

<b>Module Code:</b>	YCW415
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<b>Module Title:</b>	Mentoring: Introduction to Principles and Practice
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<b>Level:</b>	4	<b>Credit Value:</b>	20
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<b>Cost Centre(s):</b>	GAYC	<b>JACS3 code:</b> <b>HECoS code:</b>	L530 100466
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<b>School:</b>	Social & Life Sciences	<b>Module Leader:</b>	Hayley Douglas
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Scheduled learning and teaching hours	20 hrs
Guided independent study	180 hrs
Placement	0 hrs
<b>Module duration (total hours)</b>	<b>200 hrs</b>

*Guidance - normally, the university would expect to see the following amounts of contact time and independent learning time for taught modules as part of its Modular Curriculum Framework –*

<i>Level</i>	<i>Credit volume</i>	<i>Overall learning hours</i>	<i>Contact learning hours</i>	<i>Independent learning hours</i>
<i>Level 3</i>	<i>20 credits</i>	<i>200 hrs</i>	<i>40</i>	<i>160</i>
<i>Level 4</i>	<i>20 credits</i>	<i>200 hrs</i>	<i>36</i>	<i>164</i>
<i>Level 5</i>	<i>20 credits</i>	<i>200 hrs</i>	<i>30</i>	<i>170</i>
<i>Level 6</i>	<i>20 credits</i>	<i>200 hrs</i>	<i>24</i>	<i>176</i>
<i>Level 7</i>	<i>20 credits</i>	<i>200 hrs</i>	<i>21</i>	<i>179</i>

<b>Programme(s) in which to be offered (not including exit awards)</b>	Core	Option
Stand-alone module, to be attached to BA (Hons) Youth and Community work for QA and assessment purposes only	x	<input type="checkbox"/>
Glyndwr University Certificate of Continuing Education (Youth, Community and Care Studies) (completion of any two modules from YCW406; YCW413; YCW415; YCW416; YCW608)	x	<input type="checkbox"/>

**Pre-requisites**

There is an expectation that learners will have studied to at least level 3.

**Office use only**

Initial approval: 01/12/2017

Version: 2

With effect from: 01/06/2019

Date and details of revision: 08/03/2021 – Minor updates plus change from group to individual presentation in assessment narrative

Version: 3

## Module Aims

This module aims to develop an understanding of the key concepts associated with effective mentoring, consider the skills and attributes of effective mentors, and evaluate the outcomes of positive mentoring relationships.

## Intended Learning Outcomes

Key skills for employability

KS1	Written, oral and media communication skills
KS2	Leadership, team working and networking skills
KS3	Opportunity, creativity and problem solving skills
KS4	Information technology skills and digital literacy
KS5	Information management skills
KS6	Research skills
KS7	Intercultural and sustainability skills
KS8	Career management skills
KS9	Learning to learn (managing personal and professional development, self-management)
KS10	Numeracy

At the end of this module, students will be able to

Key Skills

At the end of this module, students will be able to		Key Skills	
1	Explain key concepts and principles of a mentoring relationship.	KS1	KS2
		KS6	KS7
		KS4	KS6
2	Analyse the skills required to develop an effective mentor/mentee relationship.	KS1	KS2
		KS3	KS8
		KS9	KS4
3	Evaluate the outcome of a mentor/mentee relationship.	KS1	KS2
		KS3	KS8
		KS9	KS4

## Transferable skills and other attributes

- Study, writing, IT skills
- Communication skills
- Collaboration through group work and informal learning
- Presentation skills
- Interpret, analyse and evaluate behaviour, approaches and methods
- Apply principles and values of mentoring within ethical methods
- Observe, record and account for practice outcomes
- Prepare reports on mentoring practice

**Derogations**

None

**Assessment:**

## Indicative Assessment Tasks:

1. Students prepare a 10 minute poster presentation explaining the key concepts and principles of mentoring. This will include a poster of 1000 words, followed by a 10 minute presentation and then questions.
2. Students will work individually on a case study scenario and will be asked to analyse the skills required to develop an effective mentoring relationship, and to evaluate the outcome of mentoring relationship in the case study scenario.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1	Poster Presentation	30	10 minutes	1000
2	2,3	Case Study	70	N/A	1500

**Learning and Teaching Strategies:**

This module will be delivered as an Online Module. Students will work through online learning activities on a weekly basis. These will include a mix of synchronous and asynchronous sessions. A variety of teaching and learning activities will be employed on this course, predominantly those that emphasise interactive learning and student participation. These will include recorded lectures and presentations, case studies and problem based learning activities; class discussion through forums online; quizzes and other online activities. This module will also use the VLE to provide additional resources and learning support through forums and other interactive means of communication.

## **Syllabus outline:**

Indicative content will include:

### **An exploration of the key concepts and principles of effective mentorship, such as**

- Definitions of mentoring
- The purpose and benefits of mentoring
- Skills and Qualities of effective mentors
- The role of the mentor
- Key stages of the mentoring cycle
- The mentoring relationship

### **Skills and Qualities of effective mentors:**

- Assumptions, attitudes and values
- Interpersonal behaviour
- Communication skills
- Equal opportunities and respecting diversity
- Working with others to develop plans and goals
- Reviewing progress towards the achievement of goals
- Dealing with challenging statements
- Building rapport
- Developing empathy
- Questioning styles
- Active listening

### **Understanding the mentoring relationship:**

- Important factors in beginning a supporting relationship
- Ground rules in mentoring
- Defining boundaries
- Confidentiality
- Limits of mentoring relationships
- Ending a mentoring relationship in a planned and positive way

**Indicative Bibliography:****Essential reading**

Frith, C., May, G. & Pocklington. (2017) *The Student's Guide to Peer Mentoring*. London: Palgrave

Garvey, R., Stokes, P. and Megginson, D. (2017) *Coaching and mentoring: theory and Practice (3<sup>rd</sup> Ed.)*. London: SAGE Publications Ltd.

**Other indicative reading**

Andreanoff, J. (2016) *Coaching and Mentoring in Higher Education; a step by step guide to exemplary practice*. Palgrave Teaching and Learning: London

Alfred, G. & Garvey, R. (2010) *The Mentoring Pocket Book (3<sup>rd</sup> Ed.)* Hampshire: Management Pocket Books

Clutterbuck, D. (2004), *Everyone Needs a Mentor*. London: CIPD.

Dubois, D.L & Karcher, M.J (Eds.) (2014) *Handbook of Youth Mentoring (2<sup>nd</sup> Ed.)* London: Sage

Merlevede, P.E. and Bridoux, D.C. (2003), *Mastering Mentoring and Coaching with Emotional Intelligence*. Carmarthen: Crown House Publishing Ltd.

Wallace, S. and Gravells, J. (2009), *Mentoring (3<sup>rd</sup> Ed.)*. Exeter: Learning Matters Ltd. (Ebook)

**Journals:**

International Journal of Evidence Based Coaching and Mentoring

International Journal of Mentoring and Coaching

Journal of Educational Research

The Journal of Coaching Education Training and Coaching Today

**Web sites:**

BACP Coaching [www.bacpcoaching.co.uk](http://www.bacpcoaching.co.uk)

Chartered Institute of Personnel and Development [www.cipd.co.uk](http://www.cipd.co.uk)

European Mentoring and Coaching Council [www.emccouncil.org](http://www.emccouncil.org) MentorSET

[www.mentorset.org.uk/what-is-mentoring.html](http://www.mentorset.org.uk/what-is-mentoring.html)