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Course Specification

PG Cert Coaching and
Mentoring for
Education
Practitioners

Course Code: PCMEP

2021/22

PG Cert Coaching and Mentoring for Education Practitioners (PCMEP)

Material Information Summary for 2021/22 Postgraduate Applicants

Confirmed at March 2021.

General Information

Award Postgraduate Certificate Coaching and Mentoring for Education Practitioners

Contained Awards N/A

Awarding Body Leeds Beckett University

Level of Qualification & Credits Level 7 of the Framework for Higher Education Qualifications, with 60 credit points at Level 7 of the Higher Education Credit Framework for England

Course Lengths & Standard Timescales Start dates will be notified to students via their offer letter. The length of the course is confirmed below and modes of delivery will be confirmed prior to the start date in line with Government guidance:

- 1 year (Part time, Campus Based and Distance Learning)

Part Time Study PT delivery is usually at half the intensity of the FT equivalent course, although there may be flexibility to increase your pace of study to shorten the overall course duration. Some modules may be delivered in a different sequence to that defined within this information set but the modules offered within each level are consistent. Please note that the work placement option is not generally available to PT students.

Location(s) of Delivery Distance Learning and Headingley Campus

Entry Requirements Admissions criteria are confirmed in your offer letter. Details of how the University recognises prior learning and supports credit transfer are located here:
www.leedsbeckett.ac.uk/studenthub/recognition-of-prior-learning.

Admissions enquiries may be directed to:
AdmissionsEnquiries@leedsbeckett.ac.uk.

Course Fees

Course fees and any additional course costs are confirmed in your offer letter. Fees enquiries may be directed to Fees@leedsbeckett.ac.uk.

Timetable Information

Timetables will be made available to students during induction week via:

- i) The Student Outlook Calendar
- ii) The Student Portal (MyBeckett)
- iii) The Leeds Beckett app

Any difficulties relating to timetabled sessions may be discussed with your Course Administrator.

Policies, Standards and Regulations (www.leedsbeckett.ac.uk/academicregulations)

There are no additional or non-standard regulations which relate to your course.

Key Contacts

Your Course Director	Tom Dobson
Your Academic Advisor	Rachel Lofthouse
Your Course Administrator	education@leedsbeckett.ac.uk

Course Overview

Aims

The PGCert will be taught and assessed through one module. Students on the course will be contextualising their study in relation to their own professional practice and opportunities which may include one or more of coaching, mentoring and other forms of collaborative professional development or the management or supervision of it. Examples include enhanced approaches to lesson observation (e.g. learning rounds, use of video), lesson study, new approaches to performance management, collaborative action learning sets. Students on this course can be professional, engaged as a coach or coachee, mentor or mentee, or as a participant, collaborator, leader, manager, facilitator of professional collaborative learning.

The course aims are to:

1. Provide students with a flexible and rigorous programme of academic study in the field of coaching, mentoring and other forms of collaborative professional development in education, that utilises the latest research and theoretical advancements in the field.
2. Engage students in a sustained and systematic critical analysis of professional development practice across and within different educational contexts.
3. Provide students with an opportunity to participate in an academic community of practice that fosters collaboration and collegiality, and to contribute to the university research and practice centre 'CollectivED; the hub for Mentoring and Coaching'.
4. Provide students with opportunities to pursue their original independent enquiry in relation to their own professional contexts and practices, using methodologically and ethically appropriate modes of enquiry

Course Learning Outcomes

At the end of the course, students will be able to:

- 1 Explore and critique educational theory, research, policy, and practice in relation to coaching, mentoring and collaborative professional development in education contexts
- 2 Take a critical and reflective approach to diverse problems and issues in education in relation to teacher support and development across career phases and in different policy contexts
- 3 Develop and articulate their own perspectives on educational practices, informed by a critical evaluation of relevant theoretical and practical perspectives
- 4 Make sound judgments and competently communicate or present their conclusions

Teaching and Learning Activities

Summary

Our learning and teaching approaches are designed to engage, challenge and motivate our students to achieve their potential through a combination of directed and independent study. Using an enabling and collaborative approach, we foster collaborative learning to build on students' existing knowledge and skills. Students on this programme will be engaged in a variety of different modes of study: face to face and distance learning. Our approach to teaching and learning reflects the challenges faced by this diverse body of students and aims for flexibility and responsiveness to student needs. Our programme considers the load, timing and conduct of assessment and the impact of assessment on students. Both individually and collectively staff involved in teaching and learning on the course help to construct an environment for students that is supportive and engaging via access to online discussion boards and distance learning support.

Our learning outcomes extend student learning throughout the course and our curriculum is designed to enable students to identify clear areas of specialist interest based on their own passions and career aspirations.

The programme seeks to provide:

- An academic community of practice, both online and face-to-face, which nurtures enquiry and critical thinking based on the values of an academic collaborative community, supported by CollectivED, the hub for mentoring and coaching based at Leeds Beckett University.
- An academic community of practice, which allows for flexibility and recognises the significant work demands placed upon students on this course. This will allow for campus based and distance students to take a negotiated blended approach to the learning as appropriate.
- An active learning environment, involving academics and professionals from a range of disciplines, academic institutions and professional settings.
- A learning climate that supports and credits different learning styles supporting students who may be entering postgraduate study through non-traditional routes.

