**Question 11**

UK Sport coordinates a talent identification programme to help achieve its aim of developing elite performers. **1 7** What are the characteristics of an effective talent identification programme? *(3 marks)* **1 8** Explain other strategies that UK Sport has implemented to develop elite performers. *(4 marks)*

Widespread testing programme/equal opportunities/testing at

different age groups/schools

B. Knowledgeable/high quality scouts/high quality coaches able to

spot talent

C. Physiological/psychological/skills testing/high quality testing

facilities

D. Database for comparison

E. Co-ordinated approach between organisations

F. Structured competition/progression routes/representative structure/

development squads

Do NOT accept

‘training’, ‘facilities’,

‘funding’.

B. Do NOT accept

reference to high quality

coaches. Must link to

ability to identify talent

Explain the support structures for elite performers provided by the National Institutes of  
Excellence, such as the English Institute of Sport.

A. Co-ordinated approach with NGBs/four home unions or named

sporting organisation

B. Provide centres of excellence/UKSI/English Institute of Sport or

equiv.

C. World Class Performance Programme/Pathway

D. (Operates at 3 levels) Talent – Development – Podium

E. (World Class Events) – major events hosted in UK

F. (Research and Innovation) – develops new technology for training

and equipment

G. (People Development) – develops high quality coaches/leaders/

organisers or equiv

H. (Ideals) – develops partnerships with other countries

I. Sports Science/Sports Medicine/Performance Lifestyle/Athlete

Career Education

J. (Equality) – promotes equal access/fairplay/high standards of

conduct/doping controls

K. (International Influence) – developing links with international

organisations/federations

L. (International Development/International Leadership Programme) –

promoting sport in other countries to improve participation

M. Distributing/uses National Lottery funding/Athlete Personal Awards

D. No need to explain

levels but all 3 needed

for the mark

Do not credit general

answers, eg facilities,

funding, coaches, etc

Explain how UK Sport attempts to fulfil its aim of developing elite performers.

(3 marks)

|  |
| --- |
| 5 marks for 5 of: (sub max 3 marks per section) Disagree 1. Performers seen as role models 2. Image to maintain/good behaviour required 3. Loss of deals will result 4. Sponsors more likely to recruit players who display positive values 5. Better technology to detect foul play Agree 6. Lombardian ethic more common/winning is most important factor 7. Pressure to be successful to ensure coverage/promote product 8. More likely to cheat/deviant behaviour/break contract to compete 9. Breaking rules/professional foul/aggressive/or eg/match fixing 10. Doping methods/drug use 11. Gamesmanship more common/use of a sporting eg 12. Increased number of prosecutions due to foul play |
| 3 marks for 3 of: 1. Class division between working class and middle/upper class 2. Middle/upper class controlled sport/selected teams 3. Working class not able to afford cost/time to play 4. Amateurism (upper, middle class) dominant ethic/professionals (working class) looked down on 5. Membership restrictions to club/competitions/Manual Labour Clause 6. Lack of public provision/private space/facilities within state schools |
| 3 marks of 3 of: (named programmes must be explained) 1. Co-ordinated approach with NGBs 2. Co-ordination of the four home countries – not just England 3. Provide centres of excellence/UKSI/English Institute of Sport or equiv. 4. World Class Performance Pathway 5. World Class Podium/World Class Performance – support realistic medal prospects 6. World Class Development/Potential – supports talent performers of the future just below medal prospects 7. World Class Talent/Start – supports talent identification and progress of athletes through Performance Pathway/Sporting Giants/Talent Transfer/Sprint Kayak/ pitch2podium 8. Distributing National Lottery funding in form of grants/Athlete Personal Awards 9. Worldwide Impact – collecting best practice from around the world 10. World Class Standards – raising awareness of doping issues and sporting ethics 11. Ensure equal opportunities 12. World Class Events – attracting major sporting competitions to the UK 13. Performance lifestyle – career and lifestyle advice 14. Ensure sport support structures in place e.g. nutrition advice, sport science, physio etc |

Explain the role of Sports Coach UK in the development of elite performers. (3 marks)

3 marks for 3 of:

1. Works with NGBs/local authorities/BOA

2. Improve standards of coaching/standardised coaching across sports/ Levels 1 – 5/

increase the number of coaches

3. Develop education programmes/seminars/athletes career education/ACE

4. Produce supporting coaching materials/books/videos/seminars/website

5. Research projects

6. World Class Coaching System

7. Coaching For Teachers

8. Long Term Athlete Development programme

9. UK Coaching Certificate

10. UK Coaching framework

* Discuss the advantages and disadvantages of introducing structured talent identification programmes to support the development of elite performers. (5 marks)

5 marks for 4 of: (sub max 3 max per section)

Advantages

1. All potential performers screened/not left to luck to get spotted

2. Directed to suitable sports/individual can be helped to identify correct sport

3. Accelerated programme of development

4. Good use of funding/resources

5. More chance of producing winners/medallists

6. Co-operation between organisations

Disadvantages

7. May miss potential performers if they develop late

8. Expensive/requires large amount of funding

9. Large number need to be tested to be of use

10. Does not guarantee success

11. May be difficult to direct to correct sport

12. Many sports in competition for same talent pool/high profile sports may attract

more performers

Explain the social factors **and** the support programmes in the UK that encourage the

development of elite athletes and increase the chance of winning medals.

A. Status of sport/level of media coverage

B. Equal opportunities policies/anti-discrimination policies

C. School/university experience

D. Club network/access to clubs

E. Parental/family/peer support

F. Socio-economic status/social class

G. (Funding) – private/scholarships/sponsorships or equiv/Sport Aid

H. (Funding) – public/lottery/local authority or equiv.

I. Sport England – coordinated development of grass roots/

participation

J. UK Sport coordinates development of elite sport/provide support

services

K. Co-ordinated approach of sports organisations/work together (UK

Sport, Sport England, NGBs, EIS, BOA, Sports Coach UK, UKSI)

L. Whole Sport Plans

M. High quality facilities

N. High quality coaching

O. Talent identification programmes/TIPs/examples of TIPs, eg Girls

for Gold, Pitch to Podium

P. Levels of structured competition

Q. Progression routes/district to county to region or equiv/LTAD

R. Research and development programmes

S. Sports science/biomechanics/sports psychology/nutritional advice/

strength and conditioning

T. Sports medicine/physiotherapy

U. World Class Performance Pathway/Programme

V. (explanation of WCPP) Talent – Development - Podium

W. Talented Athlete Scholarship Scheme/TASS/Athlete Personal

Awards

X. Performance Lifestyle/ACE programme

Any organisation that is

named has to have

some description of

what they do

G & H. ‘funding’ too

vague

G & H. refers to source

of funding, not

distribution of funding

K. Two organisations

must be named to be

credited

V. three stages to be

named