

# Sailing Through a Dual Career

**RYA Dual Career Guide (School to 18+)**

Produced by TASS





# Purpose of the guide



**tass** 

SUPPORTED BY  

This guide was developed by TASS and provides a framework that can be used by sailors and parents to highlight all opportunities that are available within education/vocation and sailing, while pinpointing key support services at each time-point.

The guide will also cover some of the challenges of a dual career pathway and highlight examples of best practice to overcome these challenges.

Each individual's dual career pathway is different.

This guide provides a model that can support sailors in navigating their various transitions successfully and finding the dual career pathway that is most suitable to them.

Please note, this guide is designed to be used electronically.

# What is a Dual Career?

Generally, a dual career is considered to be the combination of sport with a full or part-time education/work pathway, however, it is important to not discount other types of personal development. These types of personal development may include short courses, work experience, and coaching. Following a formal dual career pathway and/or engaging in an informal personal development can support sailors to achieve their goals both on and off the water

The term dual career can refer to an array of different forms of education and work, that an individual is involved in alongside their sailing career, for example:

- Sailing with a regional training group and doing GCSEs.
- Sailing with a youth performance squad and doing GCSEs, Further Education, or an apprenticeship.
- Sailing at BUCS or club competitions and studying at Higher Education.
- Sailing with an Olympic performance or transition squad and studying at Higher Education.
- Sailing with a transition squad and working full or part-time.
- Sailing with an Olympic performance squad and taking a distance learning course.

## A dual career should...

- A dual career should be viewed as a pathway where sport and education/work both have value for the athlete.
- Be something that athletes are fully engaged in.
- Be promoted by the club and talent pathway staff.
- Be seen as an opportunity for an individual to reach their sporting, academic, work, and life potential.
- Not only be viewed as a back-up plan if sport does not lead to a professional or full-time career.

“People think you’ve got to choose, and it’s either sailing or university... there’s lots of courses that you could run as a dual pathway. Coach

## Benefits and values of a dual career in sailing

There are many benefits of sailors engaging in a dual career for their sporting, educational, and life skills development, for example:

- Expanded social networks and support systems;
- Reduced stress through being able to focus on different areas;
- Opportunity to develop identities in different areas;
- A more balanced lifestyle;
- More effective career/sport retirement planning;
- Higher employability prospects;
- Increased longevity in the sport.





## Transferable skills

If the dual career is appropriately supported, these transferrable skills can have positive effects on individual's performance in education, the work environment, and their sailing career.

[Sailors] need to be as good off the water as they are on it. Some of the skills that are required to plan, to review, to prioritise, to time manage etc., are skills that are as equally applicable in sailing as they would be if they were working in a large corporate business...there are a broad set of skills that would make you an even better sailor and not just sailing all the time.

Olympic team support staff

There's a lot of crossover there in terms of just the way [education] taught me to think and just solve problems and just be methodical and be patient.

Sailor





## BEST PRACTICE

There are two main aspects of sailing that mean that it is crucial for sailors to prepare for a post-sailing career:

1. Only a very small number of sailors will be able to compete at the Olympics;
2. There is the risk of injury or illness that could curtail a sailing career.

**These two points emphasise the importance for sailors to explore their other interests and career options through education or work.**

If Olympic success is a sailor's goal, it is essential to recognise the length of an Olympic sailing career. Most sailors that compete in the Olympics are in their late 20s (differences depend on the class).

This means that it is not always financially sustainable to commit to full-time sailing at the age of 18, requiring sailors to combine their careers with education or work.

**The statistics is that it takes about eight years to go from entering the program to being about to make it to your first Olympics. Coach**

When sufficiently supported, the two careers (education or work and a sailing career) can compliment each other. One can act as a mental break from the other, relieving pressure and providing perspective to athletes.

It has also been shown that exploring interests outside of life as an athlete can widen an individual's identity and offer mental health and wellbeing benefits. For example, athletes with a wider identity are more likely to be able to cope with adversity (such as injury or deselection) than an athlete who views themselves exclusively as a sailor.

**What it does also provide is a huge let-out, release outside of those pressures. It's a different focus, there's different pressure, different mental challenges. Parent**



## British Sailing statement on dual career

**Sailing embraces all personal development opportunities in and out of the pathway. British Sailing recognise that all forms of education and training play a fundamental role in the sailor's progress and journey. We encourage sailors to have dual aspirations as it has been shown to support the long-term development of the person and performance on and off the water.**

## Dual Career Framework - Sailing

SAILING	AGE	13	14	15	16	17	18	19	20	21	22	SENIOR
	AGE GROUP	U14	U15	U16	U17	U18	U19	U20	U21	U22	U23	
	JUNIOR SAILING	BYS - International Teams and Regional Training Camps			BYS - ILCA 4 International Teams							
		Optimist, Cadet										
		Topper, Feva										
		ILCA 4										
		Techno										
	YOUTH SAILING				BYS - Youth Class Sailing							
								BYS - UK Youth Squad International Teams (U19 & U21)				
				29er, 420, ILCA 6, Nacra 15, IQFOIL								
			Formula Kite									
			ILCA 7									
OLYMPIC SAILING						British Sailing Squad Pathway						
								International Teams (U21 & U23)				
COACHES				Youth and British Sailing Squad Coach								
	Regional Group Coach											
OTHER SAILING ROUTES				Team Racing								
				Match Racing								
							British Keelboat Academy (Ages 18-24)					
	Club Sailing											

\* Changing classes will differ based on a sailors weight, as well as other circumstances. Discuss with your coach the right time for you to transition.

\* Please note, although this framework starts at age 13, sailors can sail from much younger ages.

\* » The arrows signal that the timing of the transition into the class can vary depending on personal circumstances, height, weight and ability.



## Dual Career Framework - Education/Vocation

EDUCATION / VOCATION	AGE	13	14	15	16	17	18	19	20	21	22	SENIOR
	AGE GROUP	U14	U15	U16	U17	U18	U19	U20	U21	U22	U23	
		Compulsory Education										
	SCHOOL LEVEL	School Years 8 - 9 (Key Stage 3)										
			GCSE (Levels 1 & 2) (Key Stage 4)									
	FURTHER EDUCATION				Further Education (Level 3) (Key Stage 5)							
					A-Levels							
					BTEC / CTEC							
					Combined Study (A-Levels & BTEC)							
					International Baccalaureate							
					Scottish Highers (1-2 Years)							
	HIGHER EDUCATION					Advanced Apprenticeship						
						DiSE						
						Scottish University	>>	University				
							Foundation Degree (Level 5)					
							Batchelor's Degree (Level 6 - Minimum 3 Years)					
										Postgraduate Study (Level 7/8)		
VOCATION / SKILLS DEVELOPMENT							Higher / Degree Apprenticeship (Levels 4, 5, 6 & 7)					
							Full or Part Time Work					
							Full Time / Professional Sailor					
SUPPORT SYSTEMS							Coaching					
							TASS					
					SportsAid					>>	English Institute of Sport	

**\* ➤➤ The arrows signal that the timing of the transition into the class can vary depending on personal circumstances, height, weight and ability. Discuss with your coach the right time for you to transition.**

# Navigation page

This page will help you to navigate which area you are specifically interested in looking at. If the question meets your needs, click on the link to find out more information.

## What do you want to know?

### What an U18 dual career might look like?

Further Education options (including DiSE)

U18 dual career challenges, support, and best practice



[Link to U18 section](#)

### What routes I could take post-18?

Full-time sailing pathway

University dual career pathways - What university is best for me?



[Link to post-18 options section](#)

### What a post-18 dual career might look like?

Dual career challenges, support, and best practice

Post-18 support and opportunities available



[Link to post-18 section](#)

### What options are available after university?



[Link to post-university section](#)

### More information about the pathways other sailors have taken?



[Link to sailor pathways section](#)



# U18 Dual Career

School to Further Education

# U18



## Education and British Junior and Youth Sailing

Within the Regional Training Groups and Youth Sailing programmes, education is deemed a priority, with sailors encouraged to stay at their local school/college and complete their GCSE and further education studies to the best of their ability. There are methods to manage all qualifications alongside sailing at this level, with no need to make education compromises.



**Our premise is that the education is more important than the sailing.**  
British Youth Sailing Coach



## GCSE Studies

Most young people will begin their GCSE studies (or Scottish equivalent) aged 13/14 (year 9/10), completing their GCSEs aged 15/16 (year 11).

Sailors should expect to take around 9 different subjects. Most courses and jobs they might want to apply for in the future require grades between 9 and 4 in a minimum of five subjects. It is important for sailors to make their choices based on what they enjoy and what they hope to pursue after school.

Maths, English, and Science are the compulsory subjects that everyone must take at GCSE level in England. Outside of these core subjects, students have the option to select their remaining subjects, including options such as:

- A modern foreign language.
- A humanity subject.
- An arts subject.
- A technical subject.
- PE.

**Each home nation has a different school leaving age. For more information, please use the following link:**  
**[Home Nation School Leaving Age](#)**

## Post-16 Further Education





Post-16 years of age, all sailors will need to make key decisions around the next steps to take in education and personal development. There are a variety of opportunities available at this stage, with a selection of qualifications and subjects available. The most common further education opportunities can be seen in the table on page 11.



**When you get into the youth classes, which tend to go more nationally again, we try and get them to train more locally. That's our current goal. Certain schools do offer sailing and do try and attract sailors who are of a high standard, but the reality is that we wouldn't encourage them to move.**  
British Youth Sailing Coach





 <b>Qualification</b>	 <b>Overview</b>	 <b>Assessment</b>	 <b>Study Location</b>
<b>A-Levels</b>	Subject-based qualifications. Students normally study 3 or more A-Levels over two years.	Usually assessed by a series of examinations.	School Sixth Forms and Colleges.
<b>BTEC Nationals</b>	Specialist work-related qualifications. There are over 2,000 BTEC qualifications across 16 sectors which combine practical learning with subject theory and content.	Usually assessed through a series of assignments. These can be written or activity-based, with some completed individually and some as part of a team.	School Sixth Forms and Colleges.
<b>Combined Study (A-Levels and BTEC Nationals)</b>	A desirable option for some learners is to combine A-Level and BTEC study.	Learners will be assessed through a combination of coursework and exams.	School Sixth Forms and Colleges.
<b>International Baccalaureate</b>	An academic programme. Students choose one subject from each of five groups, including: two languages, social sciences, experimental sciences, and mathematics. Students also choose either an arts subject from a 6th group, or another subject from groups 1 to 5.	Usually assessed by a series of examinations. The programme also includes: 1) An extended essay; 2) Theory of knowledge; 3) Creativity, action, and service.	School Sixth Forms (and can be offered alongside GCSEs).
<b>CTEC</b>	Vocational qualifications. There are CTEC qualifications in nine subject areas, offering opportunities to develop the skills, knowledge, and behaviours required to progress in education and in the workplace.	Usually assessed through an activity-based assignment, or through an externally-set assessment such as an exam.	School Sixth Forms and Colleges.
<b>Advanced Apprenticeships</b>	Combination of work and study, mixing on-the-job training with classroom learning. Apprenticeships are a more practical and work-related approach to learning. Students are employed to do a real job while studying for a formal qualification, usually for one day a week. Apprenticeships are available in a wide range of industries and job roles.	Usually assessed through a mix of assignments and written work, including essays, reports, practical exercises, and tests/exams.	Colleges and Training Centres.
<b>Scottish Highers</b>	Subject-based qualifications for Scottish based students. Students can sit Scottish Highers over one or two years, studying between four to six subjects.	Usually assessed by a series of examinations.	Scottish School Sixth Forms and Colleges.

(Reference: UCAS and Prospects)

## Advanced Apprenticeships – Industries and Job Roles



### ? KEY QUESTIONS

Key questions that sailors should consider when choosing post-16 dual career options

1. What learning environment do you prefer, i.e., learning in a classroom or practical-based learning?
2. What form of examination suits you best?
3. What are your future education and/or career aspirations and what qualification will best support this?
4. What qualifications does your current school offer? If it doesn't offer your preferred qualification, do you live nearby an alternative institution that does?





PLAN • APPLY • EVALUATE • DEVELOP



## Diploma in Sporting Excellence

Youth sailors within the 16-18 further education age group may also be given the opportunity to enrol on the Diploma in Sporting Excellence (DiSE). DiSE is a government funded scheme designed to directly measure the sailor's ability to plan, apply, and evaluate their development in the appropriate aspects of Sailing. The DiSE programme is run in partnership between British Youth Sailing and a partner college.

### Modules:

In addition to time spent on the water honing the technical and tactical elements of sailing, the DiSE programme will cover a range of modules including:

- Mental Skills
- Nutrition
- Lifestyle
- Health & Safety
- Careers
- Finance
- Communication
- Injuries
- Culture, Value & Behaviours

### The Diploma:

Upon completion, sailors will be awarded a Level 3 Diploma in Sporting Excellence, and 64 UCAS points.

### Duration:

The minimum duration of the programme is 18 months; this is a part time study programme that sits alongside the sailor's chosen Further Education (school / college) subjects i.e. A Levels and BTEC's. There is no requirement to travel to the partner college.

**For more information on eligibility for DiSE, including the application process, please use the following link: [DiSE](#)**



It's assignments and stuff that she has to complete and half day tutorials on Saturdays and Sundays. It's all interesting stuff. It's stuff that she is interested in, sports, sports psychology, nutrition, all of that physiology stuff. If you're a sports person you're interested in all of that as part of what keeps you good at your sport. She doesn't see it as a chore.

Parent of a DiSE Sailor



# U18 Dual Career Challenges, Support, and Best Practice

## The Role of Parents

Within this age-group, parents/carers play an important role in supporting their child in both their sailing and academic pursuits. This includes financial support, transportation support, emotional support, and much more. Parents may initially find it challenging to adapt to their role as a key support provider for a young, high-level athlete.

British Youth Sailing recognise that this can be challenging and, as a result, provide access to parent support workshops. This may come in the form of a 'land day' where sailors and their parents come together. Parents are briefed by the coaches, who provide an overview of the demands of the programme and advice on how parents can best support their children in the sport.



When a sailor comes into our system, we would have what we'd call a land day. The sailors would come and meet the coaches, and then we would have a full day for the parents, which we'd talk to them about nutrition, hydration, the demands of the program, and about supporting them, the sailors. **British Youth Sailing Coach**



## Finding Time for a Social Life

One of the biggest challenges for youth sailors is the balance of sailing, school, and social life. Finding the time to sail and travel to all the necessary training camps and/or events, study for exams and complete coursework, as well as being able to socialise with friends can be a challenging balance.



I think the social side of things is a big one at that age. I can remember being at school and basically being away every weekend sailing, training, or competing. People would invite me to parties or to go into town and just hang out and I'd sort of have to be like, Okay, well I can't this weekend because I'm away. ... It got to the point where people just stopped inviting me to stuff because they just assumed I'd be away. **British Sailing Team Sailor**



## BEST PRACTICE

Find time to engage in other interests outside of sailing and school. The opportunity to switch off and spend time with friends can have huge benefits for a young sailor's wellbeing.

Designating a certain period of time (i.e., one weekend every few weeks) can be a good way to ensure time is set aside for other activities.



I found that to fit in school and sailing, I had to sacrifice my social life quite a lot which then often felt like I couldn't do things that I wanted to do. I think that finding the right balance because I realised that you can't just cut out all social life and you have to see your friends just to be normal. Often I had to say oh, I can't train that weekend because I need to do something for me or see my friends which I didn't realise before. **British Youth Sailor**





## Balance of School and Sailing

Due to the nature of sailing, many families are having to travel long distances for training, camps, or events. When travelling to a weekend activity, some sailors may need to leave school early on a Friday, potentially missing half a day of lessons. When travelling back from an activity which finishes on a Sunday, this may involve a late night of travel, followed by little sleep and the need to return to school on the Monday.

British Youth Sailing are currently in the process of taking steps to overcome the long travel times and need to miss time at school. At the Junior level, all training camps are now regional as opposed to national, cutting down the distance sailors and families need to travel. Youth Sailing may also begin to shift towards a more regionalised model in time.

