

Tutorial

Action

Plan

Faculty of Chemistry

v. 5 .0 (Approval by Faculty Board: 27/09/2024)



UNIVERSITAT ROVIRA I VIRGILI



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1. Context

Within the framework of the strategic plans of the URV and the Faculty, tutorial action is prioritized with the aim of providing students with the necessary assistance and guidelines to help them integrate into the University and improve their academic development. Consequently, the Faculty of Chemistry has drafted and put forward the Tutorial Action Plan (hereinafter, TAP), and has implemented a specific student orientation process (PR-FQ-013 Student orientation) within its Internal Quality Assurance System (SIGQ).

Since the 1998-99 academic year, all new students entering the Faculty of Chemistry have been assigned a personal tutor. As a result of the experience of this initial period of tutorial action, in 2009-10 the TAP was implemented for the Bachelor's Degree in Chemistry and the Bachelor's Degree in Biochemistry and Molecular Biology, and since then has been subject to various improvements.

2. Conceptual framework

Academic tutoring, as defined by the URV, is a formative, guiding and comprehensive process carried out by university teachers with the aim of guiding the student in their educational process. One or more university teachers, in the role of tutor, accompany the student from the moment they enter the University until they finish their studies, especially at those times when they have to make decisions. Its transversal nature across different subjects and courses differentiates it from the personalized attention that students receive for each subject ¹.

Tutoring covers a range of areas including:

- Information about the university, the faculty and the studies taught there.
- Training.
- Academic guidance.
- Career guidance.
- Academic progress of students.
- Continuous evaluation.
- Monitoring learning outcomes.
- Decision making.
- Conflict resolution.

The Tutorial Action Plan of the Faculty of Chemistry includes the actions taken by the faculty to provide students with the support and tools necessary so that they can successfully achieve the academic, personal and professional goals set for them by the University.

In practice, tutorial action is broken down into three main types, namely individual tutorials and course (or group) tutorials, both of which are carried out by members of the dean's team, professors/tutors and faculty coordinators, and tutorials carried out by student-mentors to newly admitted students.

¹ Source: URV Teaching Regulations (<https://www.urv.cat/ca/universitat/normatives/>).



3. Recipients

Academic tutoring is intended for students with the following profiles:

- Bachelor 's degree students, including new and existing students and those who are reaching the end of their degree courses.
- Mobility students.
- Dual Mention students on the Bachelor's Degree in Chemistry.
- Master's degree students.
- Students with special educational needs.

4. Tutorials

In the current model, three types of tutoring are defined:

4.1. Group tutorials:

The main information and monitoring meetings are carried out through group tutorials aimed at the student groups mentioned in section 3. The number and nature of these meetings varies depending on who they are aimed at, and they involve course tutors and other teachers from the faculty (Dean, Vice-Dean, degree coordinators, mobility coordinator, TFG coordinator...). Some of the group tutorials are attended together by students from all the bachelor's degrees.

4.2. Individual tutorials:

All students registered in the faculty are distributed among the full-time professors of the Faculty of Chemistry. Depending on the availability of the professors, students registered for the Bachelor's Degree in Chemistry (Catalan and English lines) may be assigned preferentially to professors from the departments of Physical and Inorganic Chemistry or Analytical Chemistry and Organic Chemistry; and students registered for the Bachelor's Degree in Biochemistry and Molecular Biology and the Double Degree in Biotechnology and Biochemistry and Molecular Biology may be assigned preferentially to professors from the Department of Biochemistry and Biotechnology.

Master's degree students can contact the coordinator to resolve academic issues. The coordinator may decide to assign other professors as tutors.

The nature of individual tutoring is optional, and will depend on each student's needs throughout their degree. The teacher-tutor can call meetings with their student at their discretion, or it may be the student who requests an appointment with their tutor in order to review their academic results, answer questions or make plans. Individual tutoring includes those that the tutor gives in a joint meeting with more than one of their students.

4.3. Mentoring:

During their first year, all students admitted to a bachelor's degrees will be assigned a student-mentor who will preferably be a 3rd or 4th year student on the same degree as the new student. To help them carry out their meetings, the student-mentors will have a guide drawn up by the TAP coordinator and available on the Virtual Campus. In addition, the TAP coordinator will meet with the mentors to inform them how mentoring functions and is evaluated.



5. Implementation of tutorials

The main aspects relating to tutorials are described below.

