



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Wales Academy for Professional Practice and Applied Research

Module Title: Coaching and Mentoring

Module Code: BMPF7016

Level 7

30 credits

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WELCOME

We are delighted to welcome you to studying this module with the Wales Academy of Professional Practice and Applied Research (WAPPAR).

The modules and programmes we offer are at the forefront of practice in professional learning and provide a rich framework of development for you as an advanced practitioner in your field. Our Academy staff are uniquely placed to support you as their expertise in academic practice is complemented by their extensive professional experience in the private, public and third sectors. Together you will be able to explore and extend practice in your field whilst attaining a credential of real value to yourself and your organisation.

This handbook provides you with information such as:

- module descriptor
- marking criteria
- assessment and guidance
- feedback sheet
- study skills
- presentation of work
- deadlines

The Wales Academy of Professional Practice and Applied Research (WAPPAR) has made every effort to make the information as full and as accurate as possible, but you should note that minor changes in the organisation of modules between the planning stage and the actual teaching are inevitable. We shall try to keep any such changes to a minimum, and you will receive plenty of advanced warning in the event of any alteration. We would also be grateful if you would let us know about any changes that you think might be helpful if introduced into future handbooks.

The focus of our Professional Practice qualifications is to provide student-centred learning opportunities that are accessible, flexible, inclusive, lifelong and of the highest quality. University of Wales Trinity Saint David acknowledges the importance of student-focused courses, and has designed the Professional Practice portfolio of qualifications to maximise learning opportunities for all.

FEEDBACK

Feedback on your programme of study and modules is welcome and important and will help us to improve and enhance your learning experience. You can give feedback in a number of ways: through the student representative for your programme of study, through module evaluation questionnaires, through informal meetings with your personal tutor, teaching staff, or Head of School, through focus groups set up by Schools to gain feedback from students on particular issues, or through the Students' Union. If there are issues, then it is important that you share these with us so that we can address them. Your opinion is valued.

MODULE TUTORS AND COORDINATORS

This handbook covers the **Coaching and Mentoring Module**. The name and contact details of the tutors are also listed below.

Module	Module Coordinator /Tutor	Tel. No.	E-mail
Coaching and Mentoring BMPF7016	Julie Crossman Mair O'Connor	01267 225178 01267225174	julie.crossman@uwtsd.ac.uk m.oconnor@uwtsd.ac.uk

Programme director: Lowri Harris, 01267 676775, l.m.harris@uwtsd.ac.uk

FURTHER PROGRAMME INFORMATION

Please read the Professional Practice Framework (PPF) Programme of Study of Handbook which can be found on Moodle.

Information on the following can be found in the above handbook:

- programmes of study and programme directors
- pastoral support
- external examiners
- the academic year
- modular terminology
- assessment
- extenuating circumstances
- additional needs in terms of assessment
- academic appeals
- assessment regulations
- responsibilities of students in relation to the assessment process
- virtual learning environment (VLE)
- programmes of study
- award in professional practice
- WAPPAR attendance policy
- unfair practice and plagiarism
- library and learning resources
- student services
- study skills
- complaints
-

If you have any concerns with your studies, in the first instance please contact your Course Tutor, or the Programme Director.

MODE OF DELIVERY

Taught sessions, blended learning via Moodle our virtual learning environment, one-to-one tutorials

STUDY SKILLS

All students have access to study skills support to assist them in their studies. Details of provision are available from the Student Services offices on each campus and at <http://www.uwtsd.ac.uk/study-skills/>.

Topics covered include:

- Developing effective study strategies
- Planning and writing assignments
- Preparing presentations
- Planning for seminars
- Preparing for exams

Drop-in study skills sessions and 1:1 appointments are available on the Carmarthen, Lampeter and Swansea campuses during term time – no appointment necessary.

Distance learning students are also able to access the Study Skills Distance service using e-mail, telephone or Skype. Please see the Student Services study skills webpages for further details: <http://www.uwtsd.ac.uk/study-skills/>.