If you think through the logistics of a junior or youth sailor going to any one of those camps or events, if they're going to perform well, they're unlikely to be staying in school till five o'clock on Friday. Then there's the pressure of school and catching up because they're losing the day of school. Regional Performance Manager



Sailing tends to take athletes on quite long journeys in order to compete or to train as part of a national squad framework. Primarily, because most of those opportunities tend to be coastal, and therefore, it takes it away from being able to have it centrally in the UK. Therefore, the travel demands on a lot of people can be quite high.

School Teacher at Royal Hospital School





### BEST PRACTICE

When overcoming the challenges associated with balance sailing and school, best practice is for sailors to:

Work closely with their coaches, British Sailing staff, and their school to map out what their dual career hotspots are, i.e., where there is a peak in demands. Sailors can then work to manage their time accordingly, ensuring they can focus on education during academic hot-spots and sailing during sporting hotspots.

Some of the key hotspots may be as follows:

Education Hotspots 	Sailing Hotspots 
<ul style="list-style-type: none"><li>Beginning of the academic year; meeting new peers and teachers; settling in; starting new subjects; beginning a new routine.</li><li>Missing school for training camps or events.</li><li>Mock exams.</li><li>Coursework deadlines.</li><li>Exam preparation and revision.</li><li>Exam periods.</li><li>Choosing post-18 next steps; application deadlines; choosing where/what to study.</li></ul>	<ul style="list-style-type: none"><li>Class transitions; adapting to a new boat, partner, and/or coach; beginning a new routine.</li><li>Training camps.</li><li>National or international events.</li><li>Event trial periods.</li><li>Choosing post-youth sailing next steps.</li></ul>
<p><i>The timing of each event will differ depending upon the individual.</i></p> <p><i>Best practice is to speak with academic staff at the beginning of the year to get an overview of academic hotspots.</i></p> <p><i>It is advised that this is then shared with club and British Sailing staff, so they are aware of the sailor's educational demands.</i></p>	<p><i>The timing of each event will differ depending upon the individual and their class.</i></p> <p><i>Best practice is to speak with sailing staff at the start of the year to get an overview of sailing hotspots.</i></p> <p><i>It is advised that this is then shared with school teachers and staff, so they are aware of the sailor's sporting demands.</i></p>

There may be times where there are **cross-over hotspots** for example:

- The start of the academic year and transition into a new class.
- Combining training with exam revision.
- International sailing events clashing with exams.

Some clashes between sailing and education will be inevitable and sailors may have to make some difficult decisions.

Planning ahead and identifying any clashes in advance will give sailors more time to determine the best steps to take and reach out for additional support if necessary.



May is going to be an absolute nightmare. We've got Europeans, and we're supposed to have exams. Potentially all our labs have been moved to June I think. Everything is just going to happen then, so it's going to be an interesting one. British Youth Sailor





During residential camps, British Youth Sailing staff will usually set aside some time in the evenings to do schoolwork or revision. This helps to reinforce the dual career message to sailors, emphasising that both elements are important in their development, not only as sailors and students, but as people too.

### BEST PRACTICE

Keep in close communication with school staff and British Sailing staff, making sure everyone understands the demands faced and has the opportunity to provide potential solutions/support when required.

British Sailing staff are usually really supportive during education hotspots, even those that cross over with sailing hotspots. Communication with British Sailing staff is key in ensuring they understand the demands and can provide support and flexibility. Where necessary, British Sailing staff may give the go-ahead for sailors to take a step back from sailing during exam periods.

**We always put time in the evening when they have 2 or 3 hours free. There's a residential camp where they can do some schoolwork or revision. That tends to help them find that balance because they're sailed and enjoyed it, and then they can go and get their work done. British Youth Sailing Coach**

**I basically sailed non-stop until I got to my A-level exams. That's when I told myself to take a break and focus on the exams and come back to it in the summer, which is really, really hard to do. I think five days after my last exam, I had the Europeans, so I had to treat that like a process event, rather than an outcome event... I stepped out most of the summer squad camps just because it was during exams, but they were pretty relaxed with it and happy to still let me have a coach at the Worlds and Europeans. British Youth Sailor**

## School and College Support and Understanding

Many staff at the school and college level have a lack of expertise and awareness of sailing. Some teachers, particularly those outside of the PE department, have a lack of understanding of the sport, including:

- The demands of sailing,
- The time commitments required, and
- The logistical elements of training and competing.

The majority of school or college staff strive to be supportive of sailors, however, they sometimes struggle to fully understand 'the sailing world'.

**The school, for us, have been really supportive but they really don't get sailing at all. It has been tough... I think it's really hard for schools to appreciate the kind of commitment sailing is. Parent of a British Youth Sailor**



## School and College Support and Understanding

### BEST PRACTICE

Share their sailing commitments with their teachers and/or apprenticeship manager at the start of the academic year, including an overview of what a typical weekend of sailing looks like. It is very difficult for teachers and other staff to be able to support a sailor if they don't understand the sailor's level of commitment to their sport and the demands they face.

For those sailors that are selected onto the British Youth Sailing Programme, British Youth Sailing will write to the headteacher of each sailor's school or college. This letter includes:

- An outline of the sailor's programme.
- How the school or college can best support that sailor.
- Key questions around how British Sailing can best support their student's education alongside their sport.

For sailors who may move into Olympic classes whilst still at the school or further education level, British Youth Sailing staff may go into the school or college to talk with the teachers to provide additional support.

**When sailors accept their place, we send letters to the school, the headteachers, basically just highlighting that their student is a sailor and sort of what that involves...from what I've understood from sailing so far, it's so different to other sports, actually having a bit more insight in what those demands might be and their requirements for a head teacher or teacher in the school environment can be beneficial.**

**Operations Staff**

**My school was actually amazing. The caveat to all of the support was always as long as I'm keeping up with my school work that was fine. I was quite diligent in that I did keep up my schoolwork, and I was always quite good at going to my teacher and sort of saying, "I'm going to be away this weekend, can I have a bit of extra time on this piece of homework or I'm going to miss this class, can you go over what I'm going to miss?" School were very good, but I would say they were good because I was good at going to them as well.**

**British Sailing Team Sailor**

In general, schools and colleges are supportive of high-level athletes and willing to provide the necessary academic flexibility to make it possible for sailors to balance both their sport and education.

- In many cases, to receive academic flexibility, schools and colleges will need to see that the sailors are willing to put in the effort to catch up on the work that is missed and are proactive in communicating when they'll miss classes or need to leave school early.
- As long as sailors put in the effort to work with the school or college, they will, more often than not, be willing to reciprocate that effort to provide the necessary support.



My school's quite supportive. As long as you get the grades, they are happy to provide support. I had my timetable shifted a few times so I could have my Friday afternoons off to travel or I can come in later, so I get more sleep. Stuff like that they're quite supportive with but it is all grade-dependent so if I started not performing in school, they'd say something. British Youth Sailor



## ? KEY SUPPORT

Some of the key support that schools/colleges may provide is as follows:

- Approved time out of school for events or training camps.
- Shifting timetables to reduce number of lessons missed.
- Ability to leave school during free periods to train.
- Homework extensions.
- Provision of catch-up sessions to catch up on any work missed.
- Communication with British Sailing on key education hotspots and education demands.
- Physical support from the PE department.
- Support with making special arrangements with the apprenticeship provider.



## Double Handed Dual Career

For those sailors that sail a double handed boat it is key to consider the logistics of the partnership, for example:

- Distance of travel between the sailors.
- Alignment of educational pursuits.
- Dedication of the partnership to progress.

The distance of travel between the two partners can be a challenge, with potentially long commutes each weekend to get together to train.



It's a huge commute between the two of them to get together at weekend to sail, but they were both really committed and really dedicated to wanting to do a campaign. Parent of a British Youth Sailor



When selecting a double handed partnership, families should consider the following:

- Distance of travel between each sailor.
- Optimal location to train.
- Mutual time available to train.
- Funding of the boat.
- Both sailors goals within the sport.
- Educational demands of each sailor.
- Both sailors goals within education.
- Future plans within education and/or sailing.
- Parental aspirations and expectations.



## BEST PRACTICE

Plan training time together in advance. Pinpointing key weekends of training and competing can help with the logistics of getting there and back, as well as fitting it within other family commitments and both sailors education. Alignment of sailors education pursuits can be beneficial, as they are likely to have similar education hotspots. However, it is vital that sailors choose the educational route that is most suited to them, without influence from others. Organisation, communication, and pre-planning are essential elements of an effective double handed partnership.

## Boat Transitions and Impact on Education

Within sailing, transitions between roles, classes, and between boats are significant moments within a young sailor's career. Transitioning into a new class and competing against sailors who are well established within that class can be a challenge physically and mentally, with potential to put strain on other areas of their life such as their education.

It is important for sailors to be aware of the potential longevity of a sailing career, with plenty of time to progress within their chosen class. All sailors will transition at different points due a variety of factors, and it important for sailors to be focused on their own journey as opposed to the journeys of others.



In the 420, I was originally a crew. This last year I've transitioned over to be in the helm. That has been quite a steep learning curve, especially to get back up with certain people who were my age who I'm now competing with, because they have been doing it for two-three years, and it is my first year of doing it. It's been quite a challenge to get up to their standard because while I was as good of a sailor, I wasn't quite as good in my specific role as the helm, and it's taken some real-time to get up to where we are. British Youth Sailor



## BEST PRACTICE

- Continue to set time aside for education and for themselves, to ensure neither are forgotten during the intense periods within sailing.
- If a particular transition becomes overwhelmingly challenging, sailors should reach out to their support network sooner rather than later, ensuring they receive the support they need.



## Uncertainty of Next Steps in Education and Sailing

A potentially challenging period for sailors and parents is the uncertainty of next steps within education and sailing post-18. There are many routes that sailors can take, all of which will be discussed in the next section of this guide.

[Link to post-18 options in next section](#)

This guide is the first step in helping to support sailors and parents with what can be a challenging decision-making process. The next section of this guide outlines the different pathways that sailors can take, the pros and cons of each pathway, and some of the key factors to consider within each one. For those sailors that are hoping to go to university, we provide a higher education sport scholarship and academic flexibility document, where we outline the opportunities available at 20 popular universities across the country.



### BEST PRACTICE

Note down their key goals within sailing and education/personal development, their hopes and aspirations for the next steps, and the potential routes they wish to take.

Making lists of key criteria for their next steps can be an effective way of breaking down the options available and highlighting the routes that may be most suited.

For example: For a sailor that hopes to go to university, making a list of key criteria can be useful in pin-pointing the most suitable institutions. On the right is an example of what a key criteria list may look like.

### Sailing Criteria



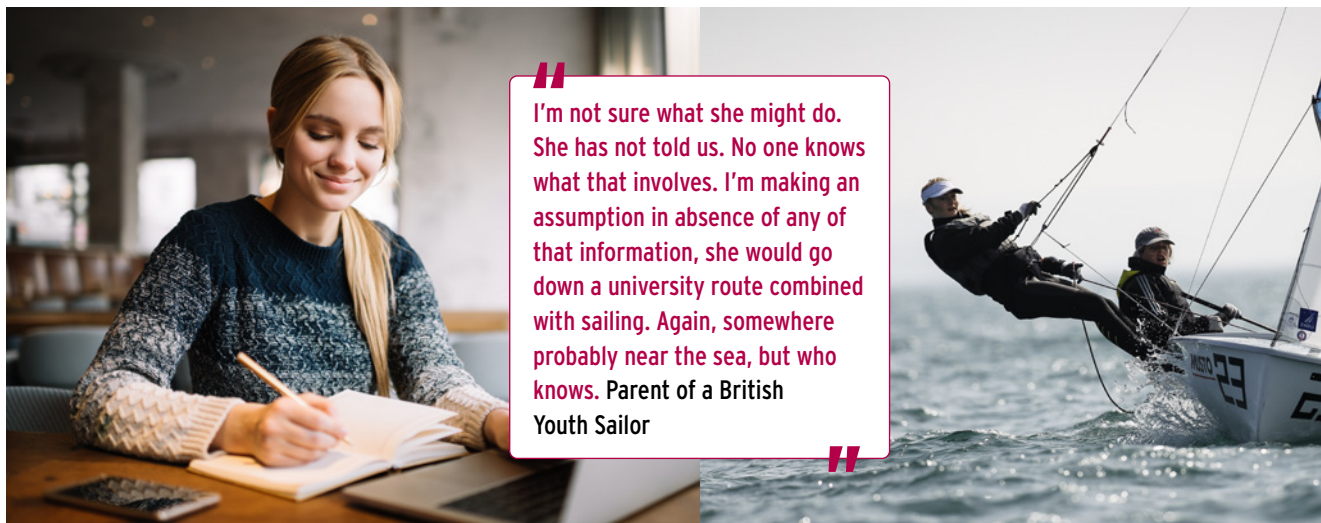
- Within 1-hour drive of the coast.
- The ability to travel to Weymouth.
- Sport scholarship opportunities available to sailors.
- Access to sports science support at the university.
- Ability to keep a boat on campus.

### Education Criteria



- Offers the subject of choice.
- Ranked within the top 20 for the subject of choice.
- Offers the ability to enrol on a placement year.
- Provides academic support and flexibility for elite athletes.

The same process as above can be done for sailors that hope to follow a full-time sailing pathway, as well for those who may wish to study an apprenticeship or enter the world of work.



**I'm not sure what she might do. She has not told us. No one knows what that involves. I'm making an assumption in absence of any of that information, she would go down a university route combined with sailing. Again, somewhere probably near the sea, but who knows. Parent of a British Youth Sailor**



### BEST PRACTICE

Reach out to the support systems around them within education and sailing for advice on their next steps. Sailors' schools/colleges will be able to provide support and advice around educational next steps (i.e., university application processes, or finding the most suitable apprenticeship). With regards to sailing, British Sailing staff and local coaches will be able to provide support around what post-18 sailing might look like and some of the key considerations they may have to make.

## Talented Athlete Scholarship Scheme (TASS) Support

TASS is a Sport England funded partnership between talented athletes, education institutions, and national governing bodies of sport. TASS helps athletes in education to get the very best from their sporting and academic careers without having to choose between the two.

Sailors who are selected onto the TASS programme will benefit from the following services:



Strength & Conditioning



Physiotherapy



Lifestyle



Psychology



Nutrition



TASS  
Medical  
Scheme



Care First  
Mental Health  
Support

### LIFESTYLE SUPPORT:

- Lifestyle support is a service that is designed to empower.
- The lifestyle practitioner will help sailors to fit both sport and studies into their busy lives and encourage them to develop as a confident and organised individual.
- Each TASS athlete is allocated a lifestyle support practitioner who is familiar with the demands of performance sport and education.
  - o Practitioners work with athletes to consider schedules, demands and to identify potential challenges and how these may be resolved. Pinpointing key goals and discussing the steps required to help achieve them is also key for success.
  - o Support in these areas may take the form of tailored one-to-one guidance, resources, or workshops in areas including anti-doping, time management, education/career planning, and budgeting. The TASS practitioners can also put athletes in touch with fellow professionals who can provide further specialist support.

**TASS Medical Scheme** - A scheme that entitles sailors to claim for private treatment resulting from a sporting injury.

**Care First Mental Health Support** - A 24-hour confidential helpline with qualified counsellors to support sailor's mental health and wellbeing.

*\*Please note: The TASS Medical Scheme & Care First Mental Health Support is only available to sailors who are on the Olympic pathway (where they have been selected by the NGB), from youth level upwards, and not on UK Sport funding. Please note, however that this may change each academic year.*

**TASS Eligibility:** To be eligible for the scheme, sailors must be:  
a) conducting a dual career in high level sport and education, b) be English and studying at an English Educational establishment, and c) be at least aged 16 at the time of the nomination. For more information on TASS eligibility please use the following link:  
[British Sailing TASS eligibility](#)

## SportsAid Support

SportsAid is a charity helping young, unfunded athletes to overcome one of their greatest barriers to success - the financial challenge of trying to become Britain's next generation of Olympians and World Champions.