5.1. Group tutorials

A calendar of in-person group tutorials will be announced through the faculty's communication channels, preferably in the "GENERAL CLASSROOM. Faculty of Chemistry" and the "COMMON FACULTY TUTORIAL AREAS FQ" parts of the Virtual Campus, which students may attend as they see fit. The first scheduled meeting is on the University Life Initiation Day, which takes place in September before the start of undergraduate classes. New students are informed about this through a specific welcome email.

In these meetings, the course tutors record attendance and then write a brief report that they will deliver to the TAP coordinator, except in the case of the meeting on University Life Initiation Day (JIVU), which has a more specifically defined program and where it is not considered necessary.

Below is an example of a course tutorial schedule for students in a degree program at the faculty.

Group tutorials (GT), bachelor's students

The details of the meetings and approximately when they will be held are specified below, as are the participants who will lead them.

The shaded cells correspond to tutorials common to all degrees in the Faculty of Chemistry.



1st year	GT 1.1 - September	GT 1.2 - midway through 1st semester	GT 1.3 – start of 2nd semester
Topics	University Life Initiation Day (JIVU)	Initial feelings. Difficulties.	Initial meeting with mentors. Performance.
Participants	Dean's team. 1st year tutor.	1st year tutor.	1st year tutor.

2nd year	GT 2.1 - midway through 1st semester	GT 2.2 - midway through 2nd semester
Topics	Citizenship (GCC ²). GQUI pre-requisites. Follow up.	Citizenship. GQUI pre-requisites. Extracurricular PE. Follow up.
Participants	Coord. Citizenship+GCC ² . Tutor/a 2nd year.	Coord Citizenship. Tutor/a 2nd year.

3rd year	GT 3.1 – start of 1st semester	GT 3.2 - midway through /end of 2nd semester
Topics	Mobility.	Degree mentions. PE and Bachelor's Thesis. Follow up.
Participants	Mobility coordinator. Degree coordinator. 3rd year tutor.	Coord. degree Coord. dual GQUI. Bachelor's Thesis Coord. and PE. 3rd year tutor.

4th year	GT 4.1 - end of 1st Q
Topics	Presentation of FQ masters.
Participants	Coord. of the FQ masters. D or VD ³ FQ.

² Green Chemistry Conference.

³ D: Dean; VD: Vice-Dean.



5.2. Individual tutorials

Individual tutor-student meetings allow the focus to be on more specific aspects of each student.

5.3. General aspects to work on during the tutorials

In general, the aspects worked on in both group and individual tutorials are described below.

a) Tutorials for new students entering Bachelor's degrees

- The first scheduled meeting corresponds to the University Life Initiation Day (JIVU), which takes place during the month of September, before undergraduate classes begin.
- During the first month of classes, at the request of the students, tutors can hold a tutorial session to determine their feelings towards the Faculty detect any academic or methodological problems and guide them on how to solve the problems detected.
- During the class period, tutors will arrange tutorials with their students through the e-tutoring space of the Virtual Campus, or via email.
- At the beginning of the second semester, tutors, together with the students, will analyse the students' grades and plan the academic activities of the second semester.
- The tutors will monitor those newly admitted students who, after completing the first semester, have not passed more than 12 credits. They will analyse, together with the students, the reasons for these poor results and thus try to reduce, wherever possible, the dropout rate among these students.
- The tutors will also contact those students who decide to leave the degree during the first year in order to find out why they have left and to analyse, together with the students, whether they might be convinced to change their minds. To identify these students, tutors can use the reports prepared by the student-mentors.
- The tutors will also provide special follow-up in the 2nd year pre-registration tutoring session to those students who have failed a significant number of credits in the 1st year, in order to remind them of the URV's registration regulations and to prevent them from enrolling in an excessive number of credits which could lead to them dropping out of the Degree due to the cost involved.

All students admitted to the faculty will have a student-mentor assigned to them during their first year. The student-mentor will preferably be a 3rd or 4th year student on the same degree in which the new student has registered. Mentoring is voluntary and is part of the activities offered during the degree subjects entitled Citizenship and Interdisciplinary Seminars.

There is a guide for student mentors, which specifies the aspects of the task to be carried out.

Among other actions, the student mentors will:

- Invite the tutored student to a minimum of 4-5 meetings during the academic year, preferably once a month between October and May.



