



# Postgraduate Certificate in Mentoring and Coaching

[www.education.monash.edu.au](http://www.education.monash.edu.au)

The Postgraduate Certificate in Mentoring and Coaching is a specialist qualification of interest to training and human service professionals, managers, program coordinators, consultants and others, across the corporate, public or community sectors. The Certificate can be studied as a stand alone program or students may elect to continue their studies by subsequently enrolling in the faculty's Master of Education programs.



Mentoring and coaching programs are being introduced to support learning and development in a wide range of settings. In many large companies, mentoring is given to new and aspiring managers to support their transition into these roles; in the community sector, there are mentoring programs for youth at risk of becoming socially isolated; in schools in Australia and internationally, new teachers must participate in a mentoring program in order to fully register as a teacher; and in some organisations mentoring is offered to increase the numbers of under-represented groups in certain occupations.

The Postgraduate Certificate in Mentoring and Coaching provides people practicing, or wishing to practice, in this area, the opportunity to explore this growing phenomenon in a collaborative environment, and to develop skills and knowledge to support their professional practice.

## Course outline

The Postgraduate Certificate of Mentoring and Coaching consists of two units (one unit per semester) over 12 months: EDF6851 Mentoring and Coaching 1 and EDF 6010 Professional Project.

**In EDF6851**, students consider why mentoring and coaching has been taken up across so many contexts, for what purposes, and the different forms they take in different places. This includes individual, group and peer mentoring. Students will be introduced to different approaches and conceptual frameworks for mentoring, and the relationship between mentoring and context. The unit offers students an opportunity to critically evaluate the claims of mentoring and to consider its merits in relation to other approaches to building knowledge and capacity. Through the unit students will develop an understanding of the theory and practice of mentoring and coaching; critical insights in assessing the viability and appropriate form of mentoring for their context; the ability to establish the learning and development needs and goals of the organisation in respect to coaching & mentoring; skills in designing, coordinating and evaluating mentoring programs.

**In EDF6010**, students undertake a self-directed study project with the support of their course leader, on an issue, challenge or program arising from their professional workplace context, and drawing on the themes explored in EDF6851. This unit will help students develop skills in apprehending and examining a relevant workplace issue; use a range of skills to critically examine how to address that topic; accessing relevant research; identify implications for their thinking and practice in the field of mentoring; and write about their professional practice for specific purposes and audiences.

**Duration:** 1 year (part-time only)

**Total credit points:** 24

**Domestic fee:** \$8,250

**Campus:** Clayton, using a mixed mode of on and off campus work

**Intake:** Semester 2, 2008

**Course structure:** To cater for working people, and for those people who may wish to enrol from regional Victoria or interstate, each unit will be offered in an innovative model of four 1-day workshops during (continued overleaf)

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**Course code:** 3705

Semester 2, 2008

Semester 1, 2009

EDF6851 Mentoring and Coaching 1 (12 points)

EDF 6010 Professional Project (12 points)

semester, scheduled to run on weekends at the Clayton campus. The workshops for EDF6851 will be held on the following dates in Semester 2, 2008\*:

- 31 July
- 1 August
- 28 August
- 20 September.

\* These dates are subject to variation.

In addition to these face to face classes, students will participate in online activities and will work with colleagues on preparing for workshop activities.

**Entry requirements:** Applicants must hold an approved three-year bachelors degree in a relevant field with a credit average in the final year; or an approved fourth year of study; or an approved four year bachelors degree; or have qualifications or experience that the faculty considers to be equivalent to, or a satisfactory substitute for the above.

**Extra requirements:** To assist in course planning, applicants are encouraged to provide a half to one page outline of their background and/or interest in the areas of mentoring and coaching. Students will also need access to a reliable computer and the internet, and access to a workplace or other organisation for the purpose of situating their assessment work.

**Applying:** For information on how to apply and to download your application form, visit: [www.education.monash.edu.au/students/prospective/howtoapply/postgraduate.html#direct](http://www.education.monash.edu.au/students/prospective/howtoapply/postgraduate.html#direct)

**Closing date:** Applications close 31 May 2008

## English language requirements

Students with a first language other than English must supply evidence of competence in English by one of the following means:

- All secondary schooling studied and assessed in English AND successful completion of at least two “English rich” university-level subjects in an institution where English is the language of instruction;
- 2+ years of study (preferably in the last five years) in a university or approved tertiary institution where English is the language of instruction;
- IELTS (academic) of 6.5 with no individual skill score below 6;
- Paper-based TOEFL score of at least 580 with a TWE of at least 5, a computer-based TOEFL score of at least 233 with an Essay Rating (ER) of at least 5, or an internet-based score of at least 90 with at least 24 on writing, 23 on speaking and 20 on listening and reading;
- Successful completion of the Monash University English Language Bridging Program (ELBP).

Note: All test scores must be no more than two years old at the time of application (or accompanied by evidence of substantial studying/working in an English-speaking environment and with work demanding a high level of English communication following testing).

For up-to-date details of English Language Requirements, visit: [www.monash.edu/study/international/entry-requirements-english.html](http://www.monash.edu/study/international/entry-requirements-english.html)



### Staff profile

**Dr Anita Devos**  
Course Coordinator

Anita Devos is a workplace educator with 15 years experience designing and delivering programs in private, public and community settings. Since working as an academic, Anita has established mentoring programs, and acted as consultant to other groups on introducing mentoring programs. Her doctoral research on women and mentoring was awarded the Chancellor’s List prize at the University of Technology, Sydney, in 2006. Anita has a particular interest in the importance of context to mentoring, and ethical questions in mentoring design.

## Further information

**Education Hotline**  
(general course enquiries)

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## Faculty of Education

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**Gippsland campus**  
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Churchill Victoria 3842

**Peninsula campus**  
McMahons Road  
Frankston Victoria 3199



### Student profile

**Wayne Hewitt** is a graduate of the Bachelor of Adult Learning and Development, which incorporates mentoring studies, and is CEO of Narre Community Learning Centre.

“I would recommend the Postgraduate Certificate in Mentoring and Coaching to anyone looking to build teams, anyone who is charged with the responsibility of managing change, anyone with teaching responsibility and anyone dealing with conflict. As a deliverer of youth programs, specifically the Victorian Certificate of Applied Learning, I utilised the mentoring approach to assist my teaching of the numeracy component. The analysis of this process was fascinating, but the real winner was found in the outcomes that were able to be achieved by the students. I don’t believe that this success would have been achieved without the mentoring program.”