### Number of British Youth Sailing Nominations and Eligibility:

Sailors chosen for SportsAid are typically aged 18 and meet the following principles:

- Live and train in Great Britain, during the year of nomination sailors must not have represented any other nation at International events.
- Normally be a in a current Transition Project Group, Youth Performance Squad.
- Not be in receipt of a TASS (Talented Athlete Scholarship Scheme) award or Lottery funding (APAs).
- Cannot be enrolled onto the DiSE programme.
- Sailors must be committed to the RYA pathway programme.

**Level of Support:** Grant values are approximately £1000 each, but some may be slightly less or occasionally enhanced by local partnerships or additional SportsAid support. Sailors and parents are also invited to workshops to develop professional skills needed to be successful in sport.

**Length of Award:** Annual.

**For more information on SportsAid, including the nomination process, please use the following link: [SportsAid](#)**



I received a SportsAid award and this helped contribute towards attending the Laser 4.7 Youth European Championships 2020 in Vilamoura, Portugal. Competing in Portugal was invaluable, since there would be no other opportunity to race against my competitors this year, and I couldn't have done so without the SportsAid award. It meant I could realise my strengths and weaknesses in comparison to the international fleet, giving me much to work on over the following months. **British Youth Sailor**



I attended two media training workshops with SportsAid, which were both interesting and useful, learning about interview techniques and social media management. Both of which were ran by experts in the field. I also utilised the mental health platform Believe Perform that SportsAid made available to us, which was very informative. **British Youth Sailor**





## Key Stakeholders who may Provide Support for U18 Sailors

Local  
Sailing Club

TASS Staff

Sponsors or  
Funding Providers

School/College/  
Apprenticeship  
Staff

Parents/Carers

DiSE Staff

British Sailing  
Team Staff

SportsAid  
Staff



# Post-18 Dual Career Pathways

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18+



# The Post-18 Decision: What Route Should I Take?

As sailors move towards the age of 18, they must make important decisions regarding their next steps in both their sailing and their education/personal life.

This is a key decision point for sailors as the choices they make could significantly impact their development in the years to come.

This is the period of a sailor's life when they may experience the greatest number of changes and can therefore be a challenging period.

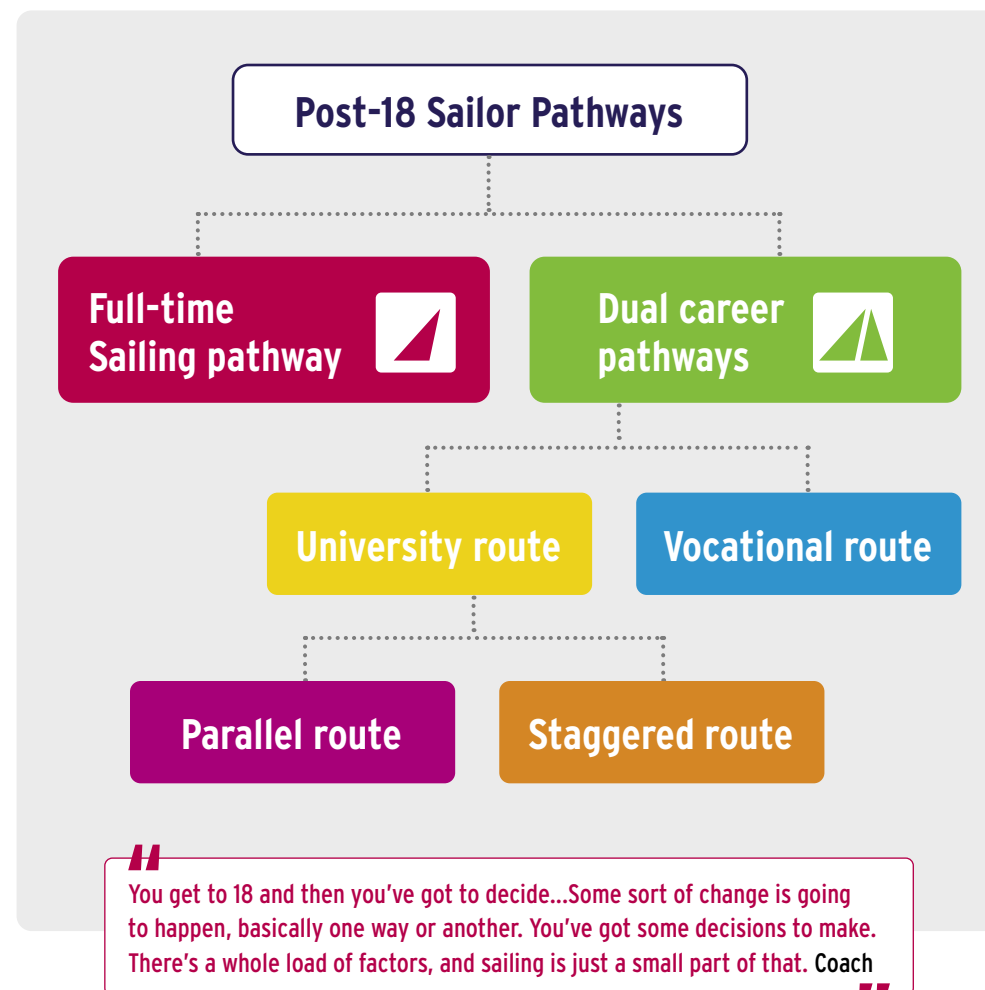
This section outlines what options are available to sailors, and factors that they should consider when making their decision about what to do after college/sixth form.



## Post-18 Sailor Pathways

This section provides an overview of the different options, or pathways, that are available to sailors after the age of 18. There is no 'one size fits all' and every sailor could have a different journey, however, this guide outlines some of the more common pathways for sailors to consider.

There are two main options to contemplate: a full-time sailing pathway or a dual career pathway. However, there are three main ways of balancing a dual career pathway: a staggered university route, a parallel university route and vocational route. These pathways are explained in more detail.





There are some questions sailors can ask themselves to help them narrow down their options:

Each pathway has its advantages and disadvantages and the best route for an individual will depend on:

- The person's goals within sailing, their progress along the talent pathway.
- Their preference for balancing sailing with life outside of sport.
- Their aims in education or work.



### What are your goals for sailing?

**The next Olympic Games**

**A future Olympic Games**

**See where sailing takes me**

### What are your goals for your career?

**I know what career I want, and it requires a degree**

**I know what career I want, it doesn't require a degree**

**I don't know what career I want**

### What is your financial situation?

**I can support a sailing career**

**I would need additional finances to support my sailing**

Correspond the colour of the answer that is closest to your response with the colour of the pathway in the table below:

Full-time sailing pathway	Dual career pathways		
	University routes		Vocational route
	Staggered route	Parallel route	
Full and exclusive commitment to sailing as a career.	Sailors embark on balancing a university degree and sailing.	Sailors embark on balancing a university degree and sailing.	Sailors embark on balancing a vocational course or work and sailing.
Sailor's do not engage in any formal education outside of sailing once further education has been completed.	They will use strategies to manage their careers, such as taking a year out to focus on one career, stretching their degree.	They commit to completing their degree in three/four years and returning to sailing after completing their degree.	

If you are currently struggling to determine which pathway would be best for you, best practice is to reach out to your support network for advice.

# Full-time Sailing Pathway

For some Olympic class sailors, they could be given an opportunity to join the British Sailing Squad and train as a full-time sailor, with the aim of developing onto the British Sailing Team (also see the Pathway to Podium Handbook).

This opportunity offers the prospect of advancing their sailing career to the highest level. Depending on the sailor's performance and the programme funding, they might be able to receive funding from the UK Sport. Once sailors are selected to the British Sailing Team, their financial support will increase and they will also be supported by a team of sports science practitioners, (including strength and conditioning, physiology, sport psychology and performance lifestyle).

It is important for sailors to recognise that only a very small number of athletes will be offered a place in a full-time sailing program at the age of 18. It is more likely to occur for sailors in their early, over even late 20s. Some sailors might choose to train full-time outside of a British Sailing program, but they would be required to fund this route themselves.

The full-time sailing route could be beneficial for sailors who:

- are passionate about pursuing a sailing career and sailing at the highest level, and
- who are able to fund this pathway through the British sailing support or other means.



I was thinking, "Do I want to go to university?" Maybe, not definitely, but maybe, or, "Do you want to go and take this opportunity in sailing and see where it goes and give it a go for two years?" ... I wasn't always passionate about wanting to go [to university], so I threw all my eggs into the basket of sailing. Sailor



## Potential Challenges

While the full-time sailing pathway can be an opportunity for sailors to focus exclusively on advancing their sailing career, there can be some challenges associated with this route.

### *Transitioning onto a full-time sailing programme*

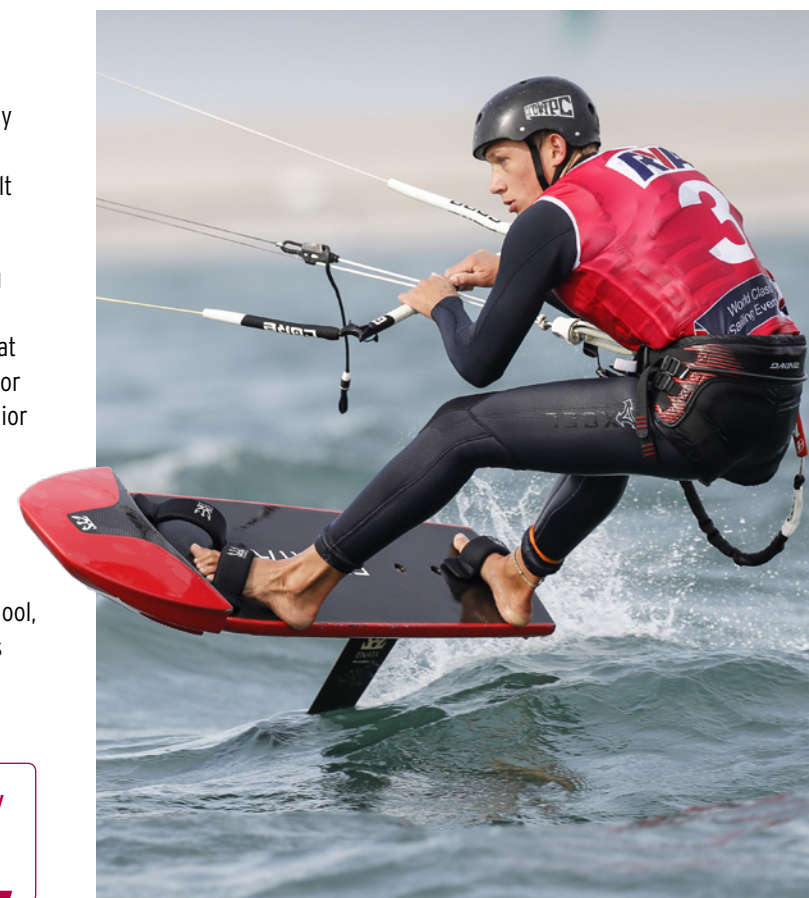
Before moving to a full-time pathway, sailors are most likely to have been combining their sailing with school by sailing at weekends, during holidays or, if possible, in the evening. A full-time pathway will mean that sailors can train during the day without having to work around their other commitments. This change from part-time sailing to sailing full-time can be difficult for several reasons.

Firstly, from a sailing perspective, when joining a British sailing program, there can be a significant step-up in the quality and quantity of sailing in training and competition compared to what the athlete will be used to. For some sailors, the move to a senior level involves a change in sailing class (from youth class to senior class) and requires sailors to learn how to use new equipment. Adapting to a new level of sailing, new equipment, and more time spent sailing can be physically and mentally demanding.

Second, the move to full-time sailing can also coincide with several other changes in a sailor's life, for example: leaving school, moving away from home, becoming more independent and less reliant on parents or guardians.



It took me like four months of training not to come last in a single exercise, like a two- or three-minute little race. I just spent a whole winter just coming last every game, I couldn't even get in touch to get the feedback that I needed to improve, because there was just so many things that I needed to improve. Sailor





They come out of school so the volume [of training] goes up dramatically, and then parents become less involved. They might have moved to Weymouth, which is where our centre is. Basically, it's just they turn 18 and into the real world, and their training load is probably quadrupling, obviously, because they're not going to school five days a week. As I said, the sports the same but the equipment changes, they've got to learn new equipment.

Olympic Manager



Many coaches explained that it is common for progress to seem slow when moving to a full-time program. However, with commitment to developing skill and learning from more experienced sailors in the program, athletes can make vast improvements.



When they go full-time, they're giving themselves one year to make a big impact. That's also unrealistic - certainly in the senior international game... It is quite a long game sport... it's an experience-based sport and generally, the longer time you spend in there, the more experience you get and the better you become over time.

Coach



## BEST PRACTICE

- Be aware this might be a challenging time,
- Allow themselves time to adjust to the multiple changes, and
- To seek additional support if they feel they are struggling or becoming overwhelmed.

## Financial challenges

Depending on the funding category that sailors have been assigned to, some sailors found it challenging to manage their finances when committing to full-time sailing at this stage (more information on the British Sailing program and funding structure can be found in the Pathway to Podium Handbook). It is important for sailors taking this route to have sufficient financial support to cover their living, travel, and equipment costs.



It's pretty hard to live on £15,000 a year (sailor on lottery funding) if you've also got to buy equipment and subsidise your sport, and try and live in Weymouth etc. Suddenly, you need to travel internationally, commit lots more time and it's really expensive.

Performance Director

## Poor life balance

There are some advantages to sailors, even those competing at the very highest level, to maintain a balanced lifestyle within and outside of sport. These include:

- Maintaining a positive wellbeing and, therefore, being able to perform within sport.
- Gaining perspective on the importance of athletic achievements.
- Experiencing a mental break from the pressures of sport.
- Having other aspects of their lives to focus on when sport is not going well.
- Providing peace of mind to know that they are ready for when their career ends.
- Develop their transferable skills.
- Broadening their experience.
- Maximising their opportunities.

In this pathway, some sailors enjoyed being able to fully focus on and commit to their sailing career. Whereas other sailors found that, because they cannot be on the water all day, every day, they wanted to explore their interests outside of sailing.

For these sailors, they were able to engage with other activities in their life that could be managed around their full-time sailing commitments.





# Dual Career Pathways

There are several unique aspects of sailing that make it challenging to combine with education or work. These include:

- travelling to sailing venue or club,
- time spent rigging, launching and de-rig your boat,
- constraints of daylight for getting on the water,
- constraints of weather for getting on the water, or
- co-ordinating with sailing partners.

It is important for sailors, therefore, to be aware of some of the feasible routes that can work alongside sailing, the challenges associated with different routes, and some ways to overcome them. This guide aims outlines some of the dual career pathways available to sailors.

This guide outlines some of the dual career pathways available to sailors

## A University Dual Career

A popular option that many sailors take is to go to university. As previously discussed in the 'benefits' of a dual career section, going to university can offer numerous benefits for sailors. Not only can sailors enhance their future employment prospects, but there are several social benefits. These include meeting new people and finding new hobbies, developing independence and new life skills.

Sailors can also take advantage of the high-performance sport environments that now sit within most UK universities, including high level facilities, and sport scholarship opportunities.

Finally, the opportunity to interact and learn from athletes in other sports, as well as make friends outside of sailing can have a positive impact on wellbeing.