- Provide written evidence to the coordinator of the Tutorial Action Plan and the corresponding tutor of the support provided during the meetings, the topics discussed, etc.

The Vice-Dean of the Faculty of Chemistry will coordinate the tutorials given by the tutors and student mentors.

b) Tutoring for bachelor's degree students (2nd or 3rd year):

- At the request of students, tutors may meet the students they tutor before registration to review their academic record, consider the students' proposed choices of subjects and answer any questions regarding this issue. The tutors will offer guidance to the students, although their recommendations will be non-binding.
- During the teaching period, tutors will establish a place and timetable when they will be available to meet with their students. This will be within the teacher's normal working hours.
- At the beginning of the second semester, tutors will analyse the students' grades and any other academic aspects and plan the academic activities for the second semester.

Degree students will complete the institutional survey called "Degree Evaluation" which provides useful information for defining the objectives and actions of the TAP.

- **Group tutorial for mobility students:**

Mobility students will be tutored by the mobility coordinator. Second- and third-year undergraduate students receive a group tutorial to inform them about mobility and related programmes of assistance. Students from all the degree courses are invited to attend the tutorial.

- **Group tutorial for undergraduate degrees, especially the Dual Mention in Chemistry:**

Third year students are given a group tutorial in which they are informed about the undergraduate majors they are taking. In the case of the two Bachelor's Degrees in Chemistry (Catalan and English versions), special emphasis is placed on the Dual Mention. The tutorial is led by the coordinator of the Dual Mention.

Special emphasis is placed on optional subjects and the mentions offered by the degrees.

Students who follow the Dual Mention of the Chemistry Degree will be supervised by two tutors simultaneously; one will be a member of staff at the company where the student will work as part of the Dual Mention, and the other will be a member of the academic staff at the Faculty of Chemistry. In addition, the Dual Mention coordinator will be on hand to help students answer any questions related to documentation, the steps they need to follow throughout the selection process, and so on.



c) Tutorials for students finishing their degrees (4th year students in the case of bachelor's degrees or 5th year students in the case of double degrees):

A group tutorial is held at the end of the first semester to announce the Master's degrees offered by the Faculty of Chemistry. The Master's degree coordinators and the Dean or Vice-Dean of the faculty participate in this.

The academic tutor continues to provide academic supervision aimed at helping the student in the decision-making process, which at this point in the student's studies is more focused on External Internships and the Bachelor's Thesis. The tutor also addresses aspects related to professional careers guidance and continuing education, if required by the student.

In addition to an external tutor, students who undertake a Bachelor's Thesis and an External Internship will be guided by an academic tutor from the Faculty of Chemistry.

d) Master's students:

The students will be welcomed at the beginning of the course by the Master's coordinator.

Students can contact the Master's coordinator to resolve any academic issues. The Master's coordinator may decide to assign other Master's professors may as tutors (for example, because of their specialty, etc.).

In addition to academic tutorials, there are Master's Thesis tutorials, which are assigned by the Master's coordinator.

e) Students with special educational needs.

If there are students with special educational needs, specific actions will be coordinated with the corresponding University support units.

Annex 1 shows the approximate tutorials timetable over the course of the degree, as well as the hours set aside for this purpose.



6. Methodology

Activity Type	
Tutorials, conferences, courses or seminars	These are intended for any students who wish to participate. These meetings can become a mechanism to reinforce the transversal competencies of the degree when their content is mostly formative /informative and can be worked on in groups that encourage discussion and participation by the students. Meetings to monitor academic performance are also included.
Personalized tutorials	These are intended for when guidance needs to be individualized and personal.
Mentoring meetings	These are intended for groups of students who have the same student-mentor. They are used to discuss issues similar to those discussed in group or individual tutorials, but from different points of view.
Modality	
In-person	Group tutorials are held in person in a space assigned and announced by the TAP coordinator. The corresponding course tutor will prepare a report on each group tutorial and record student attendance.
Blended learning	Individual tutorials will be carried out in person or online. Online tutorials will be given and monitored via the e-Tutorial space (Moodle). In-person tutorials will also be monitored via the e-Tutorial space (Moodle).



7. Human resources and responsibilities

The individuals involved implementing in the Tutorial Action Plan and their functions are indicated below:

➤ **Tutorial Action Plan Coordinator:** Vice-Dean of the Faculty of Chemistry.

