



BRITISHROWING

# High Performing Coaching

Question and Answers

TEAMWORK | OPEN TO ALL | COMMITMENT



## Questions Unanswered on webinar

What typical commitment is required over the two year period?

In the past there have been a minimum of 6 contact days, Next year there will be a minimum of 4 contact days, (2 before Christmas and 2 after Christmas) and additional virtual learning opportunities. The PGDip works in line with other University qualification and carries with it guided learning hours. Taught time for each module is typically 30hours. As this course very much links to applied coaching these hours would count towards the GLH as well as time spent reflecting etc. It is expected that you do some reading each week. As Tim explained he may spend 8-10 hours some weeks but points out that he is retired and feels he benefits from revisiting text he has read to reinforce understanding. A golden hour for reading a week was key as Hannah suggested.

Is it manageable with a full time job and part-time coaching?

A number of coaches who have attended this qualification have been in full time work and part time coaching – as with many things the time commitment throughout the year will vary so there will be weeks where you will find you spend more time researching and writing than others. Hot spots will fall around May/June so organisation is key. If you can't make all the contact days due to work commitments this does not exclude you from taking the course, whilst face to face time is invaluable, provisions can be made with online tutorials etc to catch up. L4 visits are scheduled to your coaching timetable and 360 feedback sessions where possible are combined with face to face contact days.

I want to study but at the moment I don't have funding. Where can I find grants or supports?

A link for advice on loans and finance can be found here <https://www.glos.ac.uk/life/finance/pages/postgraduate-fees.aspx>. More specifically if people contact the Money Advice Team on 01242 714535 or email [moneyadvice@glos.ac.uk](mailto:moneyadvice@glos.ac.uk), they will be able to support in answering any questions.

It is worth noting that the information on the webpage is for students applying for an open course; the arrangement in place with NGBs means the financial side of things is managed differently, this means that not all the content on the webpage is relevant.

Finally, in order to apply for a student loan to access postgraduate study, students are required to be registered on a Masters degree (not a PG Dip).

Can a US Rowing member (reside in US) take the Masters Programme?

The University would definitely be open to this and are open to having a discussion about how this can be achieved. In the first instance you should contact [Loretta.williams@britishrowing.org](mailto:Loretta.williams@britishrowing.org).

I am a L2 coach but also a L3 Personal Trainer. Can I do the L4 course?

Each application is considered on an individual bases a discussion is then held to determine if the L4 or alternative CPD programme is the next best steps.

One theme is around taking more ownership and formalising. In doing so, does this always come hand in hand with increased time commitment and a loss of a sense of fun, happy go lucky atmosphere that so many enjoy?

Absolutely not, ownership of your development counts whether you do 2 hours a week or 10. Knowing what your athletes need is critical – some days particularly during exams they just need to go out and row, may be a few coaching points. Other days we may use a team game on the water (although that's not going to happen soon) so they can chat but also help each other.

Can you explain the reasons people typically decide to pursue advanced coaching education courses such as the level 4. What outcomes do graduates typically enjoy?

The reason I decided to do the L4 was to further improve my already improved coaching skills post L3. I wanted to understand the theory behind what we do and this has completely changed the way I think about and consider coaching (and life!). Whereas before I might just rock up and coach what was in front of me, now I realise that just isn't good enough and to do the job well, I need to be much more thoughtful, engaging and reflective. I have learnt such a lot from just the first year of L4.

I did it to advance my knowledge on coaching specifically, I only have industry awards so wanted to have something academic. Enjoyable parts are sharing your practice and being able to have a sense of purpose in what you do. Also having examples from across other sports opens your eyes to the wider coaching community and what is happening in different sports. I would say the programme would help if you were thinking of progressing to the development aspect of the sport. The take aways are not necessarily adding to your toolkit of resources its adding to your philosophy of coaching.

I am doing the programme to challenge my approach to how we build our systems and how we might modify them based on theory as well as good practical application. Does the practice challenge the theory or vice versa?

Hannah - Would you make a point to call out the coach deliberately in front of the rowers, or instead be a bit more relaxed in the approach?

It all depends of the context of the situation, but if appropriate I have done in the past, this is not to berate another coach, but something simple to get their attention back on task. If I notice the coach doesn't look engaged I'm sure my athletes would as well – sometimes they don't want to say anything so being vocal in front of them can reassure them you care and its not one rule for one and one rule for another. I would also follow up after the session and reflect on it.

Hannah, your Captain and vice, did you say they are athletes? How old are they?

Yes they are athletes, but we are a junior non-competitive club. Our captain is 17 and vice captains 16.