



Programme Specification

Tutoring [Online]

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Section 1: Key Programme Details

Part A: Programme Information

Programme title: Tutoring [Online]

Highest award: PGCE Tutoring

Interim award: PGCert Tutoring

Awarding institution: UWE Bristol

Teaching institutions: UWE Bristol

Study abroad: No

Year abroad: No

Sandwich year: No

Credit recognition: No

School responsible for the programme: CHSS School of Education and Childhood, College of Health, Science & Society

Professional, statutory or regulatory bodies: Not applicable

Modes of delivery: Distance without attendance

Entry requirements: For current entry requirements, see the UWE public website.

For implementation from: 01 January 2027

Programme code: X71F62

Section 2: Programme Overview, Aims and Learning Outcomes

Part A: Programme Overview, Aims and Learning Outcomes

Overview: The Postgraduate Certificate in Education, Tutoring programme prepares students to work as ethical, evidence-informed tutors across one-to-one, small-

group, online and internationally varied contexts. It develops critical understanding of tutoring pedagogy, curriculum, assessment, adaptive practice, learner engagement and learner progress. Students also examine the professional roles and responsibilities of tutoring, including safeguarding, learner welfare, equality and inclusion, ethical practice, legal responsibilities, professional boundaries, stakeholder communication, progress reporting and business practices.

Through structured online study, case-based learning, formative feedback and tutoring practice, students connect theory, research evidence, professional standards and reflection with developing practice. They learn to make informed pedagogical and professional decisions in response to learners' needs, contexts and goals, while working responsibly with learners, parents/carers, schools, agencies and other stakeholders.

The programme supports students to evidence progress towards the Professional Tutor Standards Framework and to develop as reflective, adaptive and professionally responsible tutors who can support learners' confidence, independence and progress.

Features of the programme: This PGCE Tutoring programme is designed for students working in, or preparing to enter, professional tutoring in a range of contexts and employment arrangements, including independent, agency-based, online, face-to-face and internationally. Applicants must be in a position to undertake tutoring work (employed or voluntary) throughout the practice module, with a minimum of 36 hours required. Distinctive to the programme is the robust focus on practice and professional roles and responsibilities.

Educational Aims: Develop students' evidence-informed understanding of learning, tutoring, assessment and feedback in one-to-one, small-group, online and internationally varied tutoring contexts.

Support students to critically apply curriculum, subject, phase and pedagogical knowledge to the design, sequencing and adaptation of tutoring that responds to learners' starting points, needs, goals and progression.

Build students' analytical understanding of learner development, diverse needs and wider life contexts, including how these may influence participation, motivation, wellbeing, confidence, independence and academic progress.

Enable students to critically examine the professional role and responsibilities of tutors, including safeguarding, learner welfare, equality and inclusion, ethical practice, legal responsibilities, professional boundaries and professional judgement.

Strengthen students' professional communication and relational approaches with learners, parents/carers, schools, agencies and other stakeholders, including communicating learner progress and managing expectations.

Provide opportunities for students to evidence and critically evaluate their developing tutoring practice through structured planning, responsive teaching, feedback, reflection and assessing learner progress over time.

Support students to critically understand and apply business practices relevant to tutoring.

Prepare students to work towards the Professional Tutor Standards Framework as reflective, adaptive, ethical and evidence-informed tutors who contribute positively to learners, families and the wider tutoring profession.

Programme Learning Outcomes:

On successful completion of this programme graduates will achieve the following learning outcomes.

Programme Learning Outcomes

- PO1. Critically evaluate and apply theories and evidence-informed practices of learning, tutoring and assessment to support effective tutoring in one-to-one, small-group, online and internationally varied contexts.

- PO2. Critically apply curriculum, subject and phase knowledge, diagnostic assessment evidence and appropriate pedagogical approaches to plan responsive tutoring that supports learner progression.
- PO3. Critically analyse learners' diverse needs, development, contexts and lived experiences, and use this understanding to support inclusive and adaptive tutoring that promotes participation, confidence, independence and progress.
- PO4. Critically evaluate the professional role and responsibilities of tutors, including safeguarding, learner welfare, ethical practice, legal responsibilities, professional boundaries and the exercise of professional judgement.
- PO5. Critically evaluate approaches to professional communication, collaboration and partnership working with learners, parents/carers, schools, agencies and other stakeholders, including communicating learner progress and managing expectations.
- PO6. Apply, evidence and critically evaluate tutoring practice through planning, delivery, assessment, feedback, reflection and consideration of learner progress over time.
- PO7. Demonstrate a critical, applied understanding of relevant business skills necessary in a tutoring career.
- PO8. Demonstrate evidence-informed, ethical, inclusive and reflective tutoring practice aligned with the Professional Tutor Standards Framework.

Assessment strategy: Assessment is designed to enable students to demonstrate the programme learning outcomes through academic, professional and practice-based tasks. Across the programme, assessment develops students' critical understanding of tutoring pedagogy, professional responsibility and evidence-informed practice, while supporting them to apply learning to tutoring contexts.

The assessment strategy and approach is based on the requirement for tutors to integrate knowledge, professional judgement and practice. Case-based tasks enable students to demonstrate critical understanding across a range of potential contexts and scenarios, while practice-based assessment enables students to evidence planning, delivery, adaptation, learner progress and reflection. The portfolio and professional conversations support students to demonstrate alignment with the UWE Professional Tutor Standards Framework. Evidence may include planning,

resources, assessment information, learner progress evidence, feedback records, reflective evaluations and examples of professional decision-making.

Students are supported through staged assessment preparation, formative tasks, tutorials, peer discussion, review points, feedback opportunities and clear assessment guidance. Assessment is designed to be inclusive, authentic and manageable for students studying online and working across varied professional and international contexts.

Student support: The course is designed to enable students to build their skills, understanding and experience from the point they start from and in their professional context. This will include working with tutors to help them to identify their learning needs and priorities, and how best to meet those through direct academic provision, through externally available sources and through engagement in practice.

Part B: Programme Structure

Year 1

Module Code	Module Title	Credit
UTLH4D-30-M	Learning and Tutoring 2026-27	30
UTLH4E-30-M	Professional Tutoring 2026-27	30
UTLH4F-30-3	Tutoring Practice 2026-27	30

Part C: Higher Education Achievement Record (HEAR) Synopsis

Students successfully achieving this award will be knowledgeable, evidence-informed, reflective professional tutors who can work effectively and impactfully with learners. They will have the potential to make a significant difference to the life chances of their students, and be skilled collaborators and communicators with learners, parents and carers and other stakeholders. They will understand the

professional responsibilities and business practices of the tutoring role, and the importance of continuing to develop their own expertise and contribute to the tutoring community. They will have been assessed against the UWE Professional Tutor Standards Framework with reference to their own tutoring context.

Part D: External Reference Points and Benchmarks

The design of this programme has been informed by the English Teachers' Standards, which have been adapted to a professional tutoring context, and the QAA Benchmark Statement for Education Studies. There is currently no regulatory body for professional tutoring, and there is a shortage of study and qualification opportunities for professionals in this field, hence the importance of this award.

Part E: Regulations

Approved to University Regulations and Procedures.