

**Title:** **Recognising and enhancing academic practice through mentoring and coaching**

**Presenters:** **Angela Benzies and Elaine Mowat**  
Edinburgh Napier University

### **Abstract:**

#### **Session Learning Outcomes**

By the end of this session, delegates will be able to:

1. Evaluate the role of a formal mentoring/coaching scheme as part of recognising and enhancing academic practice of individuals involved in teaching and supporting learning;
2. Consider how institutional LTA strategies and HEA UKPSF descriptors may be incorporated into the aims and operation of a mentoring/coaching scheme;
3. Evaluate the options for academic practice mentoring/coaching within institutional frameworks for accreditation against UKPSF Descriptors.
4. Begin to consider the potential impact on the student experience.

#### **Session Outline**

The paper will present the development and pilot operation of the Edinburgh Napier Mentoring/Coaching Award (ENMCA), which is based on the SEDA PDF Mentoring and Coaching named award, so will provide a possible road map for others interested in a similar development. The presentation will also look at the role of mentoring and coaching in personal development and performance management, especially in relation to education, and will focus on its potential for educational development at institutional and individual level within higher education. Drawing on lessons learnt to date at Edinburgh Napier and from the experience of the audience, the discussion will explore how best to optimise the infrastructure for mentoring and coaching activity, the content of a programme, the effective building of capacity, as well as considering the role of support and supervision in ongoing work.

As mentoring is mentioned in Descriptor 3 of the revised UKPSF, the relationship between academic leadership, mentoring activity and professional recognition will be explored, specifically looking at how staff may be both developed and recognised. Session attendees will have the opportunity to consider how such mentoring activity may be mapped to institutional frameworks for professional recognition, including the maintenance of good standing.

Lastly, the participants will be invited to discuss how such schemes and the professional

recognition opportunities may impact on the student experience and how this may be verified.

### **Session Activities and Approximate Timings**

1. Introduction and outline (5 mins)
2. Mentoring and coaching for academic practice
  - a. SEDA PDF Mentoring and Coaching Development and content of the ENMCA (10 mins)
  - b. Current role and evaluation of mentoring/coaching for academic practice development in participant environments – quick mapping of landscape (flip charts, visual/pictorial), including pros and cons. (10 mins)
3. UKPSF mapping and professional recognition (5 mins)
  - a. Mentoring/coaching in relation to local recognition and UKPSF – add points to above chart/diagram (5 mins)
  - b. How do we ensure that this has impact on the student experience? (10 mins)

### **Resources**

Meggison, D. and Clutterbuck, D. (2005) *Techniques for Coaching and Mentoring*. Oxford: Butterworth-Heinemann.

Pask, R and Joy, B. (2007). *Mentoring-Coaching: A Handbook for Education Professionals*. Open University Press.

Meggison, D., Clutterbuck, D., Garvey, B., Stokes, P., Garrett-Harris, R. (2006) *Mentoring In Action: A Practical Guide*. 2nd edn. London: Kogan Page.

Kay, D. and Hinds, R. (2009) *A Practical Guide to Mentoring: How to Help Others Achieve Their Goals*. 4th edn. Oxford: How To Books Ltd.