



Module Specification

Coaching and Mentoring (Business Psychology)

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Part 1: Information

Module title: Coaching and Mentoring (Business Psychology)

Module code: UMODVA-15-M

Level: Level 7

For implementation from: 2022-23

UWE credit rating: 15

ECTS credit rating: 7.5

Faculty: Faculty of Business & Law

Department: FBL Dept of Business & Management

Partner institutions: None

Delivery locations: Frenchay Campus

Field: Organisation Studies

Module type: Standard

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: Coaching and mentoring have become integral components within the learning and development strategy of many organisations as well as playing an important role in professional and managerial roles, which include responsibility for the support and development of others. This module will benefit those who wish to develop their understanding of, and skills in, coaching and mentoring.

Features: Not applicable

Educational aims: The module will provide students with opportunities to develop an understanding of theoretical models, skills and frameworks to underpin coaching and mentoring practice.

Outline syllabus: You will cover:

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

Part 3: Teaching and learning methods

Teaching and learning methods: In the programme students will attend three day workshops, either face-to-face or online (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 (4-6 hours).

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 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.

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.

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

MO1 Develop a critical understanding of the theory and practice of coaching and mentoring and its relevance for a range of professional and managerial roles.

MO2 Demonstrate awareness, knowledge and understanding of theories and models that inform practice.

MO3 Develop a critical appreciation of issues of power, diversity and ethics within the coaching and mentoring relationship.

MO4 Develop insights into effective behaviours through processes of inquiry and reflection.

MO5 Critically reflect on their practice and acquire improved coaching and mentoring skills.

Hours to be allocated: 150

Contact hours:

Independent study/self-guided study = 89 hours

Face-to-face learning = 61 hours

Total = 150

Reading list: The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/modules/umocqr-15-m.html) via the following link <https://uwe.rl.talis.com/modules/umocqr-15-m.html>

Part 4: Assessment

Assessment strategy: 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.

Assessment components:

Written Assignment - Component A (First Sit)

Description: Assignment (3000 words) Critical reflections on coaching and/or mentoring practice

Weighting: 75 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5

Written Assignment - Component A (First Sit)

Description: Assignment (1500 words) Learning Log of coaching and/or mentoring practice

Weighting: 25 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5

Written Assignment - Component A (Resit)

Description: Assignment (3000 words) - Critical reflections on coaching and mentoring practice case study

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested:

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Business Psychology [Jan] [FT] [Frenchay] [1yr] MSc 2022-23

Business Psychology [Jan] [PT] [Frenchay] [2yrs] MSc 2021-22