Liverpool John Moores University

Title: Status: Code: Version Start Date:	MENTORING WI Definitive 5006TLLSFD 01-08-2016	THIN THE LIFELONG LEARNING SECTOR (104443)
Owning School/Faculty: Teaching School/Faculty:	Education Education	

Team	Leader
Beverly Pau	Y

Academic Level:	FHEQ5	Credit Value:	12	Total Delivered Hours:	39
Total Learning Hours:	120	Private Study:	81		

Delivery Options

Course typically offered: Runs Twice - S1 & S2

Component	Contact Hours
Lecture	24
Tutorial	15

Grading Basis: 40 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Essay	AS1	Written assignment to include analysis and reflection of mentoring and CPD action plan	100	

Aims

To develop their skills, knowledge and understanding in order to effectively mentor within their subject area.

Learning Outcomes

After completing the module the student should be able to:

- 1 Critically analyse a range of models of mentoring
- 2 Identify the key aspects of the role of the mentor
- 3 Critically evaluate own practice in mentoring
- 4 Identify own CPD needs in relation to mentoring.

Learning Outcomes of Assessments

The assessment item list is assessed via the learning outcomes listed:

Assignment 1 2 3 4

Outline Syllabus

Introduction and Overview of the Module Models of Mentoring Techniques in Mentoring Ethical issues relating to mentoring Planning and delivery issues

Learning Activities

Lecture Tutorials Discussion Research

Notes

This module explores a range of theories and models relating to mentoring in tems of its contribution to effective performance in learning and teaching settings.

The module will engage learners in discussions with other course members. The module focuses on the professional development of teachers and explores the role of mentoring in this process.

The relationships between theories of mentoring and professional development and the realities of practice will be examined.

The module will seek to recognise the relationship between mentoring and coaching and how common skills can be used depending on the context.