



LEEDS
BECKETT
UNIVERSITY

Course Specification

BSc (Hons) Sport Coaching

Course Code: BSSCS

2026/27

leedsbeckett.ac.uk

BSc (Hons) Sport Coaching (BSSCS)

Applicant Facing Course Specification for 2026/27 Entrants

Confirmed at 11/2025

General Information

Award	Bachelor of Science with Honours Sport Coaching
Contained awards	Bachelor of Science Sport Coaching (Level 6) Diploma of Higher Education Sport Coaching (Level 5) Certificate of Higher Education Sport Coaching Level 4)
Awarding body	Leeds Beckett University
Level of qualification and credits	Level 6 of the Framework for Higher Education Qualifications, with 120 credit points at each of Levels 4, 5 and 6 of the UK Credit Framework for Higher Education (360 credits in total).
Course lengths and standard timescales	Start dates will be notified to students via their offer letter. The length and mode of delivery of the course is: <ul style="list-style-type: none">• 3 years (full time, campus based)• 4 years (full time, campus based, with placement year)• 6 years (part time, campus based)
Part Time Study	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 from that defined within this information set but the modules offered within each level are consistent. Please note that a work placement option is not generally available to PT students.
Location(s) of delivery	The majority of teaching will be at Headingley campus but on occasion may be at City campus.
Entry requirements	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/ Admissions enquiries may be directed to: AdmissionsEnquiries@leedsbeckett.ac.uk .
Course fees	Course fees are confirmed in your offer letter. A breakdown of any additional costs is included on the online prospectus entry for this course. Fees enquiries may be directed to Fees@leedsbeckett.ac.uk .

Policies, Standards and Regulations

<https://www.leedsbeckett.ac.uk/our-university/public-information/academic-regulations/>

Standard regulations apply to this course.

Professional Accreditation or Recognition Associated with the Course

None

'In Year' Work Placement Information

Summary

60 hours over 20 weeks undertaken at Level 5.

60 hours over 20 weeks undertaken at Level 6.

Students can undertake a Sandwich year 20 credit module, a paid placement in a related industry for an academic year between levels 5 and 6. Students are available to start work at any time between June and September and there is a requirement for students to complete a minimum of 120 hours of professional development activities. This will usually be achieved via work placements or other work-based learning where placements are not possible.

This Sandwich year allows the student the opportunity to take responsibility for their own development and learning and to reflect on their progress. A key feature of the placement experience is to enhance the learner's employability and future career prospects. Students will have opportunity to develop business contacts and professional networks, gain understanding of the jobs and career market and develop the key employability and professional skills.

Placement Delivery

Leeds Beckett University is dedicated to improving the employability of our students and one of the ways in which we do this is to support them in gaining valuable work experience via work based placements. Our placement teams have developed strong links with companies, many of whom repeatedly recruit our students into excellent placement roles. Our teams support students through every stage of the placement process.

Location

Students may be placed with various companies or clubs in the Leeds region. Further information on the allocation process is provided by the module leader prior to option choices being made.

Approval

Whilst students source their own placements, they will need to meet requirements which will be outlined before module enrolment.

Timetable

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.

Key Contacts

Your course director Jamie French

Your course administrator schoolofsportadmin@leedsbeckett.ac.uk

Course Overview

Aims

The course aims to develop students as well-rounded, independent learners with a broad, applied skill set and an emerging specialism in sport coaching. At the end of the three years students should be well equipped to enter the job market with a portfolio of evidence clearly showing their development in personal organisation, problem solving, time and resource management.

More specifically, first-class graduates from the course will be able to create exciting and engaging long-term plans based on an in-depth knowledge of your participants, their sport (or activity) and the wider context. They will have the skills to deliver fun and challenging sessions, aligned with long-term plans, using appropriate coaching methods.

These acquired evaluation skills will enable students to identify when things do not go to plan and make informed 'in action' changes, reflecting on the success of these experiments as a matter of habit. In making these reflections students will draw on evidence from different sources, acknowledging the strength of the support for the ideas that guide them. They will also have the opportunity to become a more highly effective communicator and team player, enabling them to work effectively with other key partners, whilst emerging as self-aware young leaders with a realistic 'vision' for developing effective coaching programmes in particular contexts.

Course learning outcomes

At the end of the course, students will be able to:

1	Collect information about participants to generate a theory and evidence-based assessment of their needs.
2	Create a model for a curriculum of work within a coaching environment and derive clearly aligned macro-, meso- and micro-level goals and plans.
3	Apply appropriate, aligned and inclusive practice activities and coaching behaviours in coaching sessions to bring about realistic intended learning outcomes with different and diverse participant groups.
4	Make informed and justified 'in-action' changes, noticing and analysing behaviours within coaching sessions, in order to bring outcomes closer to expectations as aligned with curriculum outcomes
5	Consistently display, and critically reflect on a mature and skill-based approach to professional development, learning and self-regulation.
6	Reflect on the relationship between personal values, research evidence and the cultural norms and policies of relevant groups, institutions and stakeholders (e.g. participants, other coaches, clubs, schools, NGBs) in the design and delivery of sport
7	Critically compare and synthesise multiple sources of evidence to create, reflect on and communicate research informed approaches to coaching practice.

