

Module specification

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Module Code	EDS423
Module Title	Mentoring in the Post-Compulsory Sector
Level	4
Credit value	20
Faculty	Social and Life Sciences
HECoS Code	100454
Cost Code	GACC

Programmes in which module to be offered

Programme title	Is the module core or option for this programme
Standalone module aligned to Professional Certificate in Education and Training for QA and assessment purposes	Option

Pre-requisites

N/A

Breakdown of module hours

Learning and teaching hours	30 hrs
Placement tutor support	0 hrs
Supervised learning e.g. practical classes, workshops	6 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
Total active learning and teaching hours	36 hrs
Placement / work based learning	0 hrs
Guided independent study	164 hrs
Module duration (total hours)	200 hrs

For office use only	
Initial approval date	26/07/2023

For office use only	
With effect from date	01/10/2023
Date and details of revision	
Version number	1

Module aims

This module aims to support mentors within the post-compulsory sector by providing them with the knowledge and theory associated with effective mentoring. The module will provide the opportunity for students to consider the skills and attributes of an effective mentor, and evaluate the outcome of a mentoring relationship.

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

1	Explain key concepts and principles of an effective mentoring relationship
2	Reflect on a mentoring/mentee relationship
3	Provide written feedback on an observed teaching/training session
4	Provide formal targets to support a mentee's professional development

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: Portfolio (100%)

Learners will submit a portfolio containing the following evidence for the summative submission:

1. Reflective report (1500 words): *Learners will reflect on the mentoring process, analysing the skills required to assist during the mentoring relationship, evaluating the outcome of the process from the case study.*
2. Observation feedback (1500 words): *Learners will complete a range of teaching/training observations of their mentee, providing written feedback to support their progress as well as agreeing a range of professional learning targets.*

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1 - 4	Portfolio	100

Derogations

N/A

Learning and Teaching Strategies

The module is taught through a combination of lectures and workshops. An active and inclusive approach is used to engage learners in the topics and will involve individual, group work and flipped learning experiences aligned to the university's Active Learning Framework (ALF). The approach offers students a flexible and adaptive learning experience that can accommodate a range of options that includes both synchronous and asynchronous where students can access their learning at a time and place to suit themselves. The Moodle VLE and other on-line materials and resources will be available to support learning. ALF offers a balance between the online classroom elements and digitally enabled activity incorporating flexible and accessible resources and flexible and accessible feedback to support learning.

Indicative Syllabus Outline

- The roles of a mentor within the post-compulsory sector
- The mentoring relationship
- Theory to practice in effective mentoring relationships
- The mentoring journey
- Effective mentoring feedback
- Goal setting within mentoring relationships

Indicative Bibliography:

Please note the essential reads and other indicative reading are subject to annual review and update.

Essential Reads

Garvey, R., Stokes, P. and Megginson, D. (2017) *Coaching and mentoring: theory and practice*. 3rd Edition. London: Sage Publications Ltd.

Other indicative reading

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

International Journal of Mentoring and Coaching

International Journal of Evidence Based Coaching and Mentoring

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

Enterprising

Creative

Ethical

Key Attitudes

Curiosity

Confidence

Adaptability

Practical Skillsets

Digital Fluency

Organisation

Leadership and Team working

Emotional Intelligence

Communication