UNIVERSITY OF WOLVERHAMPTON

Course Specification

Published Date:	19-May-2026
Produced By:	Multi Type Usr Record For All Personnel
Status:	Course currently being validated

Core Information

Awarding Body / Institution:	University of Wolverhampton
School / Institute:	School of Education and Psychology
Course Code(s):	ED120P35UD Part-time Distance Learning 1 Years
Course Title:	Postgraduate Certificate Mentoring and Coaching for Further and Higher Education Professionals TBV
Hierarchy of Awards:	PRG_CODE.PAW=P_NAME.DUMMY=ED120P35UD
Language of Study:	English
Date of DAG approval:	
Last Review:	
Course Specification valid from:	
Course Specification valid to:	

Academic Staff

Course Leader:	
Head of Department:	

Course Information

Location of Delivery:	University of Wolverhampton
Category of Partnership:	Supported Delivery of University Provision
Teaching Institution:	University: Online Distance Learning
Open / Closed Course:	This course is open to all suitably qualified candidates.

Entry Requirements:

Entry requirements are subject to regular review. The entry requirements applicable to a particular academic year will be published on the University website (and externally as appropriate e.g. UCAS

Distinctive Features of the Course:

Transition Support:

This course is designed to support you during your academic journey, helping you grow as a confident, reflective education professional. Whether you are returning to study, progressing from a different educational background, or studying at postgraduate level, the course recognises the challenges of adapting to academic life and provides structured, supportive learning experiences.

In the early stages of the course, you will be introduced to key academic skills such as critical reading, engaging with theory, reflective writing, and using feedback effectively. Teaching and learning activities are carefully scaffolded to help you become familiar with academic expectations, assessment requirements, and university systems, while valuing the professional knowledge and experience you bring with you.

Academic support is embedded throughout the course. You will benefit from guided reading, structured seminar discussions, and opportunities to explore ideas collaboratively with peers. Early learning activities and formative tasks are designed to help you build confidence, develop your academic voice, and practise critical analysis before completing larger summative assessments. Feedback is timely, constructive, and developmental, helping you understand your strengths and identify clear ways to improve.

The course supports you in making purposeful connections between theory and practice. You will be guided in using your professional context to situate your learning, with structured support to reflect on mentoring experiences, ethical considerations, and personal development. Reflection and reflexivity are central, enabling you to learn from experience and enhance your professional practice.

Student feedback plays an important role in shaping the course. Your views are actively sought through module evaluations and informal dialogue, and this feedback is used to refine teaching approaches, assessment support, and learning resources. As a result, the course remains responsive, inclusive, and focused on helping you succeed academically while progressing confidently in your professional role.

Student Support:

The University provides a wide range of academic and pastoral support to help students succeed in their studies and personal development. This includes access to the Library and Skills for Learning service and tailored advice from the Careers and Enterprise teams. Students also benefit from 24/7 wellbeing support through WLV Student Life Connect, pastoral care via the Multi-faith Chaplaincy, and assistance from the Mental Health and Wellbeing team. Those living in university accommodation have additional access to Residential Life support, and all students can engage with the Students' Union for advocacy, societies, and further peer-led services.

Educational Aims of the Course:

Intakes:

Major Source of Funding:

Office for Students (OFS)

Tuition Fees:

Tuition fees are reviewed on an annual basis. The fees applicable to a particular academic year will be

published on the University website.

Year	Status	Mode	Amount
No related data			

PSRB:

None

Course Structure:

Please note: Optional modules might not run every year, the course team will decide on an annual basis which options will be running, based on student demand and academic factors, to create the best learning experience.

Learning, Teaching and Assessment

Regulations Exemption:

Reference Points:

Overview of Assessment:

As part of the course approval process, the course learning outcomes were mapped to each of the modules forming the diet of the programme of study. This process confirmed that all course learning outcomes can be met through successful completion of the modules. This mapping applies to the final award as well as to all of the intermediate awards.

