



LEEDS
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Course Specification

PG Cert Coaching and Mentoring for Education Practitioners

Course Code: PCMEP

2026/27

leedsbeckett.ac.uk

PG Cert Coaching and Mentoring for Education Practitioners (PCMEP)

Applicant Facing Course Specification for 2026/27 Entrants

Confirmed at October 2025

General Information

Award	Postgraduate Certificate Coaching and Mentoring for Education Practitioners
Contained awards	N/A
Awarding body	Leeds Beckett University
Level of qualification and credits	Level 7 of the Framework for Higher Education Qualifications, with 180 credit points at Level 7 of the Higher Education Credit Framework for England.
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">• 1 year (part time, campus based and distance learning)
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	Distance Learning and Headingley 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.

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 To be confirmed

Your course administrator education@leedsbeckett.ac.uk

Course Overview

Aims

The PGCert will be taught and assessed through one module. Students on the course will be contextualising their study in relation to their own professional practice and opportunities which may include one or more of coaching, mentoring and other forms of collaborative professional development or the management or supervision of it. Examples include enhanced approaches to lesson observation (e.g. learning rounds, use of video), lesson study, new approaches to performance management, collaborative action learning sets. Students on this course can be professional, engaged as a coach or coachee, mentor or mentee, or as a participant, collaborator, leader, manager, facilitator of professional collaborative learning.

The course aims are to:

1. Provide students with a flexible and rigorous programme of academic study in the field of coaching, mentoring and other forms of collaborative professional development in education, that utilises the latest research and theoretical advancements in the field.
2. Engage students in a sustained and systematic critical analysis of professional development practice across and within different educational contexts.
3. Provide students with an opportunity to participate in an academic community of practice that fosters collaboration and collegiality, and to contribute to the university research and practice centre 'CollectivED; the hub for Mentoring and Coaching'.
4. Provide students with opportunities to pursue their original independent enquiry in relation to their own professional contexts and practices, using methodologically and ethically appropriate modes of enquiry

Course learning outcomes

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

1	Explore and critique educational theory, research, policy, and practice in relation to coaching, mentoring and collaborative professional development in education contexts
2	Take a critical and reflective approach to diverse problems and issues in education in relation to teacher support and development across career phases and in different policy contexts
3	Develop and articulate their own perspectives on educational practices, informed by a critical evaluation of relevant theoretical and practical perspectives
4	Make sound judgments and competently communicate or present their conclusions

Teaching and Learning Activities

Summary

Our learning and teaching approaches are designed to engage, challenge and motivate our students to achieve their potential through a combination of directed and independent study. Using an enabling and collaborative approach, we foster collaborative learning to build on students' existing knowledge and skills. Students on this programme will be engaged in a variety of different modes of study: face to face and distance learning. Our approach to teaching and learning reflects the challenges faced by this diverse body of students and aims for flexibility and responsiveness to student needs. Our programme considers the load, timing and conduct of assessment and the impact of assessment on students. Both individually and collectively staff involved in teaching and learning on the course help to construct an environment for students that is supportive and engaging via access to online discussion boards and distance learning support.

Our learning outcomes extend student learning throughout the course and our curriculum is designed to enable students to identify clear areas of specialist interest based on their own passions and career aspirations.

The programme seeks to provide:

- An academic community of practice, both online and face-to-face, which nurtures enquiry and critical thinking based on the values of an academic collaborative community, supported by CollectivED, the hub for mentoring and coaching based at Leeds Beckett University.
- An academic community of practice, which allows for flexibility and recognises the significant work demands placed upon students on this course. This will allow for campus based and distance students to take a negotiated blended approach to the learning as appropriate.
- An active learning environment, involving academics and professionals from a range of disciplines, academic institutions and professional settings.
- A learning climate that supports and credits different learning styles supporting students who may be entering postgraduate study through non-traditional routes.

The programme approach to learning and teaching is informed by the following:

- A commitment to helping students achieve sophistication by developing their own area of specialism in related modules.
- A commitment to the promotion of personal and professional development within which individual's critical and contextual understanding as well as reflections upon professional skills.
- A commitment to making conscious and explicit the research informed teaching leading to sophistication which is undertaken by all staff contributing to the programme.
- A commitment to employability issues through reinforcing and exploring the links between research and professional practice.
- A commitment to exposing students to up-to-date national and international research and practice

in childhood and early years in a range of cultural educational settings.

- A commitment to working with students as co-researchers in the publication and dissemination of works which will be of interest to their professional networks.

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
Developing Evidence-informed Coaching and Mentoring Practice for Professional Development	60	1-2
Number of credits of compulsory modules	60	

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 students will be assessed through a portfolio equivalent to 12,000 words. The portfolio of evidence will be built up across the period of study. Formative feedback from peers and tutors will be offered during and between taught sessions. Through the portfolio the students will address and evidence three key questions related to the aims and learning outcomes of the module.

1. What are the characteristics of my own collaborative professional development practice (such as engagement in coaching or mentoring)?
2. How does theory and research help me to critically reflect on it?
3. How can I build an evidence-based approach to developing it?

Workload

The number of hours of workload generally equates to 1200 per level for an honours degree or 1800 for a Masters programme, corresponding to the national standard of 10 notional hours of learning for each UK HE credit point.

Overall Workload	Level 7
Teaching, learning and assessment	60 hours
Independent study	540 hours
Placement	0 hours