LEARNER ZONE

Also, we have also included an area on Moodle for all of our learners called the '**Learner Zone**', this can be found in the same section as 'My Courses'. You will find items such as:

- What to expect as a learner
- Returning to learning
- References, resources and the UWTSd Library
- Plagiarism and referencing
- Study Skills and support
- Well-being and much more

PRESENTATION OF WORK

Structure

Your assignment must be well structured. Please see 'Assessment' section for further guidance.

Word count policy

Learners must adhere to the word count specified for the assignment within a margin of -/+10% of the total word count.

Font

Please use the Arial font. Text must be no smaller than font 11.

Spacing

A minimum of 1.5 spacing must be used.

Page numbering

All pages of written work must be numbered

ASSESSMENT DEADLINE DATES

The University of Wales Trinity Saint David has strict deadline dates that must be adhered to. **Please check with your tutor what your deadline is.**

The University's procedures for determining compensatory measures for students with a long-term impairment and the University's procedures for handling claims where extenuating circumstances have adversely affected a student's performance is available on the University's website at: <http://www.uwtsd.ac.uk/academic-office/>

Please check with your tutor as to whether you should be submitting via Turnitin or via wbl@uwtsd.ac.uk. If it is via the email address, please ensure that you also submit a submission form.

THE MODULE DESCRIPTOR and READING LIST

MODULE CODE: BMPF7016
TITLE: Coaching and Mentoring
DATED: 26/04/2018
LEVEL: 7
CREDITS: 30

JACS CODE: N612

AIM(S)

- To enable the student to critically analyse different coaching and mentoring theories, and to develop a deeper understanding of the issues involved in work-based coaching and mentoring processes and practice.
- To enable the student to plan, deliver, and critically evaluate a workplace coaching or mentoring programme in order to improve individual performance in the workplace. The plan and its delivery should explicitly identify the ethical issues that may arise and their mediation within the programme.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- critically examine a range of underpinning theories and differing perspectives in relation to mentoring and coaching, and explore the issues that can arise from these;
- critically evaluate the relevance and value of a range of coaching or mentoring models, and identify a model that is appropriate for the needs and culture of their organisation;
- plan, implement and evaluate a coaching or mentoring programme appropriate for the organisation;
- critically reflect on their own coaching or mentoring performance in the workplace, the ethical frame they have used and identify areas for improvement, and produce a personal development plan.

INDICATIVE CONTENT

- An examination of the similarities and differences in regard to defining mentoring and coaching by drawing on differing theories and perspectives. This will include a consideration of how the coach can meet the needs of coaches of considerable diversity in terms of ethnicity, gender identity, learning capability, neural diversity, body etc.
- A consideration of the benefits of coaching and mentoring to both the organisation and the individual. The student will review the different models and methods available and the roles and responsibilities of coaches and mentors. They will select a coaching or mentoring model that is suitable to their workplace and its cultural needs.
- An exploration of the professional skills, dispositions, knowledge and understanding necessary for success in mentoring and coaching. This will include a range of tools and techniques such as active listening, summarising, analysing, and discussions

around emotional intelligence, transactional analysis, value conflicts, culture and ethics.

- An examination of theories of student needs and styles, and student motivation. An examination of methods of monitoring, review and evaluation of student progress, including the need to keep records of coaching or mentoring activities, and how these can be used to aid reflection on the effectiveness of workplace coaches and to identify possible areas for improvement.
- An exploration of reflective practice and critical evaluation of personal performance in order to identify areas for improvement and construct a development plan.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	60	20%
Placement learning	210	70%
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	3150 words	35%

Assessment Component 2

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Observation	At least 45 minutes	30%

Assessment Component 3

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Reflective Journal	3150 words or equivalent	35%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	70%
Practical	30%
TOTAL	100%

