

# ARF Collective – Membership Proposal

## 1. Overview: What Is ARF Collective?

ARF Collective (ARF) is a shared platform designed to support educators and creators who want to offer tutoring, skills-based learning, or creative products while building real, career-advancing experience — without taking on the full burden of running a business alone.

ARF was originally inspired by two overlapping challenges:

- The **business barriers faced by sole-operating artists and creators**, who are often expected to manage marketing, sales, administration, and compliance independently in order to be seen or paid fairly.
- The **experience and hiring gap faced by recent university graduates**, who are qualified, capable, and motivated but frequently lack paid, transferable experience required to access stable or meaningful work in their fields.

Participation in ARF Collective is intended to be **career-advancing**. Through teaching, creating, and delivering real services or products, members build practical skills, portfolios, and professional evidence that support progression into industry roles, further education, or independent work.

ARF Collective also prioritizes accessible services and products for community members, offering alternatives to the growing subscription-based models that can limit access to education, creative resources, and essential skills.

ARF Collective provides shared infrastructure, visibility, and operational support, allowing members to focus on skill development, portfolio-building, and meaningful contribution to the community while remaining independent. ARF operates as a platform, not an employer, school, or credentialing body.

## 2. Membership & Structure

ARF Collective members may participate in one or more of the following roles:

- **Educator**
- **Creator**
- **Hybrid Member** (Educator + Creator)

### Educators

Educators may offer:

- Curriculum-aligned academic tutoring (K–12 or post-secondary)
- Skills-based learning for community members

Current areas include (offered by the founder):

- Academic tutoring (e.g., math, science)
- Computer Basics & Digital Literacy
- Planning & Organization
- Additional foundational life skills as capacity grows

Educator course offerings are open to expansion, subject to review and approval requirements outlined in Section 6: Skills-Based Learning — Foundations for Everyday Life and other applicable standards within this proposal.

## Why Tutoring Builds Professional Transferrable Skills

Tutoring offers graduates and early-career professionals access to short-term, flexible work that builds practical, transferable skills valued across industries, and resume related work experience. Educating learners strengthens communication, problem-solving, adaptability, and the ability to explain complex ideas clearly to diverse audiences.

Through tutoring, educators gain experience in planning, time management, professionalism, and responding to feedback, helping bridge the gap between academic training and industry employment when traditional entry-level opportunities are limited.

## Creators

Creators may sell products through the ARF shop, including:

- Digital products (templates, PDFs, designs)
- Physical products (handmade items, crafts, art)

Some members may participate as both educators and creators.

## Why the ARF Shop Builds Portfolio and Transferrable Experience

Creating and selling through the ARF Shop allows members to build a real, demonstrable portfolio alongside transferable professional skills. Creators gain hands-on experience in product development, pricing, timelines, client communication, and responding to feedback. These skills are applicable across creative, technical, and business-focused roles.

The ARF Shop enables members to point to completed work, published products, and real-world outcomes, helping bridge the gap between personal projects and professional experience when formal industry opportunities are limited.

## 3. Standards for All Members

### Education and Knowledge

ARF Collective may request a brief screening or discussion to assess an educator's subject comprehension, instructional approach, and alignment with proposed offerings. This review exists to ensure appropriate scope, learner safety, and quality of service. Screening is not a certification process and does not constitute formal credentialing or assessment.

### Observing Learning Barriers & Encouraging Support

In the course of working with learners, members may observe that a learner's engagement, comprehension, or progress is being impacted by factors beyond instructional content alone. Where appropriate, members may respectfully raise these observations with the learner, or with a parent or guardian when the learner is under 18, and encourage consideration of additional assessment or support through appropriate educational or professional channels.

Members do not diagnose learning disabilities, medical conditions, or mental health concerns, and do not provide clinical, therapeutic, or regulated advice. Any discussion is limited to observed impacts on learning and general encouragement to seek further support as needed.

If this issue ever arises, the following standard protocol is:

- Observed learning impact → supportive conversation → referral encouragement
- Notify Armina Rashid or ARF Collective about plans to have this conversation with the student and/or guardian
- Complete and sign a: Learning Impact Note

**Members are not required to initiate these conversations and should use their judgment when deciding whether to raise concerns.** Where they occur, these discussions exist solely to support learner success by helping individuals access appropriate tools or resources that may improve their ability to engage with learning. **These conversations are not intended to diagnose or label learners, but to encourage outreach for factors that exist outside instructional sessions yet impact learning within them.** Notification to ARF Collective and brief documentation of such conversations serve as protective measures for both the educator and the Collective.

### Intellectual Property & Authenticity

Members may sell or distribute only work they have the legal right to use and share. Plagiarized, stolen, or misrepresented work is strictly prohibited and may result in termination of membership.

## Regulated vs. Non-Regulated Offerings

Products and services must fall within non-regulated categories unless the member independently holds all required credentials and licences.

