MODULE DATA

MODULE TITLE	Coaching and Mentoring Supervision
MODULE LEVEL	7
MODULE CREDIT POINTS	15
SI MODULE CODE (if known)	44-7E40-00C
MODULE JACS CODE	N200
SUBJECT GROUP	Organisational Behaviour & Human Resource Management

MODULE DELIVERY PATTERN   (✓ as applicable or give dates for non-standard delivery)
NB "Semester 3" ends on 31 July each year

LONG (2 semesters)		SHORT (1 semester)		NON-STANDARD DELIVERY✓	
Sem 1 & 2		Sem 1		Start Date	TBC
Sem 2 & 3		Sem 2		End Date	TBC
		Sem 3			

MODULE ASSESSMENT PATTERN (✓ as applicable - also complete Table A, Section 5, below)

Single Module Mark with Overall Module Pass Mark of 40%	✓
Single Module Mark - Pass/Fail only	
Up to Three Assessment Tasks with Pass Mark of 40% for each Task and Overall Module Pass Mark of 40%	
Up to Three Assessment Tasks - Pass/Fail only	
Other	
Overall Module Pass Mark **if other than 40%** (subject to approval)	**%**

MODULE INFORMATION (✓ as applicable - also complete Table A, Section 5

Is a timetabled examination required for the assessment of this module?	
Is a timetabled examination required for the reassessment of this module?	
Is the module delivered wholly by Distance Learning (i.e. not timetabled at SHU)	
Are any staff who are responsible for teaching on this module non-SHU employees?	✓

MODULE STATUS (✓ as applicable to status of module in the context of current proposal)

Unchanged: an existing module, presented as unchanged from previous years	
Modified: an existing module being modified as a result of this validation, e.g.. changes to delivery or assessment pattern, title, credit weighting etc	
New: new module to be approved through current validation process	✓

If status is 'Modified', please give date when modified version is to be available from		Modified Version Available from	

Breakdown of notional study hours by type (Typically requires 10 hours of notional study time for 1 CATS credit)	Tutor-Led (Contact Hours)	Tutor-Directed Study	Self-Directed Study	TOTAL STUDY HOURS for this Module
	21	29	100	150

OTHER COURSES FEATURING THIS MODULE (please list below)

1   AIM OF THIS MODULE

The aim of this module is to enable participants to engage with supervision as part of their individual coaching & mentoring practice and to help them understand how supervision fits within an organisational context

2   BY ENGAGING SUCCESSFULLY WITH THIS MODULE YOU WILL BE ABLE TO

1. Engage in effective supervision of your coaching & mentoring practice.

2. Understand and articulate the different modes and approaches to coaching & mentoring supervision.

3. Employ key concepts from psychology, counselling and psychotherapy e.g. transference, counter-transference, projection to analyse key challenges that influence the potential impact of coaching & mentoring interventions.

4. Critically assess the importance and impact of coaching & mentoring supervision in organisational coaching & mentoring schemes.

3   THESE ARE EXAMPLES OF THE CONTENT OF THE MODULE

The following list of content topics gives an indication of what will be covered in the module:

• The Role of Supervision

• The Importance of Reflexive Practice

• Models of Supervision

• Different Approaches and Modes of Supervision

• Working with Transference & Countertransference

• Scheme Design & Supervision

• Ethical Frameworks & Supervision

• Becoming a Supervisor

• Models of Supervisor/Supervisee Development

• Critical Evaluation of Supervision within Organisations

4   THESE ARE THE MAIN WAYS YOU WILL BE SUPPORTED IN YOUR LEARNING TO ACHIEVE THESE OUTCOMES

This module has two key, related parts to it. One is helping participants to develop an intellectual understanding of the place of supervision within the coaching and mentoring field. Learners will be developed in their understanding of this by dialogue,

debate, reference to professional standards e.g. European Mentoring & Coaching Council, and other research by professional researchers in the field. In addition, part of the module is about working with supervisory skills and processes experientially to improve individual helping skills. Whilst some supervisory skills about giving supervision will be developed, the main thrust of this module will be to develop readiness to engage, as a supervisee, in a range of supervisory interventions i.e. group supervision, one--to-one supervision and other modes of supervision e.g. telephone and electronic communication mechanisms e.g. email, video conferencing etc.