### How to optimise the transition to university

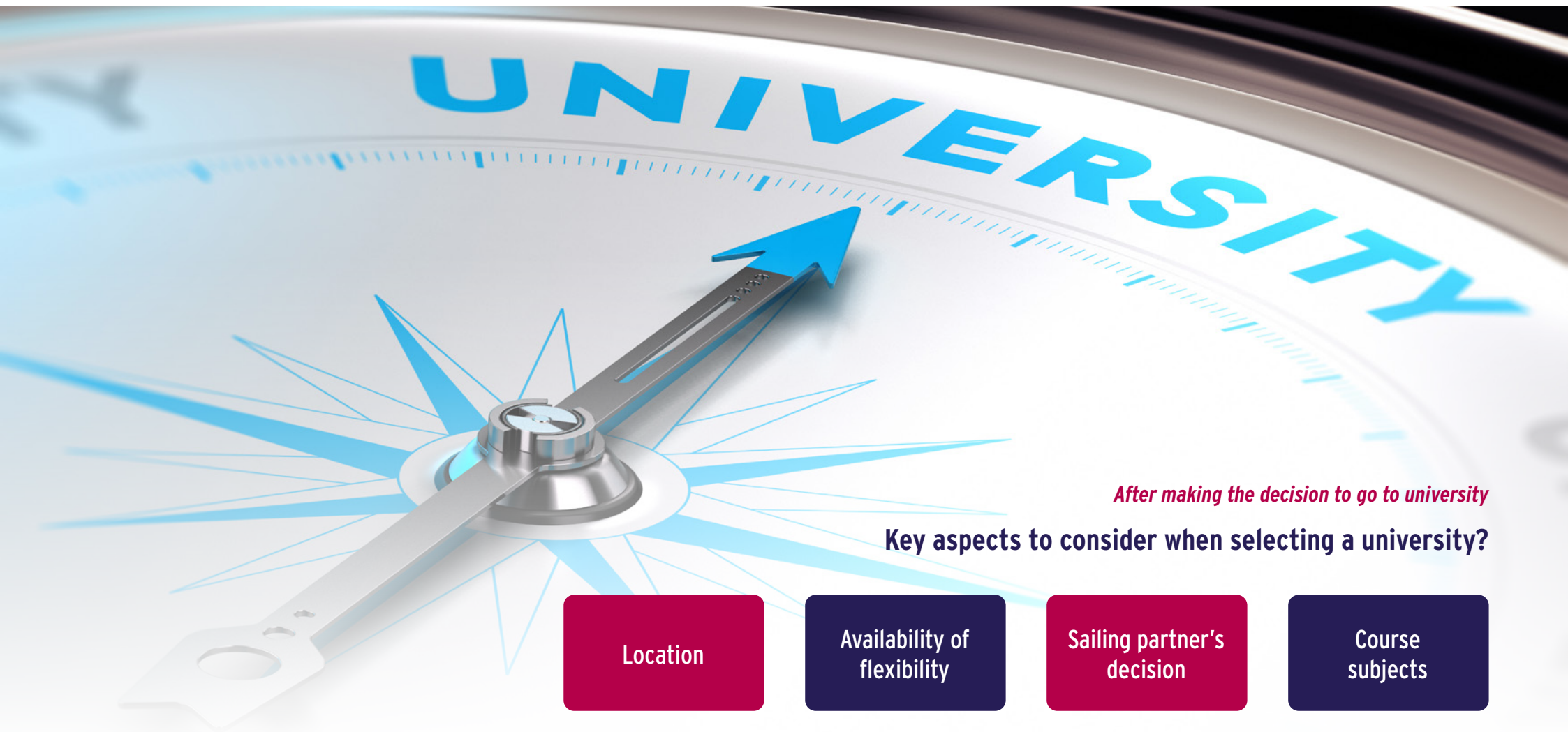
Below outlines some of the areas that sailors should consider before they make the decision to undertake a university dual career, and how they can best prepare for the transition.

#### *Making the decision whether to go*

**Is university the right option for me?**

**Before choosing to apply for and transition into university to undertake a dual career, sailors should first consider the below points:**

- Take the time to consider what you are passionate about doing in your future career and whether a university degree is right step to achieve this.
- Consider the impact that the decision should have on your sailing career and whether going to university could facilitate your sporting aspirations (we discuss this in more detail below).
- Consider whether further study and academia is right for you – university is big commitment and if you are not motivated to continue learning, then it may not be the right path for you.
- Consider the financial implications – university can cost approximately £9000 per year for undergraduate study. Consider financial support options available if required.
- Consider how prepared you are to balance your sailing career with university study – as we outline in a later section, this is not as easy task, and therefore you should consider the feasibility of managing both careers alongside each other.



*After making the decision to go to university*

**Key aspects to consider when selecting a university?**

Location

Availability of  
flexibility

Sailing partner's  
decision

Course  
subjects

Scholarships

Personal  
preference

Course  
requirements

Sailing  
commitments and  
ambitions

## What university is best for me?

### The location

Carefully consider the impact that the location of your chosen university could have on your sailing career. Many sailors, particularly those that are part of the national pathway, are pulled towards universities on the south coast for easier access to training and camps at Weymouth.

If you are required to attend national training but are interested in attending a university that is not in close proximity, consider whether you are prepared to travel the distance on a regular basis. Increased travel will not only mean longer days, potentially missing social occasions and lectures/classes but may also carries a financial commitment.

**Please visit the appendices for a detailed overview of university opportunities for sailors.**



Her choice of university was absolutely dependent on which is close to the sea... It was strategic in a way so that she could keep her windsurfing going. Parent of Sailor



### Ability to flex your degree

If you are considering taking some time out during your university career to sail full-time, you may wish to consider whether your chosen university can facilitate this option (i.e., can you split your year or defer a year if required). If this is not checked, the sailor may be in a difficult position whereby they either cannot train full-time or have to drop out of their degree and potentially start again.

The higher education sport scholarship and academic flexibility document produced by TASS identifies whether the university does this.

### Sport scholarship opportunities

Many universities now offer sport scholarship opportunities to a range of athletes. These scholarships can include a variety of services, such as strength and conditioning, physio, lifestyle support and academic flexibility.

Scholarship programmes can vary a lot depending on the university, including the types and level of services offered, and the eligibility criteria to receive one. The higher education sport scholarship and academic flexibility document produced by TASS details universities that offer sport scholarship programmes and the links that they have with sailing.



You should base your decision around your passion, if your passion is your academic subject or your career choice, then you should choose your institution on that factor alone and then think about your sailing. RYA Staff







## Make sure it is the right decision for you personally

If your passion is to go to a specific university to do a certain degree, then do not downplay your university choice for sailing. It may feel like the right decision at the time but consider your future post-sailing.

## Where's my sailing partner going?

Sailors who are in a double-handed partnership may have concerns about having to find a new partnership if they go to universities that are not close to one another. This can be a difficult decision for sailors; however, they should be mindful about making a decision that best suits them and their future. If sailors wish to remain in the same partnership, they should consider preparing in advance what this may look like them and consider potential solutions to making the partnership work.

I think that it's really rare and hard to find someone that you click in the boat so well with that you are the right height, weight, age, friends... I don't know if I'd risk losing it. I've tried sailing with other people a bit and it's just never been quite the same. I think I'd probably try and work with her to find a balance or a midpoint. Youth Sailor

## Benefits of attending university open days

Attending university open days is a really effective way of getting a feel for the university, speaking to staff members, and increasing knowledge of what that particular university can offer.

We're going to sit on a few of the virtual open days this year, so that we can try and hone down how many we actually have to go and visit next year because most people go and visit five, six, seven unis, but when you're sailing at weekends, that's a big commitment to spend weekends going and looking at unis as well. Anyway, you narrow that list down is helpful. Parent of Sailor



## BEST PRACTICE

In the first instance, sailors should attend virtual open days or do thorough research online. This can help with the process of developing a short-list of universities to visit in-person. Visiting 2 or 3 universities in person, based on prior research, is likely to be a more effective method for sailors with already busy weekends.

Where possible, speaking to other athletes, particularly sailors, who have attended each university can be a great way of understanding first-hand what it is like to be an elite athlete at that university. This process can go a long way in supporting the decisions these young sailors need to make.

## What course do I study?

### Consider how course requirements could impact sailing commitments

The type of course that the sailor chooses to undertake could have an impact on their ability to sail as much as they would like. Some courses, such as Medicine, Engineering, Physiotherapy, Architecture, and Teaching have high contact hours that require students to attend labs or attend compulsory work placements. In addition, some courses (e.g., NHS based courses) require students to have a certain level of attendance. In combination with a sport such as sailing that requires the athlete to potentially travel lengthy distances to their training, these courses could prove challenging to undertake.

#### Sailors must consider:

- Whether the time commitments of certain courses mean they can be part of the national pathway.
- Whether they will be able to train the hours they require if they select a high-contact course.
- Whether there are options to study their desired course part time.
- Their future career aspirations - and to choose a course in the area they are passionate about.

**I guess what type of course that they choose to do is quite a big one in terms of managing the sailing program around it, because it's that next jump into Olympic sailing where actually it's quite hard not to impact on the education side. I think if you're really, really disciplined and you're really well-structured, you can. Coach**

**I think it being online actually helps because when I'm away like it's online anyway, so I can still do it from there.**  
Sailor at University

### International events clashing with key education periods

Universities in the UK tend to have two exam periods within the academic year. The first is usually held in January-February (some in Scotland hold them in December) and the second in April-June. The exact weeks when universities hold their exams can be different at different institutions, but this is usually announced months in advance on university websites. For sailors aiming for international training camps, competitions or trails these events could clash with their university exams.

**World Sailing have changed that recently which has made a genuine pinch point. They're focusing European championships in the exam period. In that spring to early summer period. Then World championships in the back end of the summer. We've always had a bit of a pinch point with international regattas around May time. Now we have a full-on clash with European championships sitting exactly in the exam period. That's exactly the event that that age of a sailor should be targeting. Performance Manager**

To manage this potential clash of demands, it is key for sailors to prepare for both their exam and their competition in advance. It might also require sailors to prioritise their different demands. Some universities sport scholarships will also be able to support sailors with lifestyle or to take with exams flexibility or deferring part of their course.



### The way we learn is changing

Due the impact of the Covid-19 pandemic, the way that universities deliver education has changed. Since the start of the pandemic there has been an increased focus on blended learning approaches, including the use of online tutoring. Moving forward, university education could continue to be delivered in this way and can be a benefit for high-level athletes who often have to miss in-person delivery due to training and competition commitments. Some courses (outlined above) require the student to primarily take part in in-person delivery. Therefore, the sailor should consider how important it is for them to be able to partake in a more blended, online learning approach alongside their training.

## When should I go to university?

### The Olympic Cycle

Depending on what stage of the Olympic cycle it is, sailors may choose to strategically start their university degree at a specific time. Sailors may wish to realistically consider which Olympic Games they may target and start university at a time that may fit this trajectory. For example:

- If a sailor is targeting the 2024 Olympic Games, starting university around 2021 means that the final year of the sailor's degree may coincide with Olympic Games qualification events.
- Deferring a university place for a year could be an option to better support the sailor's trajectory (or take time out of university mid degree - this will be discussed later).

**I'd say really consider whether you actually want to go to university...as in where you are in terms of trajectory towards the next Olympics...because right now, I feel I'm holding out waiting to interrupt my studies after I start.**  
Sailor (just about to start university)

From past experiences, coaches within the British sailing pathway have noted that it can be very difficult to be in full-time education and be the boat that is selected to go to the Olympic Games within that specific cycle. This is because of the high-level time demands required of sailors on this trajectory. If this is the case, taking a staggered dual career route may be much more appropriate.

Sailors may choose to take a parallel dual career path that allows them to complete their education at the start of an Olympic cycle, therefore allowing them the full 4 years to train for the coming Olympic Games.

The key questions that sailors should have ask themselves are...

**"Which Olympic Games am I aiming for?"**

**"What are the realistic demands I can meet within that timeframe?"**

**It's incredibly hard to remain in full-time education and be the boat that is selected to go to Olympic Games in that cycle. If you did do it, you're not getting your life balance right, because the level of commitment that it would take to do that is phenomenal.** Coach



**Flexing a degree is only beneficial if they're at the right point in the Olympic cycle.** TASS Lead

**I took a gap year. I deferred my place at [University], took the gap year to focus on sailing. Which to me worked really well. I think it would have been way too much to handle, transitioning to the FX, which is a massive jump up from the 29er that I was sailing before.** Sailor at University

### Taking a gap year

Some sailors choose to take a gap year before starting their studies at university. Benefits of delaying the start of university by a year include:

- Option to travel and take time out before starting a university dual career.
- Opportunity to sail full-time if part of a national programme that may particularly assist sailors that are in the process of transitioning into a new boat. The combination of transitioning into university at the same time as starting new university can be a lot of new demands to take on (discussed later on).
- Opportunity to work or gain practical skills within the sailing field that may be beneficial to both your sailing and future vocational career options.

Before choosing this option, sailors must consider any financial implications and whether they will be able to access training as desired.

**Considerations need to be made as to whether they want to go to university straightaway, or whether they wanted to make a living off sailing, travelling, coaching etc and then some back and gone to uni 2 or 3 years later... If you have a degree but also have practical experience of, for example, managing sensors in the med or running a training group, this put them head and shoulders above other candidates in the job world.** Regional Performance Manager



### Key actions to prepare for university

When sailors have made the decision that they want to go to university, based on sailor need, they may need to complete a number of actions or activities to prepare for the transition.

The below table summarises some of these areas.

Logistical preparation	Education that may be required
<p>Sport scholarship/bursary applications.</p> <p>Review timetable and link with training.</p> <p>Accommodation – do you have a car parking space/somewhere to store your boat.</p> <p>Route to training/travel costs.</p> <p>Map sailing events and potential clashes with university academic calendar.</p> <p>Communicate with new support staff at the university.</p> <p>Facilitate collaboration between British Youth Sailing/British Sailing Team and university.</p>	<p>Nutrition for performance (cooking and food shop).</p> <p>Budgeting.</p> <p>Stress Management – to manage dual career demands.</p> <p>Time management skills – how to prioritise.</p> <p>Making the most of the support network.</p> <p>Knowledge of the city/campus.</p>

## What type of university pathway do I want to take?

### Parallel Dual Career Route

This pathway is labelled 'parallel' because the individuals who follow this pathway will engage in their education and their sailing at the same time (think of train tracks running along next to each other). Within this pathway, a sailor would commit to full-time education alongside their sailing career.



For any sailor considering this pathway, it is important to understand the great deal of demands that it involves (some of the challenges are discussed in more detail in the next section). To manage these demands, it is helpful for sailors to prioritise one career for a short period of time before shifting their focus back to the other (a bit like going back and forth on a see saw).

For some sailors, they might always prioritise their sailing over their education and some might always prioritise their education. Any of these are possible solutions to manage the demands of a dual career. The decision on which to take will be based on the individual's preference, their goals, their interests, and their progression in education and sailing.

## The parallel dual career pathway can be beneficial for:

- Sailors who are aiming for the highest level of sailing but who are not yet ready to commit to full-time sailing.
- Sailors who are not receiving funding to make full-time sailing possible.
- Sailors who are passionate about furthering their education whilst sailing.

## Things to consider

This pathway has the potential to provide sailors with the opportunity to reach their potential in both their education and their sailing. However, managing these two time and energy consuming pursuits can present some challenges. The greatest consideration that sailors need to make when contemplating this pathway is being able to give enough time and commitment to each career.

“Yes, I think I missed out on both university and both sailing by doing it that way. I kind of didn't do either well at a point. Sailor

For many sailors and coaches, it was considered too difficult to equally focus on sailing at the very top level and university degree. In the end, the sailor's progression in either sailing or education was compromised.

## Managing Time Demands

A university degree requires individuals to commit a significant amount of time to studying, completing assignments, and revising for exams. Equally, a sailing career requires a significant commitment to training, attending camps and competitions, and travel. When pursuing the two simultaneously, it can result in sailors having limited time left for other aspects of their life.

“My results went from 90% the year before to 50, 60% this year because I was windsurfing, I want to keep on pushing that sort of thing. My windsurfing results went up significantly up, and my university results went down so I definitely couldn't do them both, couldn't maintain them both. Sailor

This can be even more challenging when sailors are required to coordinate with other people within sailing or their education. For example, if sailors are required to do group work at university, they are in a double-handed boat, or they are in a training squad with other full-time sailors. It is, therefore, important for sailors to make sure they understand the commitments of their degree before embarking on this pathway.

To manage all their demands, sailors in this pathway will need skills such as, organisation, communication, time management, planning and prioritising tasks. However, these are skills that sailors can get support to develop through performance lifestyle (see support section).

