

Level 4 Advanced Coach Online Open Day-Transcript

0:02

And on the digital platform such as we have through teams.

0:07

And so as you will see on the screen, my name is Stephen McDonald.

0:10

I'm the Programme Director of the Postgraduate Diploma in Sport Performance Coaching here at Sterling and it's also programme Director of the Pool MSC programme.

0:25

And it's my pleasure to be welcoming you all to the British Rowing and British equestrian level for coaching Certificate Information day.

0:36

Now it is an information day, but we're actually only going to use up two hours of of your day.

0:41

And but what you'd be aware that we'll make sure that both my e-mail address and Andy Kirkland's e-mail address will be available to you in the chat.

0:55

So if you've got specific questions about the postgraduate diploma part of the Level 4 programme, you please, please, please just get in touch at any point.

1:08

So I'm going to pass over to Andy before I do a wider introduction.

1:14

Just to briefly introduce yourself, please, Andy.

1:19

Oh, that was unexpected.

1:20

Steve.

1:21

I'm playing about with getting my presentation ready to go because there there's a slight change in teams that makes it a little bit different.

1:31

Well, I'm Doctor Andy Kirkland, I'm a lecturer on the programme.

1:39

I come from a triathlon background and a Physiology background, but I've I coach in triathlon too and I've morphed into, how would I describe myself, Steven, a biopsychosocial creature who loves to embrace complexity.

1:59

And it's actually a joy to work on the programme and engage with people like you as well and hopefully share, share that passion of coaching and supporting coaches to be the best versions of themselves too.

2:15

So that's me.

2:17

Thank you, Andy.

2:19

Folks, if you just recently arrived, welcome.

2:22

Welcome.

2:23

It's great to have you with us.

2:25

My name is Steven McDonald.

2:26

Of course, one of the features of our programme is that the people that are tutoring on the programme, in this case myself and Andy on the meeting today, we are all active coaches.

2:41

I am currently coaching an athlete who's just done quite well, which is great to see.

2:48

My core, my core, my coaching context is a much more marginal sport than any of yours.

2:56

So I'm involved in canoe slalom and which if you're not quite sure what that is, it's the whitewater and dodging in and out polls that you sometimes see at the Olympics.

3:09

Now, we've got lots and lots of people on this call and we have a, a restricted amount of time.

3:16

What Andy and I would normally do if this was a, a sterling gig, if you like, we would take time to get to know each of you individually because that's a really important part of the learning interactions.

3:31

However, that's not what we're scheduled to do today and then we'll use up too much of our time.

3:36

But what I want you to all know is that we do appreciate you being here as an individual and we look forward to hopefully getting to know you if you decide that you're going to get come on to this programme.

3:52

So I'm going to pass over to Loretta, who's going to introduce the the rowing people who are involved in coordinating the rowing side of this level for Loretta.

4:08

Thanks, Steven.

4:09

Morning everyone.

4:11

Like some of you earlier teams is an R usual go to within British Rome.

4:17

We work with Google meets.

4:18

So I'm just trying to see if I can recognise any faces as I scan across and I actually recognise one because I think you're a twin of somebody that I used to coach in rowing.

4:26

I could be wrong but you will know who you are if you've got a twin and you're identical and she used to row it is you Alice.

4:34

How nice, what a nice connection the world is.

4:38

Anyway, so I'm Loretta Williams, I work for British Rowing and have done for 20 plus

years originally up in the North East and originally as a development officer with the clubs.

4:53

And I've moved into coach education and I will now manage 2 programmes, 1 being the level 4 that you're all here to learn more about today.

5:05

And my role within the level 4 is to kind of welcome you onto the programme, to support some of you through that programme and to offer support as a mentor really.

5:18

We'll come on to talk about the specific parts, but with regards to the three 60s and some of the field based observations.

5:25

And so I'd be the point of contact mainly for any rowing coaches on the call that that decide to go through the the programme.

5:33

Obviously, as we're all spread across the country, we have a number of people that also support with mentoring and observations.

5:39

One of you is Gordon Burton, who I can't see him on my screen at the moment, but if he's he'll, he'll hopefully he'll wave and then you can see where he is.

5:47

I'm waving.

5:49

Excellent.

5:49

I can see you now just scrolling through.

5:52

When we break out later, obviously we'll be able to to meet everyone sort of more personally as it were.

5:57

But Gordon's been around sport for a long time, initially within as a rower and a rowing coach and within British Rowing as a colleague of mine.

6:07

And then he's moved into working with UK sports in high performance coaching

programmes across a range of sports and currently is a coach developer with a number of our programmes within British Wearing and be supporting you with the field based visits.

6:24

Sarah Harris is also on the call.

6:26

Hopefully she'll wave too is our Learning and Education and Development programme Manager has been through the Liverpool programme as well herself, so it brings a real insight from that perspective as well and is another member who you'll see around and about through the different elements of the course.

6:43

And towards the end of the programme on our final panel interviews as well.

6:48

There are a number of other people in that support the programme that you'll get to know, but we'll speak to you later today.

6:55

So, So that's the team that's here this morning, Stephen.

7:00

Thank you very much, Loretta and pass over to Dave and Nikki at question.

7:13

Hello, good morning, everybody.

7:15

I, I, I'm, I'm Dave president.

7:19

No, I I, I've been with Richard, your question since the the summer of 2018.

7:29

I I I I I I I I I before that I, I.

7:37

I've worked for British triathlon for, for, for a while.

7:41

I I I I I I I I, I, I, I worked in university sports as well.

7:49

I I, I, I, I, I and one or two other organisations prior to that.

7:56

I, I, I, I, I, I, I.

8:01

The Level 4 programme sits within my my coaching portfolio of responsibilities.

8:08

So are you.

8:10

I also manage our coach bursary programme.

8:14

I, I, I, I, I and I also work with our volunteer federation member organisations.

8:22

I I I the two support their their plans and their projects to to develop and grow their their aspects of this book.

8:31

I I I I I I I I I'm I'm joined by by Nikki Fuller I I I some of our questioning pictures on the call.

8:48

I will know Nikki I I I I I'm from other coaching conversations and close to programmes that that Nikki leads and and delivers I I I, I, I and I.

9:04

I am also joined by Amy, Amy Dublin, who does quite a lot of the administration, the coordinating work on the programme on behalf.

9:25

And this is your question.

9:27

I, I, I, I, I, I'm a huge I, I you, you'll meet I'm all of us.

9:34

I, I, I'm a bit closer later in the morning.

9:39

Stephen, thank you very much indeed, Dave.

9:43

So folks, we're we're moving into a bit of an overview for how the the sessions going to run.

9:54

David's got some slides for that.

