University of the West of England
BRISTOL

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Mentoring for Professional Development					
Module Code	UTLGJ7-30-M		Level	M	Version	3.1
UWE Credit Rating	30	ECTS Credit Rating	15	WBL module?	Yes	
Owning Faculty	ACE		Field	Secondary Education and Lifelong Learning		
Department	Education		Module Type	Standard		
Contributes towards	MA Education; MA Education (Early Years) PG Dip Education; PG Dip Education (Early Years) PG Cert Education; PG Cert Education (Early Years)					
Pre-requisites	None		Co- requisites	None		
Excluded Combinations	None		Module Entry requirements	None		
Valid From	Oct 2014		Valid to			

CAP Approval Date	Nov 2014

Part 2: Learning and Teaching
Learning Outcomes

On successful completion of this module students will be able to:

1. identify factors that facilitate or inhibit the professional development of the mentee and critically evaluate the role of mentor and the implications for their own practice in this process (Component A)
2. demonstrate a critical understanding of any standards or framework applying to their mentee and of the contextual significance of the environment in which the mentoring is taking place including ways in which the environment could enhance the experience of the mentee (Component A)
3. use available evidence to assess the individual needs of the mentee and to scaffold action planning appropriate to the mentee and to their working environment (Component A)
4. demonstrate a critical understanding of the principles of reflective pedagogy, both for their personal and professional role and of the ways in which this is relevant to the mentor/mentee relationship and be able to reflect critically on their own and others' functioning in order to improve practice (Component A)
5. demonstrate a critical understanding of principles underlying effective observation of practice and the provision of associated feedback, including the development of appropriate questioning and listening skills (Component A)
6. identify and articulate links between personal and professional values and practice in the workplace (Component A)
7. demonstrate a critical understanding of action enquiry as a process for professional development within the context of the work place(Component A)
8. demonstrate a critical understanding of the principles of co-coaching and if appropriate have developed associated skills (Component A)
9. take independent and self-critical responsibility for their own work, guiding the learning of others and managing their own requirements for continuing professional development (Component A)

Syllabus Outline	- Consideration of individual standards/required outcomes relevant to the mentee - Identification and analysis of potential effects of the context of the workplace on the mentees' role - Critical friendship - Use of case-studies in relation to individual needs - Theories of reflective pedagogy and its role in personal development - Principles of action enquiry and co-coaching where appropriate - Consideration of literature appropriate to relevant generic mentoring skills such as critical self-reflection, questioning and listening, challenging assumptions and conclusions, observing and providing feedback, target setting, building self-esteem and confidence - Exploration of links between values and practice on which to begin to develop skills for possible action enquiry - Consideration of relevant regulatory frameworks and issues of equity and social justice in relation to the mentee's role - Collection of evidence appropriate to the self-evaluation of the mentor's role.
Contact Hours	The module is not delivered through lectures and seminars. Other forms of contact and support provided will include: - individual tutor support; - student guidelines pack / handbook; - access to library resources, electronic readings, and on-line journals Each student will be allocated a personal tutor who will provide one-to-one support, for example, responding to queries, giving formative feedback online for drafts of work and marking final submissions providing summative feedback.
Teaching and Learning Methods	**Institution based induction support (e.g. student's school/college/faculty)** **Use of structured portfolio guidance, complemented by support workshops** **Face-to face and e-tutorials** **On-line guidance** **Online-resources** **Scheduled learning tutorials.** **Independent learning** includes hours engaged with essential reading, assignment preparation and completion etc.
Key Information Sets Information	n/a for CPD M Level
Reading Strategy	All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively. Any **essential reading** will be indicated clearly, along with the method for accessing it, e.g. students may be expected to purchase a set text, be given or sold a print study pack or be referred to texts that are available electronically, etc. This guidance will be

