

0



**REGULATION 5/2017 ON**

**TUTORIALS FOR STUDENTS**

**AT UNIVERSIDAD SAN PABLO-CEU**

(Approved by the Academic Council

at its meeting of 27 September, 2017 and by the Trustees on 15 and 16 December, 2017)

PREAMBLE

Article 7.1 of Royal Decree 1791/2010, dated 30 December, approving the University Student Charter, develops the right of university students to receive advice and assistance from teachers and tutors, as stipulated under article 46.2 e) of Organic Law 6/2001, dated 21 December, on the university system.

The Rules of University Organization and Operation include in article 76 d) the right of students to “be assisted and guided in their academic studies by teachers and, particularly, by tutors”; and in article 76 m) to “have available academic, psycho-educational and care services, guidance and information promoted by the University, receive the advice and information needed to ensure a comprehensive education that allows them to become professionals with adequate scientific, technical and ethical preparation, and to develop as individuals, thus giving them access to the world of work.”

This tutorial function is therefore even more important in a university that aims to provide a comprehensive education for its students by means of personal attention involving continuous assessment of their academic performance, in accordance with individualized, pre-established and objective criteria and procedures.

Tutorials involve two interrelated aspects: first, the **strictly academic tutoring**, for which the students attend the teacher’s office voluntarily at the times stipulated in the Portal, and the teacher resolves any doubts on the subjects taught; and the **personal tutorials**, in which the students either come of their own accord or called by their personal tutor, attend the tutor’s office at the established time to address general aspects of their education, receive guidance on their academic situation and their decisions on how to deal with their studies and work, as well as any other matters of an academic or personal nature that the students themselves may wish to raise.

The tutorials thus acquire a great importance in terms of the education offered at Universidad San Pablo-CEU, both in its academic aspects and in the personal development of the students. They are of particular importance during the first academic year of the degree courses, given that the selective nature of this first year requires greater monitoring and guidance of students who have recently entered the University. Of course, this support for students cannot solely focus on the first year. The existence of limits in terms of the number of examination periods available for students in the different subjects of the degree also obliges the tutors of the following years to put all reasonable means they have available to ensure that as many students as possible can achieve the success they desire in their studies.

Given the above, there is a need to update and supplement the rules on how to operate tutorials at Universidad San Pablo-CEU, as approved by the Academic Council at its meeting on 7 March 2012, and modified 25 June 2014, introducing a distinction between the tutorials of a personal nature and those given for academic purposes or linked specifically to the subjects for which those giving the tutorials are responsible in their teaching load.

TITLE I. TUTORIALS: TYPES, CHARACTERISTICS AND ASSESSMENT

Article 1. On tutorials

* 1. There are two types of tutorials that must be held at the University to help students achieve the best academic performance:
     1. Personal tutorials: In this case students attend the tutor’s office at a set time to deal with general aspects of their education, receive guidance on their academic situation and their decisions on how to address their studies and work, and any other matters of an academic or personal nature that the students themselves may wish to raise.
     2. Academic tutorials: These tutorials are attended by students voluntarily and as often they want, at the times set by the tutor to attend the teacher’s office, clinic or laboratory to resolve any doubts that they may have with respect to the content of the syllabus of the subject taught, or any other matters linked to it. These academic tutorials may also be given remotely by e-mail or any other technological means made available through the University’s platform, such as forums, etc.
  2. The object of this Regulation is to regulate the personal and academic tutorials.

Article 2. The evaluation of tutorial activity

* 1. Personal and academic tutorials will be evaluated by the students receiving the tutorials, at least once a year.
  2. The results of the students’ evaluations of their personal tutors must be taken into account for the purpose of evaluating the teacher’s overall performance at the University.
  3. The academic tutorials will also be evaluated through the Teaching Quality Evaluation Surveys.

TITLE II. ON PERSONAL TUTORIALS

Article 3. Purpose of the personal tutorials

* 1. The purpose of the personal tutorials is specifically to attend to and guide students in everything that may contribute to improving their academic performance and future transition to employment and professional activity, encourage their participation in university life, as well as their cultural and human education.
  2. The personal tutorials must respond to the particular problems that concern the students most because of their frequency and importance, and they have to be enhanced at three key moments of university life:
     1. On entering the University: guiding students in their incorporation into their new academic life, in their future studies, in what the University demands of them, and other aspects.
     2. During their studies: looking at the possible alternatives that arise while they are at university (receiving cross-curricular information on the degree, the academic structure of the teaching, academic results, curricular pathways, private university diplomas, double degrees, mobility, practicals, postgraduate studies, etc.).
     3. At the end of their studies: guidance for entering employment and the professional world, providing students with any contact with university bodies that may give them information beyond what the tutor can provide.
  3. Among the specific objectives of the personal tutorials are:
     1. Academic advice
     2. Guidance of a cross-curricular nature on degree courses
     3. Information on curricular pathways
     4. Personal and cultural guidance
     5. Guidance for postgraduate education where necessary
     6. Vocational guidance
     7. Advice on the rules for continued student status, grants, assistance and work experience
     8. Assistance for students to get the most out of their efforts
     9. Stimuli for self-improvement and a sense of responsibility
     10. Teaching how to learn and resolve situations that arise for students in their university life and in any area that may impact it and their academic performance
     11. Encouraging the students’ integration through participation in extra-curricular activities
     12. Enhancing students’ holistic and humanist education
     13. Putting students in touch with the university authorities to which they have to appeal to resolve any problem or situation that exceeds the powers of the academic tutor