“I'm out at sailing camp and it's six days long and everybody had to take the third day off. I've got to spend the third day to study. Someone who's fulltime, instead can go cycling in the mountains, go surfing, do something awesome. Likewise, at university, everyone's leaving the library at 7:00 PM to go out and get drunk and have a good time, and you've got to stay there because you've missed the last whole week. Sailor





## Impact on Education Progression

It is hoped that sailors will be able to cope with all of their demands through careful management of time. However, there may be instances throughout this pathway where individuals will be required to choose between their demands. For example, sailing camps clash with exam periods or competitions require travel in the week when lectures or laboratory sessions are taking place.

This will inevitably impact the individual's progression in their education. It is best practice for sailors to communicate with their lecturers in advance that they will not be able to attend and make sure they set aside time to catch back up. It can also be helpful to have course mates that are willing to share notes with from missed lectures.

Every time I even missed a day [of university], I just felt like I missed so much. Then there's always a couple of week-long camps in the winter, where the expectation was to attend, and I missed a week of university, and that was always quite tough to catch up from. **Sailor**

## Impact on Sailing Progression

As discussed above, through the challenges of this pathway, sailors might not be able to commit as much time to sailing as someone who had followed a full-time sailing pathway, resulting in a slower progression of their sailing and potentially not achieving desired results.

Due to the nature of the talent pathway, being largely based on results, sailors can be overlooked for selection to the British Sailing Squad during their time at university and shortly after they have graduated.

Some people with potential won't get the results and we'll lose them. They'll make a decision, they'll just go to university, but they could have been a very good sailor. **Coach**

Additionally, for some sailing classes, there is a change in equipment that coincides with sailors attending university. Therefore, sailors' progression can also be slowed by adapting to new equipment.

Because we have different equipment from youth to Olympic, there is a big transition piece when they hit 18, 19, which is about the same time as they go to uni... There will certainly be some people that if they do the three years and compared to a peer that came out of A levels at the same time and just went straight into full-time sailing or part-time study, they may struggle to then get back into the elite side of the sport. **Olympic Manager**

## Benefits of this route:

For sailors who are aiming for Olympic success, despite a potentially slower progression in sailing whilst at university, this pathway does still offer some advantages. To expand, the transition from youth sailing to being selected to an Olympic training squad could take between 4-6 years. These early years could be optimised, using a parallel pathway, before fully committing to a sailing career after.

Those senior sailors tend to hit their prime late 20s, early 30s. We're not a young sport. We're not like gymnastics where you're 16, 17 and you're an athlete. Whether that age will be brought down if going to university didn't hold your sailing career back, I don't know. I think it's a time in their life where they have to juggle both. Then once they've got their degree, then they accelerate through the program and concentrate on their sailing. **Operations Staff**

Through engaging in education during the early years of this transition, sailors could:

- Earn a university degree that could open doors to vocational opportunities at a later date.
- Prepare for their post-sailing careers.
- Develop transferable skills to help them in a campaign and ultimately make them a better sailor.
- Gain high level support for both sailing and education (see support section).



# Staggered Dual Career Route

Within this pathway, sailors will aim to complete their education alongside their sailing career through prioritising one of their two careers at different times. For example, one year focusing on sailing and another year focusing on their degree.

This can be done through deferring certain years of university, moving to part-time study for some university years or taking a time away from sailing competitions.



The diagram shows one example of how sailors might stagger their education and sailing, but each person's pathway will look very different depending on the sailing and education demands.

By managing their career in blocks of time, it offers sailors the opportunity to optimise less demanding periods within a sailing calendar and more demanding years of a university degree. It also means that they are not absent from one career for large periods of time (e.g., three years away from sailing or four years away from education).

## A staggered dual career pathway could be beneficial for sailors who:

- Need to focus briefly on transitioning into a new boat or working with a new team.
- Want to focus on targeting a particular sailing event.
- Want to optimise their off-season by pursuing an education.

## Things to consider

By staggering their sailing and education, a sailor can achieve their potential and progress in their sailing career and their education. However, they are some important features of this route to consider before making a decision.

## Impact on Sailing Progression

By deferring or extending specific years, it will take sailors longer to complete their university degree. This means that sailors are spending longer juggling two careers rather than completing their degree in a shorter amount of time (e.g., if they took a parallel dual career route).



Because I deferred it meant that, to get my degree took me six years rather than three and so if I hadn't have deferred, I could have got that done in three years in reality and then I could have had three extra years full-time sailing. Sailor



This extended time spent focused on a dual pathway could also impact their ability to progress within sailing, in comparison to sailors in a full-time sailing pathway. However, while progress might be slow during period where sailors are focusing on education, they have the potential to accelerate during periods when they focus on sailing.

## Impact on Education Progression

For some sailors, who deferred a year of their university education to focus on sailing, it then became difficult for them to return to their university degree. Furthermore, after a break from education, they were afforded the opportunity to commit to a full-time sailing pathway and chose not to return to university.

Particularly if sailors performed well during their time focused on sailing and moved along the British Sailing talent pathway, it can be difficult to refocus and find motivation to return to their education.



I recently had a discussion with my coach about whether I should interrupt [university] after Christmas, January exams. I spoke to quite a lot of different people like the lifestyle advisor and then eventually I came to the decision to carry on. If I stop now, I don't think I'll ever restart and then the whole thing is just lost. Sailor



However, by not returning they will not have gained some of the benefits of the dual career pathway, for example preparing for their post-sailing careers.

This route will also mean that the sailor's education progression will be different from their fellow students. For example, a sailor will start university with one cohort of student peers. But if they defer a year, they will return to a different cohort. This can have a significant impact on their ability to form friendships but also access peer support from their course mates, who are often able to help sailors with catching up from work that they have missed and sharing notes.

## Benefits of this route:

Through engaging in a staggered route, sailors could:

- Earn a university degree that could open doors to vocational opportunities at a later date.
- Optimise different years of sailing and education, enabling progress to be made in both areas.
- Prepare for their post-sailing careers.
- Develop transferable skills to help them in a campaign and ultimately make them a better sailor.
- Gain high level support for both sailing and education (see support section).



# Vocational Route

This pathway is a dual career, where sailors combine their sailing careers with either work, coaching or a vocational training course, such as an apprenticeship.

This route enables sailors to gain valuable work experience, financially support themselves and their sailing, and build useful career networks. A vocational training course or apprenticeship enables individuals to learn whilst working in a job role. The advantage of this is that sailors get gain paid whilst they are learning.

There are a variety of apprenticeship options available, including opportunities within and outside of the sailing industry. The following link provides more information on the types of apprenticeship that can be studied, including: the role, job description, level and length of apprenticeship, pre-requisites, methods of assessment, and how to apply:

[Home / Institute for Apprenticeships and Technical Education](#)

Once the link has been followed, select 'apprenticeship standards' and type your chosen industry or area of interest into the 'keywords' textbox, e.g., 'marine'. This should then search all opportunities available in that area.

**The following table provides a breakdown of the different levels of apprenticeships, make sure to keep this in mind when choosing which apprenticeship you wish to study**



Apprenticeship Level	Overview	
Intermediate Apprenticeships	<ul style="list-style-type: none"> <li>Level 2 apprenticeships.</li> <li>Generally considered to be the same level as five GCSE passes.</li> </ul>	<ul style="list-style-type: none"> <li>Study towards qualifications such as National Vocational Qualification (NVQ) level 2 and a knowledge-based qualification such as BTEC Diploma &amp; Certificate, relevant to the sector and job role.</li> </ul>
Advanced Apprenticeships	<ul style="list-style-type: none"> <li>Level 3 apprenticeships.</li> <li>Generally considered to be the same as two A-Level passes.</li> </ul>	<ul style="list-style-type: none"> <li>Entry requirements will vary, but you usually need at least five GCSEs with grades 9 to 4 / A* to C, including English and maths.</li> </ul>
Higher Apprenticeships	<ul style="list-style-type: none"> <li>Level 4 apprenticeships or above, with most apprentices gaining an NVQ Level 4, a Higher National Diploma, or a foundation degree.</li> <li>A higher apprenticeship can take from one to five years to complete, and involve part-time study at a college, university, or training provider.</li> </ul>	<ul style="list-style-type: none"> <li>Entry requirements can include at least five GCSEs graded 9 to 4 / A* to C, including English and maths subjects, and Level 3 qualifications, including A levels, NVQs, or a BTEC.</li> </ul>
Degree Apprenticeships	<ul style="list-style-type: none"> <li>Level 6 or level 7 apprenticeships.</li> <li>Degree apprenticeships provide an opportunity to gain a full bachelor's degree (level 6) or master's degree (level 7).</li> </ul>	<ul style="list-style-type: none"> <li>Combine working with studying part-time at a university.</li> <li>They can take between three to six years to complete, depending on course level.</li> </ul>



### This route could benefit sailors who:

- Need to financially support full-time sailing.
- Do not want to follow a university route.
- Know which career route that they would like to follow.
- Wish to develop their vocational skills outside of sailing.

## Things to consider

There are several features of the pathway for sailors to consider.

### Flexibility

For sailors who are considering this route, the biggest aspect to understand, is the flexibility offered by their employer or apprenticeship. For example, if sailors are required to be in work 9am to 5pm, Monday to Friday. This means that most of their time on the water must be completed at the weekend, using their holidays, or in the evening during the summer.

Whereas, as a coach, sailors would be able to determine the times that they are available around their commitments to their own sailing career.

Similarly, the flexibility available within apprenticeships is a key consideration point. The sailor should make sure that the apprenticeship provider is fully aware of their sailing demands prior to starting. If the apprenticeship provider cannot be flexible in the hours that the sailor works, they may wish to consider whether they will be able to continue sailing at a high-level. This is a reason why many sailors take apprenticeships in sailing related trades or job, (e.g., sailboat design or sail making).

“

I'm very lucky in that I guess a coaching career is slightly different because that can easily fit in and around just sailing. Sailor

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“

Small, sailing related companies like to bring in a young keen sailor who's got a bit of experience in this on an ad hoc basis. These are more informal opportunities and not formal apprenticeships, this is better for the companies, but doesn't help the security of the long-term for the athlete. Regional Performance Manager

”



While small companies may be able to offer sailors more flexibility, they might not always be registered with an apprenticeship program, and therefore, sailors could be missing out on some important training opportunities.

Many sailors in this pathway used their holiday time or annual leave to attend sailing camps and competitions. Unfortunately, the standard number of holidays given by an employer would not cover all the camps and events that sailors in the British Sailing program would be expected to attend. There are two solutions that sailors could consider to manage these demands.

- First, to prioritise particular camps and events and not attend others.
- Second, some employers might allow sailors to take unpaid holiday or leave to attend sailing commitments. However, this is not the usual approach of employers and would result in financial consequences for the sailor.

## Location

It is also important for sailors to understand how the location of their work or coaching might impact the demands on them for travel to access sailing or, particularly those in the national pathway, training camps in Weymouth.

Sailors should consider whether they are prepared to travel the distance on a regular basis. Increased travel could mean:

- Increased time commitments.
- Increased financial commitments.
- Missing social occasions.

It was quite difficult all round mainly because the apprenticeship was in [town] which obviously isn't by the sea. That was the big thing. I was driving back and forth every weekend.... I was basically just driving everywhere all week, pretty much. Sailor

## A Lack of Support

Unlike in the university and full-time sailing pathways, a sailor in this pathway could be the only one in their company to be combining sailing with their work. This situation can be challenging for several reasons:

- Sailors might feel like an outsider.
- There might be a lack of peer support.
- There might be a lack of understanding.
- Sailors might have to miss out of social events.

While there may be a lack of formal support, some employers will see the value of offering employment or an apprenticeship to a determined, hard-working individual, and be willing to be flexible to their sailing commitments. With clear communication and planning, this route can enable sailors to gain valuable work experience.



### BEST PRACTICE

Best practice would be for sailors to find work or an apprenticeship in a location where they can easily travel to training, camps, and competitions.

## Benefits of this route:

Through engaging in a vocational route, sailors could:

- Make money to be able to reinvest in sailing.
- Gain valuable work experience that will support their future career aspirations (learning a specific trade means that the sailor has a clear career direction).
- Make connections that may support their sailing career (i.e., potential sponsors).



I basically went in and was like, "I'm keen to come and do some work but it'll only be for three months and can I do four days a week?" They were fine with that... Then I continued to work remotely for them... I'd just be transparent about what I had on, and things like that... I just let them know that I wasn't around those weeks, so they didn't expect anything from me. Sailor

# Post-18 Dual Career Challenges, Support Available, and Best Practice

Challenge	Support Available & Best Practice
<p><b>Multiple Transitions at Once</b></p> <p>It isn't uncommon for sailors to face two major transitions at once, for example, transitioning into post-18 education and transitioning into Olympic sailing. The overlap of these transitions can be a challenge for young sailors.</p>	<p>From an education perspective, there is a lot of support available to support the transition into the university environment. Best practice is for sailors to determine who their main support systems are at university (i.e., <b>personal tutor</b> or <b>sport scholarship manager</b>) and reach out to them as soon as possible. Making that initial contact will make it much easier to reach out for support as and when it is needed.</p> <p>From a sailing perspective, <b>coaches</b> and the <b>British Sailing Team staff</b> are there to help support sailors through the transition into Olympic sailing. It is important for sailors to reach out if they are struggling with the transition or feel they may need additional support or guidance.</p>
<p><b>Time Demands</b></p> <p>Sailing is a time-consuming sport. A training session can be upwards of 4 hours when factoring in rigging the boat, time out on the water, and packing up/cleaning equipment. This can make the balance of university/work and sailing quite difficult.</p>	<p>When managing the time demands of sailing and education/work, best practice is for sailors to plan their time effectively. Determining set time each day (even if it is just one hour) to focus on university or work tasks is a good way of ensuring it doesn't get 'left behind'. Making the most of days that are not spent on the water is important - Writing to-do lists and setting personal deadlines are both effective strategies when a sailor may have a lot of tasks to work their way through.</p> <p>It is also key that sailors don't forget the importance of setting aside time for themselves, this could include spending time with friends, reading a book, or going for a walk.</p> <p>For sailors who may be struggling with the above, support from a <b>lifestyle advisor</b> can be beneficial, particularly with helping to develop individualised strategies to best manage time.</p>
<p><b>Missed Lectures</b></p> <p>Sailing is a daylight hour sport, meaning that time out on the water needs to take place when it is light. This can cause clashes with lectures which also take place in the daytime, meaning chunks of learning time at university are missed.</p> <p>In addition, sailing training is governed by the weather, making it difficult to pre-plan training sessions in advance or have set training times each week. This can enhance the difficulties of balancing sailing with education and/or work.</p>	<p>Many universities have systems in place to support students who may need to miss lectures. This includes video software to record lectures, shared notes and resources, and potential opportunities to switch seminar groups or catch up with members of staff. Best practice is for sailors to reach out to their <b>personal tutor</b>, <b>course lead</b>, and <b>individual lecturers</b> to make them aware of their sailing commitments, which may mean some lectures or seminars may need to be missed. Reaching out to these staff members as soon as possible is key, identifying what support mechanisms can be put in place.</p> <p><b>Course peers</b> can be really supportive in helping sailors catch up on missed content and sharing notes. It is really important for sailors catch up on missed work as soon as possible, as this can prevent sailors falling too far behind.</p>



