

# Tutor Handbook

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## Who We Are and What We Do

Art Providers Ltd is an independent training provider that places a huge emphasis on employing high-quality, industry-experienced staff so that we can deliver marketing leading training programmes that provides our clients and learners with industry specific skills and experience that will give them the confidence and knowledge they need to enhance their personal and work development.

At Art Providers Ltd we hold our staff to the highest standards possible in order to provide our customers with an outstanding service. We ensure that quality is embedded in every aspect of the business in order to remain engaging, agile and innovative.

We focus on empowering the people we work with, enabling them to progress or change their career whilst supporting employers in the development of their workforce.

ART Skills Centre's mission is to empower individuals with practical skills and to introduce transformative online tools. We connect learners and professionals through apprenticeships, skills development, and sponsorships. We believe in blended learning by combining online training (via e-learning, webinars, live streaming) with onsite courses. Unlock a better life through skills development with ART Skills Centre.

### We Are Inclusive

We believe in fairness and equality. As such, we make sure that all of our courses are accessible to anyone who's willing to learn.

### We Empower

We strive to provide a positive learning experience to everyone and help them achieve their goals through the power of quality education and skills training.

### We Innovate

We're always in the pursuit of new knowledge and have that entrepreneurial mindset to help us motivate other entrepreneurs. We're not bound by what's conventional.

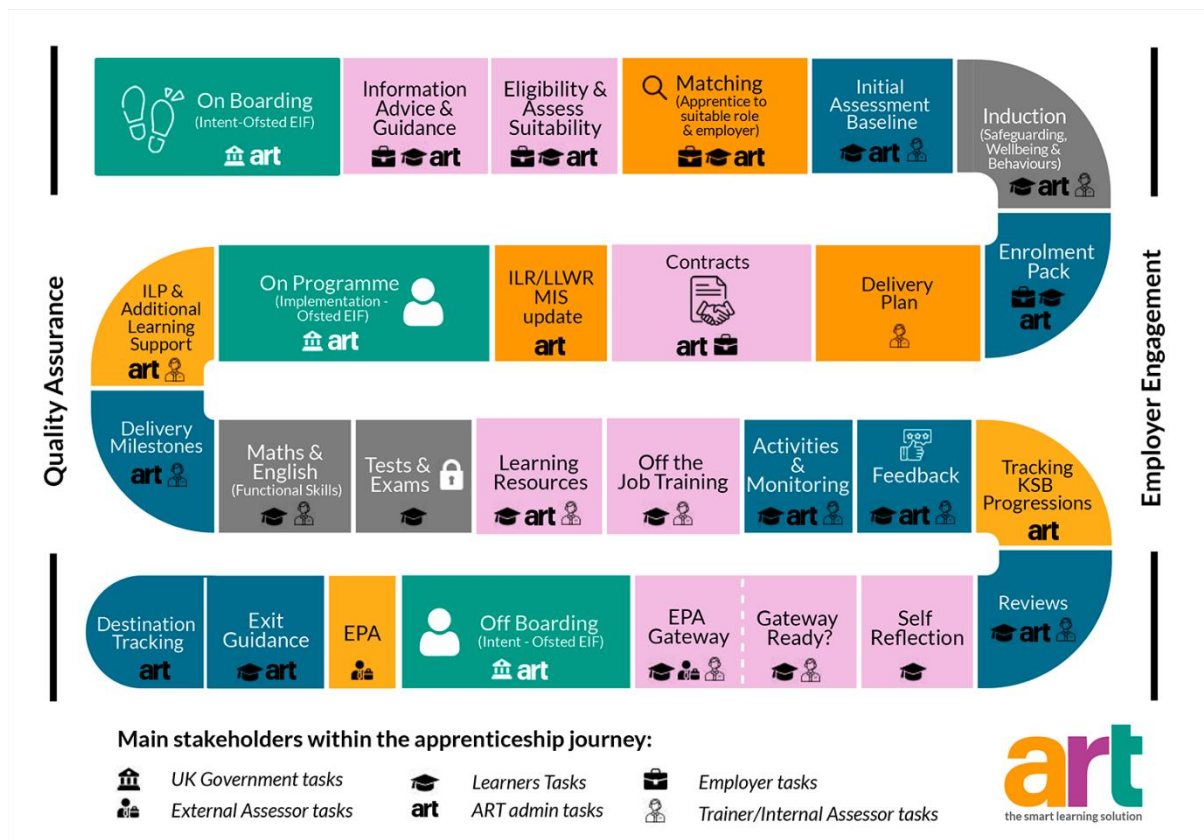
## Tutor Role Overview

A tutor provides a critical role in delivering training and supporting the learning experience for both the learner and the employer. A tutor will have responsibility for the delivery and development of the apprenticeship programmes aligned to the employer and location they are assigned to. They will be responsible for mentoring and monitoring learning and progression through the program. Tutors can play a pivotal role with assisting in the recruitment of learners, due to the professional relationships formed by working closely with employers. They may work in both a classroom and employer environment, including locations for off the job training and development, based on the requirements and needs of the learner's job role and employer agreement.

