

**Certificate in Advanced Veterinary Practice**  
**C-VCM.1 Principles of Coaching and Mentoring**  
**Development in Veterinary Practice**

**Module Syllabus**



**Module Leader:**

**Rachel Davis PhD BSc Hons. PGCert-HE FHEA**  
**EMCC Accredited Coach Practitioner**  
**PGDip Coaching and Mentoring Practice**

## Enrolment guidance

The education and training strategy of the RCVS depends on the ability and commitment of more experienced and knowledgeable veterinary surgeons to develop, coach and mentor their colleagues. This requirement spans the professional learning journey, from Extra-Mural Studies and the Professional Development Phase through day-to-day practice and Continuing Professional Development, and as part of more formal post-graduate development, including CertAVP itself. This applies to all types of veterinary work, including clinical practice, animal health, academia, commerce, or government service, and to all roles, including the direct delivery of veterinary services, the management of veterinary teams, and leadership in organisations with veterinary aims.

The development of others may take place in a number of ways including work-based training, supervision and increasingly coaching and mentoring. The Veterinary Graduate Development Programme, VetGDP, provides an effective period of workplace-based support for all veterinary graduates as you begin your first role in practice. By focusing on the development of your clinical and professional capabilities, the aim is for graduates to become competent, resilient members of the veterinary team. This CertAVP module provides both an introduction to coaching and mentoring and to training in the core skills needed to act as a coach or mentor for those taking support. You may wish to study the module in addition to other species- and discipline-specific modules or regard it as a prelude to other more specialised management modules.

Coverage of this module may be integrated with others, particularly other B and C modules. All candidates will normally have completed A-FAVP.1 Foundations of Advanced Veterinary Practice module, and at least one of the practice B modules, before undertaking a C module, although you can choose to work through modules in a different order if you wish. In whichever order modules are tackled, compliance with best practice for all the topics covered by module A-FAVP.1 will be expected whenever these are appropriate in C modules. For example, awareness of, and compliance with, all relevant legislation, welfare and ethical principles will be required throughout.

The C-VCM.1 Coaching and mentoring module can be used towards both the CertAVP and the Veterinary Primary Care designated certificate, the CertAVP(VPC).

## **Aim**

The aim of the module is to provide you with the opportunity to develop your coaching and mentoring skills and to manage coaching and mentoring programmes.

The module is particularly aimed at veterinary surgeons in practice, but is relevant to veterinary surgeons working in all areas of veterinary activity.

It is expected that learning will be workplace-based and will be related to individual professional development and/or organisational development aims. The focus will be on developing the coaching skills of candidates and on the development and management of a coaching framework within practice.

## **Learning outcomes**

On successful completion of the module, you will be able to:

- Demonstrate in-depth knowledge of organisational frameworks and models as well as sources of knowledge and evidence for coaching and mentoring;
- Demonstrate comprehensive knowledge and ethical understanding of factors important in coaching and mentoring including organisational culture, veterinary practice, professional standards and corporate and clinical governance;
- Demonstrate critical awareness of the coaching and mentoring relationship, including the requirement to agree on a clear and effective contract;
- Select and justify approaches to providing coaching or mentoring interventions;
- Demonstrate self-direction and originality in the development of a framework for development of coaching and mentoring within your own area of practice, including the effective use of veterinary practice resources;
- Critically evaluate coaching and mentoring programmes in veterinary practice;
- Communicate the purpose of coaching and mentoring programmes effectively to all stakeholders in veterinary practice.

## Syllabus

You will develop both your own coaching and mentoring competence as well as develop a framework in which to manage coaching and mentoring within your own area of practice.

