Course title: **Mentoring**
Offered at: **KC The Hague, PCC Groningen, IAA Reykjavik**
Course content: *NAIP Introductory Course:* All NAIP students meet each other live. One of the aims of this week is that the concept of mentoring, reflective practice, and one's personal pathway comes alive among the students. Dedicated sessions will address a fundamental understanding of what mentoring can be, and how it can support the development of the different roles and skills which students need to learn through the NAIP programme. They will focus on a framework for engaging with mentoring processes and for establishing ethical boundaries. Key features of mentoring at this stage will be inviting students to explore and experiment artistically, providing fresh and wider perspectives on individual practice, and working with practical tools such as the digital environment (for the professional portfolio).

First semester: The first semester takes place in the home institution. Every student will have his/her key mentor from this moment on (somebody from the home institution who will fulfil this role throughout the whole process of the two years). A central aim of mentoring in this phase is to enable the student to be strategic in making choices within the programme, and to make connections between the different compulsory and elective modules undertake, so that they can fully integrate their learning experiences within their own practice. In addition to this, mentoring particularly aims to support the students in creating a safe learning environment and in taking ownership of their own learning. Peer mentoring is also an important feature, both through a digital learning environment and within the peer group of the students in each institution A buddying system operates with students in the third semester. The key mentor also plays a tutorial role in supporting the student with the project assignment of the four compulsory modules in the first semester.

Second semester: The student will remain in contact with the key mentor through regular phone calls and through the digital learning environment. A peer group will be formed of students attending the exchange institution for this semester. Important points of focus for mentoring in this phase are to enable students to access the learning resources of the exchange institution, to develop trust and a safe learning environment within the new peer group, to help students widen their perspectives on their practice, and to encourage their ownership and self-direction of learning.

Third and fourth semester: The student is again in the home institution and works on his/ her professional development project. Important features of mentoring in this phase are to enable students to explore beyond their comfort zone, and to develop their personal and professional identity. The key mentor now has a role that is a little less 'hands on' in terms of the student's overall development, and becomes more focused specifically on guidance within the professional integration project. In this way the mentor begins to take on a more supervisory role, allowing the students to rely on their acquired personal strength and coping strategies, feeling enabled to regard others in the professional field as mentors and act as a mentor in different contexts him/herself (it will emerge from many kinds of situations throughout the project). Finally, the mentor fulfils a significant role, firstly in attending (but not assessing) the student's presentation of their professional portfolio in the Viva assessment, and then in supporting the student in evaluating their experience over the two years, and completing a self-assessment profile.

Learning outcomes: At the end of the course students should:
- demonstrate co-mentoring skills, skills of critical reflection and self-reflection
- have the ability to be reflexive in different contexts and roles,
- have an understanding of a mentoring framework and the different forms this can take and contexts in which it can occur,
- have the ability to plan, act and reflect in a productive cycle

Type of course: Obligatory
Level: Master
Prerequisites: Admission to the Master's programme.

Teachers: According to each institution
Credit points: According to each institution
Literature: Peter Renshaw – Lifelong Learning in Music – the place of mentoring
                  www.lifelonglearninginmusic.org
                  REFLECT – Co-mentoring framework , Creative Partnerships, The Sage Gateshead

Work forms: Tutorial/e-learning/seminar/laboratory/programme portfolio/ongoing reflective journal

Assessment: Continuous assessment is made of the student's proactive participation in the mentoring
                  module by the key mentor, and is on a pass/fail basis. In addition, the student is required to
                  complete a self-assessment profile following the final Viva assessment of the programme. In
                  this the student reflects on the their own personal and professional development through
                  the programme and evaluates their engagement with the mentoring module. The self-
                  assessment profile has to be completed and added to the Professional Portfolio for the
                  student to complete the NAIP programme, but carries no assessment mark.

Sort of grading: Pass-fail.
Language: English
Schedule: See each institution.
Time: See each institution.
Venue: See each institution.
Registration: See each institution.