

**Programme Specification**  
**Post Graduate Certificate in Tutoring and Coaching**

**This document applies to Academic Year 2024/25 onwards**

<b>1.</b>	<b>Awarding institution / body</b>	University of Worcester
<b>2.</b>	<b>Teaching institution</b>	University of Worcester
<b>3.</b>	<b>Programme accredited by</b>	N.A.
<b>4.</b>	<b>Final award or awards</b>	Post Graduate Certificate in Tutoring and Coaching Post Graduate Award in Professional Development: Tutoring Post Graduate Award in Professional Development: Coaching
<b>5.</b>	<b>Programme title</b>	Post Graduate Certificate in Tutoring and Coaching
<b>6.</b>	<b>Pathways available</b>	N.A.
<b>7.</b>	<b>Mode and/or site of delivery</b>	Online Learning
<b>8.</b>	<b>Mode of attendance and duration</b>	Full time online learning: 12 weeks (by studying both modules at the same time). Part time online learning: 24 weeks (by studying one module at a time) Maximum of 2 years
<b>9.</b>	<b>UCAS Code</b>	N.A.
<b>10.</b>	<b>Subject Benchmark statement and/or professional body statement</b>	<a href="#">QAA Masters Degree Characteristics Statements:</a>
<b>11.</b>	<b>Date of Programme Specification preparation/ revision</b>	Approved March 2021 August 2021 – AQU amendments August 2022 – Summer updates July 2023 – annual updates

## **12. Educational aims of the programme**

The Postgraduate Certificate in Tutoring and Coaching is a two module, part-time / full-time course and is designed to support graduates in their development as tutors, coaches and learning mentors.

This qualification will enable students to develop their understanding of the role of the tutor / coach in the educational attainment of learners in Primary and Secondary education, and in private tutoring. It provides a theoretical course in the principles of tutoring and coaching, linked to a critical understanding of pedagogy and teaching strategies.

It will develop and enhance a grounding in the theory of tutoring and coaching, covering the core functions of tutoring and coaching in one-to-one and small group situations. It gives a framework for development for existing tutors and those new to tutoring, by providing content including, for example: learning theory, motivation, planning, pedagogy/andragogy, inclusion and behaviour management. Students will be challenged to actively engage with a wide variety of ideas and develop their understanding of a repertoire of techniques and approaches to adapt to different tutoring contexts, including the application of information technologies.

The course aims to:

- Develop student's knowledge and understanding of skills and competencies relevant to tutoring.
- Facilitate the development of critical thinking and theoretical knowledge essential for tutoring and coaching learners in a range of settings.
- Cultivate pedagogic knowledge linked to developing and supporting learners in tutoring and coaching contexts.

- Access current research on tutoring and coaching and consider how to apply research to case studies.
- Enable students to demonstrate their ability to reflect on learning through the production of an online Developmental Journal and responses to case studies.
- Offer a flexible, student centred route to postgraduate achievement.
- Enable students to develop the knowledge which will support them in tutoring, coaching and mentoring in a range of contexts.

### 13. Intended learning outcomes and learning, teaching and assessment methods

#### Knowledge and Understanding

LO no.	On successful completion of the named award, students will be able to:	Module Code/s
1	Critically explore key theories of learning and teaching for the tutoring context.	PGTC 4001
2	Critically analyse definitions and models of coaching and mentoring in a tutoring context.	PGTC 4002

#### Cognitive and Intellectual skills

LO no.	On successful completion of the named award, students will be able to:	Module Code/s
3	Critically evaluate techniques for the building of effective relationships with learners (including those with diverse needs), teachers and other stakeholders.	PGTC 4001
4	Demonstrate critical reflection on educational contexts and contemporary issues relating to tutoring, coaching and mentoring applied to a tutoring context.	PGTC 4001 PGTC 4002

#### Skills and capabilities related to employability

LO no.	On successful completion of the named award, students will be able to:	Module Code/s
5	Demonstrate critical analysis of the role that the tutor plays in the assessment, preparation and examination cycle	PGTC 4001
6	Evaluate and reflect critically on own skills and competencies related to the tutor / coach role through the planning process, including information technologies.	PGTC 4001 PGTC 4002

#### Transferable / key skills

LO no.	On successful completion of the named award, students will be able to:	Module Code/s

7	Elicit and respond appropriately to feedback to develop and improve own learning.	PGTC 4001 PGTC 4002
8	Demonstrate a critical understanding of the wider role of the tutor within an employment setting	PGTC 4002

### Learning, teaching and assessment

The programme adopts a student-centred approach to learning, teaching and assessment, supporting students to achieve the course learning outcomes and to develop their knowledge and understanding of skills and competencies relevant to tutoring.

