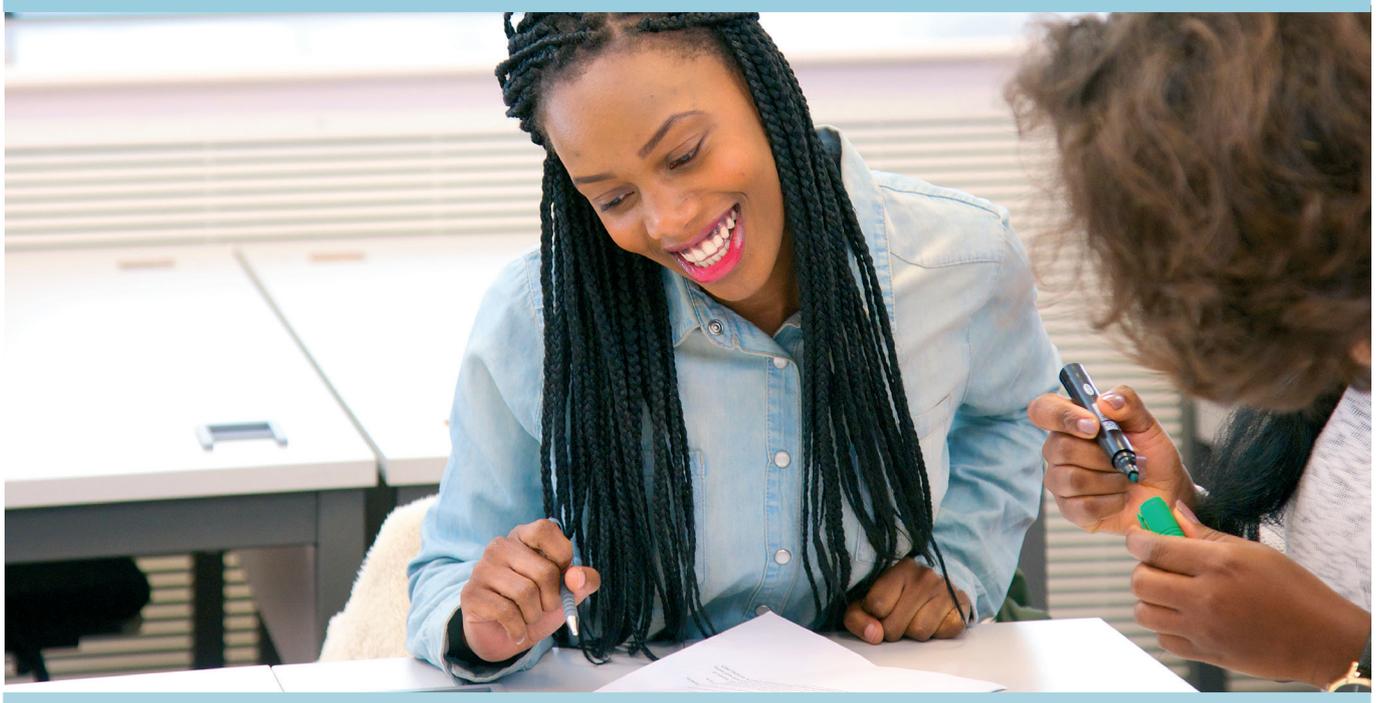


Postgraduate Certificate in Advanced Mentoring and Coaching

Duration: 12 months | Delivery: Online | Start date: January 2022

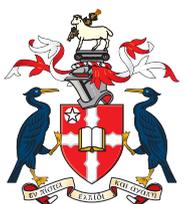


This course responds to the need for those who mentor to have appropriate professional development that is evidence based and research informed, to support their practices in educational contexts.

The course delivers a critical understanding of mentoring and coaching models, practices and skills required within educational contexts. There is also a focus on current research and policies and consideration of best practice. Students will be encouraged to critically consider the skills and qualities required for effective mentoring and coaching and explore the role of reflection.

Course Aims

- A critical understanding of the contemporary research associated with mentoring and coaching in an educational context.
- A critical knowledge and understanding of the procedures, protocols and ethics of mentoring and coaching in an educational setting.
- The professional knowledge and critical understanding of the contemporary issues and debates associated with coaching and mentoring in an educational context including the current National Mentor Standards for school based initial teacher training.
- The personal and professional qualities and skills required by mentors and coaches to support and develop a colleague such as a trainee, NQT or more experienced colleague.
- An ability to critically reflect on mentoring and coaching practices in an educational setting.
- Demonstrate a critical understanding of mentees needs in relation to their professional development.



