

Please read Guidance 3xviii in order to complete this form.

New Module Form/Module Narrative

1.	Module code:	M25
2.	Title:	Learning Conversations, Mentoring and Coaching
3.	Credit points:	30
4.	FHEQ level:	7
5.	Start term:	Autumn, Spring, Summer
6.	Module leader:	TBC
7.	Accredited by:	
8.	Module restrictions:	
	(a) Pre-requisite	None
	(b) Programme restrictions	None
	(c) Level restrictions	PG
9.	Module restrictions:	(d) Other restrictions or requirements
	Aims:	
	<p>The aim of this module is to enable participants to be well grounded in coaching and mentoring skills as key leadership tools to support and develop colleagues and build capacity within their organisation.</p> <p>It will introduce the field of coaching psychology and its wide range of behavioural and cognitive techniques that enable individuals to reach their capabilities through self-directed learning and personal growth as well as enhancing their well-being. It will also provide students with an awareness of theoretical debates about coaching and mentoring and will promote critical engagement with the literature devoted to these themes, encouraging students to reflect upon the ways in which the two themes interrelate.</p> <p>It will lead to a deeper understanding of some of the more common coaching models. Participants will further develop their practice skills through regular coaching dialogues in the workplace and reflecting on this practice as part of a small action research project.</p>	
10	Learning outcomes: <i>(Knowledge and Skills sections can be merged if appropriate)</i>	
	<p>On successful completion of this module, you will:</p> <ol style="list-style-type: none"> 1. Develop an in-depth knowledge of coaching and mentoring and the distinctions between them, including detailed knowledge of a range of common coaching models. 2. Apply and develop the necessary preconditions for successful mentoring and or coaching and how these can be used as tools for school improvement. 3. Hold an advanced awareness of the ethical considerations and responsibilities in coaching and mentoring. 4. Deliver coaching/mentoring using an inclusive and collaborative, solution focused, results orientated systematic process, in which the coach/mentor facilitates the client to play to their pre-identified character strengths in a way that allows optimal functioning and performance in the pursuit of goals, through self-directed learning and personal growth. 5. Critically evaluated your own coaching practice. 	

11	<p>Syllabus: <i>Part 1: Theoretical perspectives</i></p> <ul style="list-style-type: none"> ● What is Coaching? ● What is mentoring? ● Paradigms and realities. ● Coaching and Mentoring as a tool for school improvement. <p><i>Part 2: Practical perspectives</i></p> <ul style="list-style-type: none"> ● Models of coaching and mentoring. ● Theories of learning (Kolb, Vygotsky). ● People's realities and paradigms. ● Preconditions for coaching. ● Reflection as a process of learning. ● Ethical considerations. <p><i>Part 3: The practise and reflection</i></p> <ul style="list-style-type: none"> ● This section will entail a minimum number of coaching sessions with a minimum number of clients with the coach/mentor keeping a diary and reflecting on the practice in light of their experiences and the theory behind Coaching and mentoring.
12	<p>Learning and teaching strategy:</p> <p>Participants undertaking the module will engage in a notional 600 hours of learning.</p> <p>Distance Learning Mode</p> <p>Participants undertaking the module as distance learners will engage in 50 hours of guided study units delivered through the Campus Online virtual learning environment (VLE) and online interaction with tutors. Each unit will consist of online materials and exercises that are tailored to allow participants to engage with both the content and the discussions around the key topics of the module at their own pace. Participants will undertake a further 550 hours of independent study guided by forum discussions, independent exercises, reflections and directed scholarly materials. The approach to teaching and learning is closely integrated with the assessment profile, so that learning outcomes are clearly linked to the assessment criteria.</p>
13	<p>Assessment scheme:</p> <p>(a) Formative assessment scheme</p> <p>Students are formatively assessed continuously by their tutor as they progress through the module, with regular feedback via forums and individual tutor comments. This is achieved via:</p>

<ul style="list-style-type: none"> • Self assessment questionnaires giving feedback on progression. • Course administration via Campus Online that gives clear progression information. • Tutor access to the student's ongoing course notes. • Regular prompts to engage with the tutor and other students in discussion via forums. • Submission for review of student prepared materials as part of practice activities. • Submission of draft assessments for tutor review and feedback. 				
<p>(b) Summative assessment scheme</p>				
<p>Task: Critical Analysis: An critical outline of the theory behind at least three models of coaching and mentoring and an analysis of two models of learning theory in relation to your working environment</p>				
Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
33.3%	2000 words	1	x No <input type="checkbox"/> Yes	x No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module
<p>Task: Practical Analysis: This assignment requires that you gather information on your own or others' practice in your setting, to review the basis of that practice and to critique it in the light of available theory. It should include:</p> <ul style="list-style-type: none"> • A summary of the coaching and mentoring approaches currently adopted in your chosen setting and how mentoring and coaching might be used to promote inclusive practice in your setting. • Critique of the necessary preconditions for coaching and if they are being met in your setting • What are the ethical considerations around coaching and mentoring. • Summary of potential interventions and developments and the potential costs, challenges and barriers and how to address them in your setting 				
Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
33.3%	2000 words	2-3	x No <input type="checkbox"/> Yes	x No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module
<p>Task: Reflective Analysis: Draft an outline development plan for your setting including your leadership role, colleague engagement, first steps and longer term goals. Provide a</p>				

