

Programme Specification for University Diploma in Tutoring

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| This document applies to Academic Year 2020/21 onwards |
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| 1. | Awarding institution/body | University of Worcester |
| 2. | Teaching institution | University of Worcester |
| 3. | Programme accredited by | N/A |
| 4. | Final award or awards | University Diploma |
| 5. | Programme title | University Diploma in Tutoring |
| 6. | Pathways available | N/A |
| 7. | Mode and/or site of delivery | Block delivery and blended learning |
| 8. | Mode of attendance | Full-time |
| 9. | UCAS Code | N/A |
| 10. | Subject Benchmark statement and/or professional body statement | QAA Subject Benchmark Statement: Education Studies (2019) Tutors' Association Occupational Standards (2016) |
| 11. | Date of Programme Specification preparation/ revision | January 2017 August 2017 - AQU amendments August 2018 - AQU amendments. February 2019 – AQU amendments August 2019, AQU amendments. August 2020 – AQU amendments. September 2020 benchmark statements amended |

12. Educational aims of the programme

This programme is designed to develop tutoring competencies in individuals in order for them to be effective tutors. The programme enables students to draw on a specialism and develop core practices of tutoring against the Tutor Association's National Occupational Standards. The programme aims to provide the theories, tools and techniques to establish an individual as a tutor in addition to entrepreneurial considerations required for establishing one's own tutoring business. It is designed to improve student's confidence, knowledge and skills associated with tutoring and to apply these to work related situations. It therefore addresses the needs of practicing or aspiring tutors who seek a formal qualification to raise their profile, reputation and validity of the tutoring profession.

In particular, the purpose of the programme is to provide students with:

- the confidence, knowledge, understanding and skills associated with pedagogical approaches to tutoring;
- the skills and qualities to foster positive relationships with children, young people and/or adults;
- a highly credible academic qualification;
- continuing professional development opportunities;
- progression opportunities to other programmes such as initial teacher training;
- opportunities to examine personal resilience and professionalism required for working in educational contexts beyond the completion of the course; and
- an opportunity to engage in new, enhanced, supplementary or additional employment opportunities.

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

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| Knowledge and Understanding |
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| LO no. | On successful completion of the named award, students will be able to: | Module Code/s | Award |
|---------------|---|----------------------|--------------------|
| 1. | Demonstrate the knowledge, skills and competencies required for tutoring and apply them in differing contexts. | UDPT2001 | University Diploma |
| 2. | Demonstrate the knowledge and understanding of how children, young people and adults learn and associated barriers to learning. | | |

Cognitive and Intellectual skills

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|----|---|----------|--------------------|
| 3. | Critically appraise curriculum design, diagnostics and assessment practices for tutoring. | UDPT2001 | University Diploma |
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Skills and capabilities related to employability

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|----|---|----------|--------------------|
| 4. | Critically analyse and evaluate how safeguarding practices, learning and teaching relate to effective tutoring relationships. | UDPT2001 | University Diploma |
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Transferable/key skills

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|----|--|----------|--------------------|
| 5. | Demonstrate effective presentation skills. | UDPT2001 | University Diploma |
|----|--|----------|--------------------|

Learning, teaching and assessment

The diploma is taught through an intensive delivery model; either a two-week block or 2 days a week for 5 weeks. Students will have the opportunity to research and apply theory, knowledge and understanding amongst their peer group in seminars and workshops. Learning and teaching is supported by a range of blended learning tutoring material available through Blackboard, e-books and other library resources. Students will be expected to undertake self-study in their subject specialism and use their subject knowledge when developing resources for assessment purposes.

A variety of assessment practices are employed associated with group work, role-play, presentations and a reflective portfolio. The summative assessments patterns and weightings are as follows:

| Summative Assessment Items | Indicative Word Limit or equivalent (e.g. time) | Weighting |
|-----------------------------------|--|------------------|
| Presentation | 1000 | 25% |
| Portfolio | 4000 | 75% |

14. Assessment strategy

The assessment strategy has been appropriately designed for those practicing or aspiring to be a tutor, and for those at undergraduate level with reference to the *University's Assessment Policy*. Formative assessment in the form of assessment for learning will be utilised throughout the module. Students will receive formative feedback on the modelling of their tutoring skills which will inform the development of a presentation which in turn feeds into a critically reflective portfolio each of which is summatively assessed.

Students are required to complete summative assessment pieces on an individual basis however students will be expected to engage in discussions around tutoring principles and practices, learning theories, inclusion, diversity and safeguarding, and apply their knowledge to given scenarios. This allows students to share ideas and experiences, test their understanding and more critically evaluate the diversity of learners and complexities of the education process. In this way students learn from each other and develop relationships that will help them through their studies and beyond into the work environment of tutoring or associated professions. It is important within this course that students practice the skills of tutoring and these will be assessed formatively.

Summative assessment items are scheduled so that they can be completed, with tutorial support. Detailed assessment briefs are given to students at the start of a module. Assessment criteria is provided for each item of summative assessment.

In line with UW requirements, wherever practicable, coursework will be marked anonymously. In marking assessed work, moderation and double marking is standard practice. Where there is some doubt as to the authorship of an assessment, University of Worcester has its own published policy for investigating plagiarism.

The overall purpose of this assessment is to enable students to:

- Demonstrate that they have the intellectual rigour commensurate with a course of this nature and have developed the analytical skills expected of study at Level 5 (FHEQ).
- Demonstrate the ability to synthesise appropriate theories, models and concepts studied on the course and apply them to critically evaluate tutoring competencies and contexts against the Tutor Occupational Standards.
- Gain experience in working individually and as part of a team.
- Share their subject knowledge gained from independent and directed study to produce a tutoring resource.
- Receive continuous, regular and appropriate feedback throughout the module/ course.
- Develop the intellectual and practical abilities required of tutors.