Learning Outcomes	Modules
PGCERT01 Critically evaluate and apply key mentoring and reflective practice theories, concepts and practices in professional education contexts. (Being)	
PGCERT02 Critically assess the influence and significance of relevant professional, institutional, and sector factors shaping mentoring practice in your education context. (Knowing)	
PGCERT03 Critically reflect on and articulate personal professional identity and value systems to develop an ethically informed stance on mentoring within educational contexts. (Being)	
PGCERT04 Demonstrate critical reflection of your own inclusive and ethical practices and identify own judgements and personal insights into professional mentoring practices within your professional context. (Doing)	
PGCERT05 Analyse, judge and critique mentoring practice and dialogue showing critical awareness of the complexities of mentoring in education. (knowing)	
PGCERT06 Apply and critically evaluate a range of concepts and areas of knowledge and practice in mentoring. (doing)	

Teaching, Learning & Assessment Strategy/(Learning and Teaching):

This course is structured to help you build confidence and capability progressively, supporting your learning as you move from foundational concepts about mentoring in the first module to the application of more complex ideas in the second. Early in the course, teaching focuses on introducing key theories, models, and academic practices related to mentoring. These foundations are carefully scaffolded through guided activities and supported discussion before you are expected to apply ideas independently or engage in more advanced critical analysis.

Teaching is delivered through a flexible blend of in person and online learning. Taught sessions and seminars provide opportunities for discussion, collaboration, and guided exploration of key concepts, while online materials allow you to revisit content, engage in reflective tasks, and access resources at your own pace. This blended approach supports inclusive learning by offering choice in how and when you engage, while ensuring that online and in person activities are closely connected and mutually reinforcing.

You will be supported to develop the academic and digital skills needed to succeed across different learning activities, including independent study, collaborative group work, research tasks, and reflective writing. Teaching activities are designed to help you develop confidence in using digital platforms, academic sources, and reflective tools, with clear guidance and opportunities to practise these skills in a supportive context before they are assessed.

Professional and practice based learning is fully integrated with academic study. You are encouraged to draw on your own work based mentoring experiences, using them as a focus for analysis, reflection, and assessment. Tutors support you in making meaningful connections between theory and practice, helping you apply learning to real world professional contexts.

Assessment Methods/Assessments:

Assessment on this course is carefully designed to support your learning and development throughout, rather than only evaluating your performance at the end. A balance of assessment types is used across the course to ensure workloads are manageable and that you have varied opportunities to demonstrate your understanding, skills, and professional growth in meaningful ways.

Assessments are closely connected to learning activities and real world practice. You will complete reflective and analytical coursework that allows you to explore mentoring dialogues, case studies, and professional experiences relevant to your own context. This approach helps you develop and demonstrate key intellectual skills, including critical thinking, evidence based argument, ethical reasoning, and reflective judgement. You will be encouraged to engage critically with theory, apply it to practice, and justify your conclusions using appropriate academic and professional sources.

To support your success, the course includes opportunities to practise and receive feedback before final submissions. Formative tasks, guided activities, and early feedback points are built into modules to help you understand assessment expectations, refine your ideas, and improve your academic writing and analytical skills. Feedback is constructive and developmental, focusing on strengths as well as clear advice on how to progress.

Assessment is designed to be inclusive and accessible. Clear assessment briefs, marking criteria, and guidance are provided to help you understand what is required, while support is available for different learning needs. The course uses varied assessment formats where appropriate, recognising that students demonstrate learning in different ways and bring diverse strengths and experiences to their studies.

You are also supported to personalise your assessment experience. You can choose the focus of your assignments, such as the mentoring context, dialogue, or professional issue you wish to explore. This flexibility ensures assessments are relevant, engaging, and closely aligned with your professional practice, helping you develop skills and insights that are directly transferable to real world mentoring and educational settings.

Further Information for Student:

Currency:

This course is designed to remain current, relevant, and responsive to developments in mentoring, reflective practice, and education more broadly. Module content is reviewed regularly to reflect current research, emerging theories, and contemporary debates within education and professional learning. This ensures that what you study reflects both established scholarship and new thinking in the field, including issues such as government policy, ethics, inclusion, digital practice, and evolving professional roles.

