REGULATION 2/2021 ON TUTORIAL SUPPORT FOR STUDENTS AT UNIVERSIDAD CEU SAN PABLO

Approved by the Board of Trustees of Universidad CEU San Pablo at its meeting on 10 December 2021 and by the Governing Council at its meeting of 17 November 2021

STATEMENT OF PURPOSES

Article 7.1 of Royal Decree 1791/2010 of 30 December, approving the Statute of the University Student, develops the right of university students to advice and assistance by professors and tutors, provided for in article 46.2 e) of Organic Act 6/2001 of 21 December, on Universities.

In the same way, in paragraphs d) and m) of article 76 of the Rules of Organisation and Functioning of the University, reflects the right of students to 'be attended and guided in their academic studies by professors and, especially, by tutors'. It also sets out students' right to 'access the academic, psycho-pedagogical and support services, guidance and information services promoted by the University'. They are entitled to the provision of the necessary guidance and information 'to achieve a comprehensive training that allows them to become scientifically, technically and ethically prepared professionals, and to progress as individuals, in a way that facilitates their entry to the job market'.

For its part, article 4, paragraph f) of the Student Regulations of Universidad CEU San Pablo establishes that students have the right 'to be assisted and guided in their academic studies by professors and, especially, by tutors. In particular, to receive personalized guidance and tutoring during the degree to facilitate adaptation to the university environment and academic performance, as well as in the final phase of the Bachelor's and Master's degrees, in order to facilitate employment, professional development, the continuity of their university training and the initiation to research.'

This tutoring function is, if possible, more important in a University like CEU San Pablo that pursues, through personalized attention, the comprehensive training of its students, through a continuous assessment of their academic performance, according to individualised, pre-established, and objective criteria and procedures.

University tutorial service has two interconnected approaches: at one end, **purely academic tutoring**, which offers students professors' personalised support in order to answer questions about the courses they teach respectively; and, **mentoring**, where students will meet with their tutor to seek academic guidance and advice on the decision-making process related to their studies and career. They can also address other topics of academic or personal nature that may come up. Mentoring may be carried out whenever students wish to do so or by call of their respective tutors.

Thus, tutoring bear great relevance in the teaching of the Universidad CEU San Pablo, both from an academic and personal development point of view. They are primarily essential during the first year of degree programmes, due to the selective nature of this first year, which entails a more rigorous follow-up and a continuous guidance to students who access University for the first time. However, this support should not only focus on the first year. During the following years, tutors should provide students with all available means to enable the largest possible number of them to achieve the desired success in their studies, with special attention on those who have used up several calls in their courses, with the corresponding risk that this entails for their permanence at the University.

Since the World Health Organisation declared the COVID-19 pandemic on 11 March 2020, the Spanish Government ordered mobility limitation and social distancing in the social and work environment. Under these circumstances, universities were forced to interrupt on-campus activities and switch to online teaching. In light of this sanitary emergency, Universidad CEU San Pablo has carried out an important digital transformation process which has allowed the University to quickly adapt to an online teaching system and to implement adapted attendance, blended and hybrid learning.

In this regard, on-campus tutoring was halted, implementing an online tutoring system. Its aim is to support students throughout their academic journey during the difficult circumstances they have to face nowadays. The current situation requires the successful combination of in-person and online tutoring for students, taking advantage of technological innovations in order to achieve tutorial service's essential aims.

Consequently, it is necessary to update and complete Universidad CEU San Pablo regulations on tutoring performance, approved by the Board of Trustees at its session held on 15 and 16 December 2017, with the aim of including the online alternatives in the fulfilment of tutoring activities.

CHAPTER ONE

Classes and tutoring assessment

Article 1. Tutorial support

1. There are two types of tutoring provided at the University by the school:
    a. Mentoring: Through them, students receive personalised support from their tutor to discuss general aspects of their training. They also receive guidance regarding their academic situation and decision-making in relation to their studies and professional future, as well as other issues, of academic or personal nature, that may arise. In those cases, in which the tutor notices that students may be experiencing personal difficulties, the tutor will offer them the possibility of contacting the University Guidance Service, SOU (sou@ceu.es), in order to receive psychological support.
    b. Academic tutoring: Through the academic tutoring, students will be able to count on their professors' support to answer any questions related to the subject taught by each professor, outside class hours. In those cases, in which professors notice that students may be experiencing academic difficulties, they will inform the tutor, who will offer students the possibility of contacting the University Guidance Service, SOU (sou@ceu.es), with the aim of receiving assistance to improve their academic performance.
2. The purpose of this Regulation is to standardise mentoring and academic tutoring.