Challenge	Support Available & Best Practice
<p><b>International Events Clashing with Key Education Periods</b></p> <p>It isn't uncommon for major international events to clash with key periods in education, i.e., exam periods. In some cases, delays in releasing uni exam timetables can mean these clashes can't be identified too far in advance, making pre-planning difficult.</p>	<p>At the beginning of each year, creating an overview of key hotspots in education and sailing can be a beneficial strategy. Although things such as exam dates can't be identified too far in advance, blocking out the period of time they may fall within can help to identify any potential cross over. Best practice is for sailors to reach out to their <b>personal tutor</b>, <b>course lead</b>, and <b>individual lecturers</b>, to see if they have any indication as to when exams will take place.</p> <p>It is important that sailors are open with their <b>coaches</b> about any potential clashes. It may be possible that some exams can be completed abroad during an international event. In other cases, sailors may have to make the decision as to what is best for them at that particular point in time. <b>Lifestyle advisors</b> are key support mechanisms that may be able to help sailors through any challenging decision-making periods.</p>
<p><b>Attendance at Camps</b></p> <p>There are a number of training camps that sailors need to attend, these can include Weymouth based camps or winter training camps abroad. Attendance at these camps can mean time is missed at university and/or work. Financially these training camps can be costly, including travel, transporting equipment, and accommodation.</p>	<p>Best practice is for sailors to sit down with their <b>coach</b> and the <b>British Sailing Team staff</b> at the start of each year, determining when training camps will take place. Adding these camps to a yearly planner/calendar, alongside key periods in education and in the sailor's personal life, is a great starting point for the year.</p> <p>As mentioned previously, many universities have support systems in place to support sailors who may need to miss lectures. Making use of this support and reaching out to <b>lecturers</b>, <b>personal tutors</b>, <b>course peers</b> etc., is crucial in being able to catch up on any work missed whilst at a camp. During key periods in education, it is important for sailors to sit down with their coaching team to determine which camps are essential to attend and which may be more flexible.</p> <p>Where possible, pre-planning for camps in advance can be beneficial in working out the most cost-effective way to travel there and back, as well as finding accommodation. Making arrangements with <b>other sailors</b> who may have a base in Weymouth can be a great way to find a cost-effective place to stay.</p>
<p><b>Increased Independence and Expectations</b></p> <p>The transition to university comes with increased independence and expectations. When aligned to the increased expectations within Olympic sailing, this can be quite a daunting period for sailors.</p>	<p>Best practice is for sailors to embrace the new independence, reaching out to their support system when necessary. Making use of <b>lifestyle support</b> is important when adapting to a new routine, learning new time management skills, and generally adapting to a more independent life at university.</p> <p>British Sailing will clearly outline the expectations that come with being an Olympic class sailor. Sailors should reach out to their <b>coaches</b> or <b>wider support staff</b> if they need additional support to meet these expectations.</p>
<p><b>Double Handed Dual Career Challenges</b></p> <p>For those who sail a double handed boat, it is important for the sailor's lifestyles to be aligned. Double handed sailors may face challenges with logistics and timing, particularly if both sailors live in different areas and have very different daily timetables.</p>	<p>Best practice is for both sailors to plan training time together in advance. Pinpointing key training and competition times can help with the logistics of managing university/work/life alongside sailing. Creating a shared calendar can be an effective way of understanding each other's commitments outside of sailing. Mutual understanding of education/work/personal hot spots is important in developing an effective working partnership. Communication is vital for a double handed partnership to work effectively, not only on the water, but off the water too.</p>

# The Transition out of University

Sailors will ultimately come to point when they have to leave university and transition onto a new pathway. This section will outline the potential routes they could take, some of the challenges that sailors may face during this transition, and key questions they should consider.

## Post-university transition routes

There are multiple transition paths that sailors could take when they leave university. The below table outlines some of the routes that sailors may take when they leave university, including key questions that sailors should consider prior to taking that route.

Post-university path	What is this route?	Considerations before taking this route
<b>Full-time sailing (British Sailing Team route)</b>	Sailors between funding bands A through to E may choose to sail full-time when they leave university, with a specific Olympic Games in mind. Sailors may choose to move directly to Weymouth.	<ul style="list-style-type: none"> <li>• Will the funding allocated to you be enough for you to live on?</li> <li>• What is the plan if you are deselected from funding?</li> <li>• Will you enjoy 'only' being a sailor and not having other outlets?</li> </ul>
<b>Full-time sailing pathway (non-Olympic or non-funded route)</b>	Some sailors may choose to sail full-time when they leave university in the absence of being on a funded pathway. For some, this may be a 'make or break' year where they try to get to the best level they can in their sport. Some sailors may also choose to go full-time and compete in professional sailing races.	<ul style="list-style-type: none"> <li>• Can you financially support yourself if you do not have any funding support?</li> <li>• What expectations do you have of yourself in your sailing career and are they realistic for you to meet?</li> <li>• Do you have a plan about how you will split your time and funds?</li> <li>• What is the plan if you run out of funds?</li> </ul>
<b>Full or part-time postgraduate education combined with sailing</b>	Sailors may choose to continue their university dual career journey by entering postgrad education (masters/PhD). This may be in a full or part time capacity.	<ul style="list-style-type: none"> <li>• Are you motivated to continue studying and will it further your vocational career prospects?</li> <li>• Are you aware of the financial and time commitments of postgraduate study?</li> <li>• Are you able to receive a university sport scholarship?</li> <li>• If you want to split or extend your postgraduate degree part way through - is this possible?</li> </ul>
<b>Full or part-time work combined with sailing</b>	Many sailors will transition out of university and go straight into work, whether this is a job related to their chosen career path or an interim job to support their sailing. This may be in a full or part-time capacity.	<ul style="list-style-type: none"> <li>• Do you require flexible employment to continue training and competing in sailing?</li> <li>• Have you considered the time commitments required if you decide to work and continue sailing?</li> <li>• Be realistic about what level you may be able to continue sailing at, are you still able to access support services through any means?</li> </ul>
<b>Dropping out of sailing and taking a new path</b>	Sailors may decide that when they finish university, it is time to move into a new path and either focus less on sailing or stop sailing altogether. This may be because the sailor's chosen vocational career means they no longer have the capacity to sail, they have experienced several injuries, the loss of support through the university, or simply falling out of love with the sport.	<ul style="list-style-type: none"> <li>• Do you still want to stay connected to sailing in other capacities, such as coaching, or sail on a social basis?</li> <li>• Are you accepting of your decision to step away from the sport?</li> <li>• How prepared are you to move into a chapter of your life and start full-time work?</li> </ul>



## Possible transitional challenges when sailors leave university

Leaving university can be a challenging experience for any individual as they must begin to negotiate life outside of education, perhaps for the first time since they were very young. It means taking on new roles and responsibilities and often with less support than in the educational environment. Below are some example transitional challenges that sailors may face when they leave university.

### Loss of financial support

University can be a good financial support source for sailors - sailors may lose financial bursaries from scholarship programmes/TASS. Losing student status can also mean taking on other financial commitments (e.g., council tax).

### Loss of support services

Many support services such as S&C, physio, lifestyle support etc. are linked to university scholar programmes/TASS, when sailors leave education, these services can be difficult to come by.

### Loss of flexibility

Being at university can often mean that an individual's time can be flexed, however, it can difficult to find flexible vocational work.

### Shift in identity status

leaving university may mean losing the student-athlete identity and taking on new roles such as a full time athlete, that requires sailors to adapt to new norms and expectations.



# Post 18 Support and Opportunities Available



## Support that may be Available to Sailors



TASS  
Support



Academic  
Flexibility &  
Support from  
University



British Sailing  
Support &  
Flexibility



Lifestyle  
Support



Personal  
Development  
Award



University Sport  
Scholarship  
Support



Support from  
Course Peers



Vocational  
Support &  
Flexibility from  
Employer



Mental  
Health  
Support



Campaign  
Leadership  
Management  
Programme



SUPPORTED BY    
LOTTERY FUNDED



## Talented Athlete Scholarship Scheme (TASS) Support

TASS is a Sport England funded partnership between talented athletes, education institutions, and national governing bodies of sport. TASS helps athletes in education to get the very best from their sporting and academic careers without having to choose between the two.

For more information on TASS support, including who is eligible and what the support package is comprised of, please refer to **page 22**.



## University Sport Scholarship Programmes

Many universities in the UK offer sport scholarships, bursaries, or equivalent programmes for students with high levels of sporting talent or potential.

The criteria for receiving a sport scholarship differs between each university. A number of universities have different levels of scholarship, with packages of support available to athletes at county/regional level and more enhanced packages available to those at national/international level. The packages of support available to sport scholarship athletes also vary between university and between level of scholarship. A typical package of sport scholarship support includes:

- Financial bursary/support.
- Strength and conditioning.
- Physiotherapy, massage, and/or sports rehabilitation support.
- Lifestyle support.
- Psychology support.
- Nutrition support.
- Performance analysis.
- Medical testing/screening.
- Free or reduced gym membership.
- Dual career support, i.e., enhanced academic flexibility.

We encourage sailors to thoroughly research the sport scholarship opportunities available at their preferred universities. For more detailed information on the sport scholarship opportunities available at a number of UK universities, please see the **HE sport scholarship and academic flexibility document**.

Universities have different methods for athletes to apply for a sport scholarship. For the majority of universities, application forms can be found on the university sport scholarship website. Once completed, applications can either be submitted online or via email.

Through the sports scholarship scheme, I had a very good relationship with my sports scholarship adviser. As soon as I knew I was unwell, she was great because she deferred the deadlines I had, made sure that I was able to access online my lectures when I could, or that my tutors could catch me up with anything I missed.

British Sailing Team Sailor



## Academic Support and Flexibility from the University (Personal Tutor/Program Leader Support)

Many universities are willing to provide academic support and flexibility for elite athletes. In some cases, this comes as part of an athlete's sport scholarship support. In other cases, support can be arranged through a student's personal tutor or through the programme leader.

Some examples of academic flexibility and support that may be provided by universities is as follows:

- An online system where sailors can access missed lectures and view them at a later date.
- The ability to defer exams or coursework deadlines if a sailor is away from university at a major event.
- Methods of assessment can be altered to meet sailors' needs (e.g., group presentations changed to individual written assessments).
- Access to one-to-one tutor support.
- Opportunity to extend a degree (i.e., completing a degree part time, over a number of years) at no additional cost.

Sailors are encouraged to reach out to their sport scholarship manager, personal tutor, or programme leader as soon as possible at the beginning of the year to understand the academic flexibility that may be available. It is important for sailors to be aware of the key individuals they need to communicate with when academic flexibility is required. Best practice is for sailors to reach out to their key contacts as early as possible, ensuring there is enough time for support to be arranged and implemented.

**Please note: There is no guarantee that the above support will be provided at every university.**



## Support from Course Peers

As mentioned previously, due to the demands of sailing, there are times when sailors will miss lectures or periods of university. Course peers can be a really beneficial support mechanism, helping sailors to catch up on missed work when they return, taking notes, and passing on key pieces of information that may have been missed.



The other thing that was more useful than anything was just living with a couple of guys who did the same course as me. I'd get back from a week or so away and they were very helpful. They wouldn't wait for me to ask what I missed, they'd just sit me down for an hour and just go like, "You need to learn this. British Sailing Team Sailor



I just emailed one of the lecturers going, "I've got way too much on here," and they were actually then really good about moving exams for me. I think I had four exams and I did two in the summer exam period and moved two to September. British Sailing Team Sailor







## British Sailing Support

The majority of British Sailing coaches and staff are supportive of dual career sailors. Coaches and staff tend to be understanding of university or vocational commitments, and willing to provide the necessary flexibility to enable sailors to progress within both areas.

From my understanding they've always been quite supportive of the athletes that we've come across. We've had sailors that have decided to take a year off the sport to focus on their studies and I think that probably takes quite a lot for an athlete to say to their coach, but the coach was supportive. Yes, I would say that sailing is probably more understanding and aware. **University TASS Lead**



### BEST PRACTICE

Maintain an open chain of communication with their coach and other members of British Sailing staff. Informing coaches of education/vocational hotspots in advance can be beneficial in identifying any clashes between sailing and university/work. This will allow time for necessary support or flexibility to be implemented.

My coach was actually very understanding. I was doing both youth squad, under-21, and doing the other stuff at the same time. With that, he had a fair bit of flexibility. My coach was very useful in just understanding that that time pressure was there and the best way to manage it. **British Sailing Team Sailor**



## Employer/Apprenticeship Lead Support and Flexibility

For those sailors that follow a vocational route, i.e., enrolling on an apprenticeship or entering the world of work, there is likely to be varying support and flexibility provided by their employer. In the majority of cases, sailors that are employed in a sailing profession (i.e., boat building, sail making, coaching), are more likely to receive enhanced support and flexibility from their employer. They are more likely to understand the demands of an elite level sailor and therefore be more willing to provide time off work for training camps or national/international events.

If I need time off, they're [sail making employer] happy to give it to me basically. It was something that I talked to the manager there about before I joined and I said, "Look, I'm wanting to do my sailing career as well." He was like, "Yes, that's something that we like."

**British Youth Sailor and Apprentice**

For sailors who are employed in other professions, there is also the possibility that flexibility will be provided. It is vital that sailors are open with their employer and share the demands associated with being an elite level sailor, as well as the time periods that they may need to be away from work to attend training camps or events. Making good use of paid holiday can be beneficial, booking necessary time off in advance. In some cases, employers will allow sailors to take additional days of unpaid holiday if required.

I get 20 days paid holiday. 20 days is actually quite a lot when you think an event is normally maybe 5 days. I've got that 20 days holiday and then anything after that is unpaid, but I can still take it.

**British Youth Sailor and Apprentice**



## Performance Lifestyle Support

For more information on what performance lifestyle is, please visit page (x), where lifestyle support is highlighted as a focus area.

Performance lifestyle support is available to a number of different sailors through the following means:

Type of Sailor	Who Provides Lifestyle Support
UK Sport Lottery Funded Sailors (Plus some support for F Funded Sailors)	English Institute of Sport Practitioners (Contact your Programme Manager for more information)
TASS Programme Sailors	TASS Delivery Site Practitioners
Sport Scholarship Sailors	University Practitioners

Lifestyle support is not only a service beneficial for dual career sailors, but for all sailors. We strongly encourage sailors to reach out to their performance lifestyle advisor and consistently engage with the service and support that's available.

Well, we have the performance lifestyle advisor, Tom who's been really helpful, like sending me messages every other day, "are you okay?" do you need any help? What's going on?" which is really nice to know that he's there to ask any questions or help out as much as he can.  
British Sailing Team Sailor



## Mental Health Support

The following mental health support is available to sailors should they need additional support or if they have highlighted a concern for themselves or someone has highlighted it for them:

Type of Sailor	Mental Health Support Available	How to Access Support
UK Sport Lottery Funded Sailors	Support through BUPA	Through team doctor, sport psychologist, or lifestyle advisor
TASS Programme Sailors	Support through Care First	0333 212 8383
Any Other Sailors not on the Above	NHS Mental Health Support	Referral through GP





## Personal Development Award

Podium funded athletes, alongside their Athlete Performance Award, also have access to a **Personal Development Award (PDA)**. Previously this has only been available for A-C level athletes, however, a pilot has been launched to open up the PDA to D and E level athletes as well. In every 12-month period, athletes will have access to the following funds for performance development:

A-C Lottery Funded Sailors'	D-E Lottery Funded Sailors'
£750	£250

The Personal Development Award is all about helping athletes to prepare for the future but also to find interests, hobbies, and activities that re-energise athletes for sport and cultivate a well-rounded personality. Examples of pursuits undertaken by athletes through the PDA include:

- Learning a language.
- Learning an instrument.
- Enrolling on a short course to support current areas of study or interest.
- Attendance at conference.
- Purchases of textbooks or subscriptions.

It is so important for sailors to make the most of this fantastic opportunity to engage any form of personal development they wish. Sailors should reach out to their lifestyle practitioner if they have any questions on the PDA or wish to receive some support or advice around how to best make use of this award.



## Campaign Leadership Management Programme

Sailors who are part of the British Sailing Team will have access to the Campaign Leadership Management Programme (the programme may also be available to sailors who are in the Paris 2024 cycle). The programme includes a series of 8 workshops with a focus on helping sailors to understand how to manage a four-year campaign as productively, efficiently, and effectively as possible.

Some of the topic areas that are covered within the programme, include:

- Personal effectiveness.
- Understanding the difference between leadership and management, and how that applies over a four-year cycle.
- Effective communication and building relationships.
- Characterising high-performing teams.



