



LEEDS
BECKETT
UNIVERSITY

Course Specification

Postgraduate Certificate Sport Coaching

Course Code: PGCSC

2024/25

Postgraduate Certificate Sport Coaching (PGCSC)

Applicant Facing Course Specification for 2024/25 Postgraduate Entrants

Confirmed at DEC/2023

General Information

Award	Postgraduate Certificate Sport Coaching
Awarding Body	Leeds Beckett University
Level of Qualification and Credits	Level 7 of the Framework for Higher Education Qualifications, with 60 credit points at Level 7 of the Higher Education Credit Framework for England
Course Lengths and Standard Timescales	<p>Start dates will be notified to students via their offer letter. The length and mode of delivery of the course is confirmed below:</p> <ul style="list-style-type: none">• 1 year (part time, campus based)• 2 years (part time, campus based)

Recommended standard route is 2 years, part-time.

Part Time Study	<p>PT delivery is usually at half the intensity of the FT equivalent course, although there may be flexibility to increase your pace of study to shorten the overall course duration. Some modules may be delivered in a different sequence to that defined within this information set but the modules offered within each level are consistent. Please note that the work placement option is not generally available to PT students.</p>
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Location(s) of Delivery	Headingley, Leeds
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Entry Requirements	<p>Admissions criteria are confirmed in your offer letter. Details of how the University recognises prior learning and supports credit transfer are located here: https://www.leedsbeckett.ac.uk/student-information/course-information/recognition-of-prior-learning/</p>
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Admissions enquiries may be directed to:
AdmissionsEnquiries@leedsbeckett.ac.uk.

Course Fees

Course fees and any additional course costs are confirmed in your offer letter. Fees enquiries may be directed to Fees@leedsbeckett.ac.uk.

Timetable Information

Timetables for Semester 1 will be made available to students during induction week via:

- i) The Student Portal (MyBeckett)
- ii) The Leeds Beckett app

Any difficulties relating to timetabled sessions may be discussed with your Course Administrator.

Policies, Standards and Regulations (www.leedsbeckett.ac.uk/academicregulations)

Standard University Regulations apply to this course, with one exception:

Exemption to Academic Regulation 2.3 'Standard Minimum Entry Requirements'; course entry requirements include IELTS 6.5 with no skills below 6.0, or an equivalent qualification.

Key Contacts

Your Course Director	Stephen McKeown
Your Academic Advisor	Dr David Piggott
Your Course Administrator	SchoolOfSportPGAdmin@leedsbeckett.ac.uk

Professional Accreditation or Recognition Associated with the Course

Professional Body

There is no professional accreditation associated with this course.

Accreditation/ Recognition Summary

N/A

Course Overview

Aims

This PG Cert Sport Coaching has been designed to enable you to excel in your coaching role and be better placed to respond to career opportunities. This clear and distinctive focus will support you to improve your judgement and decision-making behaviour.

Our interdisciplinary research with coaches working across sports and competitive contexts has shown that many of these judgements are rapid, emotional, intuitive and naturalistic in nature, often dictated by the time frame and environment in which decisions have to be made. Our research has also shown that other judgements are slower, made with greater thought and deliberation and take a more considered, 'classical' approach to problem solving. Ultimately, improving your ability to make and reflect on professional judgements is the overall goal of this course, where professionalism is based in being able ground judgements in extensive theoretical, personal and practical expertise.

To fulfil this aim, the course has been designed to recognise that high performing coaches make judgements and shape their decision-making behaviour based on ideas about their participants needs (the 'who'), the demands of their sport (the 'what') and principles of skill acquisition and learning (the 'how'). We suggest that a high performing coach's practice (i.e. their 'planning, delivery and reflective' practices) entails the constant integration of knowledge and experiences relating to the 'who', 'what' and 'how' to create the conditions within which participants learn, develop and reach their full potential (see figure 1).



Figure 1: A Framework for coach decision-making (Adapted from Abraham, Muir & Morgan, 2010)

Each of these interdependent areas form the core modules of our programme:

- Participant and Performer Development (the 'who')
- Professional Coaching Practice (integrating these three interdependent areas to 'plan, deliver and reflect' on long term coaching programmes).

You will be able to shape your learning towards your chosen career goal from the very beginning, aligning the content and assessment activities to the demands of your current role and future aspirations. By engaging in a blend of interactive workshops, audio and video capture of your coaching practice, reflective conversations and practical learning experiences you will be supported to explore how existing research, concepts, theories and frameworks can be used to make sense of and develop your professional judgment and decision-making behaviour.