Article 2. Assessment of the tutoring activity

1. Mentors will be assessed by their supervised students at least once a year. Academic tutors will be assessed by their students in the semester or semesters they teach.

2. The outcome of the assessments carried out by the tutored students on their mentors will be taken into account for the purpose of overall results of the professor's activity at the University.

3. Academic tutoring will be assessed through School Assessment Surveys.

CHAPTER TWO

Mentoring

Article 3. Aims of mentoring

1. The aim of mentoring is supporting and guiding students, encouraging the improvement of their academic performance and their employment. Additionally, it seeks to enhance student participation in the university life and help them in the development of their cultural and human training.

2. Mentoring will essentially focus on solving problems that worry students because of its frequency and intensity. This mentoring is particularly important in three key stages of students' university life:

a) When they Access University: mentoring focuses on guiding them in the entry to their new academic life, on choosing their studies, and on providing them with information about University regulations which are applicable to the development of their academic activity, specially the selection criteria for the first academic year.
b) During their academic journey: mentoring will focus on advising students about possible choices that may show up and providing transversal information about the programme, the academic structure of the courses, academic results, curricular study plans, exclusive programmes, simultaneous programmes, mobility, internships, and postgraduate studies, among other matters.
c) At the end of students' academic training, mentoring specially aims to offer students guidance to enter the job and professional market, bringing students into contact with university services, if necessary, to provide students with more detailed information.

3. The specific aims of mentoring are the following:

a) Academic counselling.
b) Transversal guidance on degree programmes.
c) Information about curricular study plans.
d) Personal and cultural guidance.
e) Guidance on postgraduate studies.
f) Professional guidance.
g) Advise on rules concerning the continuity at the University, scholarships, financial aid and external internships.

h) Counselling to achieve a better academic performance.
i) Motivate students to overcome their academic challenges and encourage their sense of responsibility.
j) Provide students with tools to handle university life situations, and situations of any other nature, which may have a negative impact on their academic performance.
k) Encourage students' integration through their participation in university activities.
l) Strengthen students' comprehensive and humanistic training.
m) Put students in contact with university services that they can resort to address a problem or situation that exceeds the tutor's competences.

Article 4. Regularity of mentoring

1. Mentoring will be carried out through occasional and/or scheduled interviews. Professors will organise their tutorial support to students in a way that fits their teaching programmes and contributes to achieving the aforementioned aims rigorously and with efficiency.

2. Tutors will meet their tutored students individually at least three times during the academic year:

a. During the month when students start the academic year.
b. During the week following the publication of S1 Examination Session grades.
c. Halfway through the second semester of the academic year.

3. Notwithstanding the foregoing, it is at the discretion of the tutors to call students as many times as they consider necessary to fulfil the aims of students' mentoring.

4. Additionally, students may request a mentoring when they deem it necessary. They may submit the request by email or in person. Once tutors have received the request, they must call the student within a maximum period of a week.

5. Tutors must leave a record of the mentoring activity in the online platform highlighting the main aspects addressed in the mentoring, leaving out strictly confidential information.

6. Mentoring support must be carried out during the entire time the student remains enrolled at the University.

Article 5. Role of the mentor

1. In general, mentors shall request the necessary information from professors who teach their tutored students to enable them to adopt the appropriate measures for the successful completion of the students' academic activities.

2. Professors must also inform the mentor about those students who do not regularly attend their lessons. Once this information has been received, the mentor shall contact those students who accumulate unexcused absences, to find out the reasons for the absences and try to put in place the appropriate means to ensure that they do not continue to occur. In in-person postgraduate programmes, the case of students with such repeated absences will likely prevent them from achieving the proposed objectives. Therefore, such cases shall also be

analysed, and possible solutions shall be put forward, with the postgraduate programme mentors contacting these students.

