

Module Code:	COM732
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Module Title:	Mentorship in Technology
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Level:	7	Credit Value:	20
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Cost Centre(s):	GACP	JACS3 code:	X220	HECoS code:	101090
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Faculty:	Arts, Science and Technology	Module Leader:	Richard Hebblewhite
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Scheduled learning and teaching hours	21 hrs
Guided independent study	179 hrs
Placement	NA hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered (not including exit awards)	Core	Option
MSc Computer Game Development	<input type="checkbox"/>	<input checked="" type="checkbox"/>
MSc Computer Networking	<input type="checkbox"/>	<input checked="" type="checkbox"/>
MSc Computer Science	<input type="checkbox"/>	<input checked="" type="checkbox"/>
MSc Computing	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Pre-requisites
None

Office use only

Initial approval: 12/04/2019

Version no:1

With effect from: 01/09/2019

Date and details of revision: Approved by APSC April 2019

Version no:

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.

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	Identify and conceptualise characteristics and roles of mentorship within the context of a higher education environment.	KS1 KS4 KS6	KS7 KS8 KS9
2	Critically evaluate the roles of mentorship in own subject area.	KS1 KS4 KS6	KS7 KS8 KS9
3	Develop and maintain a professional mentor-mentee relationship.	KS1 KS2 KS3	KS7 KS8 KS9
4	Critically analyse and reflect on development of own mentorship practice.	KS1 KS2 KS3	KS7 KS8 KS9

Transferable skills and other attributes

Students will gain practical experience of dealing with mentees, understanding and negotiating contracts along with a diverse range of professional reflective practises.

Derogations

N/A

Assessment

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 (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1, 2	Essay	45%	N/A	1800
2	3, 4	Reflective Practice	55%	N/A	2200

Learning and Teaching Strategies

The module will be delivered with a mixture of didactic and facilitative teaching. New concepts will be introduced through didactic 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.

Syllabus outline

- 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.
- Reflective models.
- Referencing.

Bibliography

Essential reading

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

Other indicative reading

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

Rhodes, C., Stokes, M. and 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.