Module Descriptor

Title	Mentoring And Coaching		
Session	2026-2027	**Status**	Existing
Code	BUSN09094	**SCQF Level**	**SCQF 9**
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Business and Creative Industries**		
Module Co-ordinator	Eleni Tzouramani		

Summary of Module

This module explores the increasingly important role of coaching and mentoring within work organisations. In this module we will approach learning as a relational process and evaluate multiple perspectives on how mentoring can promote professional development and workplace integration.

Lave and Wenger (1991) argue that 'Learning involves the whole person; it implies not only a relation to specific activities but a relation to social communities - it implies becoming a full participant, a member, a kind of person' (p. 53). From this perspective, we will be looking at how mentors support individuals in acquiring skills and achieving goals but, most importantly, in 'becoming', developing professional confidence, purpose and a sense of place within organisational life. Participants will study coaching and mentoring frameworks while exploring inclusive an ethical practices as well as the issues faced in supporting mentees who need help managing academic and professional demands.

A key aspect of the module is Action Learning Sets (ALS) where participants think together and explore real time mentoring issues. In creating a safe environment where participants learn from shared experiences, reflect together and support each other, ALSs develop learning communities that are similar to the kind of learning environment that effective mentors create for their mentees. Module participants will be equipped with the knowledge, skills and confidence to develop impactful coaching and mentoring relationships at work, supporting both individual development and a wider organisational learning culture.

The module has been designed to include synchronous lectures, quizzes and personal development exercises as well as asynchronous material, tutorials, groupwork and Q&A sessions. There are also additional resources in which you can engage during or after the module. Blending synchronous, asynchronous and self-managed learning means that the more you apply yourself and engage with the material, the more you will get from the course, enjoy it and achieve a great outcome!

Module Delivery Method	On-Campus[1] ☒	Hybrid[2] ☒	Online[3] ☐	Work -Based Learning[4] ☒
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☒ Lanarkshire ☐ London ☐ Paisley	☒ Online / Distance Learning ☐ Other (specify)	

Terms for Module Delivery	Term 1	☒	Term 2	☒	Term 3	☒
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Critically evaluate the roles of coaching, mentoring and assessment in work-based learning environments.
L2	Apply relevant learning and development theories to support mentees' workplace and academic progress.
L3	Use inclusive communication techniques including active listening, questioning and feedback to facilitate reflective and independent learning.
L4	Contribute to assessment processes through evidence gathering, goal setting and constructive feedback and alignment with academic standards.
L5	Reflect on and improve mentoring practice through participation in Action Learning Sets and the development of a peer mentoring community.

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	**During completion of this module, there will be an opportunity to achieve core skills in:**
Knowledge and Understanding (K and U)	**SCQF 9** A knowledge of the scope, defining features, and main areas of HR professional practice. A discerning understanding of a defined range of core theories, concepts, principles and terminology of HR professional practice. Awareness and understanding of some major current issues and specialisms. Awareness and understanding of research and equivalent scholarly/academic processes.

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

Practice: Applied Knowledge and Understanding	**SCQF 9** In using a range of professional skills, techniques, practices and/or materials associated with HR professional practice, a few of which are advanced and/or complex. In carrying out routine lines of enquiry, development or investigation into professional level problems and issues.
Generic Cognitive skills	**SCQF 9** Undertake analysis, evaluation and/or synthesis of ideas, concepts, information and issues that are the common understandings of professional practice. Use a range of approaches to formulate and critically evaluate evidence-based solutions/responses to defined and/or routine problems and issues.
Communication, ICT and Numeracy Skills	**SCQF 9** Convey complex information to a range of audiences and for a range of purposes. Use a range of standard ICT applications to process and obtain data.
Autonomy, Accountability and Working with Others	**SCQF 9** Exercise autonomy and initiative in some activities at a professional level in practice or in a subject/discipline/sector. Practice in ways that show awareness of own and others' roles, responsibilities and contributions when carrying out and evaluating tasks. Work, under guidance, with others to acquire an understanding current HR professional practice.

Prerequisites	**Module Code**	**Module Title**
	Other	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching	
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours. In line with UWS' Curriculum Framework, providing a flexible, student-centred and inclusive approach to learning and teaching, the module has been designed around the delivery of engaging, activity- and discussion-based workshops, nurtured by meaningful online content, including short videos, reading materials, quizzes, etc. This is further supported by the assessment approach adopted, enabling students to develop both academic and employability-focused knowledge and skills within the key areas of the module content.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)

Laboratory / Practical Demonstration / Workshop	36
Independent Study	164
Please select	
Please select	
Please select	
Please select	
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Details of further resources, including textbooks, journals and online resources will be identified at the beginning of each delivery in the module handbook and made available via the VLE.
(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements
In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are attending and participating in all timetabled programme activities including on-campus and online teaching sessions, asynchronous online learning activities, placement, work-based elements, course-related learning resources, and complete assessments and submit these on time. **For the purposes of this module, academic engagement equates to the following:** Students are academically engaged if they are regularly attending the on-campus lectures/tutorials/workshop. Also, they need to engage with the VLE site regularly to access to the teaching materials and complete assessments and submit these on time. Students should also reference the 'BCI Guidance on Implementation of the Revised Student Attendance and Engagement Procedure' which details the School attendance and engagement requirements and how this will be monitored for attendance.

Equality and Diversity
The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code. To meet the diverse needs of our student body, we are dedicated to adapting learning experiences where required. This personalised one-to-one approach ensures that all students can succeed, regardless of their background or circumstances. By embracing and promoting these principles, we aim to cultivate a learning community where everyone feels valued, supported, and empowered to achieve their full potential.
(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	**Management, Organisations People**

Overall Assessment Results	☒ **Pass / Fail** ☐ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	Management, Organisations and People
Moderator	S Siami
External Examiner	I Kapareliotis
Accreditation Details	
Module Appears in CPD catalogue	☒ **Yes** ☐ **No**
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
100% of the overall module assessment will be accounted for by an individual portfolio.
Assessment 2
Assessment 3
(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Portfolio	☒	☒	☒	☒	☒	100	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
N/A	☐	☐	☐	☐	☐		

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
N/A	☐	☐	☐	☐	☐		

Combined total for all components	100%	hours

Change Control

What	When	Who