 3. In mentoring, mentors shall individually advise and guide students in their learning process. In particular, they shall advise students on the organisation of their work time and the implementation of an adequate study methodology according to their programme. Tutors shall provide them with precise information on the structure, the progressive teaching programme, and objectives at the University, as well as the curricular study plans, and quality indicators established by the University. The mentor will also look after the specific requirements of students with special academic needs, in coordination with the head of the Special Educational Needs area and the Psycho-pedagogical Counsellor of the University Guidance Service.

4. In the final years of the degree and, in particular in graduate programmes, mentors' agenda shall focus, without detriment to what is stated in the previous paragraph, on students' training for their future access to professional life, all in collaboration with the bodies and services established for this purpose by the University.

5. Mentors shall notify every aspect they deem relevant about students' training to the governing bodies of their School or Institute and the Director of the Programme, as well as any other information that allows a better understanding of the causes that hinder the proper development of their university studies.

6. Regarding first-year students, as well as those who are carrying out the third or fourth call in one or more courses; their mentors shall prepare a brief report on each of them in December, March and June which shall be referred to the Director of the Degree. These reports will be analysed together with the School Decanal Team. Those students who are at risk of selective and last calls will be referred to the University Guidance Service in order to receive support to try to redirect their situation.

7. In the event of a serious circumstance, of a personal or academic nature, the tutor, in agreement with the Dean or Director of the School, may inform the parents who bear the educational expenses of their children of legal age – information that must be consulted to the Management, by the governing bodies of the School or Institute – about their attendance at the regulated academic activities, as well as about their qualifications, for the sake of a legally recognized legitimate interest and that prevails over the right to privacy and data protection of the latter. As they are students of legal age, the personal tutor will only resort to this alternative in exceptional cases and will ensure that it is the student himself who takes the initiative, especially in the case of graduate students.

8. In the event that, for economic reasons, students cannot access their grades, the mentor must consult the Deanery about the convenience of providing the academic results information requested by the student, with the prior authorisation of the Management.

Article 6. Mentor Assignment

1. At the start of the academic year, the Academic Secretariat or the person from the Decanal Team appointed by each School will assign a mentor to each enrolled student. The role of mentors will be assigned to full-time or part-time University permanent teaching and research

personnel and, under no circumstances, shall students be assigned to Associate professors. In graduate studies, the student's mentor shall be the Director or Coordinator of the Master's degree, or the people responsible for each course and professors that the Director appoints for this purpose, providing that they are University professors. First-year tutored students shall preferably be assigned to teaching and research personnel who are currently teaching during this academic year and who specifically teach the abovementioned students. At the end of each academic year, those who do not express their wish to remain with the same mentor shall be transferred to teaching and research personnel from higher years, within the limits established in Article three of this article. Their new mentor shall be selected preferably from their own professors.

2. Each mentor will be responsible for a number of tutored students, which shall change according to their dedication to University and to the existing teaching resources of the Centre concerned.

3. Each professor shall have a minimum of 10 and a maximum of 15 tutored students. The number of tutored students shall be modified in exceptional cases.

4. The student may request the Dean or Director of the School, in a reasoned manner, the change of mentor. In these cases, acceptance by the tutor requested by the student will be necessary and the previous tutor will be informed of the withdrawal of the mentorship of the student assigned to him. In case of refusal, the assigned tutor will be maintained.

5. Likewise, mentors may request changes in the tutoring of students to the School Dean or Director who, in view of the circumstances, will ask the Academic Secretary of the Centre to decide on the reassignment of students.

6. It is the responsibility of the Centre's governing bodies, especially the Degree Directors, to ensure that the school carry out their assigned mentoring.

7. All permanent professors will have tutored students. Members of the Standing Committee of the Governing Council may be exempted of liability during the validity of their term. The remaining University governing bodies may have a smaller number of tutored students than would correspond to them, according to their position.

CHAPTER THREE

Academic tutoring

Article 7. Objectives of academic tutoring

1. Both undergraduate and postgraduate professors are obliged to attend the academic tutoring of students enrolled in the groups of their courses, individually or collectively either if the group so requests or if the tutor considers it appropriate.