**Permitted examples include:** Handmade crafts or creative products. Recipes or cooking videos. Academic tutoring by degree-holding alumni. Baking workshops by licensed culinary professionals in inspected facilities. Asynchronous finance education by appropriately licensed professionals

**Prohibited examples include:** Sale of food products without food-handling compliance. Software or systems that store or process personal data. Instruction in regulated professional fields without credentials (e.g., medical, legal, insurance, financial, or therapeutic services)

## 4. Academic Tutoring Standards (Educators)

### Primary and Secondary Academic Tutoring (K-12)

Educators offering curriculum-aligned tutoring at the primary or secondary level must

- Hold a minimum of a high school diploma or GED
- demonstrate subject competence and alignment with applicable school curricula
- Tutor only within their demonstrated area of expertise

Instruction may include alternative explanations, supplemental examples, interdisciplinary connections, or references to higher-level concepts where helpful to support student understanding of required curriculum content.

**The goal of academic tutoring is to support comprehension, skill development, and mastery of curriculum-specific outcomes.** Academic tutoring does not replace formal school instruction, determine academic placement, or provide official assessment or credentialing decisions.

### Post-Secondary Tutoring Requirements

Educators offering post-secondary tutoring must:

- Hold at least a bachelor's degree or proper licensing from an accredited institution
- Have completed the course (or a substantially similar course)
- Tutor only within their demonstrated area of expertise
- Multidisciplinary degrees and minors may be taught within scope.

### Tax Treatment

- Curriculum-aligned tutoring services are **GST-exempt**
- Non-curriculum tutoring services are **taxable**

Examples:

- Grade 7 science tutoring → GST-exempt
- Computer Basics tutoring → taxable

## 5. Skills-Based Learning — Foundations for Everyday Life

### Why This Category Exists

Skills-Based Learning — *Foundations for Everyday Life* exists to address a growing gap in access to practical, non-academic skills that directly affect an individual's **quality of life, independence, and ability to navigate modern systems**.

While some of these skills were historically taught within formal education systems, rapid technological and social change has created uneven access across generations, backgrounds, and life circumstances. As a result, many community members require foundational support that is **not tied to grades, credits, or certification**, but is still essential to daily functioning.

This category was intentionally designed to provide **accessible, practical instruction** outside of rigid curriculum structures and subscription-based education models.

### What Makes This Category Different

Foundational skills-based learning is distinct from:

- Curriculum-aligned academic tutoring
- Creative or enrichment-based skill development
- Professional, clinical, or regulated instruction (outside of ARF Collective capacity - member exclusion applies)

These offerings focus on **how to function**, not how to credential.

Because these skills directly support accessibility and independence, they are:

- Offered at **lower, more community accessible rates**
- Classified as **taxable services**, allowing flexibility in delivery
- Open to a broader range of educators with relevant lived or practical experience

This structure exists intentionally. Treating foundational skills as taxable services allows ARF Collective to offer support **without imposing restrictive curriculum definitions**, while keeping services affordable and widely available to community members.

### Current Foundational Skills Offered

At present, ARF Collective offers foundational skills-based learning in:

- Computer Basics & Digital Literacy

- Planning & Organization

These offerings may support learners who are:

- New to technology or digital systems
- Returning to education or work after time away
- Managing multiple responsibilities
- Seeking practical tools to improve daily organization and access

## Computer Basics & Digital Literacy (Priority Offering)

ARF Collective is actively seeking educators to offer **Computer Basics & Digital Literacy**.

A computer science degree is **not required**. Many graduates and professionals possess sufficient competence to teach foundational computer skills, even if their primary field is not technology.

Topics may include:

- Basic computer and device use
- File organization and digital workflows
- Email and online communication
- Navigating essential platforms, services and apps
- Using technology as a tool for learning and daily tasks

Where appropriate and comfortable, educators may also include **ethical and safety-based discussions**, such as:

- Identifying scam or phishing emails
- Basic digital privacy practices
- Ethical and responsible use of AI tools

Instruction in this category is **informational and skills-based only** and does not constitute professional, clinical, or regulated advice.

## Planning & Organization

Planning and organization courses focus on **non-medical, non-therapeutic strategies** that support individuals in managing time, responsibilities, and competing demands.

Educators may draw on practical methods they have found effective in real-world contexts, including balancing work, education, and personal commitments.

These courses may support learners who experience challenges with:

- Time management (including scheduling and planner use)
- Task prioritization
- Motivation and follow-through
- Managing multiple obligations

Instruction remains skills-based and supportive, without diagnosing or treating medical conditions.

## Expansion & Approval Process

As educator capacity grows, this category may expand to include additional foundational life skills such as:

- Functional reading and comprehension
- Practical writing for everyday and professional contexts

All skills-based learning offerings require **prior review and approval** before being offered through ARF Collective. Proposals are submitted to **Armina Rashid** and reviewed to ensure:

- Alignment with ARF Collective values
- Appropriate scope and framing
- Safety and liability considerations
- Accessibility for community members

This process exists to **protect educators, learners, and the platform**, while maintaining flexibility and responsiveness to real community needs.

## Why This Matters

Foundational skills-based learning is a core part of ARF Collective's mission. It reflects a commitment to:

- Accessibility over exclusivity
- Practical support over credentialism
- Community needs over rigid systems

This category exists because thoughtful distinctions between taxable and tax-exempt services allow ARF Collective to operate ethically, transparently, and sustainably—while ensuring that essential life skills remain available to the people who need them most.