5   THESE ARE THE WAYS THAT WILL BE USED TO ENABLE YOU TO DEMONSTRATE YOU HAVE MET THE LEARNING OUTCOMES

This module will be assessed by a single assignment of 4000 words, written in essay style. In module retrieval will be available in case of failure. Within the assignment, students will be required to demonstrate their achievements against the following threshold assessment criteria:

- To be able to reflect on your own experience of supervising and being supervised and draw out key lessons for future supervision
- To be able to demonstrate use of literature on supervision theory and apply it to your own practice
- To be able to draw on contemporary research examples, case studies and other examples of supervision
- To be able to demonstrate an ability to apply supervision examples and theory to an organisational context.

Students will be assessed on:	Pass
Ability to reflect on own experience of supervision	Satisfactory reflection on own experience
Ability to use supervision theory & apply to practice	Satisfactory use of theory and its application to practice
Ability to draw on examples of supervision from research/other examples	Satisfactory use of research & other examples
Ability to apply supervision to organisational context	Satisfactory application & awareness of organisation context

TABLE A: ASSESSMENT TASK INFORMATION

ASSESSMENT TASK	% weighting of overall module mark	Duration of task / word count / length of exam	In-module retrieval available?	Individual task pass mark ONLY IF OVER 40%**
Essay	100	4000	Yes	

*** Complete this column **only if an individual task(s) has a pass mark over 40%** (NB: individual task pass marks over 40% will require approval as an exemption from Standard Assessment Regulations)*

6   THIS IS HOW YOU WILL BE GIVEN FEEDBACK ON YOUR PERFORMANCE

Feedback on performance will be given formatively throughout module delivery in terms of feedback on supervision practice, engagement in dialogue with the staff and other learners in a critically supportive environment. Demonstrations will also be available from staff to enable an understanding and reflection on what constitutes best practice in the field. In terms of the summative feedback, students will be provided with criterion based feedback against the threshold criteria discussed above. This will include clear feedback about how the learner might have performance to a higher level on the module, using examples. This feedback will be available within 6 weeks of submission (usually within 4 weeks) and will be sent direct to the learner to help them reflect on their performance. In module retrieval will be available in case of failure

7   *THESE ARE EXAMPLES OF THE KEY LEARNING RESOURCES YOU WILL USE*

Learning resources will be available throughout the module and will take the following forms:

• opportunity to engage with peers in learning set process
• opportunity to practice with peers in classroom setting
• access to key pieces of research and writing on supervision via the Blackboard organisation
• dialogue with Course leader and module tutors about supervision and about engaging with the assignment
• access to key professional body standards on supervision e.g. European Mentoring and Coaching Council

Whilst key pieces of pre-reading will be circulated prior to the taught block, it is anticipated that most of the tutor and self directed learning will occur following the block.

Typical references include:

Hawkins, P & Shohet, R (2006) "Supervision in the helping professions", 3rd edition, Maidenhead: Open University Press
Merrick, L & Stokes, P (2003) "Mentor development and supervision: a passionate joint enquiry", International Journal of Coaching & Mentoring (e-journal)1, www.emccouncil. org

FINAL TASK

According to the Assessment Strategy shown in the Module Descriptor, which task will be the LAST TASK to be taken or handed-in? (Give task number as shown in the Assessment Strategy)	Task No. 1

MODULE REFERRAL STRATEGY

Task for Task (as shown for initial assessment strategy)	Y
Single Referral Package for All Referred Students	N

REVISIONS

Date	Reason
July 2012	Assessment Framework review