2. The specific objectives of academic tutoring are the following:

   a.   Explanation of concepts taught in class.

b. Guidance in case studies, assignments, and analysis of the obtained results.
c. Revision of exercises, projects, and class assignments.
d. Revision of assignments and other tests.
e. Guidance to encourage students to improve in the learning process of the course.

3. The monitoring of the academic tutoring performance by teaching staff is the responsibility of the professor's Department Director.

Article 8. Academic tutoring for the revision of exams or other continual evaluation tests.

In academic tutoring, students may request the revision of exams, portfolio, essays, presentations, assignments, and any other continual evaluation test. These revisions are subject to their specific regulations.

CHAPTER FOUR

Common provisions to academic tutoring and mentoring

Article 9. Tutoring and student support hours

1. Academic tutors and mentors shall inform through the ad hoc platform about the tutoring hours, location, and email address. The number of hours dedicated to mentoring and academic tutoring will depend on how much time professors dedicate to the university. Full-time professor must dedicate 6 hours solely for academic tutoring. In the case of part-time professors, they shall dedicate between 1 and 3 hours for that purpose, in proportion to their work hours.

2. If the student requests mentoring or academic tutoring by e-mail, the professor shall respond by the same means with the utmost diligence, directly resolving the student's doubts, or by arranging a in-person tutoring session. Students shall receive the tutor's reply within a maximum of three working days since the receipt of student's email.

3. Professors are not obliged to respond immediately to students' questions by email on non-working days (weekends and public holidays).

4. Professors may not use e-mail or other remote communication tools to notify the grades obtained by the student.

Article 10. Digital or online tutoring

1. Tutoring will be preferably carried out in-person; however, they may be carried out online if students cannot attend in-person meetings for justified reasons.

2. Mentoring or academic tutoring shall be carried out online when students request the exemption of in-person attendance and have been authorised by the University to carry out the online lessons.

3. To this end, a digital tutoring hour shall be established, both personal and academic, to attend to the doubts and questions of those students who use this teaching modality, either

synchronously or asynchronously. In the latter case, a timetable appropriate to the student's time zone shall be established.

4. Online tutoring will be carried out through the platform Microsoft Teams, or the existing platform intended for this purpose at University.

5. Students must respect the image rights of professors, the University and, thus, of the Fundación San Pablo-CEU. Therefore, digital tutoring cannot be recorded and by no means saved or disseminated. Students' non-compliance with this obligation will be considered a serious or very serious misconduct and it will be penalised in accordance with the provisions of Universidad CEU San Pablo Regulations concerning Students.

CHAPTER FIVE

Data protection

Article 11. Duty of confidentiality and data protection

1. Tutors have a duty of confidentiality with regard to the information they receive from students in the exercise of their tutorial support, derived from the provisions of these Regulations.

2. The processing of student information to which the tutor has access must respect the provisions of the Data Protection regulations.

Sole repealing provision. Regulatory repeal

All provisions of equal or lower order violating this Regulation and, especially Regulation 5/2017 on tutorial support to students at Universidad CEU San Pablo (approved by the Governing Council on 27 September 2017 and by the Board of Trustees on 15 and 16 December 2017), are hereby repealed.

Final provisions

First. The effects of tutorial support on the assessment and development of the teaching and research personnel will be governed by the provisions of the Docentia[+CEU] Regulations, approved by the Board of Trustees on 7 July 2017 (Articles 2.2 and 5.3 and annexes I.a and II).

Second. Rules concerning the 'Rights and Obligations of the Academic Tutor', applicable to external academic internships, approved by the Standing Committee of the Governing Council at its session on 27 September 2016 will complement the present Regulations in all respects that do not oppose to it. This regulation shall be supplementary in so far as not provided for in the rules.

Third. Failure to comply with this Regulation will be subject to the liability that derives from it, in accordance with the disciplinary rules applicable to the School, as well as to the students of Universidad CEU San Pablo.

Fourth. This Regulation becomes effective the day preceding its approval by the Board of Trustees.