

## Module specification

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Module Code	ONLED13
Module Title	Mentoring and Coaching in Education
Level	7
Credit value	15
Faculty	FSLS
HECoS Code	100459
Cost Code	GAEC

## Programmes in which module to be offered

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Programme title	Is the module core or option for this programme
MA Education Online	Core
MA Education with Leadership Online	Core
MA Education with Early Childhood Online	Core

## Pre-requisites

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None

## Breakdown of module hours

Learning and teaching hours	15 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
<b>Total active learning and teaching hours</b>	<b>15 hrs</b>
Placement / work based learning	0 hrs
Guided independent study	135 hrs
<b>Module duration (total hours)</b>	<b>150 hrs</b>

<b>For office use only</b>	
Initial approval date	04/11/2019
With effect from date	02/03/2020
Date and details of revision	31/10/23 – updated assessment strategy and learning outcomes with implementation from Jan 2024
Version number	2

## Module aims

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The module aims to demonstrate a critical understanding of the value of mentoring/coaching to develop and improve professional practice. To identify the potential impact of professional development through coaching and/or mentoring on raising standards and improving pedagogy that will enhance the quality of learning and teaching through advanced professional activity.

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

1	Critically examine the characteristics of an effective mentoring or coaching relationship.
2	Analyse critically and reflect on the application of theoretical models relating to mentoring/coaching to a practical context.
3	Evaluate critically the use of mentoring or coaching as a method for raising standards that will enhance the quality within an educational organisation.

## Assessment

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### 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 1: Coursework

This assignment will have two parts:

Part A - Create a mentoring or coaching handbook/guide that would be shared with staff in your setting. The guide/ handbook should provide guidance for a mentor/coach and guidance for the mentee/coachee for the initiation of a new mentor/coaching partnership.

Part B - With regards to the mentoring/coaching handbook/guide you have created, using academic theory, critically evaluate the approaches adopted in relation to mentoring/coaching in your context.

(1500 words) [LO1, LO2] [50%]

#### Assessment 2: Essay

Students will research either mentoring or coaching to critically evaluate how it can be implemented as a method to aid with raising standards within an organisation.



(1500 words) [ LO3] [50%]

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1 and 2	Coursework	50
2	3	Written Assignment	50

## Derogations

None

## Learning and Teaching Strategies

The overall learning and teaching strategy is one of guided independent study, in the form of distance learning requiring ongoing student engagement. On-line learning materials will be provided as weekly sessions whereby the student is required to log-in and engage on a regular basis throughout the module. There will be a mix of video recordings, with supporting notes/slides, containing embedded digital content and self-checks for students to complete as they work through the module and undertake their assessed tasks. The use of a range digital tools via the virtual learning environment together with additional sources of reading will also be utilised to accommodate accessibility.

The basis for working with online materials will be through self-directed study and regular online communication with tutors/peers. Students are encouraged to interact with each other and tutors through a range of communication tools.

## Indicative Syllabus Outline

The syllabus outline has been presented as a broad set of questions for the lecturer and students to answer together using the most up-to-date materials available. This recognises that knowledge, theory, concepts and practice will change over the life span of this course and the content used to answer the questions below should be revised each year as appropriate.

- Ethical issues associated with coaching/mentoring and observations;
- Models of coaching and mentoring;
- Models associated with effective observation;
- Effective communication;
- Constructive feedback;
- Supporting development of others;
- Purpose of observation including developmental, performance management and peer systems;
- Characteristics of effective mentoring and coaching
- Evaluating the observation process.

## 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. (2014), *Coaching and mentoring: Theory and Practice*. 2nd ed. London: SAGE Publications Ltd.

Parsloe, E. and Leedham, M. (2017), *Coaching and Mentoring: Practical Techniques for Developing Learning and Performance*. 3rd ed. London: Kogan Page Ltd.

## Other indicative reading

Burley, S. and Pomphrey, C. (2011) *Mentoring and Coaching in Schools: Professional Learning through Collaboration*. Abingdon: Routledge.

Collet, V.S. (2022), *Differentiated Mentoring and Coaching in Education: From Pre-service to Expert practitioners*. New York, NY: Teachers College Press.

## Journals

International Journal of Mentoring and Coaching in Education  
International Journal of Evidence Based Coaching and Mentoring  
Mentoring as Professional Development

## Employability – the University Skills Framework

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Each module and programme is designed to cover core Graduate attributes with the aim that each Graduate will leave the University 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