### Key Objectives

- Maintain occupational competence, skills and qualifications for the role
- Deliver outstanding teaching, learning and progression for our learners
- Develop service user knowledge, skills and behaviours appropriate to their job role and requirements
- Ensure the timely progression of learning
- Capture and ensure 20% of Off the Job Learning (OTJL) through reflective learning, on-line training or work-based projects
- Completion of all review documentation, maintaining accurate records and preparing written reports and evaluations
- Helping learners who are underperforming in their subjects, either on a one-to-one basis outside the classroom or within sessions
- Actively support your peers
- Mentor learners to enhance their skill set and professional development
- Support a broad range of learning needs including the needs of those with learning difficulties and/or disabilities
- Maintain the Art Providers Ltd approved tracking systems and procedures relating to quality, compliance, management and assessment
- Listen to learners and employers in order to help them resolve issues that are creating barriers to their learning and development
- Drawing up agreed action plans with learners, outlining the aims of the mentoring, and monitoring their progress
- Monitoring attendance and punctuality of learners
- Visiting clients to discuss issues and problems
- Networking with other tutors, employers and relevant external agencies
- Managing your own professional development through undertaking relevant training and sharing best practice with other tutors

## Learner Journey



## Teaching, Learning and Assessment

Every educational establishment has a responsibility to monitor the effectiveness of the service being provided for its learners. The Art Providers Ltd observation of teaching, learning and assessment (OTLA) process has been designed to assure the quality of service provided and therefore is used as a means of looking for ways to continuously effect improvement.

At Art Providers Ltd, we aim to:

- To acknowledge that staff are individuals and professionals with different needs and interests
- To consider that taken together, passion for learning and reflective practice provides modelling and the basis for individual perception and insight
- To maximise individual growth through reflective practice and professional dialogue
- To provide time and support for growth and change across the business in relation to teaching and learning
- To encourage self-initiated professional development
- To develop an educational environment characterised by collaboration, cooperation, and communicating yielding a supportive, non-threatening environment to foster professional growth

It is important there is a systematic and coordinated approach to quality assurance of Teaching and Learning across the business.

Our teaching and learning objectives:

- To provide academically rigorous, coherent but flexible courses, capable of stretching the abilities of the most able learners
- To create an environment for teaching and learning which makes the best use of the talents and abilities of staff and learners within the resources available - in particular by ensuring effective planning and coordination, by identifying and adopting the most effective methods for teaching and learning and by providing adequate infrastructure and support
- To foster a climate in which teaching is highly valued and in which pedagogic issues, such as the development of teaching and assessment methods, are the subject of regular, well-informed debate
- To monitor, maintain and strive to raise the standards of the delivery to our provision, to ensure that our learners are consistently offered the highest quality of education
- To provide an environment in which learners can develop personally as well as academically, by offering them the opportunity to acquire a broad range of skills and to benefit from social interaction with our highly skills staff and peers

## 20% Off the Job Training

Off the Job Training (OTJT) is defined as learning which is undertaken outside of the normal day-to-day working environment and leads towards the achievement of the Standards. This can include training that is delivered at your normal place of work but must not be delivered as part of your normal working duties.

OTJT must be directly relevant to the apprenticeship Framework or Standard and could include some of the following:

- The teaching of theory:
  - Lectures
  - Role playing
  - Simulation exercises
  - Online learning
- Practical training:
  - Shadowing
  - Mentoring
  - Industry visits
  - Attendance at competitions
- Learning support and time spent writing assignments

OTJT must **NOT** include the following:

- English and maths (up to level 2) which is funded separately
- Progress reviews or on programme assessment needed for an apprenticeship Framework or Standard
- Training which takes place outside of the learners paid working hours

### Monitoring OTJT

The learner journey is monitored on a monthly basis; as the tutor you will need to ensure that your learners are completing their OTJT log on a monthly basis. Once the training log has been completed, this will need uploading the e-portfolio system.

The table below sets out the type of activities that may be included in the Learning Log. These individual plans will be adapted for you and reflect the needs of your employer. All of the OTJT time will be recorded by the learner, including the time outside of normal working hours if you are completing relevant activities.

