



**LEEDS
BECKETT
UNIVERSITY**

Course information for applicants

This information applies to the course as it will be delivered to students starting the course in 2027/28.

Information provided here was confirmed on 18/08/2026

General information

Programme code

BSSCS

Target award

If you complete this course successfully you will be eligible for the award of:

BSc (Hons) Sport Coaching

Delivery mode

- ☒ On campus
☐ Distance learning

Where you will study

The majority of teaching will be at Headingley campus but on occasion may be at City campus.

Awarding body

Leeds Beckett University

Regulator

Office for Students

Level of qualification

Level 6 of the Framework for Higher Education Qualifications

Course duration

If you are made an offer of a place on the course, your offer letter will include the start date.

This course can be studied:

- 3 years full-time
- 4 years full-time with a placement year
- 6 years part-time

Part-time study

This course can be studied part-time.

If you study the course part-time, it will usually take twice as long to complete compared with the equivalent full-time course. The modules may be delivered in a different sequence than on the full-time course, but you will study the same modules at each academic level. With the agreement of the course team, you may be able to increase your pace of study to shorten the overall course duration.

As a part-time student, you will not usually have the option of a work placement.

Work placement

60 hours over 20 weeks undertaken at Level 5.

60 hours over 20 weeks undertaken at Level 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.

Students can also opt to undertake a placement year, a paid placement in a related industry for an academic year between Levels 5 and 6.

This placement 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.

If you opt to undertake a full year placement and this is completed successfully you will have the words 'with placement year' added to the award title including for any contained awards that you are eligible for.

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

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

Entry requirements

Admissions criteria are available on the online prospectus entry for this course.

If you have previous relevant qualifications or experience, you could be exempt from certain parts of your course. Recognition of prior learning (RPL) allows you to start your course at a point appropriate to the learning and skills that you may have developed in a professional, vocational or community setting.

Find out more here: <https://www.leedsbeckett.ac.uk/student-information/course-information/recognition-of-prior-learning>

If you have questions about entry requirements and admissions, contact AdmissionsEnquiries@leedsbeckett.ac.uk

Course fees

Course fees and a breakdown of any additional costs is included on the online prospectus entry for this course.

If you have questions about fees for this course, contact Fees@leedsbeckett.ac.uk

Timetable

You will receive your full timetable for the year during induction week.

What you will study

Course 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.

Teaching and learning activities

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.

Course structure

This information is correct for students progressing through the course within standard timescales. If you have to repeat study or take time out during your course, you may be taught alternative modules which meet the overall course learning outcomes.

The option modules listed may vary. Those listed here are likely to be offered in a typical year.

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
Total number of credits of compulsory modules:	120	

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
Total number of credits of compulsory modules:	100	

Option modules

Module title	Credits	Semester/teaching period
Professional Development in Practice in Sport Coaching	20	Semester 1
Professional Development in Practice in Sport Coaching	20	Semester 2
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
Total number of credits of elective modules a student must enrol on:	20	

Placement year

Module title	Credits	Semester/teaching period
CSS Placement Year	120	Semester 1 and 2
Total number of credits of compulsory modules:	120	

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
Total 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
Total number of credits of elective modules a student must enrol on:	20	

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 feedback

The balance of assessment may change depending on which option modules you choose.

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.

Placement year

The placement year is assessed entirely by coursework.

Level 6

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

Workload

You can expect to spend a total of 100 hours learning per 10 credits.

Typically, a student on this course can expect to divide their time like this:

Overall workload	Level 4	Level 5	Placement year (if chosen)	Level 6
Teaching, learning and assessment	288 hours	276 hours	0 hours	198 hours
Independent study	912 hours	804 hours	0 hours	882 hours
Placement study	0 hours	120 hours	1,200 hours	120* hours

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