Module Specification

Professional Tutoring

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Part 1: Information

Module title: Professional Tutoring

Module code: UTLH4K-30-3

Level: Level 6

For implementation from: 2026-27

UWE credit rating: 30

ECTS credit rating: 15

College: College of Health, Science & Society

School: CHSS School of Education and Childhood

Partner institutions: None

Field: Secondary Education and Lifelong Learning

Module type: Module

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: This module develops students' understanding of the professional role and responsibilities of tutors including safeguarding, ethical and legal considerations and professional judgement. The module explores effective tutoring relationships and communications with all stakeholders and exploring the business elements of working as a professional tutor.

Features: Not applicable

Educational aims: Develop students' understanding of tutoring as a professional practice, including the varied contexts, roles, boundaries and responsibilities through which tutors support learner progress and wellbeing.

Enable students to examine safeguarding, learner welfare, equality, ethics and legal responsibilities, and to consider how these inform professional judgement in tutoring contexts.

Support students to evaluate approaches to building respectful and effective relationships with learners, parents/carers, schools, agencies and other stakeholders.

Enable students to understand and consider how tutors communicate progress, issues, evidence impact and use professional records responsibly to support learner development and stakeholders' confidence.

Develop students' understanding of the business of professional tutoring, including regulation, finances and employment arrangements.

Encourage students to reflect on their values, assumptions, experiences and professional identity as ethical, reflective and evidence-informed tutors.

Outline syllabus: The syllabus will typically include:

Tutoring roles and contexts
Professional identity
Safeguarding, ethical practice and legal responsibilities
Pastoral role, welfare, and learner wellbeing
Working with parents and carers
Working with schools and other professionals
Recording, reporting and communicating learner attainment and progress
Business practices – employment, finances, regulation
Professional development and future pathways

Part 3: Teaching and learning methods

Teaching and learning methods: The module is organised into sequenced online units, with each unit divided into manageable steps. Teaching and learning methods involve a mix of activities including recorded content, study drop-ins, tutorials, readings, tasks and activities alongside independent study and tutor support. This model provides flexibility for students who may be working professionally and/or studying internationally, while maintaining a coherent, scaffolded learning journey through the module. Students have opportunities to interact with peers during the module. Students are supported to link academic study to professional understanding by reflecting on implications for their own practice.

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

MO1 Demonstrate a robust understanding of the professional role and responsibilities of tutors across varied tutoring contexts, including safeguarding, learner welfare, equitable and ethical practice, legal and regulatory responsibilities, professional boundaries and the exercise of professional judgement.

MO2 Evaluate approaches to professional relationships, communication, collaboration and partnership working with learners, parents/carers, schools, agencies and other stakeholders, including the communication of learner needs and progress and the management of expectations and boundaries.

MO3 Evidence robust and effective engagement with professional skills, behaviours and working practices required of tutors, including record keeping, business practices, professional identity, reflective practice and ongoing professional development.

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 270 hours

Staff-guided learning = 30 hours

Reading list: The reading list for this module can be accessed at readinglists.uwe.ac.uk via the following link https://uwe.rl.talis.com/index.html

Part 4: Assessment

Assessment strategy: What is/are the assessment task(s)?

Assessment Type: Portfolio
Units of Length: Equivalent to 5,000 words.

Why is this assessment being used?

The assessment uses module themes in a portfolio submission, with each item requiring students to apply their knowledge and understanding in problem-based, practice-focused ways. Students have the opportunity to focus their assignment to reflect their own contexts and interests.

How will students be supported to meet the assessment requirements?

Students are supported to meet the assessment requirements through clear, early explanation of the assignment details and criteria, and formative tasks and reviews through the module facilitate students to engage effectively with the material covered and the assessment format.

Assessment tasks:

Portfolio (First Sit)
Description: Portfolio based on module themes (5,000 words)
Weighting: 100 %
Final assessment: Yes
Group work: No
Learning outcomes tested: MO1, MO2, MO3

Portfolio (Resit)

Description: Portfolio based on module themes (5,000 words)

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Tutoring [Online] ProfGCE 2026-27