<p>rationale for your suggestions and support the assertions you make with evidence. Carry out at least 3 coaching sessions in a chosen method and critically reflect on your learning.</p>				
Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
33.3%	2000 words	4-5	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module
<p>In order to pass the module, the student will be required to achieve either:</p> <p><input type="checkbox"/> an overall aggregate of grade 16 with a minimum of grade 16 in each assessment component</p>				
Seen examination	0...%		
Unseen examination	0...%		
Coursework (no examination)		...100.....%		
14	Timetabled examination required	No <input type="checkbox"/>		
15	Length of examhours		
16	<p>Learning materials</p> <ul style="list-style-type: none"> Essential Recommended 	<p>The core reading list for this module can be found on the relevant module page on the Campus Online learning platform.</p> <p>Any reading materials that are required for the course will also be made available to students, embedded within Campus Online. This may be as a journal article or extract from a key text, etc.</p> <p>Edwards-Groves, C. et al. (2023) 'Middle Leading Practices of Facilitation, Mentoring, and Coaching for Teacher Development: A Focus on Intent and Relationality', <i>International Journal of Education Policy & Leadership</i>, 19(1), pp. 1–19. doi:10.22230/ijepl.2023v19n1a1327.</p> <p>Kahn, M.S. (2011) 'Coaching on the Axis: An integrative and systemic approach to business coaching', <i>International Coaching Psychology Review</i>, 6(2), pp. 194–210. doi:10.53841/bpsicpr.2011.6.2.194.</p> <p>Kaur, M. and Narang, S. (2021) 'Effect of REBT on academic procrastination of secondary school students', <i>Ilkogretim Online</i>, 20(4), pp. 1458–1463. doi:10.17051/ilkonline.2021.04.167.</p>		

		<p>Foster, E. (2018) 'The impact of coaching on teacher practice and student achievement', Learning Professional, 39(4), pp. 16–19.</p> <p>Grissom, Jason A., Anna J. Egalite, and Constance A. Lindsay. 2021. "How Principals Affect Students and Schools: A Systematic Synthesis of Two Decades of Research." New York: The Wallace Foundation. Available at: http://wallacefoundation.org/principalstrayntesis</p> <p>Moin, T. et al. (2023) 'Who is a coach and who is a coaching psychologist? Professionalising coaching psychology in the United Kingdom', Coaching Psychologist, 19(1), pp. 4–18. doi:10.53841/bpstcp.2023.19.1.4.</p>						
<p>In addition, for in-house, joint and franchised programmes only</p>								
17	<p>UNISTATS - assessment</p> <p>Please indicate summary of the following assessment types #:</p> <table border="1"> <tr> <td>COURSEWORK</td> <td>.....%</td> </tr> <tr> <td>EXAM</td> <td>.....%</td> </tr> <tr> <td>PRACTICAL</td> <td>.....%</td> </tr> </table>		COURSEWORK%	EXAM%	PRACTICAL%
COURSEWORK%							
EXAM%							
PRACTICAL%							
18	<p>UNISTATS – learning and teaching</p> <p>Please indicate the following proportion of learning and teaching activity (in hours, it should add up to the total credit hours i.e. 30 credits is 300 hours).</p> <table border="1"> <tr> <td> <p>Scheduled Teaching (e.g. Lecture, Tutorial, Seminar, Practical class, Workshop etc).</p> <p>For Apprenticeship programmes, this is University-led Off The Job hours.</p> <p>The proposed number of scheduled teaching hours:</p> </td> <td></td> </tr> <tr> <td> <p>Placement Activity (e.g. placement, work based learning or year abroad).</p> <p>Proposed time on placement. (This can cause the hours to go over the credit hours but this is ok in this instance):</p> <p>For Apprenticeship programmes, this is Employer-led Off The Job hours.</p> </td> <td></td> </tr> <tr> <td> <p>Independent Study (Time students will be required to complete independent study).</p> <p>The proposed number of hours a student should complete independent study:</p> <p>For Apprenticeship programmes, this is Apprentice-led Off The Job hours.</p> </td> <td></td> </tr> </table>		<p>Scheduled Teaching (e.g. Lecture, Tutorial, Seminar, Practical class, Workshop etc).</p> <p>For Apprenticeship programmes, this is University-led Off The Job hours.</p> <p>The proposed number of scheduled teaching hours:</p>		<p>Placement Activity (e.g. placement, work based learning or year abroad).</p> <p>Proposed time on placement. (This can cause the hours to go over the credit hours but this is ok in this instance):</p> <p>For Apprenticeship programmes, this is Employer-led Off The Job hours.</p>		<p>Independent Study (Time students will be required to complete independent study).</p> <p>The proposed number of hours a student should complete independent study:</p> <p>For Apprenticeship programmes, this is Apprentice-led Off The Job hours.</p>	
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19	Module run (NB These should be set up four years in advance):							
	Academic year	Term	Part of term	Start date	End date	Max student numbers	Campus	Franchise partner
20	Timetabling information:							
	(a) Please indicate which teaching activities will be offered in this module*:							
	LECTURE (LEC)				YES/NO			
	SEMINAR (SEM)				YES/NO			
	LABORATORY (LAB)				YES/NO			
	WORKSHOP (WRK)				YES/NO			
	(b) Timetabled				YES/NO			
(c) Student centrally allocated				YES/NO				

Programme(s) using this module (please submit a Programme Change Form and updated Programme specification):		
Programme code(s)	Programme title(s)	Core/Optional
	PgCert/PgDip/MEd SEND and Inclusion	Optional
	PgDip/MEd SEND and Inclusion: Assessment	Optional
	PgDip/MEd SEND and Inclusion: Autism	Optional
	PgDip/MEd SEND and Inclusion: Pastoral	Optional
	PgDip/MEd Inclusive Educational Leadership	Optional

Validated collaborative partner (if applicable):
Real Group Ltd

Consultation

The following should be consulted. The checklist below may be used:

University link tutors (if appropriate)	
Students (via Programme Voice Groups and other channels of communication e.g. intranet)	
External Examiner(s)	

Definition of UNISTATS assessment types:

(For further details see LQEH Section 16)