9:57

And essentially what we've got is we're kind of doing slots from each of us that are going to be involved.

10:07

So we thought the obvious place to start was with the Level 4 so that we can just have a bit of a Level 4 overview.

10:19

And then from there I'm going to take you into a wee bit about the postgraduate diploma.

10:25

So if you like the sterling component, having done that, we're going to have a little break just to allow you to refresh your cups.

10:37

I'll take a comfort break and then when we come back after the break, this will be approximately halfway through.

10:45

Andy's going to give you a little kind of flavour of something to think about with reference to coaching, but also to give you a bit of an indication of our style.

10:58

Thereafter, we're going to set up two breakout rooms and I will be setting them up later on in the call and that will allow you to deal with sports specific elements.

11:11

And then we will all come back in and we will go for any questions that we haven't yet covered.

11:23

If you've got any questions during my section on the Postgraduate Diploma, please just be proactively adding them to the chat or putting your hand up as we go through here at Sterling.

11:40

We're very comfortable with being interrupted, so with that in mind, I'm going to pass back over to David and Loretta to lead us through the Level 4 programme overview.

12:02

|||||****.

17:23

||| all those eight capabilities.

17:27

||||| and ||| when we come to the | final assessment stage of the programme, |||| it's evidence of these that that we're looking forward.

17:44

||||| when we when we reach that that stage ||||| the || the whole of the programme that that that we take you through ||||| should should provide the learning and the opportunities for you to gain the knowledge as well as the as well as the skills and the aptitudes to be able to demonstrate the |||| these core conferences and these capabilities.

18:27

||||| I'm you know |||| you | you'll have a a you'll have a document with with ||| I'm with this |||| I'm all included in it.

18:50

||||| but but it can be quite useful to to keep these 8 capabilities | I'm firmly in mind || I'm as | play with all of the learning experiences that that you all encounter.

19:07

||| I'm || I'm back to you.

19:11

The rest of | I'm.

19:16

Thank you, David.

19:17

I hope you can all see see everything that's in the circles there.

19:22

So I think the real key point to get across, as it says here is that you can be in a position where you pass your postgraduate diploma.

19:33

Thanks David, that's great.

19:36

Without attaining the level 4.

19:37

So you might decide that actually completing the the PG dip is enough and you don't then go on to complete the final sort of interview part of the the level 4.

19:49

However, you can't complete your level 4 without passing your PG dip.

19:56

Okay, so that's the fundamental kind of thing really to, to make sure we're clear on in terms then of the level fourness that adds to the the PG dip, It's what's on the left hand side here.

20:09

So the PG dip runs central throughout everything that you do.

20:13

And through the learnings and the conversations and the discussions and the reflections that you'll have with Stephen and his team, what we then aim to do through the Level 4 parts of the programme that are kind of wrapped around that from both British Equestrian and British Rowing, are these opportunities throughout the two years that you're on the programme.

20:33

So you have opportunities to complete a 360 review.

20:37

Now they look slightly different across both sports and they're administered slightly differently, but the context and the essence is the same.

20:44

It provides you with a real opportunity to gather lots and lots of information and reflections from other people that you work with, maybe your clients, maybe your riders, probably not your horses, but certainly anyone that you're coaching or working with.

21:00

Likewise, within rowing, it can be coaches that you're developing, it can be your athletes, it can be peers that you've worked with in the past, it can be those coaches that you're looking up to.

21:12

They're all anonymous.

21:13

So you gather that feedback from those individuals and then Nikki and myself for the respective sports will pull those reports together and share them with you.

21:23

And it's very much a collaborative approach.

21:27

We look at the feedback that you're given, look at the elements that are important to you that you identify with, that you think actually, yeah.

21:33

But I might want to move that forward and might want to think about how I can put in an action plan to address something that that has come up in my 360 review.

21:41

And we work through that process with you that takes place each year that you're on the programme.

21:48

Likewise, you have a field based visit, an observation from a coach developer.

21:54

So for ourselves, as I alluded to at the beginning, Gordon supports me with that.

21:59

Rachel Hooper has also carried out some field based visits as do you must, as do I.

22:05

And this is basically an opportunity for us to come and see you in your own coaching environment.

22:12

It is literally what it says on the tin.

22:14

It's not an assessment, it is an observation.

22:17

We come and it's another opportunity to put that mirror up and take a bit of a, a look back and give you some reflections on what we're seeing in terms of your coaching practise.

22:26

And gives us an opportunity to have a professional discussion with you to really learn about what makes you tick as a coach, what you're trying to achieve, how you're trying to develop your own philosophy and, and what that looks like in real time in applied practise.

22:42

The postgraduate diploma, as we said, runs runs throughout obviously the two years.

22:48

Once you've completed your Postgraduate diploma, the 22360 reviews and two field based observations, we then invite you to a final panel discussion.

23:02

They normally take place in October, November after you've completed your Postgraduate Diploma.

23:10

So after the two years and this is another opportunity for yourselves to provide information, to take stock of all the learnings that have taken place over the programme and to reflect on those learnings and how how they have influenced you as a coach and your coaching practise.

23:32

I would say the one thing I feel is missing off here, I should have picked up on this sooner.

23:36

David, sorry, is your coaching log.

23:39

So something that we ask you to sort of complete if you like as you go through the programme is, is some reflections on your day-to-day coaching.

23:48

Now that can take a number of different forms.

23:52

We all appreciate everyone works differently.

23:54

You might be somebody that actually day in, day out keeps a diary of, of activities that have taken place and reflections that you've made during the day during your coaching sessions.

24:04

Or it might be something that you kind of do on a journey home into a Dictaphone or a, a voice recording that you do on a weekly basis of of how the week's gone or particular things that have have taken place.

24:16

However you keep that, it's something that we ask that you do throughout the two years.

24:21

And I know Nikki will will talk to you all about that, I'm sure in a bit more detail later and, and how she supports you for that and through that process.

24:28

And likewise, we can do the same.

24:31

But what we then ask when you come to the panel discussion at the end of your programme is that you provide us with a, a, a brief reflection on that.

24:42

And again, there's guidance as to, as to what that looks like.

24:44

But it's really important for us that we get that picture.

24:48

You know, we won't be seeing you daily, you know, in your, in your practise.

24:53

And so that gives us and the other panel members a really good insight into your reflections that have taken place through the year.

25:00

And we can really draw upon those in those discussions.

25:02

So it's a lovely opportunity for you to sort of share your journey, if I can sort of be cliched and, and coin that term and gives us an opportunity to find out a little bit more about you.

25:15

The panel consists of a number of different people.

25:18

So for a question, Nikki will always sit on the panel with David and Amy.

