

## MODULE DATA

<b>MODULE TITLE</b>		Dissertation (Coaching and Mentoring)			
<b>MODULE LEVEL</b>		7			
<b>MODULE CREDIT POINTS</b>		60			
<b>SI MODULE CODE (if known)</b>		44-7E42-00C			
<b>MODULE JACS CODE</b>		N200			
<b>SUBJECT GROUP</b>		Organisational Behaviour & Human Resource Management			
<b>MODULE DELIVERY PATTERN</b> (✓ as applicable or give dates for non-standard delivery) NB "Semester 3" ends on 31 July each year					
<b>LONG (2 semesters)</b>		<b>SHORT (1 semester)</b>		<b>NON-STANDARD DELIVERY</b>	
Sem 1 & 2		Sem 1		Start Date	TBC
Sem 2 & 3		Sem 2		End Date	TBC
		Sem 3			
<b>MODULE ASSESSMENT PATTERN</b> (✓ 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 - if choosing "Other" please give further details of assessment pattern in the blank space below					
Overall Module Pass Mark <b>if other than 40%</b> (subject to approval)					%
<b>MODULE INFORMATION</b> (✓ 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?					
<b>MODULE STATUS</b> (✓ as applicable to status of module in the context of current proposal)					
<b>Unchanged:</b> an existing module, presented as unchanged from previous years					✓
<b>Modified:</b> an existing module being modified as a result of this validation, e.g.. changes to delivery or assessment pattern, title, credit weighting etc					
<b>New:</b> new module to be approved through current validation process					
<b>If status is 'Modified', please give date when modified version is to be available from</b>				<b>Modified Version Available from</b>	
<b>Breakdown of notional study hours by type</b> (Typically requires 10 hours of notional study time for 1 CATS credit)		<b>Tutor-Led (Contact Hours)</b>	<b>Tutor-Directed Study</b>	<b>Self-Directed Study</b>	<b>TOTAL STUDY HOURS for this Module</b>
		6	9	585	600
<b>OTHER COURSES FEATURING THIS MODULE</b> (please list below)					

## **1 AIM OF THIS MODULE**

Aims of the module include enabling students:

1. To analyse and develop an issue associated with Mentoring and/or Coaching
2. To critically select and rigorously apply the appropriate research methodology in a reflective manner.
3. To demonstrate a critical understanding of the various social and political relationships and interactions that impacted upon the research.
4. To demonstrate a rigorous understanding of the theory and literature relevant to the issues under investigation.
5. To reflect upon and assess the generalisability of any findings and the extent to which the research contributes to the practical understanding of Mentoring and/or Coaching.
6. To have a critical and reflective understanding of the paradigmatic location and basis of the “mode of engagement” with the problem.

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

Upon completion of the dissertation, students should be able:

1. To understand and explain in depth the principles and organisational context underpinning the mentoring or coaching issue under investigation by conducting an empirical research study using the appropriate integration of research methodology and methods and through a relevant literature review.
2. To understand and explain the impact of your own presence on the research process by developing an awareness of one's own role as a researcher, and through the use of rigorous research methods.
3. To understand and explain the validity and generalisability of any conclusions drawn from the research by following an appropriate research method and by careful data analysis.
4. To be able to consider alternative approaches to investigating and analysing the mentoring or coaching issue from a variety of perspectives by critically evaluating a range of research methods appropriate to mentoring and coaching.
5. To be able to obtain empirical data and secondary data relevant to mentoring or coaching and interpret it appropriately using a justifiable methodology.
6. To be able to demonstrate skills of critical evaluation by recognising the significance of the research findings and data analysis with intellectual competence.
7. To be able to present data and information in a clear and logical form using appropriate techniques.

### 3 THESE ARE EXAMPLES OF THE CONTENT OF THE MODULE

The dissertation learning philosophy adopted will encourage students to take a critical and independent approach towards the anticipated learning outcomes. To achieve this the students will:

- meet with an appointed academic supervisor to discuss the research, seek advice on methodological issues and background reading, and as necessary, on the appropriate method of presentation.
- work independently conducting empirical research and a review of the literature.
- be encouraged to reflect upon the process of research

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

The learning philosophy adopted will encourage students to take a critical and independent approach towards the anticipated learning outcomes. To achieve this, students will:

- Meet with an appointed academic supervisor to discuss the research, seek advice on methodological issues and background reading, and as necessary, on the appropriate method of presentation.
- Work independently conducting empirical research and a review of the literature.
- Be encouraged to reflect upon the process of research
- The dissertation will be assessed by the student's supervisor and moderated according to standard academic procedures.

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

The dissertation will be assessed by the student's supervisor and moderated according to standard academic procedures.

The supervisor will give feedback during the supervision meetings and feedback will be given at the assessment stage of the dissertation.

LO	Students will be assessed on	Minimum Threshold for Pass
1	<i>Ability to take responsibility for a re project that has clear goals and objectives but in which the student shows ability to reflect on contingencies.</i>	The goals and objectives are set, but are not ambitious. Some awareness of ability to reflect on contingencies
2	<i>Ability to explain and evaluate the principles, models and theories that underpin a selected area of coaching &amp; mentoring</i>	Partially addressed, although insufficient theory considered and not well integrated

3	The ability to investigate an organisation situation appropriate to the principles of coaching & mentoring by conducting an empirical research study using the appropriate research methodology and methods.	Some understanding of epistemological and ontological issues. Some attempt made to analyse the fieldwork. Ability to synthesise data collected and relevant theory.
4	Ability to use strategies that demonstrate development of the self as reflective practitioner with the potential for continuing personal and professional development.	Some understanding of the personal development and ability to reflect on the self in the researcher/consultancy /student roles.
5	Ability to develop a sustained narrative that synthesises C & M theory and practice that is appropriately structured and observes scholarly conventions of referencing and presentation.	Some competence over a range of issues in the development of a narrative that undertakes some synthesis of theory and practice. Observation of conventions of referencing and presentation.

**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%**
Supervision records	Pass/Fail	N/A	No	
Dissertation	100%	15,000 words	Yes	

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

Feedback in the support of student learning is an integral part of module design and:

We encourage dialogue and collaboration around learning through regular supervisory meetings and e-mail

We help clarify what good performance is through full discussion of the dissertation in discussions the final two modules of the course, in the dissertation handbook and then in supervisory meetings.

We provide information that can be used to help shape teaching and learning support through the dissertation handbook and the BlackBoard site

Encourage positive motivational beliefs and self esteem through the establishment of clear boundaries in the supervisory sessions.

Provide formative feedback on performance in supervision and, where appropriate, feedback on draft chapters.

Facilitate the development of self-assessment and reflection in learning through the reflective nature of the dissertation and its relationship to experience, reflection and relevant theory.

Deliver high quality information to students about their learning through the use of supervisory meetings and the matrix and the feedback narrative.

Provide opportunities to close the gap between current and desired performance through

the development of formative as well as substantive content feedback through the supervision process. Where students request this, we can also look at drafts of their work.

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

The main learning resource is the supervisory encounter. There will be a BlackBoard site for the dissertation. This will include necessary resources (including the Talis Reading Lists for the modules of the course).

Since the dissertation draws on a wide range of substantive and methodological areas it is difficult to suggest a set of indicative readings since appropriate literature discussed in an emergent manner with students during the process of supervision with students, in a spirit of enquiry, typically bringing their own resources to the situation.

### **FINAL TASK**

<b>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)</b>	<b>Task No.</b>  1
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### **MODULE REFERRAL STRATEGY**

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

### **REVISIONS**

<b>Date</b>	<b>Reason</b>
July 2012	Assessment Framework review