Module Specification

Mentoring for Professional Development

Version: 2023-24, v2.0, 19 Apr 2023

Contents

Part 1: Information

Module title: Mentoring for Professional Development

Module code: UTLGJ7-30-M

Level: Level 7

For implementation from: 2023-24

UWE credit rating: 30

ECTS credit rating: 15

Faculty: Faculty of Arts Creative Industries & Education

Department: ACE Dept of Education and Childhood

Partner institutions: None

Delivery locations: Not in use for Modules

Field: Secondary Education and Lifelong Learning

Module type: Module

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: Not applicable

Features: Not applicable

Educational aims: See Learning Outcomes

Outline syllabus: 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

Part 3: Teaching and learning methods

Teaching and learning methods: 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.

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.

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

MO1 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

MO2 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

MO3 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

MO4 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

MO5 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

MO6 Identify and articulate links between personal and professional values and practice in the workplace

MO7 Demonstrate a critical understanding of action enquiry as a process for professional development within the context of the work place

MO8 Demonstrate a critical understanding of the principles of co-coaching and if appropriate have developed associated skills

MO9 Take independent and self-critical responsibility for their own work, guiding the learning of others and managing their own requirements for continuing professional development

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 228 hours

Face-to-face learning = 72 hours

Total = 300

Reading list: The reading list for this module can be accessed at readinglists.uwe.ac.uk via the following link https://uwe.rl.talis.com/index.html

Part 4: 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 relevant 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.

Assessment components:

Portfolio (First Sit)
Description: 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.
Weighting: 100 %
Final assessment: Yes
Group work: No
Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6, MO7, MO8, MO9

Portfolio (Resit)
Description: 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.
Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6, MO7, MO8, MO9

Part 5: Contributes towards

This module contributes towards the following programmes of study: