

PROGRAMME SPECIFICATION
MA Mentoring and Coaching for Leadership in Education
(With PG Cert and PG Dip)

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| 1 | Awarding institution/body: University of Worcester |
| 2 | Teaching institution: University of Worcester |
| 3 | Programme accredited by: Not applicable |
| 4 | Final award: MA Mentoring and Coaching for Leadership in Education |
| 5 | Programme title: MA Mentoring and Coaching for Leadership in Education (PGCert in Mentoring and Coaching for Leadership in Education, PGDip Mentoring and Coaching for Leadership in Education). |
| 6 | Pathways available: Not applicable |
| 7 | Mode and/or site of delivery: Taught programme with elements of blended learning: University of Worcester, schools and other workplaces. |
| 8 | Mode of attendance: Part time only over 3 years. Evening and weekend delivery. |
| 9 | UCAS Code: Not applicable |
| 10 | Subject Benchmark statement: Not applicable |
| 11 | Date of Programme Specification preparation/revision: October 2011 |
| 12 | <p>Educational aims of the programme</p> <p>This programme is designed to support education professionals who are involved in working with colleagues or students as mentors, coaches, teachers or leaders.</p> <p>The programme will enable participants to develop a critical understanding of mentoring and coaching theory and a rigorous approach to developing practice whilst seeking to enhance personal mentoring and coaching skills in context. The ethos of the programme is that of evidence-based practice, and participants will be encouraged to develop a research-informed approach to their professional learning, culminating in a dissertation on a mentoring and coaching theme. The course enables participants to explore the implications and effectiveness of mentoring and coaching relationships while developing and analysing their own practice. The course will enable participants to explore the implications and effectiveness of mentoring and coaching relationships whilst developing and analysing their own practice.</p> <p>Specifically the course aims to:</p> <ul style="list-style-type: none"> • Provide a coherent and integrated programme of study for participants, enabling them to explore and investigate, both theoretically and practically, the complex issues around mentoring and coaching; • Develop a critical understanding of the complex, dynamic and multi-dimensional nature of mentoring and coaching; • Develop interpersonal and practical skills required for effective mentoring and coaching; • Support the professional learning of colleagues in a reciprocal manner; • Deal with the challenges of effectively motivating and improving the performance of people in an organisation; • To enable students to carry out advanced independent study based on professional practice. |

13 Intended learning outcomes and learning, teaching and assessment methods

| Learning outcomes | Examples of learning, teaching and assessments methods used: |
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| <p>Knowledge and understanding</p> <p>On completion of the award the participants should have demonstrated:</p> <ol style="list-style-type: none"> 1. A systematic understanding of knowledge relating to the theories, principles and practices of mentoring and coaching leading to critical insights which are at the forefront of professional practice. (MEDD4064) 2. A comprehensive understanding of the theoretical concepts, factors and strategies that affect and lead to improvement of the performance of individuals and organisations. (MEDD4024) | <ul style="list-style-type: none"> • Participants will have explored and critically reflected upon a range of conceptual frameworks, evaluating relevant articles, papers and evidence. • Taught sessions will enable a critical scrutiny of theory and practice through the literature and theory, the analysis of case studies and the awareness of and reflection on the ethical issues involved. Structured lectures and seminars, small group discussions. • Participants will have explored key concepts underpinning professional development, theories of performance and motivation. • Participants will have synthesised new approaches for enhancing performance including mentoring and coaching. • Assessment will be made against the intended learning outcomes met through the assignment. Participants will keep a portfolio of evidence mapping achievement against the intended learning outcomes. |
| <p>Cognitive and intellectual skills</p> <p>On completion of the award the participants should have demonstrated:</p> <ol style="list-style-type: none"> 3. Originality in the application of knowledge together with together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in mentoring and coaching. (MEDD4001) (MEDD4000) | <ul style="list-style-type: none"> • Participants will have demonstrated an understanding and application of techniques of research and advanced scholarship. • Participants will have engaged in exploring and analysing aspects of mentoring and coaching through assignments of increasing complexity culminating in a specialist dissertation. • Taught sessions will enable participants to reflect upon and develop their skills as researchers utilising processes such as |

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| | <p>action learning sets. Feedback will be provided from the tutor and peer group through discussion and debate and support in the gathering of appropriate research data.</p> <ul style="list-style-type: none"> • Professional dialogue is at the heart of this programme and this will be facilitated during taught sessions. • Assessment will be made against the intended learning outcomes met through assignment. |
| <p>Practical skills relevant to employment</p> <p>On completion of the award the participants should have demonstrated:</p> <ol style="list-style-type: none"> 4. Interpersonal skills appropriate to mentoring and coaching deploying accurately a range of complex mentoring and coaching skills. (MEDD4067) 5. Reflection and skills in the development, leadership and management of mentoring and coaching within their educational context acting autonomously in planning and implementing tasks at a professional level (MEDD4064) | <ul style="list-style-type: none"> • Participants will have evidenced their learning, development of mentoring, coaching, leadership and management skills. • Taught sessions will involve participants in personal and professional self evaluation. • Participants will have reflected on their learning in relation to feedback on their experience and both 'live' and taped mentoring and coaching sessions from the tutor, colleagues and peer group. • Assessment by the presentation of a portfolio focused on practice with an accompanying analytical commentary. • Participants will have critically reflected upon, analysed and implemented change in relation to mentoring and coaching in their organisations. • Taught sessions will develop understanding of key issues such as relationships, models of professional learning, roles and responsibilities, working principles, values and beliefs and monitoring and assessment. |
| <p>Transferable / key skills</p> <p>On completion of the award the participant should have:</p> <ol style="list-style-type: none"> 6. The ability to pursue further professional development and organisational improvement with rigorous critical understanding of their | <ul style="list-style-type: none"> • Engagement in professional dialogue is at the heart of this programme, enhancing participants' skills of reflective practice. |

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| own achievement and goals. This will include the exercise of initiative, personal responsibility and decision making in complex and unpredictable situations. (All Modules) | |
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Approaches to learning and teaching support the achievement of the learning outcomes of the Programme through the addressing in all modules of the cyclical process of experience, reflection, analysis, and the application of principles to one's own context. Further to this and in order to develop and sustain a critical form of educational practice within the programme, each of the modules employs learning processes through which course participants are encouraged to analyse principles and procedures as practitioner researchers critically reflecting upon experience.

For the purpose of the assessment participants will be expected to focus upon themselves as a coach, mentor or learner or may broaden to focus on their role as a manager or leader in relation to mentoring or coaching. Approaches to learning and teaching will vary according to the perceived needs of the students. The assessment will be linked to theory as well as practice. A variety of delivery methods will be used. The modules will be delivered over several Saturdays in order to facilitate reflection on the process of mentoring or coaching and the completion of a reflective diary. For school / college - based groups modules will be delivered as appropriate utilizing a mixture of twilight sessions and full days.

Assessment within the MA Programme follows that of the Postgraduate Education Programme (PEP) and is based on 100% coursework. This approach is in keeping with the models of the 'professional as learner' and the 'professional as researcher' which inform the Programme, the emphasis being upon the ability of such professionals to provide impetus for organizational evaluation, change and improvement in the workplace. To this end the coursework embraces a variety of approaches to assessment, including the critiquing of literature, the analysis of aspects of the curriculum/professional practice of the workplace, designing development plans, small-scale action research projects, reflective portfolios and case studies.

Participants who exit with PGCert in Mentoring and Coaching will have achieved all the intended learning outcomes for MEDD4064 and MEDD4024 plus one further 20 credit module.

Participants who exit with PGDip in Mentoring and Coaching will have achieved all the intended learning outcomes for MEDD 4064, MEDD 4024, MEDD 4007 and MEDD 4067 plus 2 additional modules amounting to 120 credits. They may be chosen from the PEP programme in discussion with the tutor.

The sequence of modules taken will ensure that participants will complete all of the modules required for a PGCert before they commence the 2 optional modules from the PEP programme to gain the PGDip.

14 Assessment strategy

Assessment for each assignment and the dissertation will be against the appropriate intended learning outcomes for specific module. Formative assessment will occur within modules by the presentation and analysis of case studies and tutor/peer group feedback on mentoring and

coaching skills.

Formative assessment prepares participants for the summative assessment. Each module outline will include details of the individual assessment types, weighting, length and the learning outcomes assessed by each activity. The assessment criteria and the PEP grade descriptors will be provided for each element of the course.

Although the PEP structure is incremental, moving from a Postgraduate Certificate through a Postgraduate Diploma to a Master's degree, all of the assessment criteria are at 'M' level. In order to ensure consistency in the high standards associated with 'M' level work this generic set of criteria is based on the dimensions of the professional models which underpin the Programme. In addition the educational aims of the Programme are supported by this strategy inasmuch as it enables the participants to act as autonomous learners, adopting a research-based approach to personal and organisational development in order to enhance professional practice within a clear framework of the participants' own professional values.

The key features of the Postgraduate Education Programme assessment strategy are that it:

- i. enables course participants to direct their own learning efficiently and effectively towards a given purpose;
- ii. is aware that course participants have unique goals and interests and recognises that these have implications for the teaching and learning process;
- iii. acknowledges that learning occurs in a particular social, cultural and political context and that this affects what is learned and the ways in which it is learned;
- iv. has a commitment to facilitate course participant learning through an individual course participant-centred approach as well as a group-centred approach with a strong commitment to group learning, group processes, and dissemination;
- v. includes specific learning outcomes as well as a generic set of criteria for all modules;
- vi. will be systematically monitored and reviewed in relation to its principles and procedures and its effectiveness as a formative and summative function.

15 Programme structures and requirements

MA Mentoring and Coaching for Leadership in Education

Postgraduate Diploma Mentoring and Coaching for Leadership in Education

Postgraduate Certificate Mentoring and Coaching for Leadership in Education

| Module Code | Module Title | Credits (number) | Status Mandatory (M) or Optional (O) number) | Prerequisites Code of module required |
|-------------|--|------------------|--|---------------------------------------|
| MEDD4001 | Approaches to Educational Research: Research Methods for Professional Enquiry in Education | 20 | M for MA O for PG Dip | |

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| MEDD4000 | Dissertation | 80 | M for MA if 4000A not taken | MEDD4001 |
| MEDD4000 A | Dissertation | 60 | M for MA if 4000 not taken | MEDD4001 |
| MEDD4064 | Mentoring and Coaching for Leadership in Education | 20 | M | |
| MEDD4024 | Performance Management | 20 | M | |
| MEDD4007 | Negotiated Learning – Education (single) | 20 | M | |
| MEDD4067 | The Practice of Mentoring and Coaching | 20 | M | |

Students exiting with the PG Cert must successfully complete MEDD4064 and MEDD4024 plus one further 20 credit module.

Students exiting with the PG Dip must successfully complete MEDD4064, MEDD4024, MEDD4007 and MEDD4067, plus two further 20 credit modules which must include MEDD4001 if the intention is to progress to the full MA.

Students undertaking the Masters award must successfully complete the requirements for the PG Dip including MEDD4001; together with MEDD4000, or 4000A (60 credit) with a Mentoring and Coaching focus. If a student chooses 4000A they must complete a further 20 credits.

MEDD4000 and 4000A are excluded combinations
MEDD4007, 4008 and 4009 are excluded combinations

The programme is designed to be delivered through a mixture of evening and weekend working. For school or college based groups the taught sessions will be delivered in the workplace and attendance is required at all sessions. The exact timings of the sessions will be agreed with the school or college. The sessions are designed to address the intended learning outcomes of the module and full support is provided as detailed in section 17. For University based groups the sessions are delivered on Saturdays and attendance is required at all sessions. For both groups the dates are distributed across each term to allow time for reflection on research and practice.

APEL arrangements will be taken into account in determining whether participants are exempt from one or more modules of the award up to a maximum of 50%. This will be decided at application stage.

16 QAA Academic Infrastructure

The learning outcomes for this award have been aligned to the Framework for HE Qualifications benchmarks for awards at level 7/M.

17 Support for students

The majority of students on PEP are part time with the exception of International Students. For International students a named tutor within the Institute of Education is responsible for their induction and support.

Induction is offered to all students at the start of each module in addition to that provided centrally by the University:

- Support is given as part of each module in writing at Master's level.
- All students receive individual tutor guidance when engaging in independent study work and are supervised whilst writing up of the dissertation.
- Electronic versions of the PEP course handbook, the dissertation handbook and the University of Worcester student guide are all updated annually.
- Email support is provided as part of the delivery of the taught modules.
- Reading packs are provided along with recommended reading, module outlines detailing aims, intended learning outcomes, assessment requirements and indicative content. The programme will make use of a VLE (Blackboard or Moodle) to facilitate interaction between students, communication and learning.
- All sessions are designed to take a practice-based approach that incorporates peer group and tutor-facilitated discussions and observations, role play, arts-based and other creative learning activities, case studies and group led presentations.
- A formative task allows for feedback and guidance to be given.
- Regular feedback sheets are provided for the participants to complete which gives tutors immediate feedback allowing for adjustments in teaching to better match learning styles etc.
- A dissertation student support group operates on a termly basis as an additional level of support at this stage of the programme.
- The University of Worcester is committed to Equal Opportunities and full information is on the website under the 'student life' link or:
<http://www.worc.ac.uk/student/equalopportunities/912.html>

Links from this page offer details of provision for students with a range of specific needs.

A full range of support is available for students within the University. Information can be found at:

<http://www2.worc.ac.uk/student-services>

Students will be invited to join other PEP students for induction to the programme, Information and Learning Support Services (ILS) and a Registry induction at the beginning of their course.

18 Admissions policy, criteria and procedures

The PEP is open to graduates or the equivalent who are qualified teachers, or others who carry a professional responsibility for teaching, learning and professional development. The University will seek evidence of personal professional experiences that provide an indication of ability to meet the demands of the Programme.