READING LIST

Module Code	BMPF7016	
Module Title	Coaching and Mentoring	
Classification	Reading List entry	Electronic*
Essential	Cox, E., Bachkirova, T., Clutterbuck, D.A., The Complete Handbook of Coaching (2014) (2nd ed) Sage California USA	☒
Essential	Connor, M.P. and Pokora, J.B. (2012) Coaching and Mentoring at Work: Developing Effective Practice. (2nd ed) New York: OUP	☒
Further	Clutterbuck, D. (2004) Everyone Needs a Mentor: Fostering talent in your organisation. London: CIPD.	☒
Further	Alfred, G. and Garvey, B. (2010) Mentoring Pocketbook. Alresford: Management Pocketbooks.	☐
Further	Parsloe, E. and Leedham, M. (2009) Coaching and Mentoring: Practical Conversations to Improve Learning. London: Kogan Page.	☐
Further	Meggison, D. and Clutterbuck, D. (2009) Further Techniques for Coaching and Mentoring. Oxford: Elsevier Butterworth-Heinemann.	☐
Further	Journals Coaching at Work	☒
Further	Websites www.coaching-at-work.com	☒

ASSESSMENT GUIDANCE

This module has three assessment components;
Coursework (100%) 7500 words or equivalent

Assessment Component 1 Written assignment (3150 words)

One written assignment evaluating a range of coaching and mentoring theories and models and identifying a model that is appropriate for the needs and culture of their organisation including a clear rationale for the choice of model

Assessment Component 2 Observation/recording

An observed/recorded coaching or mentoring session of at least 45 minutes duration, utilising the model from assessment 1

Assessment Component 3 Reflective journal (3150 words)

A reflective journal outlining at least six hours experience of planning and implementing the identified coaching or mentoring process, and including a reflective essay critically evaluating own coaching or mentoring performance in the workplace, addressing identified areas for improvement through a personal development plan. The journal should also include feedback from the coachee/mentee.

General guidance for all assessment components

Introduction

It is useful to include a brief introduction to give context to your work. For this module a brief introduction to yourself, your job-role and your organisation will suffice for the first assessment. For the third assessment, you could begin with a short paragraph to explain the context of your journal and a brief outline of its content. Give an overview of how many coaching/mentoring hours are covered, how many coaches or mentees were involved with a brief outline of circumstances.

Academic criteria

Remember – you must also address academic criteria as well as specific module criteria. The academic criteria should be demonstrated throughout your work. It includes the structure and presentation of your work; your knowledge, understanding and analytical skills; writing skills including grammar, spelling; use of resources and referencing.

ASSESSMENT

Your work will be assessed using the marking criteria given on pages 12-14.

Assessment Component 1 – Written assignment 3150 words

One written assignment evaluating a range of coaching and mentoring theories and models and identifying a model that is appropriate for the needs and culture of their organisation including a clear rationale for the choice of model

The relevant learning outcomes that must be addressed are:

- critically examine a range of underpinning theories and differing perspectives in relation to mentoring and coaching and explore the issues that can arise from these;

- critically evaluate the relevance and value of a range of coaching or mentoring models, and identify a model that is appropriate for the needs and culture of their organisation;

You could structure this assignment as follows:

- Intro (as above)
- A critical examination of the key theoretical perspectives underpinning coaching and mentoring practice, giving due consideration to potential issues arising from their implementation.
- Select at least three established coaching OR mentoring models and consider the extent to which each one meets the requirements of effective work-based coaching in your organisation. You should take into account your organisation's culture, and the individuals who are to be coached. How well will the model fit into your organisation's work and learning practices? How will potential coaches/mentors respond to the model? What issues might arise during the coaching or mentoring process (e.g ethical issues, relationships)? Make reference to some of the theories around this.
- Conclude with your recommendation for the application of a suitable model within your work situation. Clearly justify your choice.

Assessment Component 2 Observation/recording

An observed/recorded coaching or mentoring session of at least 45 minutes duration, utilising the model from assessment 1

The relevant learning outcome that must be addressed is:

- plan, implement and evaluate a coaching or mentoring programme appropriate for the organisation;

Please note that this assessment is not only about the recorded coaching/mentoring practice – it includes the planning element too. Therefore you will need to produce evidence of planning the coaching/mentoring programme that includes the session that is being observed.

You will record yourself carrying out a coaching or mentoring session. It is important that the session demonstrates the use of your chosen model or makes clear any deviation from it. The session will be recorded for assessment.

It is important that you seek permission from the person you are coaching or mentoring to record. Remember to emphasise that the purpose of the recording is to help your development, not to intrude in any way and that all discussions between you and the coachee/mentee are strictly confidential.