25:23

There will be a representative from your member body on the panel.

25:28

And we try to ensure that on British Equestrians panel there's a British Rowing member, so myself or Rachel or Sarah.

25:36

And then likewise for any rowing coaches, it will be myself, Rachel or Sarah or Rosie McLaughlin have sat on the panels in the past, Nikki from Equestrian.

25:48

And then we have an external coach developer, so Gordon has sat on the panels.

25:53

Anita Navin, who some of you may know also sits on our panels for us.

25:56

So we try to ensure that there is standardisation across the sports, but there's also somebody on the panel that understands your context and can really sort of provide an insight into your expertise.

26:14

And we always really enjoy that part of the process.

26:16

For you guys, it might be something that you find really nerve wracking.

26:19

We try to make it as relaxed as possible because generally it's a really lovely opportunity for us to find out more about you and to see how you tick and, and how impactful the the programme with Sterling will be on your own development and your learning.

26:35

So we hope that at least after the process, you find it really enjoyable, if even if you're a little bit nervous beforehand.

26:44

So they're the key elements of the Level 4 that wrap around the postgraduate diploma that enable us to then award you that Level 4 certificate at the end.

26:54

David, I, I, I, I, I, I, I, I.

27:04

Paul.

27:05

That's right.

27:08

I I, I, I I.

27:10

Well, just do.

27:12

After that last stage there I I, I, I, I as there is a indication I, I I, I I I I I I I I.

27:28

Those one panels are all by, by and away my favourite part of my job because it's fascinating for me to hear, to hear all about the that you've taken over the previous two years.

27:57

It's a it's a genuine highlight for me.

28:00

I, I, I, I, I, I, I'm at this point, I, I, I, I'm going to stop sharing my screen and pass you back to Steven.

28:20

Thank you, Dave.

28:22

I'm just going to now share my screen and then I'm going to just going to check in specifically with Kate and Penny who had challenges before.

28:38

Just check in that everyone is seeing slide on the screen.

28:46

Thank you, Heather.

28:47

I've got a thumbs up from Heather and Lorna who are on my screen.

28:52

And yes, I've got that Penny can this time round.

28:54

So that's, that's great.

28:56

If anything changes as the slides change, please just drop something back into the chat folks.

29:04

Now it falls to me again to welcome you if you've joined the call during the last half hour.

29:14

So my name is Steve McDonald.

29:15

I'm the programme director of the Sport Performance Coaching postgraduate course here at Sterling and I think I speak well.

29:26

I know I speak on behalf of my colleague who's in in the call as well, Andy.

29:31

We absolutely love the jobs that we've got because we get to develop coaches maybe in a different way to to hear about developer working in the field, although both of us do work in the field in other contexts in and around sport.

29:52

But this programme that you potentially are engaging with.

30:00

Our graduates frequently use the word transformational in terms of their their coaching and it's a real privilege to get to do what we do and get get to be involved with people's own learning journey and to pick up on technology Loretta was using.

30:21

So I just want to run you through some stuff around kind of the mechanics of a postgraduate diploma with us here at Sterling.

30:32

We we've got half an hour.

30:33

I might not need all of that time.

30:36

It really depends how many questions come in the chat as we go through.

30:40

But very happy for this to be interactive.

30:44

Now.

30:45

Andy, you're on my screen.

30:47
Gene.

30:47
Just give me a thumbs up.

30:48
Can you see one bullet point on on the screen, Andy?

30:51
Yeah, thank you.

30:52
Just checking, everything's working fine.

30:55
So the postgraduate diploma here at Sterling is entirely a distance learning programme.

31:02
So it's online, online now that may bring with it some concerns from from your perspective or it may bring some advantages.

31:14
The big advantage is that you can access the learning at a time that suits you.

31:20
So rather than us demanding that everyone is in the class at the same time, for example, on a call like this and Andy or I trying to deliver an online lecture, know what we do is we record lectures because different coaching context.

31:38
And I guarantee in this room, some of you are coaching early doors before work in the mornings, some of you are coaching evenings, some of you are coaching in the day times and just trying to get coaches in the same place at the same time is an absolute nightmare.

31:56
So there are a lot of advantages to having it as an online programme.

32:04
Now it's a two year part time programme and we'll talk later about the MSC option.

32:13
But if you decided during the time you were studying your postgraduate diploma that you wanted to do the MSC option, then you would finish the MSC in those two years.

32:26

So you would finish two years after starting with your MSC.

32:32

It would be possible though to delay the MSC project part and come back a year later to do that.

32:38

We'll talk about that just in a moment.

32:40

So we start in September and that then prescribes the cut off dates for applications to both British Rowing and British Equestrian programmes as as you already have now we have therefore 2 cohorts.

33:00

We have the folks that are just starting and the folks that are one year into the programme.

33:05

Currently there's about 60 students in round figures on the programme, So what we are offering from the University of Sterling, rather than a bespoke programme just for a question, rowing.

33:22

We're offering the opportunity to get to work alongside coaches from other sports, which we think brings significant learning benefits because it challenges our thinking and helps us think beyond our contexts.

33:44

The students that are on the programme, including yourselves, are all practising coaches.

33:49

Some of them are coaching as their profession, others are coaching as volunteers or as part time coaches.

34:01

Increasingly there's there's a small but increasing number of coaches that are engaged in a full time career outside of sport.

34:12

For example, we currently have a doctor, we have an accountant, dentist, rather we have an accountant, we have somebody in real estate etcetera, etcetera, who are doing the day jobs and then coaching in the background as a volunteer and then somehow managing study on the top of that.

34:36

All of our coaches come with experience though, So everyone that's on the programme has got some, no problem Debbie, you'll get it on the the recording as well.

34:51

So everyone has a level of experience and a level of qualification.

34:55

So we know that the cohort that you're involved with, you'll all be talking and thinking in a similar way about your practise.

35:06

And then of course we have a whole range of contexts.

35:10

The course title, as you know, is sport performance coaching.

35:13

Not everyone is working in a purely performance domain, although how one defines performance is is not for this this conversation just now because that might take us beyond the 12:30 cut off time.

35:36

But we do have students working in talent development, in performance programmes and also we have students who are working in participation contests.

35:48

They are then because we're an online and because we're a kind of help yourself in terms of how you access the material.

35:58

We do have a number of students around the globe.

36:00

So I actually did a count yesterday.

36:03

By my count, we've got we've had 22 different countries.

36:08

In fact, I've just as I say that I've thought of another country that I didn't mention yesterday.

36:13

So at least 23 and at the moment on the programme we probably got 16 or 17 different countries represented and that literally wraps around the globe from Hong Kong,

China, Singapore, all the way around through India, Pakistan, the Middle East, mainly in and around the Emirates, Cyprus, into mainland Europe, UK and Ireland and then over into North America.