You will actively engage with research throughout the course. Learning activities and assessments are informed by up to date academic literature and professional practice, including research undertaken by staff at the University of Wolverhampton. You will be encouraged to explore research critically, evaluate evidence, and develop your own lines of inquiry, strengthening your ability to question assumptions and apply research to real world mentoring contexts.

The course prepares you to think creatively and critically about complex professional challenges. You will explore how mentoring and reflective practice can contribute to sustainable professional development, ethical leadership, and socially responsible practice. Through case studies and discussions, you will examine real world issues such as equity, power, and professional accountability, helping you develop the skills needed to navigate uncertainty and change in education and training environments.

The University's Graduate Attributes are embedded throughout the curriculum. You will develop as a **Global Citizen** by engaging with diverse perspectives and inclusive practices; as **Knowledgeable** through critical engagement with theory and research; as a **Professional** through applied, ethically grounded mentoring practice; and as **Digitally Fluent** through the responsible use of digital tools and reflective technologies.

The course also encourages interdisciplinary thinking and lifelong learning. By drawing on ideas from education, leadership, and professional practice, you will develop adaptable skills and habits of reflection that support ongoing learning and prepare you to respond confidently to future challenges in your field.

Personalisation Opportunities:

This course is carefully designed to recognise you as an individual learner, valuing your professional background, personal interests, and future goals. You are encouraged to draw on your own lived experience and professional context, making learning meaningful, relevant, and closely aligned with your aspirations in education and training.

Across the course, assessments and learning activities are flexible and adaptable, allowing you to explore topics that reflect your own interests and areas of practice. You will have opportunities to engage with projects and case studies around mentoring contexts that matter to you, whether these relate to your current role, a new area of professional development, or a particular group or setting. This approach ensures that what you learn can be applied directly to your professional situation.

Modules offer choice in how you engage with learning. You may select different mentoring dialogues, case study contexts, or reflective models to explore, and you will be encouraged to draw on a range of academic and professional sources that resonate with your experience and goals. Seminar discussions and collaborative activities also provide space for you to share perspectives, learn from others, and deepen your understanding through dialogue.

Guidance from tutors and reflective activities help you connect the module content to your future career pathways, whether this involves mentoring, leadership, teacher education, or broader professional development roles.

The course actively integrates diverse perspectives, recognising that mentoring and reflective practice are shaped by culture, identity, power, and context. Learning materials, discussions, and case studies draw on a range of voices and experiences, helping to create an inclusive learning environment where different viewpoints are valued. This commitment to personalisation and inclusion ensures that your learning experience is not only academically rigorous, but also personally relevant and empowering.

Employability in the Curriculum/Employability and Professional Development:

This course is designed to support your professional development by helping you explore, articulate, and prepare for a range of career pathways within education, training, mentoring, and professional learning. Throughout the course, you will be encouraged to connect academic study with your current or future professional context, enabling you to develop skills and experience that are directly relevant to your career ambitions.

Opportunities for practice linked learning are embedded across the course. You will engage with real mentoring contexts, live issues, and professional scenarios, using these as the focus for case studies and reflective projects. This approach helps you develop the confidence and insight needed to apply theory to practice and prepares you for roles that involve mentoring, coaching, leadership, or staff development across educational and organisational settings.

The course supports you in developing a strong professional identity. Through reflective activities, mentoring dialogue analysis, and values based inquiry, you will explore who you are as a professional and how your beliefs, ethics, and assumptions shape your practice. You will also build transferable skills, including critical reflection, professional communication, ethical judgement, and evidence informed decision making, all of which are valued by employers.

Learning activities and assessments are aligned with contemporary expectations of mentoring and professional practice, emphasising professionalism, accountability, inclusivity, and ethical conduct. This ensures that your learning is relevant to real world roles and supports progression within professional contexts.

You will have opportunities to reflect on your strengths, receive developmental feedback, and practise key employability skills. Support is provided to help you articulate your learning and experience for applications, interviews, or professional conversations. Guidance from tutors also helps you make informed choices about progression pathways, ensuring your academic decisions align with your long term professional development and career goals.

