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Tutoring Standards

A new framework for tutors in the UK

Myelin Academia Tutoring Standards (MATS)



Updated: April 2021

Addressing the need for standards as part of entry-level reform

These standards have been developed by Myelin Academia in response to the unregulated nature of the tuition industry. As it stands there are no formal, consistent or standardised requirements for tutors to work within. This document provides a new framework for tutors & outlines their roles & responsibilities.

Myelin Academia works with tuition agencies, educational recruitment companies & childcare providers to offer training, quality assurance & transparency. These standards offer an opportunity for reform to the current entry level into the profession with an emphasis on tutors developing skills, competencies & an understanding of their role as a tutor.

The Level 3 Award in Tutor Training 'PRESET' presents an opportunity for tutors to develop & demonstrate these standards, either on entry to the profession or as part of continued professional development for existing tutors.

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Our aim

It is Myelin Academia's aim is to introduce greater transparency & quality assurance in the tuition industry. By providing standardised training we can equip tutors with the necessary skill to teach their specialism with confidence & subsequently prepare students for life beyond the challenges of education. We aim to make tuition as purposeful as possible.

These tuition standards highlight the key roles and responsibilities of a tutor.

Development of these standards

The development of these standards will help to guide agencies, independent tutors & professional membership bodies as well as individuals wishing to join the profession.

Standards overview

The tuition standards focus on two key areas.

PART 1: The role the tutor has to the learner

MATS 1.1: Promote independence & skill acquisition in learners

MATS 1.2: Adjust teaching & learning to reflect the bespoke needs of the learner

MATS 1.3: Develop a safe, positive & confident learning environment

PART 2: The responsibility the tutor has to themselves

MATS 2.1: Act with integrity & professionalism

MATS 2.2: Provide specialist educational support

PART 1: The role of the tutor

The role of the tutor is to promote independence in learning, respond to unique needs & build a safe, positive environment to learn in for all students.

MATS 1.1: Promote independence & skill acquisition in learners

- Advocate capacity for self-determination & personal autonomy in the learning process
- Educate pupils on the fundamental skills that underpin learning
- Encourage the application of these transferable skills beyond an academic setting
- Provide appropriate levels of scaffolding for students to succeed without limiting their responsibility in learning

MATS 1.2: Adjust teaching & learning to reflect the bespoke needs of the learner

- Develop a clear understanding of a pupil's needs & recognise that these are individual for each learner
- Acknowledge that the needs of the learner may change over time
- Provide resources that are tailored to support a pupil's unique barriers to learning
- Reflect, evaluate & modify teaching techniques to meet individual learner needs

MATS 1.3: Develop a safe, positive & confident learning environment

- Listen in an open, non-judgmental manner that is respectful & objective
- Celebrate the unique set of skills & strengths of each learner
- Promote a positive attitude to learning & acknowledge all forms of progress made
- Inspire all learners to engage with the curriculum
- Explore weaknesses as opportunities for growth & develop a sense of curiosity for learning
- Encourage a love of learning through creating engaging well rounded sessions

PART 2: The responsibility of the tutor

The responsibility of the tutor is to act with professionalism & integrity, embody the aspirational qualities sought after in learners & maintain excellent subject knowledge.

MATS 2.1: Act with integrity & professionalism

- Set examples of good practice & professional conduct at all times
- Embody the resilience expected from learners & demonstrate how to recover quickly in the face of adversity
- Build strong, impartial working relationships with clients, centred around open & honest communication
- Manage expectation with reality based on what is achievable for the learner & attainable as a tutor
- Recognise when to outsource to other industry professionals including occupational therapists, safeguarding leads & special education needs & disability coordinators.
- Maintain up-to-date safeguarding protocols & confidentially compliance

MATS 2.2: Provide specialist educational support

- Be independent in maintaining up to date subject-specific curriculum knowledge
- Seek opportunities for professional development & training within the broader educational sector
- Reflect upon important values including equality, diversity & inclusion
- Take opportunities to collaborate & share best practice

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Myelin Academia would like to make acknowledgments to the following documentation:

- Association for Coaching. AC Coaching Competency Framework
- Department for Education. Teachers Standards
- IMPACT: The District of Columbia Public Schools Effectiveness Assessment System for School-Based Personnel. The DCPS Essential Practices, Grades 1-12.
- Learning & Skills Development Agency. Key Skills & Role of the Tutor
- Lifelong Learning UK. Professional Standards for Teachers, Tutors & Trainers in the Lifelong Learning Sector



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