The module will cover the following principles of Coaching and Mentoring in an organisational context:

- Organisational frameworks and models for coaching and mentoring
- The links between coaching and mentoring and strategic performance
- The links between coaching and mentoring and organisational culture, including:
  - Practice and professional standards
  - Corporate and clinical governance

The scope of the module is defined by the following broad areas of learning:

### **1. Creating the foundations for coaching and mentoring**

- Working within established ethical guidelines and professional standards
- Agreeing on clear and effective contracts for coaching relationships

### **2. Developing the coaching and mentoring relationship**

- Establishing trust and respect
- Establishing rapport

### **3. Promoting client understanding**

- Listening to understand
- Questioning effectively
- Communicating clearly
- Facilitating depth of understanding

### **4. Facilitating the personal transformation:**

- Promoting action
- Focusing on goals
- Building resiliency
- Managing termination of coaching and mentoring

### **5. Professional development**

Maintaining and improving professional skills

## **6. Coaching and mentoring as an approach to developing the veterinary workforce:**

The development of policies for coaching and mentoring to support:

- Recruitment and selection of staff
- Education, training and mentoring
- Performance management and motivation
- Professional appraisal and career development
- Team and individual performance.
- Corporate and clinical governance
- Practice and professional standards.

## Assessment

- A developmental journey essay of no more than 2,000 words
- A coaching model of no more than 1,000 words
- Two case studies reflecting the coach's work with clients of no more than 2,250 words each
- A final reflective essay of 1,000 words covering the entire learning journey

### Formative assessment

We offer you an opportunity to present your work around three months before final submission. It is assessed by a single assessor who will provide substantive feedback to support the development of the work and help you plan for your final submission.

You will also submit (but not included in the word count):

- Standard supporting items
- References to be inserted immediately after the piece of work to which they relate
- Appendices containing relevant evidence
- Bibliography
- Glossary of terms
- Extracts from a learning diary
- Three videos demonstrating practice (submitted separately)

## Assessment timetable

Work may be submitted at any time during the year and should be submitted as a single portfolio. It will be assessed within approximately 8 weeks of receipt.

## Assessment weighting

- |                             |     |
|-----------------------------|-----|
| • 2 x case reports          | 40% |
| • 1 x developmental journey | 40% |
| • 1 x coaching model        | 20% |
| • 1 x reflective essay      | 0%  |

## Support for assessment only route

You will be given a username and password which will allow you to log on to 4 different systems:

### 1. RVC Learn (<http://learn.rvc.ac.uk/>)

- Access to discussion forums that are used by all CertAVP candidates as well as RVC tutors.
- Access to the RVC online library. This is invaluable when researching literature and it means that (with rare exception) all journal articles that you want to view can be downloaded to your PC with a few mouse clicks. This includes original research articles as well as review articles and case reports. IT and Library support is available for this facility (email [library@rvc.ac.uk](mailto:library@rvc.ac.uk) or [helpdesk@rvc.ac.uk](mailto:helpdesk@rvc.ac.uk)).
- There are also several CPD courses run each year at the RVC that support some of the learning outcomes for many C modules. CertAVP candidates receive a 20% discount on RVC CPD courses – please contact the CertAVP office for further details.

### 2. RVC Intranet (<https://intranet.rvc.ac.uk>)

Access to all information available to all RVC students and employees, for example, news, events, policies, committees, services, Library, IT helpdesk, etc.

### 3. Athens (<http://www.openathens.net/>)

A huge amount of any library's information is now available online, e.g. electronic journals, e-books and databases. 'Athens' is a system used by UK universities for controlling access to these type of online services and with your username and password, you can access many of a library's online databases, electronic journals and e-books seamlessly.

### 4. Webmail (<https://webmail.rvc.ac.uk>)

You are given an RVC email address, which is **compulsory** to use for CertAVP communication and submission of work.

## **Support for additional support route**

We recognise that postgraduate learning from within practice is not easy. Our experience over many years is that candidates can struggle with postgraduate learning, need help in understanding what it's about, how it fits into your practice working life, how it can help you to develop your professional practice into something better.

To support you during this module, we will host two coaching sessions, either as a 1-2-1 or as a group, dependent on the number of students enrolled at any one time. The CertAVP team will liaise with you when you enrol about your session preferences and potential dates, and these will most likely be held via Zoom.



## Standard Supporting Items

The coaching module is assessed holistically and to do so effectively we need to know something about you and your particular situation.

The standard supporting items (SSI's) should be completed and placed immediately after the contents page of your portfolio.