Combining the benefits of distance learning and face-to-face contact, each module blends online learning materials with four days of contact with approximately four weeks between each day. Taken part-time over two years you will be required to attend eight two-day blocks between September and May each year. The learning contacts have been spaced like this to enable you to explore and integrate concepts and ideas from the course in your practice.

Informed by our pioneering and internationally recognised research within this field, we use some of the most advanced assessment, work-based learning and teaching approaches in coach learning and development. Informed by expert coaches and coach developers, we will help you explore, bring structure and add depth to your existing knowledge and skills enabling you to graduate with new insights about what coaching strategies work for you and your participants, in what circumstances and why.

Course Learning Outcomes

At the end of the course, students will be able to make, define and critique professional judgements in order to:

1. Evaluate developmental needs and wants of the individual participants with whom you work in order to personalise practice.
2. Develop an informed view on what constitutes professional coaching practice to reflect on the relationship between intentions, actions and their alignment in order to explore the adequacy of their underpinning strategies, reasoning and resources.
3. Explore their own coaching practice and reflect on the relationship between intentions, actions and their alignment in order to explore the adequacy of their underpinning strategies, reasoning and resources.
4. Develop caring, critical, trusting, respectful and honest working relationships with participants and wider stakeholders in order to influence their coaching context.
5. Plan long-term programmes of development to meet the needs, motives and entitlement of stakeholders.

Teaching and Learning Activities

Summary

Learning and Teaching Approaches

All learning and teaching approaches adhere to the LBU and the BSc/ MSc Sport Coaching Teaching, Learning and Assessment principles. Students should learn to appreciate and enjoy the process of learning.

Understanding how one's ability to learn enhances personal effectiveness and wellbeing. Learning should not solely be seen as a means to acquire an accredited qualification.

The programme has been designed to enhance coherence and connectivity with the core strands of the course (see course rationale and philosophy). In this respect, the team understand learner progression against the SOLO taxonomy (Biggs & Collis, 1982) and Entwistle and Peterson's (2004) Student Conceptions of Knowledge and Learning. These two theoretical perspectives suggest that students engaged at level 7 should be progressing to an enhanced level of connecting abstract concepts in an interdisciplinary manner to the relativistic reality of everyday coaching practice. The views also provide a benchmark against which we look to recruit students. That is, our view is that students engaging in the MSc should have, as a minimum, an awareness of the need to deliberately attempt to practice with new ideas and that multiple perspectives on coaching problems often exist and that there is a need to reason with alternatives. Having this explicit view has facilitated our capacity to recruit non standard entry student onto the programme. We have a very strong record of bringing in students who do not have degrees but do have significant experience aligned with industry qualifications. Our confidence is born from being able to question students on their perceptions on what coaching and what their goals for engaging in the programme would be. The resultant completion of the MSc for these students is testament to our faith in our recruitment processes.

The SOLO taxonomy and the conceptions of knowledge and learning to support recruitment concepts also guide our delivery, alongside the concepts of constructive alignment (Biggs, 1996) of curriculum design and sensemaking (Klein, Moon & Hoffman, 2006). We use the Coach Decision Making model and aligned knowledge bases to identify core curriculum. We then align this curriculum to modules that are designed to deliberately complement each other through the tasks and assessments that are set. For example, the Developing Talented Performer (the Who) module is delivered alongside the Understanding and Analysing Sport Performance (What), and Optimising Learning and Development (How) modules to encourage students see links across these modules. The assessments also direct students to seeing the links between the module content. Furthermore, all assessments are expected to be grounded in coaches' reality - this follows the view of student as producer. Finally, the Professional Coaching Practice module uses sensemaking as a core delivery tool. That is student are required to display how they are using the ideas delivered on course, researched by themselves, or discovered through practice to try and make sense of their practice based coaching issues.

In reality, we are effectively trying to practice what we preach, creating an evidenced based curriculum (What) matched to the theoretical needs of the students (Who) delivered using evidence based learning theories (How).

Learning and Teaching Activities

The course is delivered mainly through blocks of face-to-face on-campus learning. Typically core modules are delivered on the basis of 2 days per 10 credits (e.g. a 20-credit module will have 4 days of contact). These days are spread typically on a basis of one day per month. In-person learning is complemented by online learning that takes place in the weeks between sessions. There is a mixture of self-paced and live group sessions via MS Teams.