The programme incorporates a balance of approaches, including constructivist principles, where construction of knowledge occurs through experiences and engagement. Students are encouraged to take the initiative for their own learning experiences and behaviours. It uses a blended learning approach with modules being delivered by a combination of asynchronous (for example pre-recorded lectures and online activities) and synchronous (for example tutorials and "drop in" Q&A sessions) teaching and online activities. The programme is student-focused, building on existing knowledge and utilising scenario-based and e-learning strategies to reflect the real world of contemporary tutoring / coaching practice. It emphasises student engagement with learning and promotes a self-directed autonomous approach.

The educational experience offered is flexible and inclusive to enable individuals to take full advantage of the opportunities that online learning and study offers them. Technologies (Blackboard, PebblePad) are used as the platform for delivering the student experience, and the virtual learning experience will be introduced and used throughout the programme.

### Teaching

We anticipate that many students will wish to organise their study time around personal commitments, and the flexible, online nature of the course is designed to facilitate this arrangement.

Each unit of study has a tripartite study structure, comprising:

- **Online taught content.** Pre-recorded lectures and teaching sessions will provide students with the core information they need for every unit of study. Students will be able to raise Q&A via email and/or discussion boards on Blackboard, either individually or as a group. The online content will additionally be supported by a weekly "drop in" Q&A session with the Subject Tutor.
- **Guided study.** Structured follow-on tasks, for example case studies, will enable students to develop their understanding while working at a flexible pace. Students will be encouraged to engage in peer discussion and support via online forums. Students will be expected to reflect on the prompt questions included in their Developmental Journal as part of the guided study element of the course. Engagement with the Developmental Journal will be monitored by the Course Leader and students who have not engaged for two weeks will be contacted and offered further support via an online tutorial.
- **Independent study.** Self-study tasks will provide suggestions for students to embed their knowledge through reading and critical reflection.

As this course is delivered as online learning, students will be encouraged to form networks using online forums (for example Blackboard) to share and discuss ideas and learning content.

Students are taught through a combination of lectures that are pre-recorded, structured follow-on tasks and supportive self-study tasks, using a variety of formats. Induction (which will also be recorded and made available to all students) and tutorials will be live sessions.

Students will be supported by both Subject Tutors (through guided discussion forums and a weekly “Drop in” Q&A session and a Personal Academic Tutor (PAT). There are three timetabled sessions to meet virtually with the PAT (Units 4, 8 and 12). These meetings will be structured around reviewing student progress, next steps and assessment support. Guidance around these “Checkpoint” tutorials is included in the Developmental Journal on PebblePad, and will also be covered during Induction.

The University places emphasis on enabling students to develop the independent learning capabilities that will equip them for lifelong learning and future employment, as well as academic achievement. A mixture of independent study, teaching and academic support from Student Services and Library Services, and the PAT system enables students to reflect on progress and build up a profile of skills, achievements and experiences that will help them to flourish and be successful.

### Contact time

This an online learning course where “contact time” consists of engaging with pre-recorded taught content, guided study tasks and independent self-study. Additionally, students are encouraged to participate in Blackboard discussion boards and they may also choose to collaborate with peers. There are opportunities included in the course structure for live tutorials (Units 4, 8 and 12), and live Q&A “drop ins” (weekly).

#### (i) Part-time Pathway:

**Taught content** will require four – four and half hours per week asynchronous study time except for Induction which will be synchronous (and will be recorded).

**Guided study** will require four – four and a half hours per week asynchronous study time.

**Independent self-study** will require up to sixteen hours per week asynchronous study time. Independent learning is supported by a range of excellent learning facilities, including the Hive and library resources, the virtual learning environment, and extensive electronic learning resources. Self-study tasks will provide suggestions for students to embed their knowledge through reading and critical reflection.

#### (ii) Full-time Pathway:

**Taught content** will require eight - nine hours per week study time, except for Induction which will be synchronous (and will be recorded).

**Guided study** will require eight - nine hours per week asynchronous study time.

**Independent self-study** will require up to thirty-two hours per week asynchronous study time.

Independent learning is supported by a range of excellent learning facilities, including the Hive and library resources, the virtual learning environment, and extensive electronic learning resources. Self-study tasks will provide suggestions for students to embed their knowledge through reading and critical reflection.

## Other Support

In addition to the weekly subject “drop ins”, the course leader will offer monthly online support evening support sessions (where students are invited to raise any general questions or concerns). There will be access to the PAT via email and PebblePad. During Unit 2 students will conduct a self-audit of National Curriculum knowledge linked to their intended area of tuition. As part of this process, students who feel they need additional support will be asked to contact the Course Leader who will signpost them to further support.

## Teaching Staff

Students will be taught by a teaching team whose expertise and knowledge are closely matched to the content of the modules on the course. The team includes tutors from the School of Education at the University of Worcester. The teaching on the course is research informed and all of the tutors are research active.