If I was going to quantify it is hard skills and soft skills. Hard skills are those things that they do on the water that made them a better racer, a better sailor. Soft skills are more to do with communication interaction, managing relationships, building trust so that they can interact more effectively with the very people who are responsible for these critical elements of the program. It's not that it's an either or, these are complementary. The sailor's appreciation, utilisation, and application of these hard skills will be enhanced as a result of knowing themselves better, understanding how to build relationships, communicate effectively etc. British Sailing Professional Skills Coach



Sailors who have the opportunity to be involved in the Campaign Leadership Management Programme should engage to the best of their ability. The quote above highlights the importance of not only developing the 'hard skills' on the water, but also effectively complimenting these skills with areas of development off the water.



# Sailor Dual Career Pathways

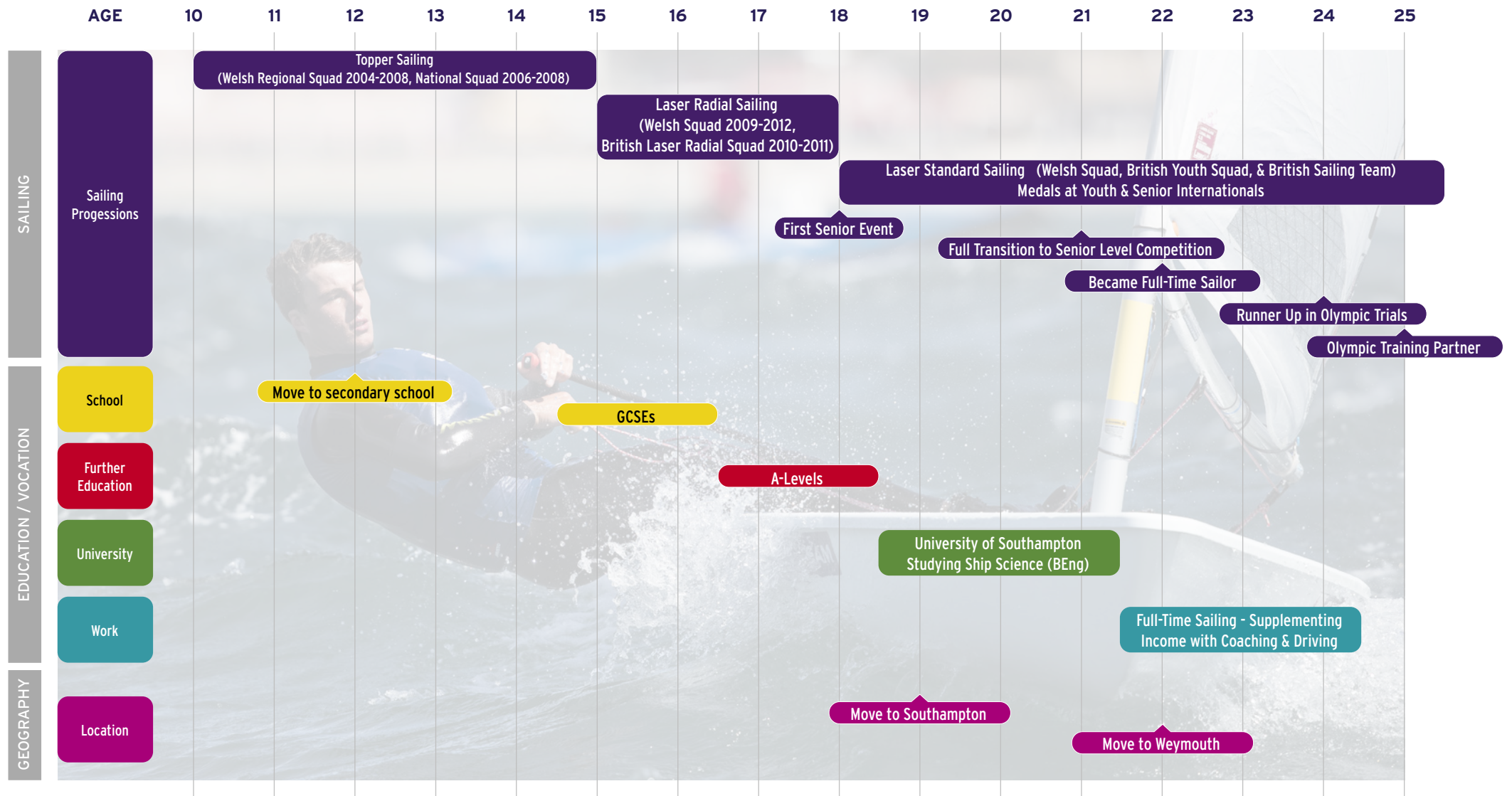
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# The Parallel Route – Michael Beckett