Some of the components of the SSI's will be very familiar to you (CV and job description), they give us a picture of you and what you do. Some may be less familiar (SWOT and reflective CPD record) which are designed to challenge your reflective thinking and reflective writing accordingly in preparation for your work in this module.

### Curriculum Vitae

This is a traditional CV which should be completed in a style of your choice. Cutting and pasting an existing up to date CV is acceptable

### Job description

This is a traditional job description that should be completed in a style of your choice.

Employer supplied job descriptions often do not reflect accurately what you do and we would like you to provide an accurate job description of what YOU do.

Reflecting on this often brings a realisation of the breadth and importance of your role and can be empowering.

### SWOT

As reflecting on your job description has given you the opportunity to reflect on your role, so a SWOT (Strength, Weaknesses, Opportunities and Threats) exercise gives you the opportunity to reflect on how you fit into that role.

Be honest, write reflectively\* and in about 750 words paint a picture of how you see yourself NOW. We would encourage you to revisit this after the module and, perhaps, a year or two later.

### Reflective CPD record

This is the most challenging exercise in that it will give you the opportunity to practice reflective writing\* before you get to the work that you will be assessed on. Look back on your professional career and the CPD that you have done over the last few years (maximum five). Rather than just listing dates and course titles, try to identify what you learned from each experience and consider how valuable or otherwise it was.

We are not looking for dry facts but rather awareness, perception and critical comment. You might look at either the Kolb or Honey and Mumford learning cycles for guidance.

Essentially:

- What happened?
- What were your reflections/feelings about it?
- How did you make theoretical sense of it?
- How did you take the learning forward?

There is no fixed word count for this item but we suggest you aim at no more than about 1,000 words.

## Developmental journey essay

Your developmental journey essay, model and case studies are all submitted as part of your assessment portfolio.

You will be required to record your journey in a personal learning diary (see below). This diary represents the material that will eventually be used as a source for your Developmental Journey Essay which you will submit.

The developmental journey essay is not the learning diary but an integrated presentation that enables the assessor to see your journey. It must provide a critical reflection on your learning process. Your assessor needs to be able to understand the journey and what influenced it. In particular they need to see how you developed your purpose, perspectives and process within your context of practice (see Corrie and Lane, 2010, for a more detailed account). The developmental journey essay is supported by evidence that should be placed in the appendices.

### Purpose

Think about your purpose in undertaking this journey and what that involves. For example your purpose in undertaking the programme may be to better understand your own organisation and assist your team towards better decision making or to develop your skills. Whatever it is, it may very well change significantly during the journey.

So seek to develop your specific purpose in developing your understanding within your field of practice – what do you offer your clients that can add value as a result of this programme. Explain your journey to that end.

### Perspective

Then consider the perspectives, (theories, models, ideas, research, values and ethical issues, etc) that you encounter in the journey. Consider how they fit with your existing ideas, the changes in your perspectives as they emerge, the impacts on others and the results you try to achieve in the work place. Also consider the process by which you try to apply the ideas in your workplace or in terms of your own behaviour. What did you attempt, and how did it play out, what did you learn by engaging with attempts to try the ideas?

## Process

The process for developing the journey is based on multiple relationships within a community of practice. We would encourage participants to bring and share their own expertise and experience with faculty, other participants and supervisors.

On your learning journey, you will:

- Need to take part in learning experiences which present a variety of perspectives within your field.
- Work with others as co-learners
- Develop or identify an integrated framework or model for personal practice that draws upon the experiences of the programme and your own working life.
- Present a portfolio of your journey towards competence.

At the end of this phase in the journey you will have a process that you can use in professional practice which is different to when you started. The difference may be small or large, but what have you learned and how have you changed your process and why? Let your assessors understand this.

Working with others will help you to feel competent and comfortable when dealing with a wide range of situations and complex events.

Within your developmental journey essay you need to present an account of your own integrated approach and justify your practice in terms of professional standards, theoretical perspectives, your own value base and self-knowledge of who you are.