Article 4. Frequency of the personal tutorials

* 1. The personal tutorials are given through one-off and/or scheduled interviews. The tutor will organize his or her tutorials for students according to the teaching schedule and help them to achieve the planned objectives rigorously and effectively.
  2. The tutor will telephone the tutored students individually at least twice during the academic year:
     1. In the first month of the academic year; and
     2. In the week following the publication of the grades for the first ordinary examination period of the year.
  3. Notwithstanding the above, it is up to the tutors to call the tutored students as often as they consider necessary to meet the objectives of the tutoring process.
  4. At the start of the year the personal tutor must make available to the students via the corresponding Portal the timetables for personal and academic tutorials. The number of hours that the teacher must dedicate to academic and personal tutorials is stipulated in article 8.1 of this regulation.
  5. Students may request a tutorial as often as they consider necessary. Once the request has been received by the tutor, the student must be given a date for the tutorial within a week.
  6. The tutor must provide written evidence on the Teacher’s Portal for each tutorial activity carried out, highlighting the basic aspects covered that are not strictly confidential: teacher’s portal/tutorial activity/information on students tutored.
  7. The personal tutorials must be given during the whole period of the student’s university studies, but the tutorials for first-year students are particularly important, given that new students do not know:
     1. the usual dynamics of a university;
     2. the rules for continuous student status, which require the students to meet certain minimum requirements for progressing to the second year, with the tutor as a basic support for helping the student achieve this objective.
  8. A special monitoring through tutoring of students taking exams in the third or fourth examination period for a particular subject, or who have to take more than two subjects in special examination periods during their studies, even if they are at different times in their degree course.
  9. In the case of the students referred to in sections 4.7 and 4.8 above, whose future at the University is at risk, the personal tutor must draw up a brief report on each student in December, March and June, and submit it to the corresponding Degree Programme Coordinator, so that the latter can discuss the situation with the Dean’s Team at the Centre.

Article 5. Functions of the Personal Tutor

* 1. In general, the personal tutor has to receive all the information required from the teachers of the tutored students and adopt the appropriate measures to ensure the success of their academic studies. To do so, the teachers must inform the personal tutor where possible about those students who do not normally attend the class. In classroom postgraduate courses an analysis will also be carried out on students whose attendance levels are so low that they are likely not to achieve their proposed objectives, with the aim of offering possible solutions.
  2. Once the information is received, the personal tutor must contact the students who accumulate unjustified absences from class to discover the reasons for them and to implement the appropriate means to ensure they do not occur in the future.
  3. The personal tutor must notify the governing bodies of the College or School and the coordinator of the degree programme of all the aspects he considers relevant to the education of the students, as well as any other information that can help provide knowledge of the indicators that are contrary to the proper development of university studies.
  4. In the first academic year of the degree course, the personal tutor will dedicate particular attention to helping students to transition and adapt to university studies.
  5. The personal tutor will assist and guide students individually in their learning process. In particular, the tutor will provide guidance on organizing their working time and acquiring the best method of study for the degree course, and pass on precise information on the structure, scheduling and purpose of the university studies, as well as the curricular pathways and quality indicators established by the University. The personal tutor will also attend to the specific cases of the students with disabilities and special educational needs, in coordination with the person responsible at the University for these matters.
  6. In the final years of the Degree programme, and in particular in postgraduate courses, the activity of the personal tutor must (without neglecting the provisions of point 5.5 above) focus on preparing future access to professional activity, in collaboration with the bodies and services established for this purpose by the University.
  7. If a serious personal or academic situation arises, the tutor will, on agreement with the Dean or Director of the School, only inform the parents who pay the educational costs of their children who are of legal age (this information must be notified to the Economic Management, by the governing bodies of the School), with respect to attendance at regulated academic activities, as well as their grades, for the purpose of legally recognized legitimate interest that prevails over the right to privacy and the protection of personal data. As the students in question are of legal age, the personal tutor may only have recourse to this alternative in exceptional cases and will aim to ensure that it is the students themselves who take the initiative, particularly in the case of postgraduate students.
  8. If for financial reasons a student cannot access his or her grades, the tutor must consult the Dean’s Office with respect to the appropriateness of providing the information on the academic results demanded by the tutored student, on authorization from the Management.

