



MODULE SPECIFICATION

Part 1: Information			
Module Title	Coaching and Mentoring		
Module Code	UMOCQR-15-M	Level	M
For implementation from	September 2013		
UWE Credit Rating	15	ECTS Credit Rating	7.5
Faculty	FBL	Field	Organisation Studies
Department	BBS: Business and Management		
Contributes towards	MSc Business Management, MSc Leadership and Management (Coaching and Mentoring); Master of Business Administration		
Module type:	Standard		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	N/A		

Part 2: Description
<p>Aim of module</p> <p>The module will benefit those who wish to develop their understanding of and skills in coaching and mentoring. Increasingly there is a growing awareness that coaching and mentoring are important in the role of professional and managerial roles which include responsibility for the support and development of others. The module will provide students with opportunities to develop an understanding of theoretical models, skills and frameworks to underpin coaching and mentoring practice.</p> <p>On successful completion of this module students will be able to:</p> <p><i>You will cover:</i></p> <ul style="list-style-type: none"> • Theories and models of coaching and mentoring • Processes and skills • Power, diversity and ethics in coaching and mentoring relationships • Reflective learning and approaches to continuous self development <p>In the taught programme students will attend three day workshops (24 hours), actively engage in supported, peer coaching and mentoring (6 hours), undertake an interactive library research workshop (3 hours), undertake supported personal research into coaching and mentoring approaches and models(8 hours) and undertake supported individual coaching/ mentoring sessions (20 hours).</p>

In the distance learning programme students will have access to the equivalent of three days lectures, filmed interviews, virtual library tours and workshops, access to Skype group tutorials, access to monitored discussion boards, supported Skype peer coaching and mentoring sessions, undertake supported personal research into coaching and mentoring approaches and models and undertake supported individual coaching and mentoring sessions

The approach to teaching and learning is primarily student centered engaging students in practical exercises, personal study, and critical reflection upon the relationship between theory and experience. The design and delivery of this module is based on a commitment to international education and this is reflected in the teaching, learning and reading strategies. Various delivery methods will be adopted (e.g. block release, weekly sessions) depending upon the contract of the programme (e.g. open programme, executive programme). Readings and theoretical inputs provide students with knowledge and awareness of current thinking on coaching and mentoring. The assessment is designed to provide an opportunity to reflect on learning about coaching and mentoring, together with critical reflection upon the relationship between theory and practice.

Students will be directed towards the study skills website as appropriate by the set adviser who will also advise on the information and time management skills required to complete the module successfully as the learning set develops.

- The teaching and learning strategy is one of experiential and interactive learning using the experience of the students throughout. The three day workshop and equivalent distance learning materials are organised to firstly, motivate students to inquire into the accepted purpose, role, definitions and outcomes of coaching and mentoring through exercises and activities, secondly encouraging them to research the topic through journal articles, case studies, conference papers and books, thirdly, critically evaluating the literature and research through observing practice, interviewing professionals and accessing professional bodies and finally exploring their own capabilities and values through practice with peers and clients. The assignment focuses on their reflections of all of these activities and serves to bring their learning together resulting in a Personal Development Plan for future learning and development.
- This will be the same for both the face to face and distance learning versions however some activities will obviously be delivered through Skype, conference call and virtual discussion groups.

Scheduled learning includes lectures, tutorials, coaching/ mentoring supervision, demonstration, practical classes and workshops; active learning sets; peer coaching/ mentoring activities; observed practical sessions.

Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make.


Part 3: Assessment

Summative assessment will require the student to work with others to draw upon personal experiences of coaching and mentoring and develop a critical self-reflection of style, skills and attributes. This will include giving attention to issues of power, diversity and ethics within the coaching and mentoring relationship. It will also include a critical analysis of one or more contemporary theories of coaching and mentoring. Formative assessment will be carried out throughout the module by setting regular tasks for students that will assess their grasp of the material covered. Tasks will be reviewed as part of the sessions.