## Assessment

The course provides opportunities to test understanding and learning informally through the completion of practise or ‘formative’ opportunities (e.g. weekly reflections within the Developmental Journal) which may also be discussed with the PAT during the Checkpoints (Units 4, 8 and 12). Each module has two ‘summative’ assessments which are graded and contributes towards the overall module grade.

Assessment methods include:

- Completion of formative reflections within a Developmental Journal
- Summative written assignments
- Summative case studies and plans

### **PGTC4001 Tutoring:**

**Written Assignment: Reflective response to a chosen aspect of tutoring arising from study, 3000 words (100%)**

- (i) Design a tutoring plan using the template, arising from the learner profiles selected.
- (ii) Justify and critically evaluate the decisions in the tutoring plan using relevant models and theories of learning, assessment and teaching in a tutoring context.

### **PGTC4002 Coaching and Mentoring:**

**Case study analysis and developing a coaching/mentoring plan, 3000 words (100%)**

Critically analyse one of the group profiles provided. Design a group coaching plan arising from the profile and identify and critically evaluate coaching / mentoring strategies that are most appropriate to the profile, supported by reference to relevant models and theories.

## 14. Assessment strategy

The assessment strategy meets the requirements of the [University's Assessment Policy](#).

The assessment strategy for the course is underpinned by the Principles of the Assessment Policy: Assessment for learning and Assessment as learning where participants on the course play an active role in assessing their own learning through

critical reflection and continuous dialogue with their peers and tutors. The PG Cert Tutoring and Coaching assessment strategy is as follows:

- PGTC 4001 (Tutoring) is assessed through the completion of **formative** “capture point” reflections within a Developmental Journal (Units 4, 8 and 12), a means of building a portfolio of material piece by piece which reflects the student’s growing understanding and reflection on their learning; and by a final **summative** assessment, which is a reflective response to a chosen aspect of tutoring arising from study, 3000 words.
- PGTC 4002 (Coaching and Mentoring) is also assessed through the completion of **formative** “capture point” reflections within a Developmental Journal (Units 4, 8 and 12), a means of building a portfolio of material piece by piece which reflects the student’s growing understanding and reflection on their learning; and by a final **summative** assessment, which is a case study analysis and the development of a coaching/mentoring plan.

This course applies and utilises the [Generic Masters Grade descriptors](#) for assessment of the final assignments.

## 15. Programme structures and requirements

Module Code	Module Title	Status	
		Mandatory (M) or Optional (O)	PG Cert
PGTC 4001	Tutoring	30	M
PGTC 4002	Coaching and Mentoring	30	M
<b>Total Credits</b>		60	
<p><b>PG Certificate</b> To be awarded the PG Cert Tutoring and Coaching students must successfully complete 60 credits at Level 7 (PGTC 4001 30 credits and PGTC 4002 30 credits).</p> <p><b>Exit awards:</b></p> <p>To be awarded the:</p> <p>Post Graduate Award in Professional Development: Tutoring, students must successfully complete PGTC 4001 (30 credits at Level 7)</p> <p>Post Graduate Award in Professional Development: Coaching, students must successfully complete PGTC 4002 (30 credits at Level 7).</p>			

The course can be either full time or part time and is non-standard in delivery, being delivered entirely online and through a significant number of pre-recorded sessions.

The detailed schedule for the course is set out in the course handbook.

## 16. QAA and professional academic standards and quality

This award is designed with reference to the [QAA Masters Degree Characteristics Statements](#) and is located at level 7 of the [OfS sector recognised standards](#).

Like all Higher Education courses in the UK, this award is designed with reference to Section A of the UK Quality Code for Higher Education (QAA), and the Framework for Higher Education Qualifications (FHEQ). FHEQ is a means of describing academic

standards in terms of the academic level students are expected to achieve and, in broader terms, the content that will be covered.

As advised by the FHEQ, both the module specific and the generic learning outcomes of the course draw on the principles of “originality in the application of knowledge” and an understanding of “how the boundaries of knowledge are advanced through research.” Concomitant with this, the “sound judgement, personal responsibility and initiative in complex and unpredictable professional environments” demanded by FHEQ is supported by the course’s emphasis upon self-directed learning.

Further to the above, and in accordance with the FHEQ at post graduate level, students will have begun to acquire:

- i. A systematic understanding of knowledge and a critical awareness of current problems and/or new insights.
- ii. Originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge.
- iii. A conceptual understanding that enables the student to evaluate critically current research and to critically evaluate methodologies.

## 17. Support for students

There is support information on the UW webpages, Blackboard (our Virtual Learning Environment) and in the course handbook. Module leaders and Personal Academic Tutors will provide a high level of individual academic support and encouragement to students.