The functions of the Tutorial Action Plan Coordinator are to:

- Coordinate and monitor tutorials every year together with the Degree Coordinators; report to the Faculty Board and propose, if necessary, any improvements.
- Assign tutors, including group tutors, in agreement with the corresponding course coordinators; assign student mentors to newly admitted undergraduate students.
- Coordinate the tutorials given by academic tutors and student mentors to newly admitted undergraduate students at the latter's request.
- Announce the group tutorials calendar for all degrees and coordinate with the other individuals participating in these meetings (degree/master's degree coordinators, PE/TFG coordinators, mobility coordinators, etc.).
- Receive information from the degree coordinators regarding the difficulties or problems detected in each degree course, and use it to find solutions or improvements.
- Monitor, coordinate and evaluate tutorials (ensure tutor training and the dissemination of tutorials to students, hold at least one annual tutoring meeting, carry out the annual evaluation, introduce improvements to the faculty's TAP).

➤ **Degree Coordinators:**

The functions of the Degree Coordinators are to:

- Ensure that students are assigned a tutor, and if necessary, ask the TAP coordinator to change the assignation of tutors.

➤ **Tutors:**

The functions of the Tutors are to:

- Provide tutorials to a maximum of 50 students.
- Provide documentary evidence of the supervision they have carried out (for example, via the tutorial supervision document in the e-tutorial space of the Virtual Campus).
- Participate in tutor training courses, monitoring meetings and tutorial evaluation, if applicable.
- Prepare a report on the tutorials carried out, if requested by the Tutorial Action Programme Coordinator.
- The functions of tutors of undergraduate students are to:
 - Hold any meetings that may be requested by the student or that are deemed necessary by the tutor.



- Supervise the meetings held between students and their student mentors.
- Supervise the student's acquisition of transversal competencies (TC).
- Encourage students to complete surveys such as PDI evaluation surveys, tutor satisfaction surveys, etc.
- The functions of the course tutors are to:
 - Gain an overall understanding of the course (subjects, difficulties, general profile of students, success/performance rates, etc.) and of the students to whom they act as tutor.
 - Participate in and/or lead the group tutorials stipulated in the annual tutorials programme.
 - Monitor student attendance at group tutorials.
 - Prepare a brief report on each of these meetings, or those requested by the TAP coordinator, highlighting the most notable events, and submit the report to the TAP coordinator.

➤ **Student mentors:**

The functions of the Student Mentors are to:

- During the first year, facilitate the integration of new students into the university.
- Provide mentoring to a maximum of 5-6 students (supervised by the TAP coordinator).
- Call a meeting once a month for the group of tutored students, between October and May.
- Prepare a written report on each meeting with the mentored students, which will be sent by email to the TAP coordinator and the corresponding tutor teachers and will also be posted in the corresponding space on the Virtual Campus.

The TAP coordinator will coordinate and supervise the mentoring activities, in coordination with the corresponding tutors. The TAP coordinator assigns the students to the student mentors.

➤ **Tutored students:**

The functions of the Tutored Students are to:

- Contact their tutors to get to know them and establish how the tutorials will take place; resolve, discuss or plan any questions regarding their studies, training, university life or professional future.
- During the first year, participate in tutorials organized by the student-mentor.
- Participate in course tutorials organized by the TAP coordinator, in which the corresponding course tutors and other faculty coordinators also participate.



➤ **Teaching Quality Support Officers:**

The functions of the Teaching Quality Support Officers are to:

- Provide support for supervision and evaluation and provide participation data.

➤ **Dean's Office Support Officer:**

The functions of the Dean's Office Support Office are to:

- Check that all students have been assigned a tutor.
- If applicable, publish the course tutorial programme in the GENERAL CLASSROOM space on Moodle.

8. Selection criteria for tutors and group tutors

When selecting tutors and group tutors, priority will be given to:

- Teachers who express interest in the role of tutor.
- Full-time staff who do most of their teaching at the Faculty of Chemistry where the tutored student is studying.
- Teachers who have good social and communication skills.

The group tutors, proposed by the TAP coordinator and the rest of the dean's team, are professors of at least one undergraduate subject on the course for which they are tutors, and have sufficient knowledge of the other course subjects. Preferably they will be attached to the Faculty of Chemistry.

9. Selection criteria for student mentors

When selecting student mentors, priority will be given to student who

- Are in the 3rd or 4th year of their bachelor's degree.
- Have the time available to undertake the task.
- Have good social and communication skills.
- Are registered for Citizenship or Interdisciplinary Seminars.