The OTJT can include any of the following types of activity.

| Activity                                                                                                          | Examples of Valid Off the Job Training                                                    |
|-------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| Classroom sessions / lectures                                                                                     | Block or day release                                                                      |
| Simulation exercises                                                                                              | Business models and gaming                                                                |
| Online learning                                                                                                   | On line training modules and support materials                                            |
| Shadowing                                                                                                         | In work or new departments/locations                                                      |
| Mentoring                                                                                                         | Support from Line Managers/colleagues                                                     |
| Industry visits                                                                                                   | Within sector or outside of the work roles                                                |
| Writing assessments /assignments/workbooks                                                                        | Short exercises or long project reports                                                   |
| Practical training / Training in the workplace directly relevant to the standard (E.g.: IT training, soft skills) | Any training support delivered in the workplace or with other external training suppliers |
| Preparing for professional discussion                                                                             | In support of portfolio work or job related                                               |
| Gathering evidence for portfolio of evidence                                                                      | Recording learning and training                                                           |
| Reflection Logs                                                                                                   | Recording all learning that has taken place on a monthly/quarterly basis or as required   |
| Conferences                                                                                                       | Job or sector related                                                                     |
| Special Projects                                                                                                  | Projects related to the job or to the testing of the programme                            |
| Continuous Professional Development                                                                               | Any activity related to the job that develops new skills/knowledge                        |
| Peer to Peer Support                                                                                              | Discussions/joint working with colleagues                                                 |
| Research                                                                                                          | Background working to improve knowledge                                                   |
| Revision for exams and end point assessment (EPA)                                                                 | Preparation ongoing for end point assessment                                              |

## Functional Skills

Every apprentice is required to have or obtain the essential skills required to carry out their job role efficiently. These are transferable skills that can be used in any job/industry and most companies will require the basic functional skills of:

- Maths
- English
- ICT

If your employee doesn't already have these qualifications, they will obtain them whilst completing their apprenticeship with Art Providers Ltd. Alternatively, if they have already achieved similar qualifications to these, then they could be exempt from sitting the functional skills exams. i.e. GCSE, GCE or O'Levels.

As part of your employee's training programme, we will also help them to develop their leadership, communication and confidence skills. These topics will be embedded into teaching and learning sessions and will help enable your employee to cope with social, economic and technological change. Developing these personal qualities will enable the apprentice to become a more effective employee, that can continue to develop both personally and professionally to the benefit of your organisation.

## Workplace Visits

As a way of setting the scene with your learner as to what is expected of them and to provide the best guidance on planning how they are going to achieve their apprenticeship, there should be two visits within the first six weeks of their start date. This will allow you to explain to both the learner and their employer what is required of both of them throughout the length of stay.

### Expectations:

- All learners to receive two workplace visits within 6 weeks of start date
- All learners to have monthly evidence of learning on our e-portfolio
- All learners to have a review completed and uploaded onto e-portfolio every 8 weeks
- Review the skills development with your learner in between visits to ensure that they are evidencing this for their portfolio and that the evidence is their best work

Prior to your visit, when planning it is important to consider the following areas;

- Duration for time allocated to activities
- Content
- Functional Skills development
- Safeguarding and Prevent
- British Values
- Differentiation
- Support and Resources
- Assessment for Learning

Ahead of your first visit with a learner, you may wish to think about the following;

- What types of questions is a client likely to ask you?
- What information should an employer have received ahead of your first visit with a learner?
- Do you have a level of confidence that the learner will be supported by their employer?
- Does the employer have an understanding of OTJT and the role they play in it?
- What types of questions do you think you will need to ask your learner to support and scaffold their skills development in the workplace?

#### Employer Engagement:

- Building a strong working relationship with the employer is paramount to providing the relevant skills development to learners'
- Programmes should be well designed to meet the needs of the standard as well as being appropriate for a learner's job role. This includes ensuring that learners acquire knowledge, understanding and skills, including, where relevant in English, mathematics and ICT, so that they can progress further
- Employers are provided with clear and timely information that details the extent of learners' progress in relation to the standards expected and what they need to do to improve
- Employers, as appropriate, are engaged in planning learners' development; they are kept informed by the provider of each learner's attendance, progress and improvement, where appropriate
- You will be expected to support the employer to ensure they gain a good level of understanding of the learner's work-related skills and what they need to do to develop further
- As a tutor through good coaching in the workplace you should be equipping learners with the behaviours and attitudes necessary for success in the future
- When you book the next visit with your learner, ensure you do this via their employer/line manager

## Safeguarding

ART Providers Ltd is committed to safeguarding and promoting the welfare of learners and expects all staff and learners to share this commitment. We aim to create a vigilant culture and promote the welfare of children and vulnerable adults by protecting them from sexual, physical or emotional abuse, neglect and bullying. ART Providers Ltd has a statutory requirement to follow the guidance references in the following;