36:45

Nobody in South America at the moment, but one student in New Zealand.

36:50

And again I counted yesterday and I came to 21 different sports that have come through the programme.

37:00

So we've we have team sports, we have individual sports, we have individual sports like both rowing and in question that sometimes have to work as a team and in the case of rowing may well be specialist as part of of a team plus our traditional team invasion sports that that we might reference.

37:28

So we have a really interesting spread of coaches coming into the programme and Sterling likes to advertise that we achieve lots of great success in lots of various academic measures.

37:47

All all I put this slide up for is to say that that Sterling's branding is that we see ourselves as Scotland's sporting university or excellence.

37:59

So sport is very much, very much at the heart of of what happens here at the university and actually has been since the university was founded back in the 60s.

38:15

So let's let's now move on and think about the programme itself.

38:20

So that's, that's just a wee bit about the wrap around stuff in and around the programme.

38:25

What are we trying to do?

38:27

Well, fundamentally we're trying to develop and expand your your knowledge.

38:33

There's no point coming onto the programme just to reinforce, although that will happen what you already know because two years down the line you will still know what you already know.

38:47

So what we see our role as doing is opening doors into new ways of thinking, new ways of thinking about your coaching, new things that you've maybe not come across in coaching before and and developing that way because it's postgraduate study.

39:10

One of the key things in a key marker of post graduate study, and we hear it all the time in the background at work, is this business of critical analysis.

39:24

So it's very much about encouraging you to think critically, which therefore involves some deep reflection on your own practise.

39:37

Now I don't have a specific slide with reference to assessments and I guess that's because we see learning as being the key part of the programme rather than assessment.

39:50

And assessments obviously are also an opportunity for learning.

39:55

But every assignment that you will do on this programme will be related to your coaching practise in.

40:05

Your coaching context, if you want to apply it into a different coaching context, by all means you can do that.

40:14

However, the fundamental point is that for those of us that are working on the programme, the programme stands or falls on its ability to be able to apply the concepts and frameworks and theories that we are discussing into the practical coaching context.

40:36

So your assessments will be, there's no exams, so we can just put that one to bed.

40:45

They're all assignments delivered by certain due dates.

40:51

The other thing that we do in addition to your assessments is we have a number of learning tasks which normally take place via online class discussion.

41:04

So just like you would make comments to somebody's post on a social media post and then people make comments and people have a bit of a discussion following on.

41:16

We do that on the university's virtual learning environment, which actually is much better than Teams.

41:23

It works very, very well and is it is a great tool for us.

41:29

And then you have interaction with with the class.

41:33

Now, for example, the module I'm teaching at the moment, the learning task, the online discussion was really, really productive with people being gently and appropriately challenging of each other's comments, but very supportive in trying to encourage each other to, to think more into the topics.

41:55

And then those learning tasks, mainly, as I say, online discussions are augmented by I have a an assessment that is coming in on Thursday and that assessment is an analysis of the types of decisions the coach is making in the session.

42:17

So you have to film your own coaching and you have to analyse your own coaching and report back on your own coaching so you can see quite clearly how some academic theory is being applied into your coaching.

42:29

And the task is, is very much about how you reflect and analyse on your own practise.

42:40

And as I've already said, so it's all about being able to make that application.

42:48

Ellen that, that's a great question.

42:54

No, it's a postgraduate diploma.

42:57

So it's at the same level.

42:59

Yes, having seen recently an overview of the modules, there are more modules at Sterling.

43:09

So I, I think we probably are slightly broader in the topic areas that we we cover and we'll talk about that just in, in a moment.

43:20

So it's at the same standard.

43:22

Both the Gloucester programme and our programme were previously approved by UK coaching what was originally sports Coach UK as being an appropriate postgraduate diplomas for sports offering the level 4.

43:39

So in that sense, both of our PG dips map to the original UKCC level 4 learning outcomes.

43:49

But but there are definite differences.

43:54

Yeah, that's Sterling.

43:58

OK.

43:58

So what we're trying to do, we are we're interested in seeing you develop as as a coach through, through your time with us and reflective practise will be a big part of that.

44:13

Interested in speaking to a second year student the other day and they said, oh, I read one of my first year assignments.

44:18

It was absolutely awful.

44:20

Now actually they got quite a good mark, but what they were reflecting on was I've been on a learning journey.

44:28

I have progressed in my thinking quite a lot during this time.

44:34

We're only interested in stuff that works, so we're not interested in academic gobbledygook that's there just for the sake of it or for the sake of publishing articles.

44:44

We are interested in evidence guided practise, so the research that we are drawing your attention to will be evidence in form.

44:54

And the other principle is that we recognise that this thing we do is quite complicated.

45:04

It is a dynamic process, it is situated in that context and we do need a little bit of structure in and around that to make make some sense of it.

45:15

But those four would be our key principles that underpin all of our teaching here at Sterling and that learning journey.

45:29

Folks, some of you will have come across Blooms, so-called taxonomy of learning and taxonomy.

45:38

What's that all about?

45:41

So in academia, there are academic words.

45:45

We work really hard to make sure we give you definitions.

45:49

Academics use specific words because they use very specific things at times.

45:55

In terms of your assignments, we would love it if you communicate in normal words.

46:02

So speak like you normally speak.

46:06

It's not a test.

46:08

Any assignment is not a test of your ability to speak academic.

46:12

We would rather that in the in the case of you, would you would speak Loretta or speak Dave or speak Stephen rather than gobbledygook.

46:24

However, Bloom's taxonomy taxonomy is just classification of learning takes us up this pyramid.

46:33

And the the key part for postgraduate study is this top half.

46:41

So it's, it's not sufficient just to demonstrate that we understand something, but rather we can be really critical of it.

46:50

We can weigh it up and ultimately we can use that to create innovative practise, which is the top of of the tree here.

47:01

So that's why we are trying to encourage you and develop you as learners, because we want you in your own practise to be innovating and and being those coaches who who are really leading the field and in in a moment.

47:23

I'm going to bring Andy in on the next slide.

47:27

I've already referenced that students commonly reference the fact that the programme is transformational.

47:36

But in order for it to be transformational you do need to invest some time and you've got to be self motivated as a learner.

47:48

There is a risk coming onto the programme of course, because you kind of expose the level of your current understanding.

47:57

But we are coaches too and we've been there and in many ways we still are there.

48:01

So we get what it's like being in your shoes, but it's all about this business of moving towards a greater understanding and integrity of our identity as coaches.