Article 6. Assignment of Personal Tutors

* 1. At the start of each academic year, and no later than 20 days after the start of classes, the Office of the Registrar at each centre will assign a personal tutor to each enrolled student. In the case of postgraduate students, the student’s personal tutor is the Director of the Master’s Degree Programme or its coordinator(s) and those responsible for each subject, as well as the teachers that the director appoints for this purpose, if they teach at the University.
  2. Each personal tutor must have a specific number of tutored students that varies according to their teaching load at the University and the teaching resources available in the corresponding centre.
  3. The number of students per tutor will as far as possible be between 10 and 15. In exceptional cases the number may be increased, or teaching assistants or other collaborators in the centre may be used for this job, under the supervision of a full or half-time teacher at the University.
  4. In general, at least in the first academic year, the personal tutor will be the student’s teacher, and preferably of a class given in the first semester.
  5. Students may ask to change their personal tutor by applying to the Dean or Director of the School, on reasonable grounds. In these cases, the tutor requested by the student must accept the position and the previous tutor will be notified of the end of tutorials with the assigned student. In the case of refusal, the assigned tutor will be maintained.
  6. Similarly, a personal tutor may request changes in the tutoring of students to the Dean, who depending on the circumstances involved, will request the Registrar’s Office at the Centre to resolve the reassignment of students.
  7. The Centre’s governing bodies, in particular the coordinators of the degree programmes and of the academic year, are responsible for ensuring that the teachers assigned to tutorials comply with their duties in this respect.
  8. The members of the Standing Committee of the Academic Council are excluded from performing personal tutorial work during the period of their mandate. The remaining members of the University’s governing bodies may have a smaller number of tutored students than those corresponding, in accordance with their workload.

TITLE III. ON ACADEMIC TUTORIALS

Article 7. Purpose of academic tutorials

* 1. All teachers at both graduate and postgraduate level are obliged to give academic tutorials for the students enrolled in the groups of subjects they teach, either individually or in groups, if the group requests it or the tutor considers it appropriate.
  2. The specific basic objectives of academic tutorials are as follows:
     1. Clarification of the concepts explained in the classroom.
     2. Guidance in practical cases and in work and analysis of the results obtained.
     3. Review of exercises, projects and classroom work.
     4. Review of practicals and other tests.
     5. Guidance for students to help them progress in the process of learning the subject.

Article 8. Timetable for tutorials and attention to students

* 1. The academic tutors must inform students through the corresponding course platform and subject course guide, of the timetable for the tutorials, their location and e-mail address.

The weekly hours dedicated to tutorials, whether academic or personal, will depend on the working hours of the university teacher.

A full-time teacher must dedicate 6 hours a week; half-time, 3 hours; and part-time at least 1 hour.

* 1. Students may contact the tutor either directly at the tutor’s office in the set tutorial times, or by request via e-mail or at the address given in the course guide and in the Students’ Portal.
  2. If a student addresses a teacher by e-mail, the teacher must try to respond in the same way as soon as possible, and either directly resolve the student’s doubts, where possible, or set up an appointment with the student for a personal tutorial to do so. The response to a request by the student must be within a maximum of three working days from receipt of the e-mail.
  3. The teacher does not have the obligation to respond immediately to the questions raised by the students by e-mail at weekends or in non-academic periods.
  4. The teacher may not use e-mail or another type of remote communication tools to notify students of their grades.
  5. The monitoring of academic tutorials by the teaching staff is the responsibility of the director of the department of which the teacher is part.
  6. The University will not respond to complaints or claims by students with respect to a breach of this article by tutors if the method of contact used by them is other than personal attendance at the office within tutorial hours or e-mail.

Article 9. Academic tutorials for reviewing exams or other continuous assessment tests

9.1. Within their academic tutorials, students may request a review of their exam, portfolio, essays, presentations, practicals, or any other continuous assessment tests. This type of review is subject to specific regulations.

TITLE IV. DATA PROTECTION

Article 10. Duty of confidentiality and data protection

* 1. Tutors have a duty of confidentiality with respect to the information they receive from students during their tutorial work derived from the provisions of this Regulation.
  2. The handling of student information to which the tutor has access must respect the provisions of Organic Law 15/1999, dated 13 December, on Protection of Personal Data, and its implementing regulations.

Repealing provision

All the provisions of equal or lower rank that contradict this Regulation are hereby repealed, in particular the *Rules on Academic Tutorials*, approved by the Academic Council at its session of 7 March, 2012, and modified on 25 June, 2014.

Final Provisions

**One.** For effects of tutoring on the evaluation and development of the Teaching and Research Staff will be governed by the provisions of the Teaching Regulation+CEU, approved by the Trustees on 7 July, 2017 (sections 2.2 and 5.3 and Annexes I and II).

**Two.** The Rules on the “Rights and Duties of the Academic Tutor”, applicable to students’ work experience, approved by the Permanent Committee of the Governing Board at its session on 27 September 2016, will supplement this Regulation in everything that does not contradict it.

**Three.** Any breaches of this Regulation shall be subject to the requirement for responsibility derived from it, in accordance with the regulations of the disciplinary regime applicable to the teaching staff, as well as the students of Universidad San Pablo-CEU.

**Four.** This Regulation enters into force on the day following its approval by the Trustees.