



LEEDS
BECKETT
UNIVERSITY

Course Specification

Postgraduate Diploma Coach Development

Course Code: PCDVD

2026/27

leedsbeckett.ac.uk

PG Diploma Coach Development (PCDVD)

Applicant Facing Course Specification for 2026/27 Entrants

Confirmed at 11/2025

General Information

Award	Postgraduate Diploma Coach Development
Contained Awards	Postgraduate Certificate Coach Development
Awarding Body	Leeds Beckett University
Level of qualification and credits	Level 7 of the Framework for Higher Education Qualifications, with 120 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:</p> <ul style="list-style-type: none">• 24 months (part time, campus based)
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 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.</p>
Location(s) of delivery	<p>The majority of teaching will be at Headingley campus but on occasion may be at City campus.</p>
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> <p>Admissions enquiries may be directed to: AdmissionsEnquiries@leedsbeckett.ac.uk.</p>
Course fees	<p>Course fees are confirmed in your offer letter. A breakdown of any additional costs is included on the online prospectus entry for this course.</p> <p>Fees enquiries may be directed to Fees@leedsbeckett.ac.uk.</p>

Policies, Standards and Regulations

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

Standard regulations apply to this course.

'In Year' Work Placement Information

Summary

It is expected that most applicants to the course will be working in professional coach development (or similar) roles that will provide a context for much of the assessment. Where students are not working in coach development roles, or where they change roles during the programme, the course team will support them to find an appropriate placement.

Length

It is expected that students will be in coach development roles (or similar), or in placements, throughout the duration of the course, starting before, or early in, the first semester.

Location

Students with existing professional roles as coach developers (or similar) will be expected to continue those roles in their respective locations. Students seeking support for placements are likely to be placed in the Leeds area, most likely working with undergraduate student coaches in schools and grassroots club settings.

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

Dr Bob Muir

Your course administrator

SchoolofsportPGadmin@leedsbeckett.ac.uk

Course Overview

Aims

This course aims to offer higher learning and professional development opportunities to those working in the emerging profession of coach development.

The aims of the course are to:

- Develop the knowledge and practical skills required to effectively support coaches working in a range of environments and contexts.
- Develop and refine ethical and inclusive strategies for working with coaches and other key stakeholders, based on a deep understanding of the policies and social and cultural norms that exist in sport settings.
- Improve reflective capacities and processes to enable better life-long professional learning.
- Create a community of coach development professionals who can draw effectively on the support of a network of peers in their ongoing professional development.

Course learning outcomes

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

1	Analyse the needs and wants of different coaches (and other stakeholders) and draw on personal resources to plan, sustain and evaluate effective developmental relationships in different contexts.
2	Explore and evaluate different perspectives on coach education, learning and professional development in order to reflect on existing practices and identify opportunities to enhance coach learning and professional development.
3	Negotiate and apply a coach development curriculum, integrating multiple stakeholder perspectives, that meets the needs of the role and those of the athletes in a specific context.
4	Develop and refine personal strategies that are ethical, inclusive and highly cognisant of personal beliefs, relevant cultural norms and codes of conduct that exist in the industry.
5	Plan, deliver and evaluate long-term learning programmes to support coaches' learning and professional development.
6	Explore the relationship between coaches' intentions and actions in order to generate effective feedback that supports coach learning in context.
7	Reflect on the impact of your practice on coaches' opportunities for learning in a variety of settings, using judgements that arise to inform your own learning and professional development.

Teaching and Learning Activities

Summary

The course will be delivered in a blended fashion, with a mixture of

- blocked days of on campus-based classroom and practical sessions
- regular online delivery (both live and recorded).
- Where necessary (e.g. when unable to attend campus due to work commitments) students will also be able to access campus-based sessions via live online interactive streams.
- There is a desire to engage in in-situ observations where this practicable. This will be based on cohort availability and is not an essential activity

In addition to the face-to-face and online contact, students will be expected to engage in significant self-directed study, supported by tutors and peer networks. An important feature of the course is that students will be expected to be working in a relevant environment throughout. This will provide an important context for all of the module assessments, helping students to embed new skills and knowledge in their ongoing professional practice.

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 7

Compulsory modules

Module title	Credits	Semester/ teaching period
The effective practitioner	20	Semester 1 – Year 1
Developing curricula for coaches	20	Semester 1 – Year 1
Working with coaches and the coaching workforce	20	Semester 2 – Year 1
Supporting adult learning and professional development	20	Semester 2 – Year 1
Research Process	20	Semester 1 – Year 2
Professional Project	40	Semester 3 – Year 2
Number of credits of compulsory modules	120	

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.

A 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 7

On this course assessment-for-learning is an important general teaching and learning strategy. All summative assessments are preceded by multiple formative assessment and feedback opportunities. Students will be assessed through a mix of coursework, reflecting the activities and tasks that coach developers undertake in their professional practice. Most assessment can be tailored to the needs of the professional role. There is a major Professional Project that requires students to develop a 'product', drawing or a range of potential methods, that should help them in their (intended) role.

Workload

Overall Workload	Level 7
Teaching, learning and assessment	546 hours
Independent study	432 hours
Placement	222 hours