behavioural and environmental and how these affect talent identification and development with a view to then applying this to their own talent identification and development programmes.

GUIDANCE ON ASSESSING THE SUGGESTED TASKS

The table below shows suggested scenarios that cover the pass, merit and distinction criteria in the assessment and grading grid.

Criteria	Assignment title	Scenario	Assessment
P1 and P2	Predictors of talent	Tutor could research and provide video clips of a variety of performers in action to generate a group discussion.	Observation records, video evidence of contributions to the discussion or witness statements verifying individual understanding.
P3	Talent identification	Following the discussion, learners could be asked to research and describe a current talent identification programme.	Written assignment which provides a description of a talent identification programme.
P4, M1 and D1	Talent development	Following a tutor led group discussion, learners could be asked to produce, explain and justify the design of an appropriate talent identification programme.	Written talent identification programme to meet P4. If an acceptable explanation is provided, this will meet M1. To meet D1, tutors could hold a one to one discussion where learners would be required to justify the choices of activities within the programme. This could either be recorded or a witness statement produced.
P5, P6, P7, M2 and D2	Talent development programme	Learners could either visit a Talent Development Centre (e.g. National Sports Centre or Sports Academy) and interview staff and performers on key factors and construction of a suitable development programme. Following the visit learners could be asked to critically compare the designs of appropriate talent development programmes.	Recording of interview with either or both personnel which is supplemented by learner constructed notes. Written talent development programme to meet P7. If an acceptable explanation is provided, this will meet M2. To meet D2, tutors could hold a one to one discussion where learners would be required to explain the choices of activities within the programmes. This could either be recorded or a witness statement produced.

RESOURCES

Books

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

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

Talent Identification and Development in Sport (international Perspectives)- Baker, Cobley and Schorer ISBN 9780415581608

Journals

Coaching Focus

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Websites

British Association of Sport and Exercise Sciences
www.bases.org.uk

Sportdevelopment.org.uk www.sportdevelopment.org.uk

Sports Coach UK www.sportscoachuk.org

Talent Ladder (Gifted & Talented/TASS) www.talentladder.org

Talented Athlete Scholarship Scheme (TASS) www.tass.gov.uk

UK Sport www.uksport.gov.uk/talent

Youth Sport Trust www.youthsporttrust.org

www.sportscoachuk.org

www.sportscoachuk.org/coaches/resource-bank

www.sportengland.org

www.1st4sport.com

www.coachwise.ltd.uk

www.olympic.org

MAPPING WITHIN THE QUALIFICATION TO OTHER UNITS

Unit 3: Current Issues in Sport

Unit 13: Leadership in Sport

CONTACT US

Staff at the OCR Customer Contact Centre are available to take your call between 8am and 5.30pm, Monday to Friday.

We're always delighted to answer questions and give advice.

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