Teaching and Learning Activities

Summary

In addition to fulfilling module and course learning outcomes, all learning and teaching activities should encourage students to engage with the module content, interact with their peers and academic staff while acquiring and developing their knowledge of key recurring themes. They should also create opportunities for students to apply that knowledge in appropriate contexts, then critically reflect and conduct research on their own and other people's practice.

Indicative learning and teaching activities at all levels will include:

- Presenting and explaining core concepts
- Problem based learning in response to case studies and scenarios
- Analysis and review of primary and secondary resources
- Debating or discussing practical ethical issues in sport and coaching
- Student-led coach education workshops in practicum and seminars (i.e. peer coaching, mentoring)
- Coaching in a variety of contexts including in-house festivals, schools, sports clubs and to their peers
- 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 critical reflection in Blogs, written reports or in practicum
- Enquiry based learning through research-based and research-like tasks

Research has shown that most people learn most successfully ‘by doing’ (Hackenthorn et al, 2011). With this in mind the aim is to deliver >50% of the course through the practical, practicum and placement activity. Students will also be encouraged to seek additional work based learning opportunities where they can broaden their experience or develop specialist skills in a specific context, activity, or catering for the specific needs of a particular group of participants. Within the taught practicum, placement based practice, or in their own practice, students will learn to employ appropriate conceptual frameworks to inform their planning, in-action decision-making, and more in depth post-action reflections (Mezirow, 1990). Research on coach learning has argued strongly that coaches learn informally through reflecting regularly on experience (Piggott, 2012; Cushion et al., 2012; Gilbert & Trudel, 2002). Students will therefore be taught how to reflect, gain reflective capacities and assessed on the depth and criticality of their reflections on experiences.

The majority of teaching time at Levels 4, 5 and 6 will consist of face-to-face delivery including lectures, seminars, practicals and tutorials. Some delivery time will comprise of online directed blended learning tasks and recorded lectures.

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.

Level 4

Compulsory modules

Module title	Credits	Semester/ teaching period
Developmental Coaching Curriculum	20	Semester 1
Personal Professional Academic Development in Sport Coaching	20	Semester 1
Primary Sport Pedagogy (How to Coach 1)	20	Semester 1
Coaching Contexts	20	Semester 2
Participant Development Principles	20	Semester 2
Secondary Sport Pedagogy (How to Coach 2)	20	Semester 2
Number of credits of compulsory modules	120	

Option modules

None

Level 5

Compulsory modules

Module title	Credits	Semester/ teaching period
Professional Development in Context (How to Coach 3)	20	Semester 1
Understanding Sport	20	Semester 1
Coaching Pedagogy in Practice (How to Coach 4)	20	Semester 2
Designing Sport Curriculum	20	Semester 2
Research in Practice for Sport Coaching	20	Semester 1 and 2
Number of credits of compulsory modules	100	

Option modules

Module title	Credits	Semester/ teaching period
Inclusive Practice (Multi Activity)	20	Semester 2
Performance Analysis and Conditioning	20	Semester 2
Positive Behaviour Management and Adventure, Play and Risk	20	Semester 2
Number of credits of compulsory modules	20	

Level 6

Compulsory modules

Module title	Credits	Semester/ teaching period
Creating Long Term Curricula	20	Semester 1
Professional Practice in Sport Coaching	20	Semester 2
Applied Coaching Pedagogy in Context	20	Semester 1 and 2
Final Year Project Sport Coaching	40	Semester 1 and 2
Number of credits of compulsory modules	100	

Option modules

Module title	Credits	Semester/ teaching period
Advanced Performance Analysis	20	Semester 1
Coaching for Positive Youth Development	20	Semester 1
Contemporary Issues in PE & Youth Sport	20	Semester 1
Developing Primary PE	20	Semester 1
Social Justice in Sports Coaching	20	Semester 1
Strength & Conditioning	20	Semester 1
The Talent Development Environment	20	Semester 1
CSS Sandwich Work Placement	20	Semester 1 and 2
Number of credits of option modules a student should choose	80	

Part-time

Part time students will be supported by the course team to determine an appropriate selection of modules from the level for each year of study.

Assessment and Scheduled Learning and Teaching Activities

The assessment balance and overall workload associated with this course are calculated from core modules and typical option module choices undertaken by students on the course. They have been reviewed and confirmed as representative by the Course Director but applicants should note that the specific option choices students make may influence both assessment and workload balance.

As previously mentioned, the standard module equates to 200 notional learning hours, which may be comprised of teaching, learning and assessment, any embedded placement activities and independent study. Modules may have more than one component of assessment.

Assessment

Level 4

Level 4 is assessed broadly by an even mix of coursework and practical assessments with a focus on acquisition.

Level 5

Level 5 is assessed broadly by an even mix of coursework and practical assessments with a focus on application.

Level 6

Level 6 is assessed predominantly by coursework with some practical assessments with a focus on producing.

Workload

Overall Workload	Level 4	Level 5	Level 6
Teaching, learning and assessment	288 hours	276 hours	198 hours
Independent study	912 hours	804 hours	882 hours
Placement	-	120 hours	120* hours

* Placement hours may differ to the hours presented for Level 6 depending on which option modules students elect to undertake.