Module specification

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Module Code	COM732
Module Title	Mentorship in Technology
Level	7
Credit value	20
Faculty	FAST
HECoS Code	101322
Cost Code	GACP

Programmes in which module to be offered

Programme title	Is the module core or option for this programme
Standalone module aligned to MSc Computer Game Development for QA and Assessment Board purposes	Optional

Pre-requisites

None

Breakdown of module hours

Learning and teaching hours	21 hrs
Placement tutor support	0 hrs
Supervised learning e.g. practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
Total active learning and teaching hours	**21 hrs**
Placement / work based learning	0 hrs
Guided independent study	179 hrs
Module duration (total hours)	**200 hrs**

Module aims

This module is designed to implement the concept of mentorship within a higher education environment and evaluate the roles of the mentor and mentee using reflective practice. The emphasis of this module will be on experiencing the role of a mentor in higher education and identifying the practice benefits and challenges.

Students will engage and collaborate with the mentorship process to take ownership and manage their own development both as an individual and in relation to the mentor-mentee relationship.

Module Learning Outcomes - at the end of this module, students will be able to:

1	Identify and conceptualise characteristics and roles of mentorship within the context of a higher education environment.
2	Critically evaluate the roles of mentorship in own subject area.
3	Develop and maintain a professional mentor-mentee relationship.
4	Critically analyse and reflect on development of own mentorship practice.

Assessment

Indicative Assessment Tasks:

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

Assessment One: This essay will focus on mentorship within the context of the student. Students will be required to engage with research to conceptualise and evaluate the role of a mentor and how it will relate to their practice, both in a HEI and their subject area.

Assessment Two: This will take the form of an informal, reflective process in which the students will record mentorship progress and critically analyse and reflect on aspects of their mentorship practice. Per mentor-mentee contract this will include: a minimum of one action plan form and a minimum of two review forms.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1, 2	Written Assignment	40%
2	3, 4	Coursework	60%

Derogations

None

Learning and Teaching Strategies

The module will be delivered with a mixture of didactic and facilitative teaching. New concepts will be introduced through didactive elements, with group-based collaborative facilitation to reinforce these concepts.

Flipped teaching will be introduced to give students direction with their own development and initial conceptualisation of the holistic view of mentorship. As the module progresses focus will lessen on the concepts of mentorship and will focus more on student's individual development within their subject area with their mentorship roles.

Indicative Syllabus Outline

Indicative Syllabus will include:

- Exploring the definitions of a mentor.
- What makes a good mentor?
- What makes a good mentee?
- Roles of Mentorship
- Mentorship in the Media
- Mentorship in Technology
- Sponsorship versus developmental.
- Formality of mentorship.
- Conflict Resolutions.
- Reflective models.
- Referencing.

Indicative Bibliography:

Please note the essential reads and other indicative reading are subject to annual review and update. Please *ensure correct referencing format is being followed as per University Harvard Referencing Guidance.*

Essential Reads
Clutterbuck, D. (2014), *Everyone needs a mentor,* Fifth Edition, London: Chartered Institute of Personnel and Development.

Other indicative reading
Parsloe, E., Leedham, M. (2017), *Coaching and Mentoring: Practical Techniques for Developing Learning and Performance,* Third Edition, London: Kogan Page Ltd.

Rhodes, C., Stokes, M., Hampton, G. (2004*), A Practical Guide to Mentoring, Coaching and Peer-networking,* Abingdon: Routledge.

Bassot, B. (2016), *The Reflective Practice Guide. An Interdisciplinary Approach to Critical Reflection*, Abingdon: Routledge.

Employability skills – the Glyndŵr Graduate

Each module and programme is designed to cover core Glyndŵr Graduate Attributes with the aim that each Graduate will leave Glyndŵr having achieved key employability skills as part of their study. The following attributes will be covered within this module either through the content or as part of the assessment. The programme is designed to cover all attributes and each module may cover different areas.

Core Attributes
Engaged
Enterprising
Creative
Ethical

Key Attitudes
Commitment
Curiosity
Resilience
Confidence
Adaptability

Practical Skillsets
Digital Fluency
Organisation
Leadership and Team working
Critical Thinking
Emotional Intelligence
Communication