48:19

Now, because I have quoted Andy on this slide or referenced Andy on this slide, I'm just going to pass over to Andy to talk through this little draught.

48:32

Oh, that was unexpected, Stephen.

48:35

I didn't expect to talk through this because I've linked this to my presentation, but I suppose I'll, I'll talk through if you, you go through all, all the transitions, Steve.

48:48

Now, when I came onto this programme, I had previously worked as a coach educator at British Cycling and it was a period when we were one of the most successful national governing bodies in the world, or so, so we told ourselves.

49:08

I had worked in high performance sport before at at the coalface as a physiologist working with world class performers too.

49:19

But when I came onto this programme something really quickly struck me.

49:24

Actually teaching and engaging with people like you on the the programme and being exposed to new ways of thinking and doing and what that was was how I think my thinking had been constrained with ways of doing in particular sports.

49:42

And I very quickly found myself way out my comfort zone questioning my expertise.

49:52

I, I term something the the magic T-shirt effect and as soon as we put AT shirt on with coach or with a particular brand of a governing body or a successful team or whatever, we and others believe in, in that expertise.

50:11

And, and what really hit me coming onto the programme was how little I knew about coaching, despite me believing that I was an expert at what I did.

50:24

And, and that was really quite profound.

50:29

I think that experience is really, really useful in engaging with people like you too,

because, well, the most important thing in terms of learning is what we already know and what we believe we know as well.

50:46

And that that's the starting point for transformation if that's needed.

50:51

And it takes us along the Dunning Kruger Wiggle, I like to call it, where we sometimes I called the bottom bit of this line the sea of despondency in which we feel overwhelmed.

51:10

We're thinking, I'm not the expert I thought I was.

51:14

This is really difficult.

51:16

Oh, there's so much to learn.

51:17

It's really quite overwhelming.

51:20

And sometimes that's tough, but slowly we emerge out of that sea and then to a place where the world starts to make more sense at a deeper level.

51:32

So we may challenge pre-existing practises and within our sports we think why did we ever practise that way?

51:40

We're exposed to alternative ways of doing through engaging with people outside, sometimes a really, really tight world, and slowly we become comfortable with those experiences.

51:59

So for me now, I would suggest I'm quite comfortable in the level of expertise that I have.

52:08

I think I'm pretty good at what I do and I'm sure some of you are there too.

52:14

But that said, in a humble way, recognising that there's so much more that I don't know about coaching.

52:20

And I think that's what this journey is about if you choose to come on it, that you'll experience or you may have already experienced these things in life, in your coaching as well, that there's periods of ups and downs and then we emerge from those experiences becoming the best version of ourselves.

52:45

Thank you.

52:45

And you, Stephen.

52:48

Yep.

52:49

I'm just aware of time, folks.

52:51

I've just got a couple more slides now.

52:53

I want to just quickly run through the modules.

52:59

So you'll see these slides on the handout, which we'll arrange to be distributed.

53:05

But obviously we have expectations of you and you have expectations of us, so you'll see them.

53:13

But what I wanted to do was just talk about the structure, which will maybe Ellen, if you're familiar with the Gloucester previous structure, you'll be able to work out the differences.

53:24

So you come in in September.

53:26

The 1st module is the coaching process, which literally is in and around the coaching process and the climate that we create around coaching or in and around coaching.

53:41

A lot of that material might be have familiarity to you, but it's a great opportunity just to

get on to the programme and to start to to pick up the momentum of what is coaching all about.

53:55

Now you'll see that there's only one module on that first semester.

53:59

Semesters are 10 teaching weeks long within a final assessment at the end of that.

54:07

So probably about 12 weeks of work.

54:11

But you have space and the 10 credit space which allows you just to get up to speed with how do I access the library electronically, how do I get my study workflow organised, etcetera, etcetera.

54:25

And the way that you access the material, you access the material through our virtual learning platform, which I don't have a screenshot of, but essentially it's one page per week of content.

54:41

And you just Scroll down and there's video lectures from us, there's podcasts that we've recorded or we signpost you to, there's readings that we are signposting you to.

54:53

So there's curated content around each week of the programme.

54:59

We then move into spring.

55:01

Now coaching concepts is all about how do coaches develop?

55:05

How do we move towards that notional idea of expertise, What even is expertise?

55:11

But fundamentally, how do we get better as coaches?

55:15

And running alongside and dovetailing into that is a module called Understanding Performance, which Andy leads so he can tell us what that's about.

55:25

Yeah.

55:26

So, well it's about how we understand performance and we look at that through a bio psychosocial lens.

55:34

So I'm guilty of using a big word already and sound an academic, but how biological systems, how we think and the social environment in which we operate within intersect in terms of how we understand performance.

55:55

For the roars out there there, there's quite a strong Physiology perspective in that drawing an understanding of exercise intensity and so on this.

56:13

So that may challenge you to think a little bit differently about how you understand performance.

56:22

It's a wee bit new on me though, thinking about understanding the performance of a horse too.

56:28

So that that brings another layer of understanding, understanding the the performance of a beautiful creature too.

56:37

So I'd be really interested to have discussions around that.

56:42

And in doing so, I would probably introduce you to my dog as well and talk about how difficult she is to manage.

56:49

Right back to you, Stephen then then we move into a summer semester so we do we do go the whole year round so it's not the traditional a long summer break at university.

57:03

The reason that is folks is because spreads your study load much more sustainably for you over the whole year.

57:18

There is about six weeks between the end of the summer and the the next autumn semester.

57:25

Coaching is learning is considering coaching as a educational enterprise on what might

we be able to learn from education in terms of developing our students as as learners as as well as athletes.

57:47

So thinking about how we shape our sessions with outcomes, learning outcomes in view.

57:56

At the same time there's planning for sport coaching running alongside that, which again Andy's had some involvement with, although he's not teaching this year.

58:06

Andy, can you just give us the highlights for planning for sport coaching?

58:13

Yeah, So it's what it says on the tin.

58:17

How, how, how do we actually plan in our coaching context.

58:23

So that could be a strategic level for those of you working at that level through to how we plan training for an individual athlete.

58:36

So it it just covers the whole gamut of planning from a macro level to a micro level, I think is the best way to say that.

58:47

And then the module that Andy leads is identifying and solving problems in sports.

58:53

I'll just leave you with the mic open, Andy.

58:57

Yeah.

58:57

So this this module is to help you prepare for the final project, in fact.

59:07

And it involves things like how to read and appraise the literature, how to conduct a literature search, how to present balanced arguments.

59:19

And it's really about solving or identifying and solving problems within your context.

59:27

So if you're really motivated to change something in your coaching environment through a project, this module sets the foundations to enable you to do so, probably in a more rigorous way than you've previously done.