SUPPORT:  
SportsAid: 2008, 2009, 2012, 2013

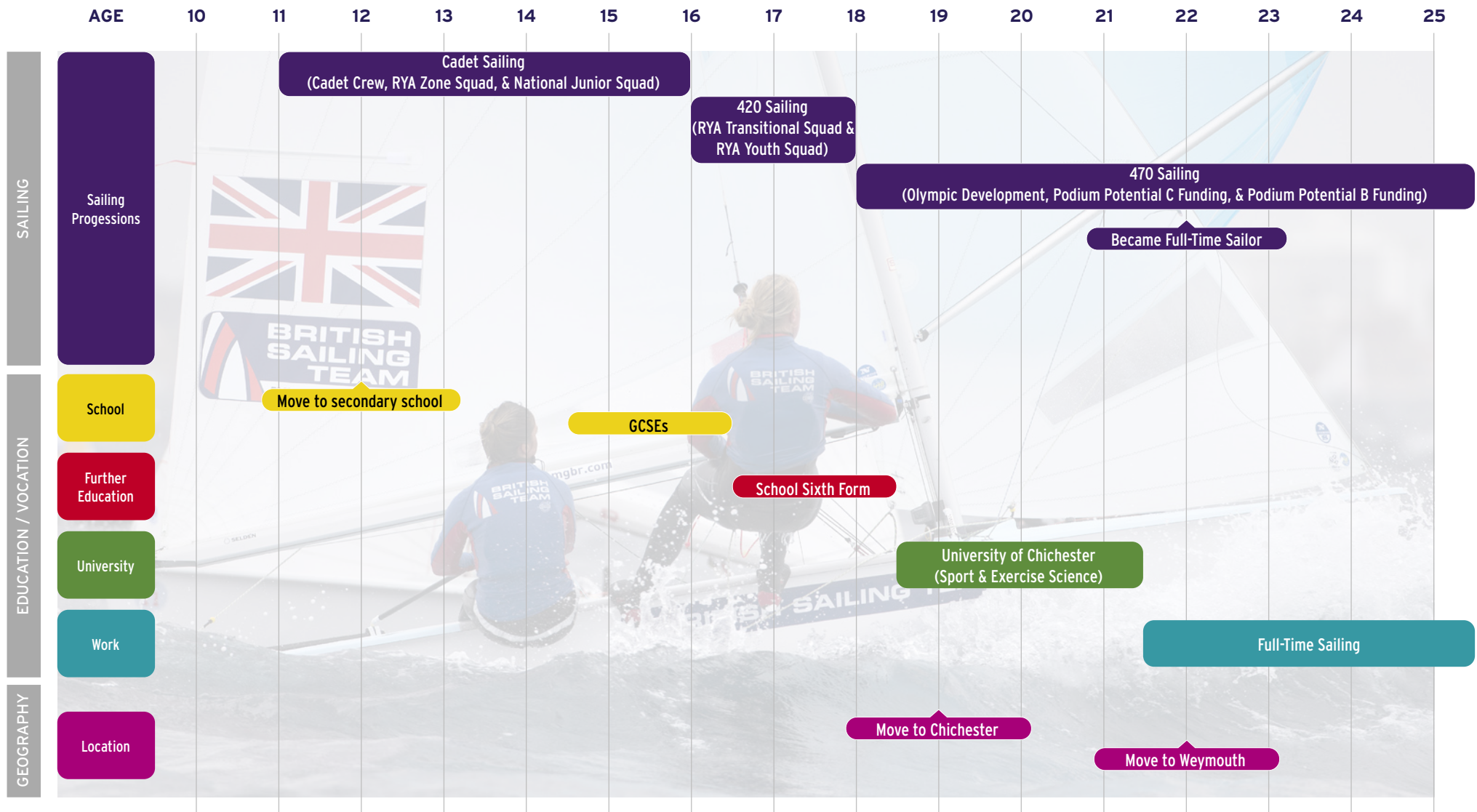




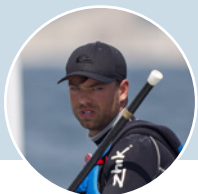


# The Parallel Route – Amy Seabright

SUPPORT:  
SportsAid: 2009

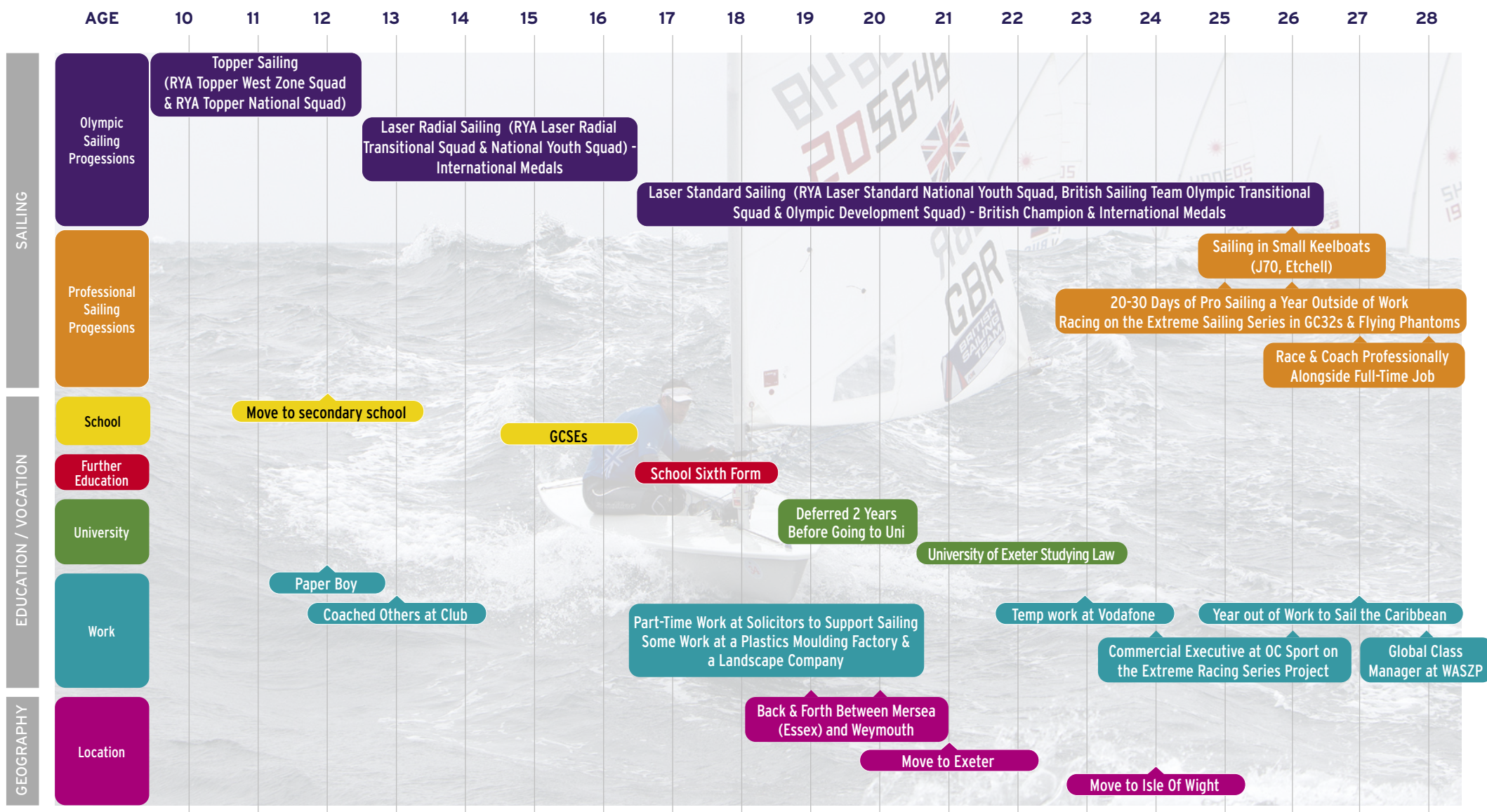






# The Staggered Route – Martin Evans

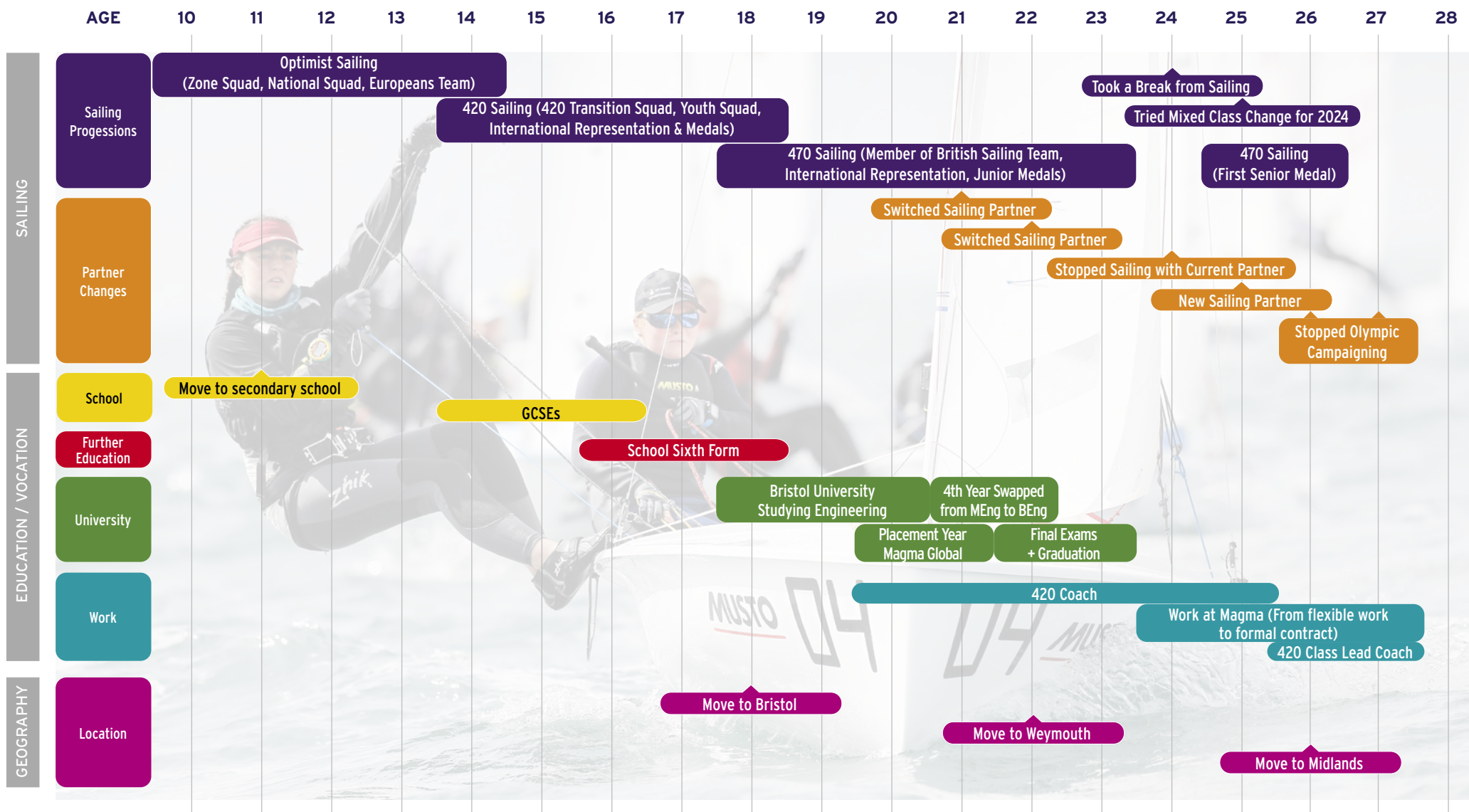
SUPPORT:  
TASS: 2008/09, 2009/10





# The Staggered Route – Jess Lavery

SUPPORT:  
TASS: 2011/12, 2012/13

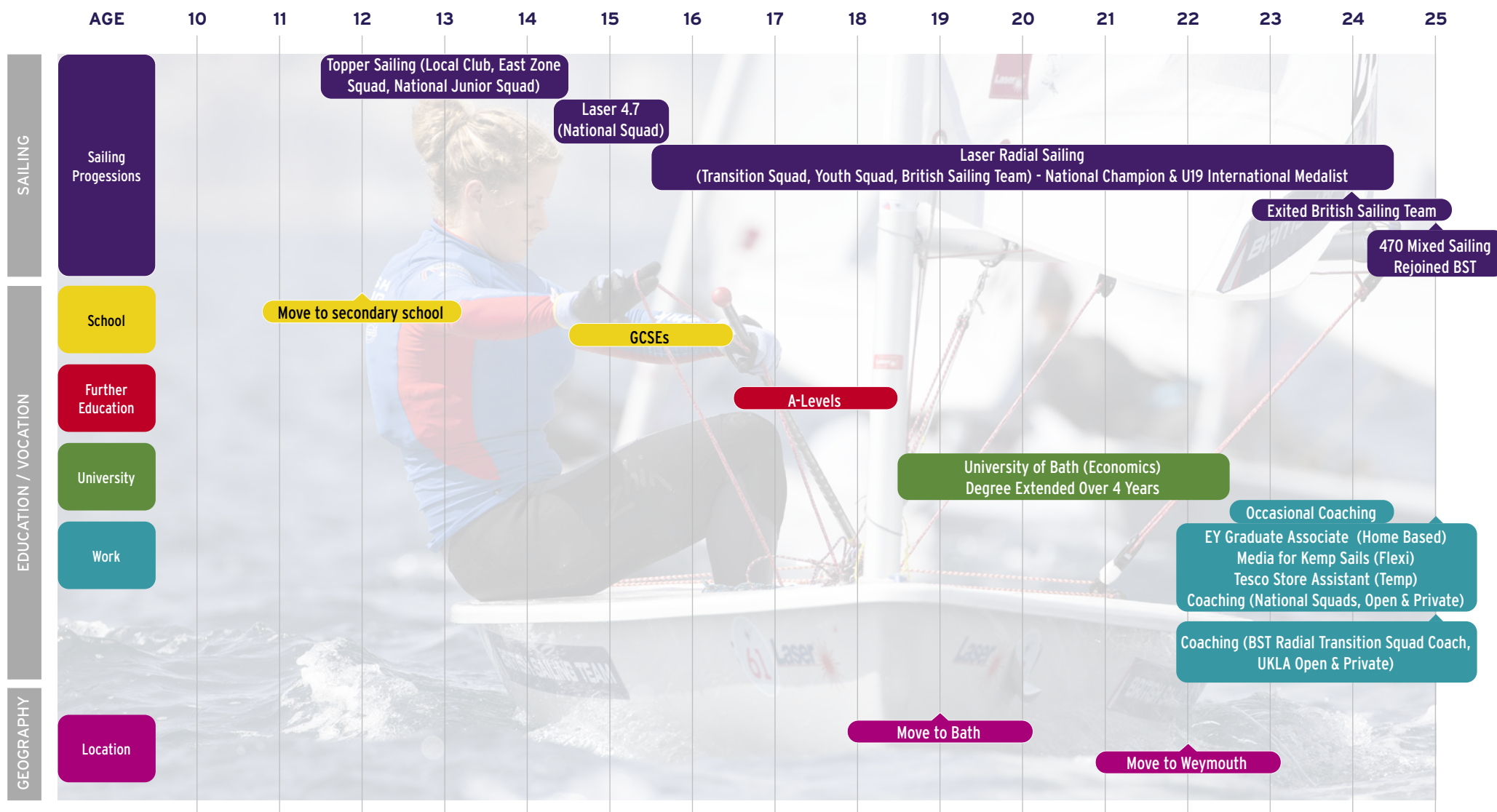






# The Staggered Route – Georgina Povall

SUPPORT:  
SportsAid: 2009, 2011  
TASS: 2012/13

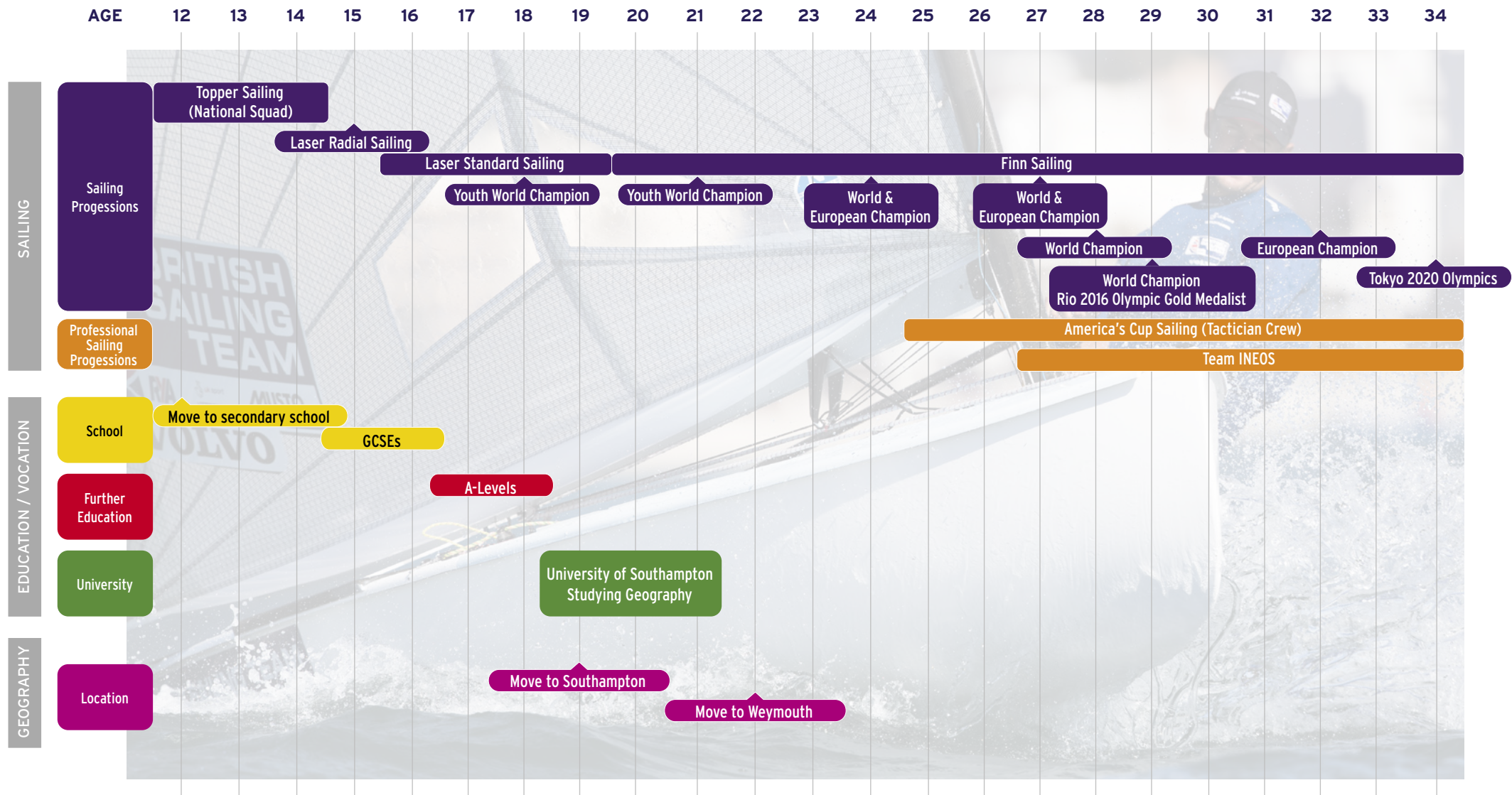






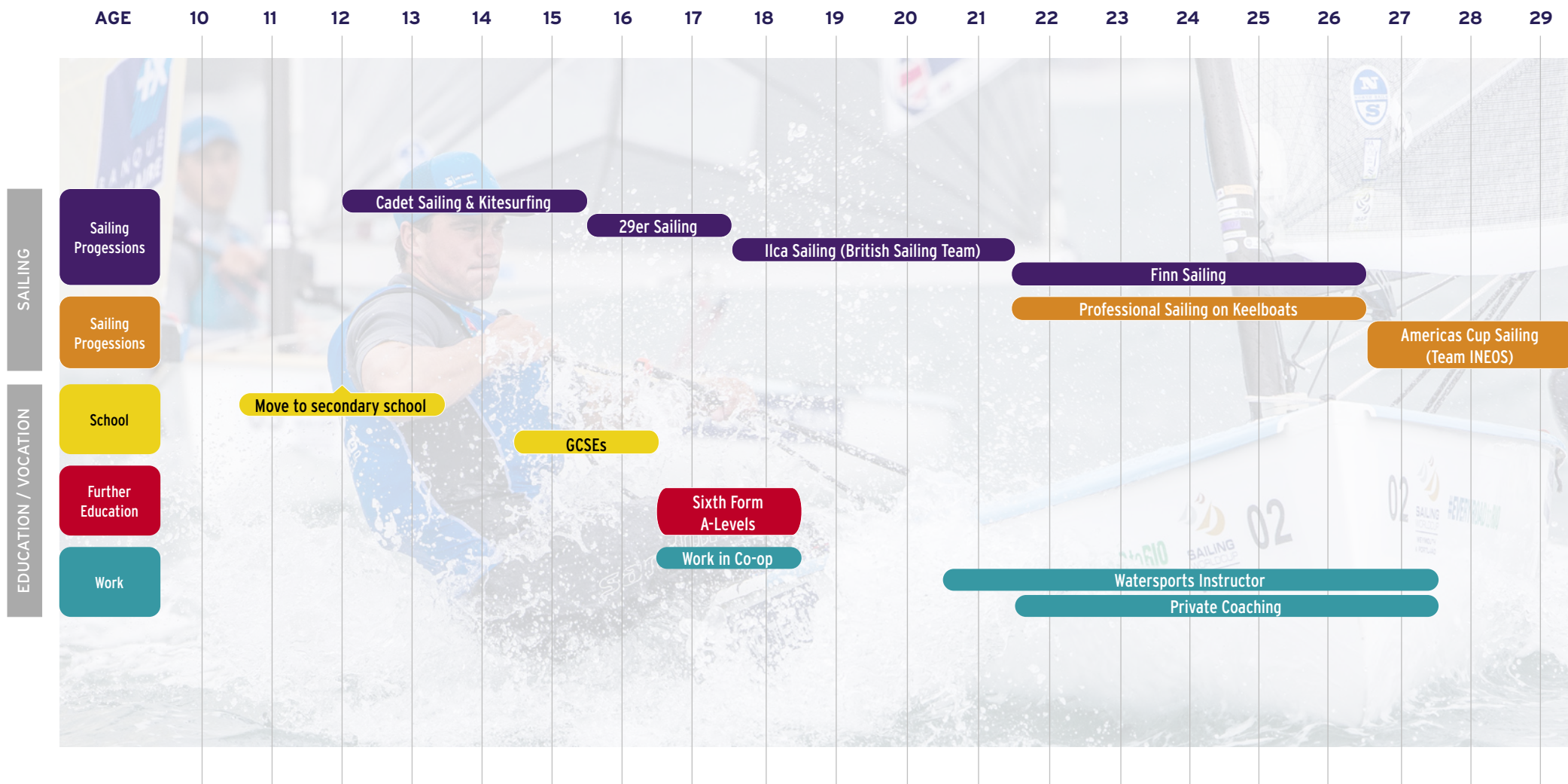
# The Parallel Route – Giles Scott

SUPPORT:  
SportsAid: 2002





# Full-Time Sailing / Vocational – Ben Cornish

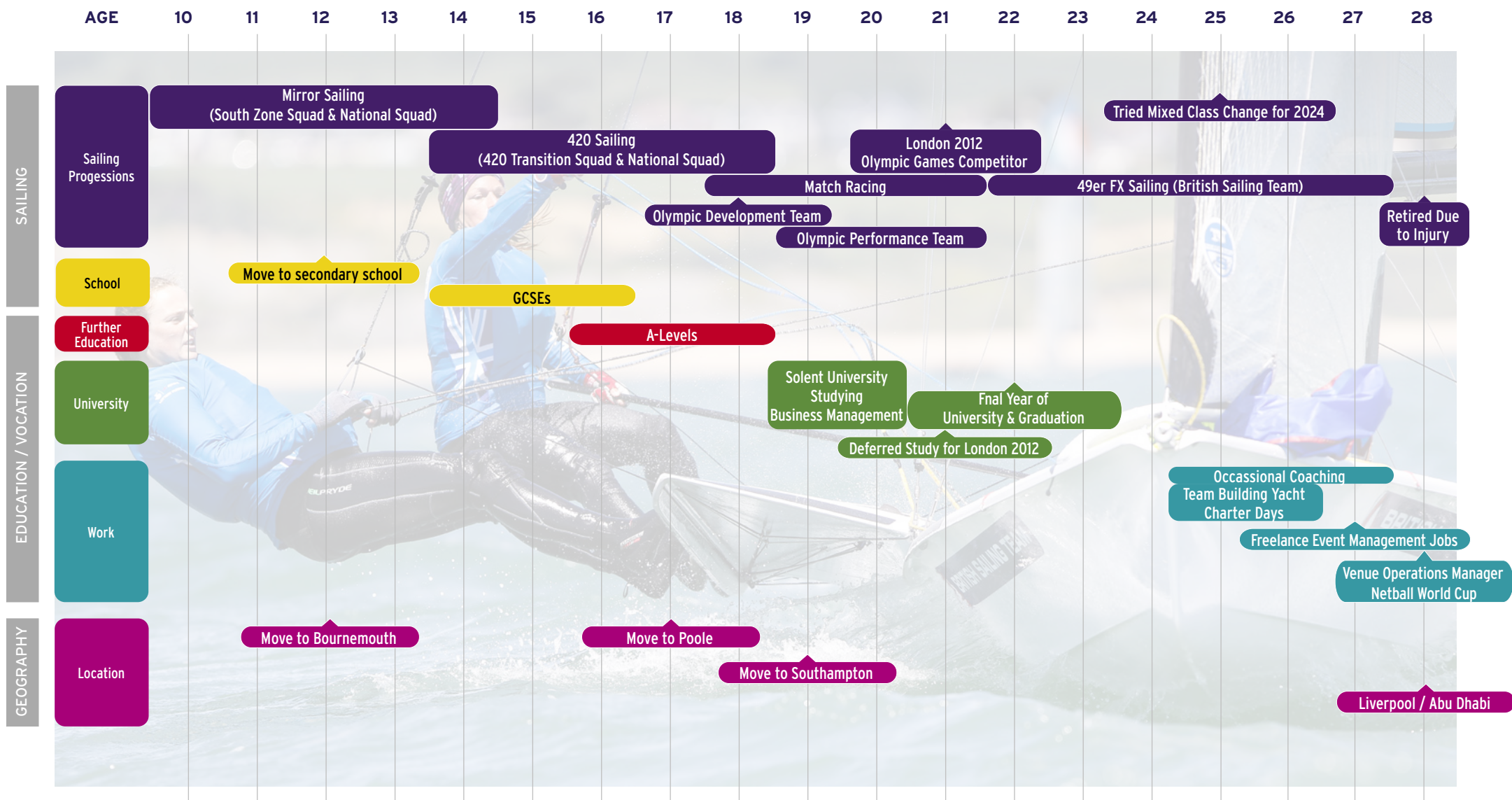






# The Staggered Route – Kate MacGregor

SUPPORT:  
TASS: 2007/08, 2008/09, 2009/10





# Sailing Through a Dual Career



## Authors:

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