15. Programme structures and requirements

The programme is delivered as an intensive summer block of two weeks or, two days a week for five weeks for the winter block. Both delivery methods provide the flexibility for students to continue to work whilst studying. Self-study is factored into the programme along with time to develop resources.

| Level 5 | | | |
|-------------|--------------------------------|------------------|--------------------|
| Module Code | Module Title | Credits (Number) | Status (Mandatory) |
| UDPT2001 | University Diploma in Tutoring | 30 | M |

In order to complete the University Diploma in Tutoring, a student must successfully complete and pass the module.

16. QAA and professional academic standards and quality

This award is located at level 5 of the FHEQ. The 2019 QAA Subject Benchmark Statement: Education Studies articulates the knowledge and skills to be expected of successful students. The categories of achievement have been used to inform the content and expected academic standards appropriate for the diploma. These have been integrated into the design of the programme.

Additionally, whilst the 2016 Tutors' Association Occupational Standards are voluntary, they provide a framework for professional standards associated with:

- Tutoring practices;
- Tutoring environments;
- Interactions with stakeholders; and
- Management of self, working relationships and work demands.

QAA Subject Benchmark Statement: Education Studies (2019)

https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-education-studies.pdf?sfvrsn=3ae2cb81_5

17. Support for students

A range of support mechanisms are available to students studying the diploma to include:

- An induction session which will cover:
 - A brief overview of the University Diploma in Tutoring programme
 - Instructions on how to access the VLE and library resources to support the programme
 - Where to go to seek additional advice
 - The assessment strategy
- Course handbook (available via the VLE) including guidance for tackling assessments, and module outlines
- Support from ILS staff, through the Information Desk and Study Guides
- Student Representation on Course Management Committee (and staff student consultative committee), to address course-wide issues
- Each student is allocated a personal tutor to provide support for learning. The personal tutor for all registered students will be the programme course leader.
- Registry provides student-specific information, including module results, on the SOLE page of the University website
- Range of support services available through Student Services and the Disability and Dyslexia Service.

<http://www.worcester.ac.uk/student-services/index.htm>

There is an expectation that students will meet with their Personal Academic Tutor on at least two occasions whilst studying the diploma in order to be supported in preparing for the summative assessments. Access and support from the Personal Academic Tutor following the completion of the face-to-face delivery, will be available via email correspondence or Skype.

18. Admissions

Admissions policy

This programme seeks to recruit current students, alumni and those from the wider community. The flexible delivery supports adults who may work, may have tutoring experience and satisfy the entry requirements to study for the award of University Diploma in Tutoring.

Entry requirements

The minimum standard of entry for the diploma includes:

- Experience of working with others in a formal learning context with either individuals or groups
- Successful study at Level 3 or 4
- Solid subject knowledge in the chosen tutoring area e.g. A level, first degree
- GCSE grade C/4 (or equivalent) in English & Maths

Additionally, those with appropriate tutoring experience in a given subject would be considered for admission.

See [UW Admissions Policy](#) for other acceptable qualifications.

Admissions procedures

Applicants will apply directly to the University of Worcester. Entry to the Programme shall require all applicants to complete an application form which gives a variety of information about the student's work experience, qualifications and motivation. Career talks are conducted regularly throughout the year.

Part-time applicants apply directly to University of Worcester (UW)

Admissions/selection criteria

The criteria for selection will be checked by the Programme Leader who must be satisfied that the applicants have an appropriate level of subject knowledge in the field in which they wish to tutor. Additionally, consideration will be given as to whether applicants will benefit from the Programme, are capable of undertaking a programme of academic work and offer evidence of academic ability and motivation.

19. Regulation of assessment

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

Requirements to pass the module

- The module is assessed using assessment activities which are detailed in the module specification.
- The minimum pass mark is D- for the module.
- Students are required to submit all items of assessment in order to pass the module.

- Full details of the assessment requirements for the 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) of the due date 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

- Students are entitled to resit failed assessment items 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 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 |
|--------------------------------|-----------------------|
| University Diploma in Tutoring | 30 credits at Level 5 |

For further information, please see the Taught Courses Regulatory Framework.

20. Graduate destinations, employability and links with employers

Graduate destinations

Private and academic tutoring is increasingly in demand especially in a shifting educational landscape and the desire to professionalise the industry. The diploma is specifically designed to equip students with the skills to start their own tutoring business, supplement existing careers or enable students to gain experience of working in an educational context prior to entering teacher training for example.

Student employability

This unique and innovative award covers the practicalities of setting up a tutoring business alongside more traditional employment avenues. The diploma considers key skills such as resilience, reflection and professionalism required when working with children, young people and adults in a learning context. Students are encouraged to practice tutoring skills with their peers and use the skills they develop to earn whilst studying. Guidance is provided to students about how to apply to tutoring companies, the benefits of joining the national association of tutors and preparing for interviews. In addition, the course develops transferable skills for employment by encouraging students to use technology effectively, work with others as part of a team by taking different roles in a tutoring relationship and, improve their own learning and performance through the development of self-study and research skills in a subject specialism, with a capacity to plan, manage and reflect on their own learning.

Links with employers

The Course Leader for the University Diploma in Tutoring is responsible for external liaison and has sought advice from the Tutors' Association and prestigious tutoring companies when designing this award. Continued liaison with employers is planned through the review of the programme. Initial indications suggest that the industry welcomes this innovation as a way of professionalising tutoring.

In addition, University of Worcester Careers Advisory Service provides on-going support for students along with periodic Career Fairs are organised by Student Services

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.