The evaluation element is also important, so you need to clearly include this in the session. For example you could have a discussion with your coachee/mentee at the end of the session to ascertain the value of the session and/or the programme to date

Assessment Component 3 – Portfolio (3 elements)

A reflective journal outlining at least six hours experience of planning and implementing the identified coaching or mentoring process, and including a reflective essay critically evaluating own coaching or mentoring performance in the workplace, addressing identified areas for

improvement through a personal development plan. The journal should also include feedback from the observer and coachee/mentee in relation to the observed session.

The relevant learning outcome that must be addressed is:

- critically reflect on their own coaching or mentoring performance in the workplace, the ethical frame they have used and identify areas for improvement, and produce a personal development plan.

Your reflective journal should comprise of the following elements:

- a diarised record of a minimum of six hours of coaching, including one observed session of at least 45 minutes duration
- a critical reflection on coaching/mentoring performance in the workplace identifying strengths and areas for improvement
- a personal development plan

1. An overview of the six hours of coaching/mentoring you have conducted, and trace how your knowledge, skills and confidence have developed.

You should also review your observed session, describing what happened but with an emphasis on identifying what went well and what did not go so well and explaining why. Can you use the feedback from your coachee/mentee to help you to identify your development needs?

2. A reflective essay in which you look back over your coaching experience. You should be able to show that you understand the main skills and behaviours of effective coaching and evaluate your own performance against these. Pay particular attention to the ethical frame in which you have operated. Refer to the records and your personal reviews of coaching that you have undertaken (you should have completed pro-formas provided or devised by yourself on an on-going basis). Put these as appendices in your journal.

3. In conclusion, you should identify your development needs and draw up a development plan for yourself. There is a template on Moodle. What do you need to do? How are you going to do it? Who can help you? When are you going to complete activities by? How and when will you know whether your practice has improved?

References

Use relevant and appropriate references to theory to support your work and ensure that you add a full and detailed reference list. All references must conform to Harvard referencing conventions. Guidance is available on Moodle

MARKING CRITERIA

BMPF7016 Coaching and Mentoring	
Marks	Marking Criteria
80%+	Original work of publishable quality which displays mastery of the subject. A wide range of methods applied, with an argument covering all significant aspects of the subject; logically argued. Exceptional work and at a very high level in every respect. Presentation faultless, using correct referencing and subject and level appropriate vocabulary. The range of research methods used respond wholly to the agreed study.
70 - 79%	An excellent and thorough critical examination of a selected range of approaches, underpinning theoretical perspectives and issues associated with coaching or mentoring in the workplace. The very high level of critical evaluation and analysis results in the selection of an appropriate model which is highly relevant to organisational needs and culture. The practical application of the model was facilitated using the approach identified, and advanced coaching or mentoring skills were demonstrated with due compliance to confidentiality and ethics. The implementation of the model is thoroughly planned and evaluated. An excellent critical reflection is enhanced by reference to the coaching/mentoring journal. There is a comprehensive evaluation of the coaching/mentoring performance, and areas for further personal development are clearly identified, incorporating a detailed personal development plan. Thorough and comprehensive knowledge of substantive content with some originality of thought is evident. Demonstrates an excellent ability to inter-relate concepts and ideas and to evaluate theory critically at the appropriate level. Points are made clearly and precisely. A wide range of source materials, appropriately referenced and cited, are engaged to substantiate the work. Coherent argument, which is methodically analysed, supports a reliable conclusion based on discussion and examination. The reading cited is extensive and highly relevant. Written work is planned and presented to an excellent standard, is clearly expressed and very well-structured.