## Coaching model

Models of practice in areas such as coaching often function within one of three main frameworks:

- **Single model** - Those that are based in a particular philosophical or theoretical framework. Here the practitioner is working from that framework and personalising its use to make sense for them and their clients but nevertheless is expected to remain within the constraints of that perspective. It has to be coherent with the perspective.
- **Evidence based** - Those that are based around the idea of using an evidence base. This might be in the form of best practice guidelines (such as NICE Guidelines of the Treatment of Depression). These provide a protocol for practice. Or they are based in the idea of using an approach to evidence from hypothesis testing applied to the issues the client brings. In either case the approach has to be consistent with the best practice guidelines or use common standards for testing clinical hypotheses.
- **Organisationally or personally derived** - Those that are based on an organisationally or personally derived model of practice. These might be based in a single theory or integrate different perspectives. In the first case the coach is expected to hold to the agreed organisational model and provide coaching from within its constraints. In the second the practitioner is working from their own model of practice.

What a case study will look like will vary according to these different approaches.

You may, but are not required within this module, to create your own model of practice but the assessors will expect you to provide a critical argument for any models you use which demonstrates an informed view of the models suitability with regard to purpose, perspective and process. Your assessors will expect to see that the model can be justified and that it is applied consistently within its own set of underpinning perspectives. This will be covered within the module workshop for those candidates taking support.

## Case studies

Within the module you are required to complete two case studies. The 2,250 word count per case study means that you will need to develop the skills to write accurately, critically, reflectively and concisely in order to demonstrate the learning outcomes within the word count allowed.

You may work with a number of clients within your work for the module. There will be many different ideas in there and your model of practice enables you to tackle a wide variety of issues that clients present. Consequently your case studies cannot show everything you do.

Rather you select two case studies which you feel are informative of the way you work and which illustrate key elements of your model but also covers the learning outcomes of the module.

Your work needs to be coherent with your model of practice although not necessarily exhaustive in its coverage of it; it is a focussed application of your work.

A case study is not a report as you might prepare at work, for the client or sponsor. It is for the specific purpose of assessment, hence it needs to achieve certain outcomes.

1. You need to present an account that demonstrates your understanding of the client so that the assessors can get a real sense of you and the way you sought to work with them and the context for the work.
2. Since you are relating this to your model of practice you need to have a rationale for why you chose this case.
3. It has to illustrate how you came to choose the purpose of the work with them (however, you define that) and the context and boundaries that involved.
4. You have to place the case within the perspectives you employed and why they made sense for that client, including values that underpinned it and ethical issues arising.
5. You also need to illustrate the process used, including matters such as contracting, critical evaluation of outcomes and process of assessment, exploration, formulation and intervention and evaluation. (This has to be presented in a way that reflects the way you work rather than the artificial use of these categories.)

6. Finally you need to provide your reflections of the case including issues of relationship, process of engagement and the flow of the work, reflection of your learning and use of supervision.

The case study is assessed against the standard learning outcomes for this module although they will be interpreted in terms of the work presented.

So the aim is to develop a focussed approach to applying your model in the case but to remain reflective and critical. You are demonstrating a sound awareness of the knowledge base you use and show that you can to apply that to your professional practice.

### **Video submission**

Three 20-30 minute video recordings are a required part of the portfolio for this module. The videos are not required to demonstrate all of the coaching skills and learning outcomes but should demonstrate a key representative selection.

Suitable permissions need to be obtained from participants and stakeholders and care taken regarding confidential or sensitive information.

## Learning diary

You should keep a learning diary to record your reflections as you progress through the programme. The style your diary takes is up to you. It could be a series of dated bullet points or more detailed analytical text. However, we recommend you keep a separate entry for each key event you choose so you can track progress and thinking as you record personal reflections. It can be helpful to use your diary to organise any attempts you make to plan to apply the ideas to your work place and record outcomes. You can also keep track of open issues and next steps.

The learning diary is a private, confidential journal and will not be submitted as part of the assessment however we will ask you to select and submit some extracts of it to demonstrate it exists and the quality of reflection contained therein. We find that candidates who regularly keep such a diary find the submission process and the preparation of the required evidence a more valuable experience.