- The Children Act 1989 (as amended) - to assist the Local Authority Social Services Department acting on behalf of children in need
- The Children and Social Work Act 2017 – Safeguarding of Children (Chapter 2) The
- Safeguarding Vulnerable Groups Act 2006
- Working Together to Safeguard Children 2023 - safeguard and promote the welfare of children
- Keeping Children Safe in Education 2025 - Safeguarding is Everybody's Responsibility
- Education and Training (Welfare of Children) Act 2021
- Human Rights Act 1998
- The Equality Act 2010 / Public Sector Equality Duty (PSED)

Our Adult learners will fall under the Care Act (2014) legislation and the Care and Support guidance (2014), with guidance from Keeping Children Safe in Education 2025. The Public Sector Equality Duty (PSED) for education settings (Equality Act 2010) highlights a need to be conscious that learners with protected characteristics may be more at risk of harm.

Our aim is to ensure that staff are working together and fully engaged in being vigilant about raising awareness, embedding, and monitoring safeguarding. ART Providers Ltd will ensure that we work alongside other professional bodies and agencies to ensure that our learners and staff are safe from harm.

### Learners

- Promote a safe environment for all of our learners to learn and achieve
- Actively promote the welfare of learners
- Identify any learners who may be experiencing abuse or harm in the workplace, at home, or in relationships
- Take appropriate action to ensure learners safety (Child and Adult Protection)

### Staff

- Promote a safe working environment for all of our staff
- Actively promote the welfare of staff
- Frequent review of systems and processes to ensure they are effective

- Continuous promotion of understanding safeguarding report making and disclosures

#### Employers

- Continuous promotion of understanding safeguarding report making and disclosures

#### Our Safeguarding Team

| Role                            | Name             | Contact Details                           |
|---------------------------------|------------------|-------------------------------------------|
| Designated Safeguarding Lead    | Ebenezer Adeosun | +44(0) 2038840099 and<br>+44(0)7540420657 |
| Designated Safeguarding Officer | John Lawani      | +44(0) 2038840099                         |

<https://sc.art-providers.com/policies/>

#### Prevent

One aspect of safeguarding is the PREVENT duty, which requires the Education sector to have "due regard to the need to PREVENT people from being drawn into terrorism", supporting terrorism, or being drawn into non-violent extremism. The Counter-Terrorism and Security

Act 2015 places a duty on certain bodies. Keeping Children Safe in Education (2025) details the importance of education around RSHE, Educate Against Hate and developing knowledge and understanding of British Values. This, alongside the Human Rights Act (1998) and Equality Act (2010) have informed our Prevent Policy.

The prevent strategy has three specific objectives;

- Respond to the ideological challenge of terrorism and the threat we face from those who promote it
- PREVENT people from being drawn into terrorism and ensure that they are given appropriate advice and support
- Work with sectors and institutions where there are risks of radicalisation that we need to address

#### Purpose of Prevent

- PREVENT aims to safeguard vulnerable individuals (both adults and children) who may be at risk of potentially becoming involved in terrorist activities
- It also aims to support institutions, such as schools, colleges, and universities where this may happen
- All frontline staff have a responsibility to report any instances where they think they have identified a Safeguarding issue to their Designated Safeguarding Lead / Designated Safeguarding Officer

Please refer to our [PREVENT POLICY](#) in our policy and procedure folder.

## British Values

The Fundamental British values are:

- Democracy
- The Rule of Law
- Individual Liberty
- Mutual Respect for and Tolerance of those with different faiths and beliefs and for those without faith

Art Provider Ltd promotes the following core British values as part of the *Prevent* agenda:

### Democracy

- Your views matter to us.
- Democracy can be seen as a state of society characterised by equality of rights and privileges. It can also refer to our nation's electoral systems. In Alacrity Group we promote the importance of democracy through such things as:
- Learners being encouraged to consider alternative pathways in workshops and through the duration of their course.

### Individual Liberty

- Responsibility is one of our values – take responsibility for your choices and respect the rights of others.
- Individual liberty suggests the free exercise of rights generally seen as outside Government control.

### The Rule of Law

- Abide by Art Providers Ltd code of conduct and help us keep a safe, friendly and welcoming environment.
- All people and institutions are subject to and accountable to law that is fairly applied and enforced.

### Respect Individuals

- Accept people for who they are and what they believe.
- The proper regard for an individual's dignity, which is reciprocated. We promote the importance of mutual respect.
- Wellbeing promotes mutual respect through the skills developed in sessions/workshops/1:1 meetings.

#### Tolerance of Those with Different Faiths and Beliefs

- A fair, objective, and permissive attitude to those whose faith and beliefs may differ from one's own.