59:45

Thank you.

59:46

And then at the same time, the 10 credit that's running alongside that is psychological Perspectives, which is led by one of our sports psych colleagues who actually is a coach as well.

1:00:00

And that's not trying to teach coaches how to be psychologists, cause 10 credits is never going to be that.

1:00:07

What it is is giving us one or two psychological skills at.

1:00:14

The reality is it's coaches that develop those skills with their their athletes.

1:00:20

And so that's that one.

1:00:22

And then we move into the final module.

1:00:28

If you're doing the PG dip, which is creating in practise, which is skill acquisition and practise design and at the same time the full MSC programme is starting their applied project which then finishes in the summertime.

1:00:46

So it's a six month final project time.

1:00:53

We're really at our break time, but we're going to move just swiftly through the next couple of slides.

1:01:00

We have got a couple of residential planned.

1:01:03

We're not going somewhere like this, but the slide is there to illustrate.

1:01:08

It's about a break away.

1:01:10

It's about giving you space to think and it is a critical part of the programme.

1:01:18

It's opportunity to meet the tutors that you're working with from Sterling face to face.

1:01:23

It's opportunity to meet each other face to face and to learn together and it's very much sense making opportunities and we will also use those to highlight the themes that are coming up in the modules that you have just started.

1:01:39

It also gives us an opportunity to sort out any technical things with the online access or whatever that you might be experiencing, although that rarely is the case.

1:01:53

For those of you that want to, some have already asked questions about progressing to the MSC, There's two options.

1:02:00

Either you apply during the postgraduate diploma and you just get in touch with me and I then just speak to student programmes and they just literally click a button and then you're on the MSC programme.

1:02:14

So they, they just change you from PG Dip to MSC and then you would complete it as I say within the two years or you can complete the PG Dip.

1:02:28

I'm providing you come back to us within five years, you will be pretty much guaranteed over what you will be guaranteed a successful recognition of prior learning process.

1:02:43

So you will be accredited with your graduate diploma, but it needs to be within five years is possible to maybe do it.

1:02:51

So I'm currently speaking with an equestrian coach who has done the postgraduate diploma and is thinking about coming back to us, but that involves quite a lot extra work for me and the coach to demonstrate to the university that this is a good thing for them to be doing.

1:03:11

So those are your two options.

1:03:14

The price for the extra MSC component is 1/3 of the overall programme price because it's a third of the programme, which in this year's pricing is 2625 lbs for the new that were interested in that piece of information and we very much work on the adage on the programme.

1:03:44

If in doubt, reach out.

1:03:45

There's no point reaching out after a problem has become a problem.

1:03:49

You sense that something's not quite, it has a potential to become a problem.

1:03:53

That's when you reach out.

1:03:54

So I finished with that.

1:03:56

Just to say, if you've got any questions, folks, after this open meeting, then just get in touch with us and we'll put our e-mail addresses in in a moment.

1:04:09

For just now.

1:04:10

We've got 5 minutes, so we're going to stop.

1:04:14

I'm going to stop speaking at 11:40 and he's going to come in and give us 20 minutes of a wee flavour for interactions, teaching interactions with us at Sterling.

1:04:33

So feel free to turn camera off, folks.

1:04:36

Probably easiest just to leave the meeting open, but make sure your mics are turned off.

1:04:43

Amy, maybe you could tell me whether or not you have on the chat, did you send me an e-mail with the the names or?

1:04:54

Yeah, Yeah, just that you were lively.

1:04:56

Great.

1:04:56

Thank you.

1:04:58

Amazing.

1:04:59

Thank you so much.

1:05:03

I'll just pick that up.

1:05:07

Thank you for that question, Kate.

1:05:10

That goes through rowing and equestrian because that's slightly different to the cost to the public on the Sterling website.

1:08:29

Amy, are you still on the call here?

1:08:49

Hi, I'm Stephen.

1:08:54

Yeah, no, Amy sent in, Right?

1:09:03

Oh, yes, I now understand that.

1:09:05

I've found the support poem.

1:09:09

I'm just setting up the breakout rooms, but that's all good.

1:09:13

I'll get busy with that once and is live and present.

1:09:22

I'm present and I'm just about alive.

1:09:26

I'm jealous of one night and a chocolate biscuit though.

1:09:32

Very good.

1:09:35

It's only a ginger nut.

1:09:36

It's not very exciting.

1:09:39

Are you describing me?

1:09:40

I used to be a ginger nut, but then I went bald.

1:09:45

Folks, apologies if if you can't see my face very well.

1:09:49

Normally when I'm working from home, I've got desk lights, but I haven't got any light in this office, unfortunately.

1:09:56

So apologies for that.

1:09:58

So Andy is going to take us through.

1:10:00

May well be that one or two are still coming back in, but we need to keep to time so that you've got time for your sports specific discussions which are due to start at 12 noon.

1:10:12

In the meantime, I will get busy with setting up the breakout rooms.

1:10:20

Are you good for me to go, Stephen?

1:10:22

Yes, please, Andy, wonderful.

1:10:25

All right.

1:10:25

So I'm, I'm going to spend about 15 minutes with you and then we can maybe have 5 minutes for a few questions.

1:10:36

So in the Dunn and Kruger effect slides that we previously presented, that was really focusing on learning as a coach.

1:10:49

And one model that we use on the programme is the professional judgement and decision making model.

1:10:58

So I'm going to walk you through that in the next few minutes.

1:11:07

The fact that you're here suggests you want to be the best version of yourself as a coach, using your knowledge, your learning and wisdom to support others.

1:11:20

Now.

1:11:21

That means embracing personal growth and working towards your own high standards and goals.

1:11:28

It's very rare for coaches to come onto a programme and not be aspiring to be the best versions they want to be.

1:11:38

Doing so means recognising what your qualities, values and potential as a coach are, ensuring your admirable intentions reflect your actions too.

1:11:55

So sometimes we're really good at speaking about how great we are as coaches, but sometimes there's a little bit of a disconnect between practise.

1:12:05

So many coaching behaviours are influenced by social norms and how things are done in our sport.

1:12:18

Doing things differently means standing out, sometimes upsetting the status quo, and it can be quite hard to be different and to be challenging.

1:12:31

Now, following the path of least resistance and doing what is easy is the path that's followed by many people in coaching and in life generally.

1:12:44

But taking that half of least resistance rarely results in the best, best version of ourselves.

1:12:55

Rather, the ideal is to follow a journey to develop our coaching knowledge in which we're able to justify what we believe to be true at a deep level.

1:13:07

So that statement justified true belief.

1:13:10

I could get really philosophical surrounding that and what knowledge is, but what we want to encourage you to do on the programme is to be able to justify what you believe to be true at a deeper level and translate that into more effective coaching.