Assessment Criteria (related Learning Outcome in brackets)

- Well developed understanding of a range of relevant, referenced theories (L.O. 1, 2)
- Awareness of and reference to a range of literature on coaching and mentoring (L.O. 2)
- Insightful reflections highlighting key issues in coaching and mentoring practice (L.O. 4, 5)
- Well developed arguments concerning effective practice with evidence of critical thinking and well supported evaluations (L.O. 1, 3, 5)

Effective written presentation, style, use of language, grammar, structure, appropriate referencing.

Identify final timetabled piece of assessment (component and element)		Component A2																												
% weighting between components A and B (Standard modules only)		A:		B:																										
		100%																												
First Sit																														
Component A (controlled conditions) Description of each element				Element weighting (as % of component)																										
1. Assignment (1500 words) Learning Log of coaching and/or mentoring practice				25%																										
2. Assignment (3000 words) Critical reflections on coaching and/or mentoring practice				75%																										
Component B Description of each element				Element weighting (as % of component)																										
N/A																														
Resit (further attendance at taught classes is not required)																														
Component A (controlled conditions) Description of each element				Element weighting (as % of component)																										
1. Assignment (3000 words) - Critical reflections on coaching and mentoring practice case study				100%																										
Component B Description of each element				Element weighting (as % of component)																										
N/A																														
Part 4: Learning Outcomes & KIS Data																														
Learning Outcomes	<p>On successful completion of this module students will</p> <ol style="list-style-type: none"> 1. Develop a critical understanding of the theory and practice of coaching and mentoring and its relevance for a range of professional and managerial roles 2. Demonstrate awareness, knowledge and understanding of theories and models that inform practice 3. Develop a critical appreciation of issues of power, diversity and ethics within the coaching and mentoring relationship 4. Develop insights into effective behaviours through processes of inquiry and reflection 5. Critically reflect on their practice and acquire improved coaching and mentoring skills 																													
Key Information Sets Information (KIS)	<table border="1"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> <tr> <td colspan="5"><i>Number of credits for this module</i></td> </tr> </thead> <tbody> <tr> <td colspan="4"></td> <td style="border: 2px solid black; text-align: center;">15</td> </tr> <tr> <td>Hours to be allocated</td> <td>Scheduled learning and teaching study hours</td> <td>Independent study hours</td> <td>Placement study hours</td> <td>Allocated Hours</td> </tr> <tr> <td style="text-align: center;">150</td> <td style="text-align: center;">61</td> <td style="text-align: center;">89</td> <td style="text-align: center;">0</td> <td style="text-align: center;">150</td> </tr> </tbody> </table>					Key Information Set - Module data					<i>Number of credits for this module</i>									15	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	150	61	89	0	150
Key Information Set - Module data																														
<i>Number of credits for this module</i>																														
				15																										
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours																										
150	61	89	0	150																										
Contact Hours																														

Total Assessment	<p>The table below indicates as a percentage the total assessment of the module which constitutes a;</p> <p>Written Exam: Unseen or open book written exam Coursework: Written assignment or essay, report, dissertation, portfolio, project or in class test Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique)</p> <table border="1" data-bbox="630 427 1326 663"> <tr> <td colspan="2">Total assessment of the module:</td> <td></td> <td></td> </tr> <tr> <td>Written exam assessment percentage</td> <td></td> <td>0%</td> <td></td> </tr> <tr> <td>Coursework assessment percentage</td> <td></td> <td>100%</td> <td></td> </tr> <tr> <td>Practical exam assessment percentage</td> <td></td> <td>0%</td> <td></td> </tr> <tr> <td></td> <td></td> <td>100%</td> <td></td> </tr> </table>	Total assessment of the module:				Written exam assessment percentage		0%		Coursework assessment percentage		100%		Practical exam assessment percentage		0%				100%	
Total assessment of the module:																					
Written exam assessment percentage		0%																			
Coursework assessment percentage		100%																			
Practical exam assessment percentage		0%																			
		100%																			
Reading List	<p>Reading list link - https://uwe.rl.talis.com/lists/2E98F3DB-543C-957F-59FD-28B549C1448B.html</p>																				

FOR OFFICE USE ONLY

First CAP Approval Date	September 2012			
Revision CAP Approval Date	26 July 2012 9 January 2014	Version	1.1 1.2	
Revision ASQC Approval Date <i>Update this row each time a change goes to ASQC</i>	7 March 2018		2	link to RIA