

Postgraduate Certificate in Advanced Mentoring and Coaching

Duration: 12 months | Delivery: Online | Start date: February 2024



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/ECT 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.



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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 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.

- **Module 2: Theory and Research in 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.

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

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

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).

Sessions will take place via Zoom 9:30am – 12:30pm.

- Saturday 17th February 2024
- Saturday 2nd March 2024
- Saturday 16th March 2024
- Saturday 27th April 2024
- Tutorials W/C 22nd/29th April 2024

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

From Autumn 2024. Dates and Times TBC.

Asynchronous learning tasks and engagement will be expected in between the online (synchronous) sessions for both modules. Optional 1-2-1 tutorials are available for both modules.

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).
- Participants must be either actively mentoring when they start the course or be about to start mentoring.

Cost

UK Full Fee: £1,733

Graduate 600*: £1,532

LHU Level 1 Mentors Only: £1,086

International Fee: £4,167

Please see below for discounts available for groups of students from partner schools**.

- Fee for 5 or less students (20% discount) £1,386
- Fee for 6 - 8 students (25% discount) £1,300
- Fee for 9 - 13 students (30% discount) £1,213
- Fee for 14+ students (40% discount) £1,040.

*Graduate 600 rate is for LHU graduates who have obtained a 2.1 or 1st class degree within the last 3 years.

** A Partner School is any school that has an Initial Teacher Education (ITE) partnership arrangement with Liverpool Hope University and who work with our students on providing school placements.

How to apply

To apply or for more information please contact:

Tel: 0151 291 3834/3029

Email: pld@hope.ac.uk

www.hope.ac.uk/pld/educationpld

The PLD Team

Liverpool Hope University

Hope Park, Liverpool, L16 9JD.

Participant Feedback

"This course has enabled me to further understand my role as a mentor. As such, I have developed my skills in both active listening and how to give feedback. I liked the balance of reviewing academic literature as well as the opportunity to discuss and debate about mentoring practices with other educators."

"I have enjoyed critically reflecting on my practice and trialing new mentoring strategies. The set up of the course, and having the opportunity to collaborate with other mentors, has given me the confidence to share good practice with peers outside of the course."

"We will be looking at implementing the skills and knowledge from the course in our medium and long-term strategic improvement plan."

"The course enabled me to embark on a peer mentoring programme with staff which improved teaching and learning in the school. The pilot programme was successful and other programmes have been devised using this model."

"I would highly recommend this course for anyone who currently is, or wants to be, a mentor, regardless of experience."



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