The programme approach to learning and teaching is informed by the following:

- A commitment to helping students achieve sophistication by developing their own area of specialism in related modules.
- A commitment to the promotion of personal and professional development within which individual's critical and contextual understanding as well as reflections upon professional skills.
- A commitment to making conscious and explicit the research informed teaching leading to sophistication which is undertaken by all staff contributing to the programme.
- A commitment to employability issues through reinforcing and exploring the links between research and professional practice.
- A commitment to exposing students to up-to-date national and international research and practice in childhood and early years in a range of cultural educational settings.
- A commitment to working with students as co-researchers in the publication and dissemination of works which will be of interest to their professional networks.

Learning and Teaching Activities

The programme will develop communities of practice through both face-to-face and distance teaching and learning. For face-to-face delivery, most modules will utilise seminars for group discussion, presentations, feedback and collaborative learning and will be led by academic staff with relevant research expertise. For distance learners, our work with the Distance Learning Unit (DLU) will ensure that course materials are presented appropriately and that students are actively engaged in online learning through the creation of online communities which are actively supported by academic staff and use of virtual online classrooms to replicate face-to-face delivery.

Regardless of learning mode, each student will be allocated a personal tutor who will be able to support them in their academic work throughout the modules through structured and responsive tutorials.

All modules will be delivered and facilitated by research active staff who will be able scaffold links between research and practice and thereby help students to construct their own lines of enquiry and knowledge. Students who may wish to take these lines of enquiry further will be encouraged to transfer their credits from this course to our MA Education course.

Use of the Virtual Learning Environment

For all students, the VLE (MyBeckett) will be used in the following ways:

- As a repository for learning materials and resources;
- As a forum for discussions;
- As a means of feedback and formal assessment;

For distance learners, the VLE (MyBeckett) will also be used in the following ways:

- As a site of interactive learning;
- As a site of community practice.

The VLE (MyBeckett) will be used to support virtual classrooms sessions led by academic staff to promote structured discussion within the cohort. This will facilitate the learning community within each cohort.

This course will be validated for both face-to-face and distance learning. Through the involvement of the DLU, we will ensure distance learners have a comparable experience to face-to-face learners through utilising the VLE (MyBeckett) and virtual classrooms as both a repository for materials and as a site of practice.

Your Modules

This information is correct for students progressing through the programme within standard timescales. Students who are required to undertake repeat study may be taught alternate modules which meet the overall course learning outcomes. Details of module delivery will be provided in your timetable.

Level 7	Core (Y/N)
*Module is studied across Semester 1 and Semester 2	
Developing Evidence-informed Coaching and Mentoring Practice for Professional Development (60 credits)	Y

Assessment Balance and Scheduled Learning and Teaching Activities

The assessment balance and overall workload associated with this course are calculated from core modules and typical option module choices undertaken by students on the course. They have been reviewed and confirmed as representative by the Course Director but applicants should note that the specific option choices students make may influence both assessment and workload balance.

A standard module equates to 200 notional learning hours, which may be comprised of teaching, learning and assessment, any embedded placement activities and independent study. Modules may have more than one component of assessment.

Assessment

On this course students will be assessed through a portfolio equivalent to 12,000 words. The portfolio of evidence will be built up across the period of study. Formative feedback from peers and tutors will be offered during and between taught sessions. Through the portfolio the students will address and evidence three key questions related to the aims and learning outcomes of the module.

1. What are the characteristics of my own collaborative professional development practice (such as engagement in coaching or mentoring)?
2. How does theory and research help me to critically reflect on it?
3. How can I build an evidence-based approach to developing it?

Overall Workload for the Course

Teaching, Learning and Assessment	60 hours
Independent Study	540 hours
Placement	0 hours

Learning Support

If you have a question or a problem relating to your course, your Course Administrator is there to help you. Course Administrators work closely with academic staff and can make referrals to teaching staff or to specialist professional services as appropriate. They can give you a confirmation of attendance letter, and a transcript. You may also like to contact your Course Rep or the Students' Union Advice team for additional support with course-related questions.

If you have any questions about life at our University in general, call into or contact the Student Advice Hub on either campus. This team, consisting of recent graduates and permanent staff, are available to support you throughout your time here. They will make sure you have access to and are aware of the support, specialist services, and opportunities our University provides. There is a Student Advice Hub on the ground floor of the Rose Bowl at City Campus and one in Campus Central at Headingley. You can also find the team in the Gateway in the Leslie Silver Building at City Campus. Email enquiries may be directed to studentadvicehub@leedsbeckett.ac.uk.

Within MyBeckett you will see two tabs (Support and Opportunities) where you can find online information and resources for yourselves. The Support tab gives you access to details of services available to give you academic and personal support. These include Library Services, the Students' Union, Money advice, Disability advice and support, Wellbeing, International Student Services and Accommodation. There is also an A-Z of Support Services, and access to online appointments/registration.

The Opportunities tab is the place to explore the options you have for jobs, work placements, volunteering, and a wide range of other opportunities. For example, you can find out here how to get help with your CV, prepare for an interview, get a part-time job or voluntary role, take part in an international project, or join societies closer to home.