60 – 69%	A very good and detailed examination of a selected range of approaches, underpinning theoretical perspectives and issues associated with coaching or mentoring in the workplace. The critical analysis results in the selection of an appropriate model which is relevant to organisational needs and culture. The practical application of the model is very well planned and conducted effectively, with very good coaching/mentoring skills demonstrated and compliance to confidentiality and ethics was evident. The implementation of the model is planned and evaluated to a very good standard. A very good critical reflection is well supported with reference to a coaching/mentoring journal. The coaching/mentoring performance is reviewed in some detail, and areas for personal development are identified utilising a robust personal development plan. Demonstrates a highly competent ability to inter-relate concepts and ideas and to evaluate theory critically at the appropriate level. Discussion is at an appropriate level, and points are substantiated with appropriate evidence. Content is relevant and links are made between all paragraphs and sections. The range of source materials is very good and the conclusion relevant to the discussion. A well developed standard of writing and presentation, coherent and relevant, based on a range of reading. Relevant points made are justified and referenced appropriately. Referencing is correct and citations follow the appropriate system. Use of language is very good with some minor errors.
50 – 59%	A good critical examination of a selected range of approaches, underpinning theoretical perspectives and issues associated with coaching or mentoring in the workplace. The critical analysis results in the selection of a model which is generally appropriate and relevant to organisational needs and culture. The practical application of the model is satisfactorily planned and conducted mainly using the approach identified, and a range of appropriate coaching or mentoring skills were demonstrated with some compliance to confidentiality and ethics. There is some evidence of planning and evaluation in terms of implementation. There is evidence of critical reflection, although criticality and analysis is limited. The reflection utilising the coaching/mentoring journal resulted in the identification of various personal development opportunities. A personal development plan has been produced to address these, although some features of this lack detail. The content generally is relevant, showing evidence of acceptable knowledge and understanding of issues, but limited ability to apply theory and concepts critically. Line of reasoning is not always clear and there is sometimes a lack of coherence. Work can be inappropriately descriptive for this level. There is some evidence of points made which are unsubstantiated and some examples of work not cited. Work is planned but there are weaknesses in the relationship between some sections. The presentation and expression are appropriate. Referencing is more often than not correct and citations follow the standard required, but not all are included in the bibliography. Use of language is good but there are some weaknesses which need to be addressed, for example errors on syntax. Spelling and sentence structure needs reviewing.

0 – 49% (Fail)	Reflection/discussion is generally at a very low level, being essentially descriptive rather than evaluative or yields neither substantive conclusions nor recommendations. Further analysis and evaluation is required at this level. Very insubstantial with serious deficiencies, for example, some components have been omitted or treated cursorily. No understanding of different approaches related to a wider context or within a work-based setting. No focus on relevant aspects and little or no coherence. Very insubstantial with inadequate evidence of knowledge and understanding of the topic. Much of the work is not level appropriate. No evidence of appropriate reading and investigation; descriptive only. Outcomes not achieved to the standard required. No evidence of planning. Background reading is very weak. Inadequate bibliography, and references are insufficient/unavailable. Use of language is very weak. The presentation is untidy and lacks any coherence. No work submitted.
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FEEDBACK SHEET



Wales Institute for Work Based Learning

Assessment sheet

Module: BMPF7016																
Module title: Coaching and Mentoring																
Name of student																
Student no.																
Module Tutor:	Component Marks												Provisional overall mark (to be confirmed by Examining Board)			
	Ass't 1 35%			Ass't 2 30%			Ass't 3 35%									
First Marker marks																
Second Marker marks																
Agreed component marks																
Learning Outcomes	Marks															
	81 +	76 - 80	70 - 75	67 - 69	64 - 66	60 - 63	57 - 59	54 - 56	50 - 53	47 - 49	44 - 46	40 - 43	30-39	20-29	1- 19	0
critically examine a range of underpinning theories and differing perspectives in relation to mentoring and coaching and explore the issues that can arise from these.																
critically evaluate the relevance and value of a range of coaching or mentoring models, and identify a model that is appropriate for the needs and culture of their organisation.																

plan, implement and evaluate a coaching or mentoring programme appropriate for the organisation;																	
critically reflect on their own coaching or mentoring performance in the workplace, identify areas for improvement and produce a personal development plan.																	

First Marker's (1) comments

Name:

Signature:

Dated:

Second Marker's (2) comments:

Name:

Signature:

Dated:

Moderation:

After professional discussion at which the overall work was considered, final marks agreed between first and second marker at a moderation meeting on xxxxxxxx (date)

Signatures: