



Module Specification

Coaching and Mentoring in Organisations

Version: 2027-28, v1.0, Approved

Contents

Module Specification	1
Part 1: Information	2
Part 2: Description	2
Part 3: Teaching and learning methods	3
Part 4: Assessment.....	5
Part 5: Contributes towards	6

Part 1: Information

Module title: Coaching and Mentoring in Organisations

Module code: UMOTBN-30-3

Level: Level 6

For implementation from: 2027-28

UWE credit rating: 30

ECTS credit rating: 15

College: College of Business and Law

School: CBL Bristol Business School

Partner institutions: None

Field: Organisation Studies

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: In this practice-based module, students learn through active and participative learning about the nature, role and purpose of workplace coaching and mentoring. Through collaborative working and reflective practice, together with the synthesis of subject knowledge and understanding, students have opportunity to practice coaching and mentoring skills and develop a broad range of highly employable skills. Students critically evaluate their own coaching and mentoring capabilities throughout the module and identify future development needs.

Features: Not applicable

Educational aims: This practice-based module is designed to both explore and expand the knowledge and understanding of the topic of professional workplace coaching and mentoring. Students are introduced to the underpinning research/literature, related skills and professional standards through inquiry-based activities and experiential learning.

Outline syllabus: Introduction to coaching and mentoring in organisations
Exploration of learning and development support mechanisms available in organisations (and how coaching and mentoring interventions compare)
The line manager as coach
Effective coaching and mentoring characteristics/behaviours
Ethical standards in coaching and mentoring practice
Learning styles and relevance to coaching and mentoring
Nature of power and impact on workplace coaching and mentoring cultures and interactions
Practitioner frameworks/models, tools/techniques and skills
Creative methods in coaching and mentoring practice
Digital methods – connecting virtually
Impact of organisational space when coaching and mentoring
Feedback skills and its relevance to coaching and mentoring
How to evaluate success/measure return on investment
How to engage with critically reflective practice as a coaching/mentoring practitioner

Part 3: Teaching and learning methods

Teaching and learning methods: Teaching and learning approaches are student-centred, with an emphasis on active, practice-based learning, using experiential methods and critical reflection. Students will develop skills and understanding through inquiry-based activities and by working through a number of structured experiential exercises, including role play and peer coaching/mentoring sessions (face-to-face and using digital methods).

Workshops will provide opportunities for students to explore and expand their knowledge and understanding of professional practice, whilst developing skills for critical reflection through evaluating their different experiences of learning on the module. Additionally, students will review current coaching and mentoring thinking by independently exploring contemporary research, issues and topics and collectively sharing insights with their peers. Students will also identify future coaching and mentoring opportunities for organisations.

The module is delivered on the basis of 6 hours of scheduled student contact per week.

Weekly schedule as follows:

x2 Two hour 'Practice-based workshops' (taught element followed by peer coaching/mentoring practice) | on-campus | tutor facilitated.

x1 One hour 'Digital Coaching/Mentoring - practice session' (opportunity to practice peer coaching/mentoring skills using only digital methods) | online | tutor facilitated.

x1 One hour 'Student-led, inquiry-based review of industry resources' (where students actively review areas of interest and collectively share insights) | online | tutor facilitated.

Opportunities for formative feedback embedded within the module, by setting regular tasks for students that will assess their grasp of the material covered/practical experiences. Tasks will be reviewed as part of the sessions, for example, using 'in-the-moment' Q&A's and anonymous student response systems (e.g. MentiMeter), regular peer/self-assessment and working with the assessment criteria.

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

MO1 Demonstrate critical knowledge and understanding of the theoretical concepts and practice of coaching and mentoring in a workplace context

MO2 Critically evaluate professional guidelines, frameworks/models, tools/techniques and skills that inform and support coaching and mentoring practice

MO3 Apply a variety of methods and techniques when coaching and mentoring, gain client feedback and evaluate outcomes to advance own knowledge and understanding of professional practice

MO4 Critically reflect on own coaching and mentoring practice (with reference to relevant literature) and identify future development needs

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 228 hours

Face-to-face learning = 72 hours

Reading list: The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/modules/umotbn-30-3.html) via the following link <https://uwe.rl.talis.com/modules/umotbn-30-3.html>

Part 4: Assessment

Assessment strategy: The module's assessment enables students to demonstrate both their theoretical and experiential understanding of coaching and mentoring practice, critically reflecting on their personal learning journey and development needs as a coach/mentor.

-Single task (100% weighting) | Single assessment point (Blackboard).

-Assessment type: 'Portfolio of Evidence' (Sections of a Portfolio to complete, including a practice-based reflection (2500 words), along with collation of supporting evidence of learning in terms of table completion (templates could be designed for example, to capture: logging practice hours, outcomes from industry scoping exercises, monitoring own ability to apply methods and techniques and receiving feedback etc.)

Assessment is designed to build in the student's individual experience in relation to the syllabus and supporting them in submitting an authentic assessment in line with university assessment policies. The overarching aim is to ensure it is the student's original work that is being submitted.

Assessment tasks:**Portfolio (First Sit)**

Description: Blackboard online submission. Single Task: 'Portfolio of Evidence'

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Portfolio (Resit)

Description: Blackboard online submission. Single Task: 'Portfolio of Evidence'

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Business and Human Resource Management {Foundation} [Frenchay] BA (Hons)
2024-25

Business and Management {Foundation} [Frenchay] BA (Hons) 2024-25

Business and Human Resource Management [Villa] BA (Hons) 2025-26

Business and Management [Phenikaa] BA (Hons) 2025-26

Business and Management [Villa] BA (Hons) 2025-26

Business and Management [BIBM] BA (Hons) 2025-26

Business and Human Resource Management [Frenchay] BA (Hons) 2025-26

Business and Management [Frenchay] BA (Hons) 2025-26

Business and Management [Frenchay] BA (Hons) 2025-26

Business and Human Resource Management [Frenchay] BA (Hons) 2025-26

Business and Human Resource Management {Foundation} [Frenchay] BA (Hons)
2024-25