During the in-person days, a range of indicative learning and teaching activities will be used:

- Keynote delivery of core theoretical ideas
- Problem based learning in response to case studies and scenarios

- Debating or discussing practical ethical issues in sport and coaching
- Student-led coach education workshops in practicum and seminars (i.e. peer coaching, mentoring)
- Devising mental models to represent their understanding of a sport and/or participant development
- Development of curricula and associated resources
- Macro, meso and micro planning and delivery
- Selecting, applying, adapting or devising performance analysis tools
- Application of sensemaking methods critical reflection drawing on video evidence of coaching delivery in own setting
- Enquiry based learning through research-based and research-like tasks
- Engaging in critical evaluation of primary and secondary sources of knowledge

In addition to these delivery methods, students are also required to engage in several of these activities between delivery days to support students staying on task. Typically, these will be aligned with summative assessments to create a scaffold towards assessment completion while also providing opportunities for formative feedback from staff and other students.

Your Modules

This information is correct for students progressing through the programme within standard timescales. Option modules listed are indicative of a typical year. There may be some variance in the availability of option modules. Students who are required to undertake repeat study may be taught alternate modules which meet the overall course learning outcomes. Details of module delivery will be provided in your timetable.

The structure of the PG Cert Sport Coaching is designed to support students in achieving the aims and learning outcomes of the course. The progression and delivery of modules offer a clear course identity and a logical and coherent journey through the course. Achievement of the programme outcomes for this course will be realised by progressing through modules delivered across 1, 2 years. All modules are written to level 7 requirements, which encompass the need to display judgements that are at the forefront of professional coaching practice informed by relevant coaching research and related disciplines. These academic disciplines are delivered through coaching related modules that focus on the long medium and short term challenges faced by all coaches. All modules are delivered and assessed in order to help coaches understand and meet these challenges.

Level 7			
Semester 1		Semester 2	Core (Y/N)
Participant & Performer Development (30) *			Y
Professional Coaching Practice (30) *			Y

*Operates across semesters

Level 7 Year 1			
Semester 1		Semester 2	Core (Y/N)
Participant & Performer Development (30) *			Y
Year 2			
Professional Coaching Practice (30) *			Y

*Operates across semesters

Assessment Balance and Scheduled Learning and Teaching Activities

The assessment balance and overall workload associated with this course are calculated from core modules, i.e. the workload undertaken by a typical student. They have been reviewed and confirmed as representative by the Course Director. A standard module equates to 200 notional learning hours, which may be comprised of teaching, learning and assessment, placement activities and independent study. Modules may have more than 1 component of assessment.

Assessment

On this course students will be assessed by coursework.

Workload

Overall Workload	
Teaching, Learning and Assessment	108 hours
Independent Study	492 hours
Placement	-

Learning Support

If you have a question or a problem relating to your course, your Course Administrator is there to help you. Course Administrators work closely with academic staff and can make referrals to teaching staff or to specialist professional services as appropriate. They can give you a confirmation of attendance letter, and a transcript. You may also like to contact your Course Rep or the Students' Union Advice team for additional support with course-related questions.

Student Services

If you have any questions about life at University, call into our Student Services Centre at either campus or contact Student Advice directly. This team, consisting of trained officers and advisers are available to support you throughout your time here. They will make sure you have access to and are aware of the support, specialist services, and opportunities our University provides. They also work on a wide range of projects throughout the year all designed to enhance your student experience and ensure you make the most of your time with us. Student Advice are located in the Student Services Centre in the Leslie Silver Building at City Campus and on the ground floor of the Priestley Building at Headingley Campus. The team can also be contacted via email at studentadvice@leedsbeckett.ac.uk, telephone on 0113 812 3000, or by accessing our online chat link, available on the student homepage.

Support and opportunities

Within MyBeckett you will see two tabs (Support and Opportunities) where you can find online information and resources for yourselves. The Support tab gives you access to details of services available to give you academic and personal support. These include Library Services, the Students' Union, Money advice, Disability advice and support, Wellbeing, International Student Services and Accommodation. There is also an A-Z of Support Services, and access to online appointments/registration.

The Opportunities tab is the place to explore the options you have for jobs, work placements, volunteering, and a wide range of other opportunities. For example, you can find out here how to get help with your CV, prepare for an interview, get a part-time job or voluntary role, take part in an international project, or join societies closer to home.