# Prifysgol Wrecsam
# Wrexham University

## Module specification

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| Module Code | ONLED13 |
|---|---|
| Module Title | Mentoring and Coaching in Education |
| Level | 7 |
| Credit value | 15 |
| Faculty | SALS |
| HECoS Code | 100459 |
| Cost Code | GAEC |
| Pre-requisite module | None |

## Programmes in which module to be offered

| Programme title | Core/Optional/Standalone |
|---|---|
| MA Education | Core |
| MA Education with Leadership | Core |
| MA Education with Early Childhood | Core |

## Breakdown of module hours

| Learning and teaching hours | 15 hrs |
|---|---|
| Placement tutor support hours | 0 hrs |
| Supervised learning hours e.g. practical classes, workshops | 0 hrs |
| Project supervision hours | 0 hrs |
| **Active learning and teaching hours total** | **15** hrs |
| Placement hours | 0 hrs |
| Guided independent study hours | 135 hrs |
| **Module duration (Total hours)** | 150 hrs |

## Module aims

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

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: 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.

Assessment 2: 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.

| Assessment number | Learning Outcomes to be met | Type of assessment | Duration/Word Count | Weighting (%) | Alternative assessment, if applicable |
|---|---|---|---|---|---|
| 1 | 1 & 2 | Coursework | 1500 words | 50 | N/A |
| 2 | 3 | Written Assignment | 1500 words | 50 | N/A |

## 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.

## Welsh Elements

Students are entitled to submit assessments in the medium of Welsh.

## Indicative Syllabus Outline

- 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:**
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.

Garvey, R., Stokes, P. and Megginson, D. (2014), *Coaching and mentoring: Theory and Practice*. 2nd ed. London: SAGE Publications Ltd.

**Journals**

International Journal of Mentoring and Coaching in Education

International Journal of Evidence Based Coaching and Mentoring

Mentoring as Professional Development

## Administrative Information

| For office use only | |
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| Initial approval date | 04/11/2019 |
| With effect from date | 02/03/2020 |
| Date and details of revision | Oct 2023: updated assessment strategy and learning outcomes<br>Mar 2025: revalidated in Education Subject level review |
| Version number | 3 |