	available either in the module handbook, via the module information on UWEonline or through any other vehicle deemed appropriate by the module/programme leaders. If **further reading** is expected, this will be indicated clearly. If specific texts are listed, a clear indication will be given regarding how to access them and, if appropriate, students will be given guidance on how to identify relevant sources for themselves, e.g. through use of bibliographical databases.
Indicative Reading List	ASKEW, S. (2000) *Feedback for Learning* London: Routledge BRYAN, H., CARPENTER,C. and HOULT, S. (2010) *Learning and Teaching at M Level* London: SAGE *BUBB, S. (2014) Successful Induction for New Teachers 2nd edn London: SAGE* CHEMINAIS, R. (2009) *Special Educational Needs for Newly Qualified Teachers and Teaching Assistants: A Practical Guide* London: David Fulton DfE (2014) *Induction for Newly Qualified Teachers (England)* London: DfE FLEMING, P. (2014) *Successful Middle Leadership in Secondary Schools: A practical guide to subject and team effectiveness* London: David Fulton FLETCHER,S. (2012) *The SAGE Handbook Of Mentoring and Coaching in Education* London: SAGE FRY, H., KETTERIDGE, S., AND MARSHALL, S., (2014) *A Handbook for Teaching and Learning in Higher Education: enhancing academic practice,* 4th edition, New York: Routledge HILLIER, Y. (2005) *Reflective Teaching in Further and Adult Education* 2nd edn London: Continuum KNIGHT,O. and BENSON, D. (2013) *Creating Outstanding Classrooms: A Whole School Approach* London: David Fulton LIGHT, G., AND COX, R., (2001) *Learning and Teaching in Higher Education: the Reflective Professional,* London: Sage MASON, J. (2002) *Researching Your Own Practice: The Discipline of Noticing* London: Routledge/ Falmer MCNIFF, J., LOMAX, P. AND WHITEHEAD, J. (2003) You and Your Action Research Project 2nd edition London and New York: RoutledgeFalmer McGREGOR, D. (2011) *Developing Reflective Practice: a Guide for Beginning Teachers* Maidenhead: Open University Press POLLARD, A. (2008) *Reflective Teaching: Evidence-Based Professional Practice* 3rd edn London: Continuum PUNTER, A. (2007) *Mentor Development for Teacher Training: A Scenario-based Approach* University of Hertfordshire Press RACE, P., (2014) *Making Learning Happen – A guide for post compulsory education,* 3rd edition, London: Sage SALMON, G., (2011) *E-moderating: The key to teaching and learning online,* 3rd edition, New York: Routledge

	SCHON, D. (1991) *The Reflective Practitioner: How Professionals Think in Action* New York: Basic Books http://www.emccouncil.org And the following e-Journals: *Journal of In-Service Education; Mentoring and Tutoring: Partnership in Learning; International Journal of Mentoring and Coaching in Education*

Part 3: Assessment	
Assessment Strategy	The portfolio will include: • a critically, analytical commentary on an aspect of professional development as a mentor and the impact on the mentor's institution/professional practice/policy development/student awareness • evidence to support each section • a reference list using the UWE Harvard system **The Reflective Commentary** In order to demonstrate work at Masters' Level in reflecting on practice students will need to: • Identify and define the chosen area of development of mentoring practice in relation to theoretical and other contexts/ frameworks/ references. • Produce evidence of the nature and quality of personal engagement. • Give evidence of systematic, critical reflection and analysis of practice, including consideration of the nature, boundaries/ definitions of the activity in question and the motives, causes, influences contributing to a particular development. • Demonstrate, where appropriate, the ability to synthesise and identify new and imaginative connections. • Illuminate the development of awareness, identity and personal philosophy in relation to mentoring The reflective commentary (or commentaries) should also demonstrate engagement with relevant literature. Such engagement is a key feature of work at Masters' Level. • Identification of relevant literature. This might include regulatory, official or inspection documentation such as national standards, frameworks and professional literature such as institutional policy documents. There must also be reference to academic literature to show linking of theory to practice. • Engagement with literature should show how it has helped with gaining insight into personal learning and how it is possible to use professional experience to challenge literature where appropriate. **Gathering Evidence** The commentary should be supported with pertinent appendix material including: • extracts from any personal journal or learning logs; • professional documents which have drawn up or contributed to in some significant way in the role of the mentor; • records and evaluations of staff development/awareness; • record of meetings with mentored staff; • action plans for own professional development; • reflections on the range of professional development opportunities accessed; • evaluation of contribution to some specific aspect of leadership • other relevant CPD activities.

	Each student will be allocated a tutor to support their studies. Students will meet with their tutor, or contact them via email, for advice and guidance on the evidence required for the portfolio and the reflective commentary.
	Assessment criteria **ALM: Conceptual Domain (Core):** The assignment demonstrates that the student can use and organise coherently relevant ideas, perspectives or theories to interpret and/or explore issues under study and in addition can critically analyse and/or evaluate those ideas, perspectives or theories showing the ability to synthesise and/or transform ideas in the process of developing an argument. **CLM: Contextual Domain:** The assignment demonstrates that the student has an awareness of the significance of contextual factors (eg personal, locational, historical, political etc) influencing the area of study and is able to critically engage with the contextual significance. **GLM: Action Domain:** The assignment demonstrates that the student can explore the relationship between theory and practice in the workplace, and use reflection to develop personal theory and refine professional practice, with due regard to issues of equity and social justice, critically evaluating professional development needs and/or outcomes

Identify final assessment component and element	**Component A**	
	A:	**B:**
% weighting between components A and B (Standard modules only)	**100%**	

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting**
A structured portfolio , equivalent to 5000 words including a reflective commentary of no less than 2500 words, associated evidence and a witness statement of authenticity by the line manager.	100%
Component B **Description of each element**	**Element weighting**
N/A	

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting**
A structured portfolio equivalent to 5000 words including a reflective commentary of no less than 2,500 words, associated evidence and a witness statement of authenticity by a line-manager.	100%
Component B **Description of each element**	**Element weighting**
N/A	

If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.