# 6. Platform Infrastructure & Revenue Structure

## Revenue Split

- Members retain **90%** of income earned
- ARF Collective retains **10%** for platform servicing
- No portion of the retained amount is an owner's draw

## Client-Directed Session Structure

ARF Collective does not operate on a subscription-based education model. Tutoring and educational sessions are structured based on client needs and preferences, including one-time sessions, short-term support, or ongoing recurring meetings. Session

frequency and instructional planning are determined collaboratively between the educator and the client, with educators responsible for maintaining clear communication regarding availability, expectations, and learning goals. ARF Collective supports this process by managing backend administration, including session confirmations where applicable, financial transactions, licensing and business agreements (where applicable).

## What ARF Provides (Platform Infrastructure)

ARF Collective provides shared infrastructure and licensed tools to support delivery, administration, and visibility of member offerings. These tools are **centrally managed by ARF** and are provided to reduce individual overhead while maintaining compliance, confidentiality, and platform integrity.

Provision of platform tools does **not** grant members independent login credentials or unrestricted access unless explicitly stated.

## Use of ARF-Licensed Tools

### Google Workspace & Google Meet

- ARF manages a licensed Google Workspace account used for:
  - Hosting virtual sessions and events
  - Scheduling ARF-managed meetings
  - Recording sessions where permitted
  - Generating automated transcripts (e.g., Gemini transcription)

Members do **not** receive personal ARF email accounts or ongoing Workspace login access.

Access to ARF-managed Google Meet sessions is provided through:

- Event invitations
- ARF-hosted session links
- Time-limited, purpose-specific access when required

Primary collaboration occurs through shared folders granted to members' own Google accounts as editors or contributors.

### Kahoot (Licensed Hosting Access)

- Educators create Kahoot content using their **own free Kahoot accounts**
- Educators may share Kahoots with ARF for hosting through ARF's licensed account
- Hosting through ARF enables access to premium features (e.g., higher participant limits)

Educators retain full ownership and intellectual property rights to their Kahoot content.

ARF Collective may archive shared Kahoots for internal record-keeping and historical documentation only. Archived content is not redistributed, sold, or reused without educator consent.

Archival practices for educator-created materials follow the same principles applied to creator products within ARF Collective.

## Design & Video Editing (Canva)

ARF Collective maintains licensed design tools (e.g., Canva) for **internal platform use only**.

Members are **not granted direct access** to ARF's licensed design accounts. This protects:

- Intellectual property
- Client confidentiality
- Existing contractual and NDA obligations

Where appropriate, ARF may offer **optional internal design or video editing support** for ARF-related content. Scope, availability, and timelines are determined on a case-by-case basis.

## Recording, Consent & Content Use

- Recording of 1-on-1 or group sessions requires:
  - Prior participant consent
  - A signed Recorded Meeting Acknowledgement Form
- Recordings are used for reference and documentation only
- Recordings are not sold, redistributed, or repurposed without consent

Creators and educators may, with prior notice, use ARF-managed recording tools to create business-related content (e.g., demonstrations or instructional videos). Such use must align with ARF policies and applicable safety, consent, and intellectual property standards.

## Member Folder Access & Collaboration

Each member is provided with a **dedicated personal folder** managed by ARF Collective. This folder is shared directly with the member's **preferred email account** and serves as the primary collaboration space between the member and ARF.

This folder may include, where applicable:

- Product or creation designs and descriptions
- Educational materials and session-related documents
- Invoices, reports, and administrative records
- Educator-specific student session folders

Access permissions are granted as follows:

- Members using **Gmail / Google Workspace accounts** may be granted **Editor or Contributor** access
- Members using **non-Google email providers** may receive **Viewer or limited access**, subject to platform capabilities

This structure ensures members have direct visibility into materials they share with ARF, while maintaining centralized management, data integrity, and compliance across the platform.

## 7. Payments & Invoicing

- Clients pay ARF Collective directly
- ARF provides reports to members
- Members invoice ARF for their 90% share
- GST is applied based on the member's registration threshold
- ARF issues a B2B invoice for the retained 10%

## 8. Membership Relationship & Next Steps

Members participate as independent contractors. Membership:

- Does not create an employment relationship
- Includes no guaranteed work or income
- Has no required hours or quotas
- May be paused or ended by either party with reasonable notice

If you are interested in joining ARF Collective:

- We begin with a conversation
- Review fit and proposed offerings together
- Confirm scope and expectations
- A **written and signed agreement is provided to confirm enrollment and membership status**

## 9. Closing Statement

ARF Collective is built on principles of accessibility, collaboration, and respect for professional labour. The platform is designed to support educators and creators in building sustainable, independent work while maintaining fair compensation, community affordability, and long-term growth as well as affordable access to community members wanting to learn, grow and improve their lives.

If you are interested in becoming a member of the ARF Collective, please contact Armina Rashid at [support@arfcollective.ca](mailto:support@arfcollective.ca) or call 403-604-9388.

This document represents **Version 2.1** of the ARF Collective Membership Proposal and may evolve as the Collective grows.