

This module aims to equip students to mentor, coach and assess colleagues at post-registration levels. It promotes critical evaluation of theoretical, professional and policy approaches to mentoring, coaching and holistic assessment of professional practice. The knowledge, understanding, values and skills necessary for mentoring and assessing professional practice in social work and related settings are examined. Students are assisted to develop strategies and techniques to enhance their skills in mentoring, coaching and assessment of professional colleagues in different contexts in practice settings. Students are required to mentor, coach and assess colleagues as part of the practicum for this module.

AIMS To enable students to:

- Promote critical evaluation of theoretical, professional and policy approaches to mentoring, coaching and assessment of professional practice at post-registration levels.
- Promote critical appraisal of the knowledge, understanding, values and skills necessary for mentoring, coaching and assessing professional practice in social work and related settings.
- Assist students to develop strategies and techniques to enhance their skills in mentoring, coaching and assessment of professional colleagues in different contexts in practice settings
- To promote reflective self-assessment and definition of students' own continuing professional development needs

LEARNING OUTCOMES On successful completion of the module, students will be able to:

- Critically appraise current relevant debates and public policy relating to mentoring, coaching and assessment of professional practice and demonstrate detailed and critical understanding of the context in their own particular field of professional practice.
- Compare and critically analyse theoretical models and techniques for mentoring, coaching and assessment and select and apply appropriate models and techniques for the learning context
- Identify the knowledge, skills and experience and standards required by those whose practice they may be mentoring, coaching and assessing in practice
- Interpret and respond to the complex learning needs of learners, facilitate learners in developing self-awareness and reflective practice, and support learners in taking responsibility for their own learning
- Evaluate, explore and debate feedback arising from the practice of mentoring, coaching and assessment and relate this to future practice and develop appropriate responses to potential ethical, diversity and organisational conflicts
- Evaluate their own practice in mentoring and assessment; identify their own professional development needs in this area; and develop a personal development plan to develop their practice in this area

CURRICULUM CONTENT

- **Developing the workforce:** career, professional and organisational development in context, issues and debates in both a UK education and employment policy context and European and international perspectives, including resources and workforce planning.
- **The changing roles of trainers and professional educators,** continuing professional development, critical, reflective, and evaluative practice and entrepreneurial career management.. Self- assessment and peer-mentoring
- **The learning organisation** - organisational and professional cultures supporting lifelong learning and continuing professional development. Learning needs analysis and approaches to meeting learning needs and assessing achievement in the workplace including working in partnership.

- **Selecting the strategy:** Interpreting practice standards and requirements and responding to learning needs at a professional, organisational and individual level:
- **Theoretical models and review of research and literature** in relation to mentoring, coaching and assessment
- **Techniques and skills in mentoring, coaching and assessment**, including working within organisational contexts, facilitating learners' self-awareness, reflective practice, personal and professional responsibility for learning and self-evaluation, and utilising virtual resources and identifying, interpreting and responding to complex learning needs. Developing appropriate responses to potential ethical, diversity and organisational conflicts
- **Principles and methods of holistic assessment** including promoting the participation of users of services and carers in assessment and decision making
- **Management of power issues**, anti-oppressive practice and values integration in mentoring, coaching and assessment
- **Methods of evaluating and improving one's practice in mentoring, coaching and assessment.** Range of evaluation criteria available. Identifying criteria for evaluation, collection of information. Identification of potential improvements and their feasibility. Factors which impact on the introduction of improvements.
- **Self-assessment and professional development** Charting learning and Personal Development Plans

HOW YOU WILL LEARN ON THIS MODULE

The learning on this module is primarily on a workshop basis, supplemented with lectures, and course materials. Students will investigate the processes for identifying and meeting professional learning and development needs within a chosen organisational context and relate these to emerging professional requirements. They will also appraise their own levels of professional capability and development needs, explore their personal career aspirations and identify how these might be met in order to develop their confidence in the role of a mentor, coach and assessor. Skills development workshops explore a variety of mentoring, coaching and assessment techniques and processes and discuss decision making processes in selecting methods to mentor and coach and in making assessments of others' practice. A learning resource centre workshop is provided to promote the development of literature searching skills. Students undertaking this module are required to undertake a practicum which includes mentoring, coaching and assessing at least two professionally qualified workers. Additionally, students are required to attend or set up a mentor development group, which acts as an action learning set and also provides peer supervision.

Timetable of Learning Sessions

Date	Venue
TBC	TBC
TBC	TBC
TBC	TBC

HOW YOU WILL BE ASSESSED?

Practicum requirements. Students undertaking this module are required to identify and undertake mentoring, coaching and assessment of at least two professionals in a work-setting. They may elect to offer either coaching or mentoring and they should undertake a programme of intervention with a learner or learners (if group mentoring is selected) of a minimum of 4 sessions. All students must undertake formal assessment of a professional colleague which entails the provision of assessment report(s). Students are required to obtain a direct observation and assessment of their practice in mentoring, coaching or assessment from a suitable professional.

The module provides explicit formative opportunities for practice and 'feed forward' to help students achieve their full potential in the summative assessments. Students are provided with detailed feedback on their developing practice in mentoring and coaching. Students may choose to book and use the Practice Learning Suite to undertake mentoring or coaching sessions or assessment events which will allow them the opportunity to video their interventions and to appraise these following the event with colleagues and academic staff. This can meet the observation of practice requirement. Students practice elements of their presentation to their course group and receive verbal detailed feedback, both from their peers and from academic staff.

The assessment of this module will be in two parts

- **A verbal presentation** to a selected audience including peers and representatives of users of services and carers of what they bring to mentoring, coaching and assessment of fellow professionals, reviewing their own career critically in the context of the professional development and outlining their professional development plans and their approach to mentoring, coaching and assessing others (20%)
- **A report (with attached evidence of practice** in mentoring, coaching and assessment relating to least 2 learners. Full guidelines on portfolio contents are provided in the module handbook. The report of 3,000 words should

provide critical analysis and appraisal of their practice in mentoring and assessment, including critical analysis of current relevant debates and public policy relating to assessment of professional practice in their practice setting; reflection and discussion of issues relating to the promotion of equality in mentoring, coaching and assessment of professional practice; critical appraisal and evaluation of their own practice in mentoring, coaching and assessment. Students are required to comment directly on evidence presented, and the theoretical and ethical basis and underpinning knowledge for their work. (80%) Students are expected to evaluate their achievement of the learning outcomes.

Module reading

Students will be directed to core texts to support their development of particular programmes of mentoring, coaching and assessment e.g.:

Bachkirova, T., Jackson D and Clutterbuck D. (2011) *Coaching and mentoring supervision : theory and practice: Maidenhead* : Open University Press

Matthews, S. McCormick, M and Morgan, A (2011) *Professional Development in Social Work; Complex Issues in practice* Hoboken, Taylor and Francis

Parsloe, Eric (2009) *Coaching and mentoring: practical methods to improve learning*. London: Kogan Page.

COST OF THE MODULE: £1,530 GBP for the 2019-20 academic year.

APPLY FOR THE MODULE on line at: <http://www.kingston.ac.uk/postgraduate-course/post-qualifying-social-work-modules/>

If you require further details about the module, please contact

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