**LIVERPOOL HOPE
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175 YEARS OF ACADEMIC
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Module Overview

This Postgraduate Certificate (60 Level 7 Credits) comprises two x 30 credit modules:

- **Module 1: Principles and Practice of Effective Mentoring/Coaching (30 Credits).**

This module focuses on contemporary theory and research in the field of mentoring and coaching relevant to an educational setting. This will include an overview and evaluation of different theoretical models of mentoring and coaching. It will also include and examination of the relevance and implications of the recent research and policy direction for professional practice. The module will provide support in the development of critical, reflective practices in mentoring and coaching.

- **Module 2: Theory and Research in Effective Mentoring/Coaching (30 Credits).**

This module focuses on contemporary issues, debates and developing practice in the field of mentoring and coaching relevant to an educational setting. This will include a critical consideration of the National standards for school based initial teacher training (ITT) mentors provided by the DfE. The module will provide support in the development of critical, reflective practices in mentoring and coaching. The module will introduce the skills, principles and practice of effective mentoring and coaching. It will focus on the skills and qualities required for effective mentoring and coaching and investigate the role of the mentor/coach.

Delivery

Both modules will be delivered on a part-time basis, through fully online learning, including:

- Participation in online webinars.
- Access to the extensive Liverpool Hope University Library including e-books and journal collections.
- Academic tutorial support via zoom and email.
- Online discussion forums with academics and other students
- Practice-based reflection.
- Online support from Liverpool Hope University including IT support and library support.

Assessment

Module 1: Participants will critically reflect on the process and impact of mentoring and coaching in their context in relation to the professional development of a mentee. Participants will also present a portfolio of evidence of their own mentoring and coaching practice with reference to the policy, protocols and ethics surrounding their context.

Module 2: Participants will undertake a literature review of theory and research relating to effective mentoring and coaching in an educational setting, including a critical reflection on the relevance of the theories and research in relation to their own practice context.

Dates and Duration

Module 1: Principles and Practice of Effective Mentoring/Coaching (30 Credits).

Online teaching sessions will be held on the following dates:

- Saturday 15th January, 9.30am - 12.30pm - Introduction and overview of the Module. Library Induction, Importance of Mentoring. Ethics of Mentoring and Trust. Creating a Portfolio.
- Saturday 5th February, 9.30am - 12.30pm. Principles of good mentoring and coaching. Role of observation and feedback.
- Saturday 12th March, 9.30am - 12.30pm. Presentations. Growth for both. The value of mentoring to the mentor: what the research suggests.
- W/b 21st/28th March, 1-2-1 Tutorials. Optional Individual Tutorials.
- Saturday 30th April, 9.30am - 12.30pm. A Review of Models of Mentoring, mentees perspectives: what the research suggests.

Asynchronous learning tasks and engagement will be expected in between the online (synchronous) sessions for both modules.

Module 2: Theory and Research in Effective Mentoring/ Coaching (30 Credits).

Dates TBC, from October 2022.

Entry requirements

- First Class or Upper Second Class Honours Degree in a relevant discipline (applications from students who do not hold a 1st or 2:1 Honours Degree (or equivalent), but have appropriate professional experience will be considered).
- Applicants must hold Qualified Teacher Status (QTS) or Qualified Teacher Learning and Skills (QTLS) status or Early Years Teacher Status, or equivalent.
- Participants must be either actively mentoring when they start the course or be about to start mentoring.

How to apply

To apply or for more information please contact:

Tel: 0151 291 3029/3061

Email: pld@hope.ac.uk

www.hope.ac.uk/pld/educationpld

The PLD Team
Liverpool Hope University
Hope Park
Liverpool, L16 9JD

Participant Feedback

"Feeling much more informed in the role of the mentor and excited to learn from research and evidence. The tutor is an extensive source of knowledge and a great leader."

"It has really helped me to reflect on my practice as a mentor and look forward to continuing to mentor using my new knowledge and theory which I have gained."

"The staff I mentored effectively supported their pupils' learning and their development socially and emotionally."