



LEEDS
BECKETT
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Course Specification

Postgraduate Certificate Sport Coaching

Course Code: PGCSC

2026/27

leedsbeckett.ac.uk

PG Certificate Sport Coaching (PGCSC)

Applicant Facing Course Specification for 2026/27 Entrants

Confirmed at 11/2025

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:</p> <ul style="list-style-type: none">• 12 months (full time, campus based)• 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 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.

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 David Cooke
Your Course Leader	Dr Jamie Poolton
Your course administrator	SchoolofSportPGAdmin@leedsbeckett.ac.uk

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:

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

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.

Level 7 – Full Time

Compulsory modules

Module title	Credits	Semester/ teaching period
Participant & Performer Development	30	Semester 1 & 2
Professional Coaching Practice	30	Semester 1 & 2
Number of credits of compulsory modules	60	

Level 7 – Part Time

Compulsory modules

Module title	Credits	Semester/ teaching period
Participant & Performer Development	30	Semester 1 & 2 – Year 1
Professional Coaching Practice	30	Semester 1 & 2 – Year 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

This course is assessed predominantly by coursework

Workload

Overall Workload	Level 7
Teaching, learning and assessment	108 hours
Independent study	492 hours