Some elements you may want to include are:

- Date
- Your learning
- Module outcomes
- Next steps/actions

Use your learning diary to reflect on personal, theoretical and applied issues in your case work and model building. Where you attend key events as part of your programme draw upon those experiences.

By taking examples of concrete experiences, you can then consider them in the light of your new understanding of the subject. By reflecting on that theoretical knowledge, you may come to a new understanding which you can then apply in practice. Or you might critique a previous incident you have worked with in the light of that understanding. Did it happen as your imagined it would, what helped or hindered, what unexpected factors came into play, what delighted and surprised you, these are all questions that might help your reflection.

This produces a reflective cycle of learning which it is helpful to record in your learning diary. By doing this regularly and then looking back over those accounts from time to time, themes will emerge which will take your learning forward.



It is this combination of experiences, theoretical understanding, and reflection, developing new ideas, applying them and reflecting on the experience that constitutes the basis for the learning journey as recorded in your portfolio. These reflections in turn inform the building of your model of practice and help you to critique your case work.

Hence it is not enough to say “this is what I did or this is the theory I used in my model or I applied to the case”, rather your assessors will want to know that you have reflected on these experiences and attempted to apply learning in your practice.

You might want to use your diary to reflect on your experiences in practice and to record reflections from your work context. Think about what works well for you and what does not work in fostering your learning and that of your staff.

Sharing your reflections and feedback within your diary can enhance the learning and help you develop your thinking about issues in professional practice.

### **Final reflective essay**

The final reflective essay is a 1,000 word essay which should be completed after you have completed your module and submitted with your summative assessment documentation.

It should document your learning journey from the time you started the module to the point at which you submitted it. You should focus upon your own learning rather than the subject matter of the module itself. Consider particularly how your attitudes may have changed during the course of the module. Consider also how your approach has changed and how this may affect your own and/or your team’s current and future practice.

The final summary essay will not receive a mark but submitting it is a condition of passing the module.

It can be helpful to base the essay using the reflective Three What’s approach:

- What? (did I do/observe/write about)
- So What? (did I learn)
- Now What? (how will this change my practice in the future)

## Instructions for submitting work

Please submit a complete portfolio as a double spaced PDF document and ensure that the beginning of the work has a cover page as per appendix a. detailing:

1. your name
2. your candidate number
3. module code and name
4. date submitted

Please email your work to [certavp@rvc.ac.uk](mailto:certavp@rvc.ac.uk).

Your portfolio should consist of:

- Cover Page
- Contents Page
- Standard Supporting Items
- Developmental Journey Essay (+ word count)
- Coaching Model (+ word count)
- Case Study 1 – Title (+ word count)
- Case Study 2 – Title (+ word count)
- References should be inserted immediately after the piece of work to which they relate
- Appendices containing relevant evidence and
  - Video consent forms
  - Bibliography
  - Glossary of terms
  - Extracts from a learning diary
- Final Reflective Essay (+ word count)
- Three videos demonstrating practice submitted separately (can be shared via Dropbox for example)

## Word counts

Word counts, where quoted are the maximum accepted unless otherwise stated.

Submissions over count may be returned unmarked.

The word counts for this module are:

- Submission 7,500 words maximum
- Final Reflective Essay 1,000 words maximum

Tables, figure legends (including description of radiographs), appendices and reference list are **not** included in the word count. The report title and titles within the report **are** included. You should not put important information in to a table to avoid the word count; only numerical data should appear within a table. In the interests of fairness to all candidates the word count is strictly adhered to and reports that exceed it will be returned unmarked.

## Plagiarism

Plagiarism is a serious academic offence. Work submitted to RVC for assessment may be examined using Turnitin. We would advise you to examine your own work prior to submission to ensure it does not present a problem.

## References

All references should be cited in the text. Avoid listing references that are not cited in the text or vice versa.

References should be placed immediately after the piece of work to which it relates. We recommend using Harvard referencing as described by the Anglia-Ruskin University (<http://libweb.anglia.ac.uk/referencing/harvard.htm>). You will find it very helpful to use a program such as Endnote® or Reference manager® to organise your references.

