



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 07/09/2026

General information

Programme code

PGCSC

Target award

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

PGCert 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 7 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:

12 months full-time

24 months 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.

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

This PG Certificate 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.

Teaching and learning activities

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.

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.

Level 7

Compulsory modules – full-time

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

Compulsory modules – part-time

Module title	Credits	Semester/teaching period
Participant & Performer Development	30	Semester 1 & 2 – Year 1
Professional Coaching Practice	30	Semester 1 & 2 – Year 2
Total number of credits of compulsory modules:	60	

Assessment and feedback

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

Level 7

This course is assessed predominantly by coursework.

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 7
Teaching, learning and assessment	108 hours
Independent study	492 hours
Placement study	0 hours