Normally applicants should be in-post. However, applications will be considered from those who are planning to resume their career. Such applicants will be supported in the undertaking of all necessary workplace based/focused tasks and assignments.

In keeping with University policy on widening participation and diversity the Programme encourages and welcomes the contribution of older learners and people from the widest range of social, economic and cultural backgrounds.

The admission of course members to the Programme will be governed by the normal entry requirements for an award at M level. Course members should normally:

- a) be the holder of a bachelor's degree (2:2 Honours degree) or equivalent;
- b) hold an appropriate professional qualification (e.g. QTS/QTLS) or have experience which demonstrates they possess appropriate knowledge and skills.

The normal arrangements for APL apply. Advanced standing is available for those in possession of relevant qualifications granted in the last five years.

Please contact the Registry Admissions Office for further information or guidance 01905 85511.

19 Methods for evaluating and improving the quality and standards of teaching and learning

- The annual evaluation report reviews the quality of the Programme in which the awards sit and provides action points emerging from the analysis of data provided by students, staff and external examiners.
- External Examiner reports feed into the annual evaluation report and serve as indicators for areas where staff development and /or other improvement strategies will be of benefit to the Programme.
- Each module provides opportunities for student evaluation.
- The PEP Course Committee for staff and students considers feedback from all participants. It also serves as a forum for identifying important issues which are likely to impact upon the Programme.
- Appraisals of staff and peer assessment of teaching provide important means of updating and monitoring developments in teaching and learning.
- PEP staff are involved in either research or scholarly activity which impacts upon teaching and learning issues in the Programme and ensures that teaching and learning issues at Master's level are addressed in an appropriately challenging and innovative manner.
- A PG Cert for new HE staff, Learning and Teaching in Higher Education, accredited by the HEA and SEDA, provides a forum for individual and collaborative reflection on approaches to teaching and learning.

20 Regulation of assessment

Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is 50% for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Attendance is required at all sessions
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items

- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at 50% unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- Students who fail to submit an item of assessment lose their right to reassessment in that module, and will be required to retake the module, which will incur payment of the module fee.
- For full details of submission regulations see PRF.

Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade, unless the failure was due to non-attendance or non-submission.
- Reassessment takes place during the following semester or during the summer reassessment period at the end of the academic year.
- If following reassessment the module has been passed, the module grade will be capped at 50%.
- If a student is unsuccessful in the reassessment, they will have one further and final reassessment opportunity.
- A student who fails 40 credits or more after exhausting all reassessment opportunities may be required to withdraw from the University.

Requirements for Awards

| Award | Requirement |
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| PG Cert | Passed a minimum of 60 credits at level 7 |
| PG Dip | Passed a minimum of 120 credits at level 7 |
| Masters | Passed a minimum of 180 credits at level 7 including a minimum of 40 credits from the Dissertation |

The awards of PG Cert, PG Dip or Masters may be made with Pass, Merit or Distinction.

21 Indicators of quality and standards

Standards on PEP are viewed by external examiners as being in line with that of other HEIs. Quality on the programme is continually monitored and further enhanced by an engagement in all of the processes described above.

In November 2005, the Institution was audited by the Quality Assurance Agency. The audit confirmed confidence in the University's management of the quality of its academic programmes and the standards of its awards. The QAA particularly commended the University's supportive ethos and range of departmental and central services provided to students and staff in support of its mission to deliver an excellent inclusive higher education.

Mentoring and Coaching (MEDD4064) is accredited against standard descriptor 3 of the UK Professional Standards Framework for teaching and supporting learning in Higher Education. Successful completion of this module entitles participants in HE to recognition as a Fellow of the Higher Education Academy. The course leader is a member of the EMCC (European Mentoring

and Coaching Council) and works in association with the IEC (Institute of Educational Coaching).

22 Career Opportunities and Links with Employers

Mentoring and coaching in education, training and leadership contexts are increasingly seen as valuable skills in terms of career progression. Abilities and experience in these areas are often a prerequisite for progression to leadership posts. Students completing this programme will be well equipped to operate as an effective mentor and coach to lead mentoring and coaching developments in their organisations.

The design of the course is in line with the guidance given in the National Framework for Mentoring and Coaching (CUREE 2005 DfES).

The Head of Postgraduate Studies and Professional Learning chairs a steering group consisting of teachers, LA representatives and others involved in CPD six times a year. This provides important links with the professional community and ensures that the PEP is involved in the promotion and development of significant initiatives.

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module study guide and course handbook. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

Key sources of information about the Course can be found in:

- The Programme Handbook
- The PEP student handbook (reviewed annually)
- Dissertation handbook
- Web address: www.worc.ac.uk (follow links to CPD)