1:13:31

We all want to learn in which we think and preferably act differently as a result of our learning experiences.

1:13:42

It's important to note that we can also learn to assimilate with the status quo.

1:13:47

So I'll talk about other sports where we've had things like the White Report where there's been a level of assimilation to what we would consider not to be effective practise and we can learn to do things in sub optimal ways.

1:14:09

But the ideal is that we develop wisdom.

1:14:13

So that's the sum of knowledge in and experience where we learn to develop a deeper knowledge through reflection in and upon our coaching practises.

1:14:31

Sorry, Andy, for the Andy, can I just interrupt because some people are saying they can't see your presentation.

1:14:37

Now I did it.

1:14:41

I did it by sharing my screen rather than sharing the individual window.

1:14:45

All right, let me see because I did APDF, so I could overcome that.

1:14:52

But let me see.

1:14:55

But I can't share the document.

1:14:57

So let me see share screen.

1:15:05

In fact, Stephen, what I'm going to do is crack on and we can share the slides later on.

1:15:11

Not not being able to see them is it's not fundamental to the words I'm saying.

1:15:17

And I would rather you concentrate on what I'm saying rather than what's on the slides, right?

1:15:26

So learning to how to coach more effectively isn't about knowing more things or or consuming more knowledge, Rather it's about guiding and advising other people in the best way we can and that's through demonstrating sound professional judgement and decision making.

1:15:53

Now of course no and more stuff can help, but it's how we use that stuff in our decision making that really makes a difference.

1:16:04

The professional judgement and decision making model from Abraham and Collins is important in that regard.

1:16:13

Ideally, we want to consider our coaching behaviours at a deep level prior to, during and after the event of coaching.

1:16:25

Now of course, we often need to make rapid decisions too, but how we do so is often based on our past experiencing experiences and reflection too.

1:16:41

We want to be intentional through slow, deliberate and logical thinking and reflection is key to demonstrating sound professional judgement and decision making.

1:16:54

It's about slowing things down.

1:16:58

However, coaching is often dominated where thinking processes are too fast and sometimes we're uncritical of our own practises too.

1:17:12

Now Collins and Collins propose the big 5 questions.

1:17:18

And if you come away from anything, even without signing up to the programme and you use these questions to guide your coaching practise, then that's a real positive and that would be a great learning outcome for me.

1:17:35

So firstly, what's the aim of using the approach you're using?

1:17:42

Just thinking about if you coach in a particular way, what's your aim?

1:17:46

What do you hope to achieve?

1:17:49

Why that approach?

1:17:50

What was your reasoning?

1:17:54

The next question is to ask what alternatives have you considered?

1:18:00

So it may be that you've been coaching in a similar way for a number of years, but what alternative methods have you thought about?

1:18:12

That's where the strength of the programme comes in, because you get to speak to other coaches in in different sports, learning from their practises and thinking.

1:18:22

I, I could maybe apply that in my own context.

1:18:28

It's one example I took a group of coaches from, so they were cycling coaches.

1:18:36

I took them to Murrayfield, so the home of Scottish Rugby, to work with the rugby coaches there.

1:18:45

And what they saw was really so much different from the cycling context and it had a profound influence on how those coaches operated moving forward.

1:18:59

And in fact, one of those coaches went on to lead the coach education programme at the world governing body for the sport and drew on experiences from rugby too.

1:19:10

So what alternatives are you considering in your practise?

1:19:17

And then we'll start to look for evidence, thinking about what might happen if you chose an alternative approach.

1:19:24

You thought about performance in a different way, you solve problems in a different way.

1:19:28

What may be the end outcome?

1:19:30

Would it make things better?

1:19:34

Would it make your coaching better?

1:19:37

And part of that process is evaluation.

1:19:40

So asking the question when and how will you know that your decision was the right one or how has what evidence do you have to support the decisions you're making in your coaching practise?

1:19:54

That's a really difficult question to ask because often in my coaching practise the end outcome is the performance of the athletes that I'm working with.

1:20:04

It's really difficult to draw out the impact we're having.

1:20:10

Importantly, the the ability to answer those questions is based on being able to reflect effectively and knowing what alternative solutions may be required.

1:20:26

And they require experience and a broad knowledge of coaching.

1:20:31

So sometimes thinking about what the alternatives are is really, really difficult if we've got not got a different frame of reference to draw upon.

1:20:42

So that's one of the focuses of the programme.

1:20:47

So if you leave with one thing today, writing down and subsequently using the big 5 questions has potential to fundamentally improve your coaching for the better.

1:21:01

Regardless of what level you're at, at what level of expertise you've you've got the these are questions I ask of myself all the time to check and challenge my own practises too.

1:21:14

And on the programme, we can help you answer those questions.

1:21:20

Finally, it brings us back to the Dunn and Kruger effect, which Steven introduced earlier.

1:21:29

And I don't think you would be here if you thought you had all the answers to coaching.

1:21:35

You really do want to learn.

1:21:38

But this schematic, the picture, if you can see it, if you can't, then you're going, oh, what's Andy talking about?

1:21:45

But the schematic is profoundly important to us, the teaching team and most of our students too.

1:21:54

We all recognise a rocky journey, a challenging journey on reflecting about what we thought we knew, how expert we thought we were, only to be confronted with alternative evidence to challenge our pre-existing beliefs.

1:22:14

The end result is that we've learnt to be better coaches as a result and what it takes to be the best version of ourselves.

1:22:26

Thank you very much for listening.

1:22:32

All right.

1:22:33

Have we got time for a question, Stephen?

1:22:38

Absolutely, Andy.

1:22:39

We've got 5 minutes.

1:22:46

If you're too shy to speak, you can pop a question in the chat box if you've got access to that.

1:22:53

Hi, Andy, my name's GAIL.

1:22:56

Thank you very much for for this morning.

1:22:59

It's been really interesting and very informative.

1:23:02

So very basic questions.

1:23:04

What's the cost to any of you of, of the, the whole course if you're doing, I know you mentioned what it would be for the MSC, but what's, what's the whole cost of the course scale?

1:23:17

If I can interject that with Andrew, We've, we've had a few of those questions pop up in the chat and I have responded as has David.

1:23:23

We'll cover those in the in the section in a little bit when we split into sports because we can explain that in a little bit more detail then along with the dates for the residential etcetera and the locations.

1:23:34

Thank you.

1:23:35

Yeah, if we we keep questions to what's just been presented and maybe on their own coaching practise as well and then we can move into more of the logistical things later.

1:23:53

Well, no questions.

1:23:57

My reflection that when I get no questions is what have I done wrong?