## Appendices

- You may include appendices to provide evidence to support the learning outcomes described within the submission.
- The assessors are not obliged to read the appendices in detail so please only include relevant items of evidence.
- The appendices may not be used to provide additional information that should be within the submission. Any such information will not be marked and will not contribute to the overall grade.

- Images may be included here or in the main body of text. Only include images that you think are specifically relevant as these generally enhance your submission.
- All items containing personal information should be anonymised

## **Additional support, mentors and coaches**

Candidates who study for the primary care modules with the RVC are encouraged to work collaboratively with others to enhance your learning.

### **Mentors**

Mentors can offer considerable support but it should be remembered that it may prove difficult to find individuals with appropriate skills, they should possess a significant understanding of self-directed learning, reflective practice and the specific subject matter of the module concerned.

### **Coaches**

Many coaches have a sound understanding of self-directed learning and the skills of reflection. They are also, often, able to provide “content free” coaching which supports development without requiring an in depth knowledge of the subject concerned. Working with a coach can be challenging but may support more rapid development with greater exposure to and use of reflective skills than might be the case with a mentor.

Whether you work with a coach or mentor ensure you negotiate the relationship in an explicit way so that you get what you need and both parties clearly understand their responsibilities and limits.

## Recommended reading list

The following list is given as a guide as to where to start and for this reason cannot be considered 'complete'. We also don't expect you to read texts from cover to cover or to use all of the texts listed, however we do recommend you make use of the most recent edition of textbooks where available. We apologise if you feel a particular favourite is missing - feel free to use the Learn discussion board to pass on additional suggestions to other candidates.

### Textbooks:

If you are planning on buying textbooks ensure that you buy the most recent edition and check before purchase that a new edition is not about to be published.

\* Core texts

### Ethics

Global Code of Ethics:

<https://emcc1.app.box.com/s/8s3tsvegieq6vr6n2itb0p9mpsxgcncd>

### Coaching

- \*Corrie, 2009, The Art of Inspired Living, Karnac Books – explores tools you and your clients can use in professional practice from positive psychology
- Corrie and Lane, 2010, Constructing Stories, Telling Tales – a guide to formulation in applied psychology. Karnac Books - explores how we can understand our own and clients stories
- Lane and Corrie, 2006, Modern Scientist-Practitioner, a guide to practice in psychology, Routledge – explores your identity as a professional so you can create more effective stories about practice
- \*Starr, Julie, (2016) The Coaching Manual 4th edition – Accessible overview providing both theory and toolkit
- Stober and Grant, 2006, Evidence based professional Handbook, Wiley – explores professional models derived from varied frameworks
- \*Stout-Rostron, S. (2014) Business Coaching International. Transforming Individuals and Organisations. 2nd Edition. London: Karnac Books Ltd.

- \*Whitmore, J. (2009) Coaching for Performance 4th edition: GROWing Human Potential and Purpose - The Principles and Practice of Coaching and Leadership, Nicholas Brearley

### **Psychology & Therapy**

- Peltier, Bruce (2001) Psychology of Executive Coaching Brunner Routledge
- \*Passmore. Jonathon (Ed)(2006) Excellence in Coaching: The Industry Guide. Kogan Page (provides contributions from John Whitmore, Graham Alexander, Peter Hawkins, Ian McDermott, Anthony Grant etc on a whole range of coaching models from CBT to Transpersonal).

### **Business and Leadership**

- Argyris, Chris, (1998) On Organisation Learning. Blackwell
- Shaw, Patricia, (2002) Changing Conversations in Organisations: a complexity approach to change, Routledge ,London
- Schon. Donald, A, 1995 Educating the reflective Practitioner: How professionals think in action. Basic Books
- Senge, Peter, (1999) The Fifth Discipline / The Fifth Discipline Fieldbook / The Dance of Change. Nicholas Brearley Publishing Ltd

### **Journals:**

There are a broad range of journals available with articles on a huge diversity of coaching subjects. Engagement with journals is less important than contact with the core texts. Feel free to explore them but ensure those you consult are appropriate to your approach and situation.