The course team within the School of Education are aware of the competing pressures on students who may also be in full time work, who may be new or returning to Level 7 study and who may also be new to online course delivery. Therefore, attention has been paid to considering the needs of students studying online, with students receiving advice and support from the course leader and tutors who are aware that, for example, tutorials may need to be scheduled flexibly. Support is also available from the [University helpdesk](#).

Each module will commence with structured induction activities which will support students’ digital capabilities and familiarisation with the Blackboard, [library services](#), and other university support structures, and encourage peer interaction, with the aim of fostering a student identity and community.

The Course Leader is available for contact throughout the course. Contact with the university tutors will be available via email and dedicated module discussion forums, with all material made available to students via Blackboard. Tutorial support will therefore be flexible and proactive within a supportive online learning environment which will enable students to learn from and with each other to develop communities of practice.

All students are allocated a Personal Academic Tutor (PAT) and are scheduled to meet formally with them via Blackboard, at identified Checkpoints (Units 4, 8 and 12) during each module to discuss their individualised learning and feedback on progress. Tutorials will be arranged at a mutually convenient time.

The University has a Diversity and Equality Policy, together with equality schemes and action plans promoting equality in relation to race, disability, gender, age and sexual orientation. Progress in implementation is monitored by the Diversity and Equality Committee. The Student Services and the Disability and Dyslexia Service provide further and specific support in reasonable adjustments. More information can be found via the links below:

<https://www2.worc.ac.uk/student-services/>  
<https://www2.worc.ac.uk/disabilityanddyslexia/>

## 18. Admissions

### Admissions policy

The University aims to provide fair access to university education to all those who have the potential to succeed or benefit from it. The course benefits from a programme of students working together and alongside each other using technology within distance learning to ensure that this happens. A diverse range of students from charities and businesses will be actively encouraged to apply.

### Entry requirements

EITHER

- **An honours degree at 2:2 level or above.** Applicants with a 3<sup>rd</sup> class honours or a non-honours degree will be considered on an individual basis.

OR

- **Qualifications and experience considered to be equivalent to the above.** All students applying via this route will be assessed by the Course Leader. When assessing a non-standard entrant's suitability for entry onto the course, candidates will need to demonstrate their potential to achieve the aims and outcomes of the course. The candidate will also need to demonstrate that their experiences are equivalent to having achieved a 2:2 at undergraduate level. The following criteria may be taken into consideration:
  - Evidence of successful academic study equivalent to level 6.
  - Ability to write in a clear, coherent and critical manner.
  - Awareness of the demands of studying at postgraduate level.
  - Interest and motivation for successful study on the programme.

Students whose first language is not English will be expected to have reached a sufficient standard on admission to the programme (e.g. IELTS 6.5, with a minimum of 5.5 in each element or equivalent).

Individuals wishing to make enquiries about eligibility and registrations for the courses should contact the Registry Admissions Office (01905 855111) who may put them in touch with the course leader for an informal discussion.

### Admissions procedures

Applicants should apply directly to UW Registry.

### Admissions/selection criteria

Applications are considered by the Course Leader and decisions made on the basis of the candidate meeting the entry requirements outlined above.

## 19. Regulation of assessment

**The course operates under the University's Taught Courses Regulatory Framework**



### Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

### Submission of assessment items

- Students who submit course work late but within 7 days (one week) of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 7 days (one week) will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations please see the Taught Courses Regulatory Framework.

### Retrieval of failure

- A student is entitled to re-sit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module); the module grade for a re-taken module is capped at D-.
- A student who fails 60 credits or more after exhausting all reassessment opportunities may be required to withdraw from the University.
- A student will be notified of the reassessment opportunities in the results notification issued via the secure student portal (SOLE). It is the student's responsibility to be aware of and comply with any reassessments.

### Requirements for Awards

Award	Requirement
PG Cert	Passed a minimum of 60 credits at level 7, as specified on the award map
Post Graduate Award in Professional Development: Tutoring	Passed a minimum of 30 credits at level 7, as specified on the award map
Post Graduate Award in Professional Development: Coaching	Passed a minimum of 30 credits at level 7, as specified on the award map

## 20. Graduate destinations, employability and links with employers

### Graduate destinations

Graduates of the course will have developed their knowledge and understanding of skills and competencies relevant to tutoring and coaching. Future destinations are likely to include:

- Working within school and educational settings, as well as working within a self-employed tutoring role.
- Continuation to further study at Masters level.

### **Student employability**

The course prepares students for employment, through the development of theoretical understanding relating to tutoring, coaching and mentoring.

### **Links with employers**

The University of Worcester works in partnership with schools across a wide geographical area, including Early Years, Primary, Middle and Secondary settings.

The relationship between the University and in particular the School of Education with school partners and employers is a mature one that has developed over a number of years.

**Please note:** This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in associated course documentation e.g. course handbooks, module outlines and module specifications.