1:24:02

Have I not stimulated thought?

1:24:05

Andy, it's girl again how you kill.

1:24:07

No, I've probably got hundreds of questions.

1:24:10

I was asking questions, so I apologise.

1:24:12

I love questions.

1:24:13

When you were talking about doing the sort of the log for what you're doing on a daily basis is, I mean, I do quite a lot of coaching.

1:24:23

And is it a case of you would like us to look at particular clients across a range or is that sort of to cover everybody that you would coach in a day?

1:24:33

You know, when, when we're doing that sort of log, is there a better way that you found for that information to come across to you when you're trying to get an impression of what we do as coaches?

1:24:44

Well, it's from a programme perspective.

1:24:49

We're, and this is different to the Level 4 perspective as well.

1:24:54

But from a programme perspective, we want you to focus on what is important to you.

1:25:00

So we asked you to do case studies and assignments, thinking about challenges in in your own context, things you want to explore, things you want to delve into a deeper level.

1:25:14

So, so the answer for me is it's up to you to do what you want and there's not a prescriptive method of saying this is what you need to do.

1:25:25

The the joy of the programme is that we've got such a a wide range of coaches, some working grass roots in sport, some working in schools through to I always like to use this example do despite the fact that I'm a wee bit of an eco warriors, but we had someone from McLaren F1 too.

1:25:49

So that means we've got such a wide range of coaching experiences that we can't be prescriptive.

1:25:57

It's up to you to decide what's most important to you and focus on what's important to you in your context.

1:26:06

Great, thank you.

1:26:12

Will we wrap up?

1:26:13

Oh, hi there.

1:26:15

I just thought I've just got one thing to say.

1:26:17

I've not got a question for you, but you have given a lot of food for thought of everything you've just said.

1:26:24

You're making my brain actually think a lot about how we coach and the lines we take and why we do it.

1:26:31

Thank you very much for that.

1:26:33

And that was the intention of my little micro teach.

1:26:37

I think it's those questions are absolutely key to us all in our own development and really just considering our practises at a much deeper level.

1:26:48

And, and I again, in terms of academic work, I explained to our current students that some say I'm not academic, I've not got an academic background.

1:27:07

This is really scary.

1:27:10

Or I didn't like school and I didn't do well at school and I'm just not academic.

1:27:16

My argument to them is that being academic is about being rigorous in your approach, being able to justify at a deep level your your coaching practises.

1:27:29

So if you're not an academic coach and not focused on being as rigorous as you can be in your practises, then you're not being the best version of yourself.

1:27:41

You you can't be a really great coach without being rigorous.

1:27:47

Therefore we should all be more academic.

1:27:52

We've got a couple more questions and then we're going to have to move on.

1:27:56

So we've just got a minute left of this slot so that we don't get in the way of your sports specific bit.

1:28:02

Sorry, I don't know your first name.

1:28:05

Missus A Oh, hi, it's Alice.

1:28:09

I, I changed my name on on the West Cam.

1:28:14

For me, it's just is there a certain level of coaching that's required?

1:28:17

I know we're all Level 3 or above, but for me, I work in a school, so it's not really elite level coaching as such as I'm not, they're not going out and riding for the country, but they're riding for the school.

1:28:32

And so is there a, for some of the paperwork side and the case studies, is there a level of coaching that's required?

1:28:41

Absolutely not.

1:28:42

We are all about coaching for performance improvement is, is an easy way to think about it.

1:28:50

So if you're trying to improve the, the performance, whatever level that's at, even if it's just a tiny bit, then we're all doing the same thing.

1:29:00

OK, great.

1:29:02

Yeah, Alice, there's opportunity as well.

1:29:04

So occasionally we have coaches come to us and saying, but I, I work in a particular context and it's almost, I'm not worthy of this type of thing.

1:29:17

But what we're really keen to do is engage individually with you and have a chat about your context.

1:29:25

And if you're struggling to apply some of the stuff we're talking about and in that context, we're more than delighted to sit down with you and explore how how to do so and just look at a deeper perspective of how to do that.

1:29:41

So yeah, being in a school is a real positive and we've got quite a few coaches working in schools on the programme currently.

1:29:56

Thank you Pete, thank you, thank you.

1:30:02

So I was trying to cough because I'm full of cold.

1:30:06

There is no desert dissertations.

1:30:08

Is there like 10,000 word dissertations if you choose to go on and complete the master's programme?

1:30:18

Yes, that's an 8000 word project.

1:30:23

It's we're agile in how you choose to deliver that.

1:30:29

But it it will include doing a substantive piece of work and there's essays to do throughout the programme as well.

1:30:40

But there's also wider support to help you with producing them if that's a challenge.

1:30:50

But yeah, there there is an element of writing involved.

1:30:55

OK, thank you.

1:30:58

One more.

1:30:59

Was it Nikki had her hand up or do you want to crack on?

1:31:01

Steven?

1:31:03

I'm sorry, I didn't see another hand up.

1:31:06

Oh, I think it's gone down.

1:31:07

You had your hand up, Nikki.

1:31:11

Sorry, Andrew, I think I was just wiping my screen at.

1:31:16

That's all right.

1:31:18

Very good, very great.

1:31:20

Let's crack on then and I'll switch my mic.

1:31:22

Thanks, Andy.

1:31:23

Thank you very much, everyone.

1:31:25

OK, folks.

1:31:28

So Loretta, the questions specific to us.

1:31:33

Otherwise, it's over to Dave and Nikki or any wrap up points from your cell while I've still got the mic.

1:31:42

You'll see Andy in my e-mail in the chat again, so I've just reposted it there.

1:31:49

If you want to get in touch with each of us, either of us, please just reach out at any point.

1:31:55

We'd be delighted to take the time to explain any of the details in more detail or deal with your questions.

1:32:02

Nikki, thanks.

1:32:05

Stephen.

1:32:06

Just to say because we've come back into the meeting you we can't, we've lost the history of the chat.

1:32:11

So you might just want to put your contact.

1:32:14

Great, I can do that back in.

1:32:16

Thanks.

1:32:17

And I'm sure Amy will share that with everyone that's been here as well.

1:32:25

I'll just add as well that something that Steven and I really do welcome are those chats.

1:32:30

So if you you've got fears, concerns, if you want to talk about your coaching context and then explore what you can gain from the programme, then we're absolutely delighted to take that time and provide reassurance sometimes because it can be quite scary, it can be quite overwhelming and and we're more than happy to talk you through potential experiences and support you in that regard.

1:33:01

And we can also put you in touch with previous students as well.

1:33:07

So that it's not necessarily us just selling the programme.

1:33:10

You can hear from others and quite an objective way.