10. Tutor-student assignment criteria

- Tutors are assigned to students by the Faculty of Chemistry together with the departments that teach in each of the courses.
- Each tutor can tutor a maximum of 50 students, although, if necessary, this number could increase.
- At the discretion of the TAP coordinator, some teachers may be given a greater tutoring workload depending on their management, coordination or representation positions.
- Tutors are assigned to students once the students' registration has been formalized.
- Review the tutor-student assignment annually, and if necessary, make any corresponding changes. If necessary, it will be reviewed more frequently. Both students and tutors can request a change in their assignment in agreement with the TAP coordinator.

Departments enter information about assigned tutors into the EVIA application. The following day, the information will automatically appear on Moodle, so that both students and tutors can communicate through this space.

Recognition:

- Tutors:
 - Recognition by teaching evaluation. The tutor's tasks will be described in the teaching evaluation reports and will be recognised in accordance with the URV's working time agreement (0.5 UAA for every 20 tutored students).
- Group tutors:
 - A teaching reduction of 0.5 credits for carrying out this assignment (depending on availability of credits in the faculty's bank of credits).

11. Criteria for assigning student mentors to students

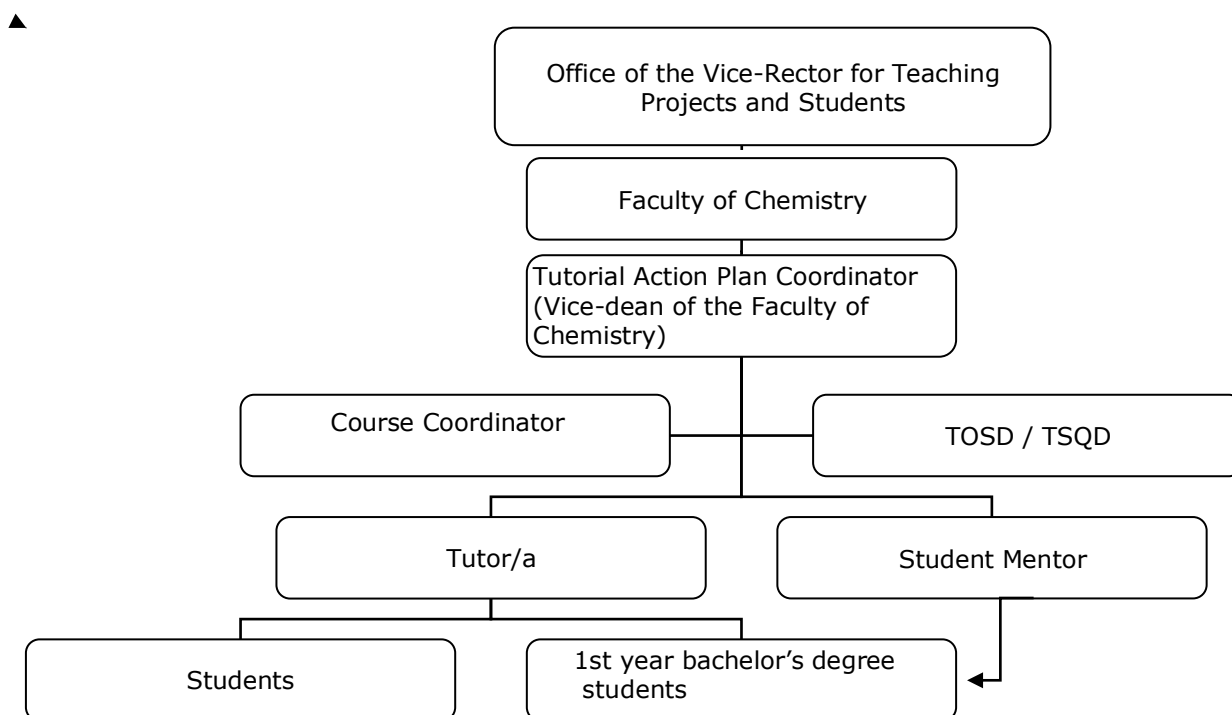
- Student mentors are assigned to students by the TAP coordinator of the Faculty of Chemistry.
- Each student-mentor can tutor a maximum of 5-6 students, although, if necessary, this number may be increased.

Recognition:

- Student mentors will receive:
 - 1 ECTS credit in the "Citizenship " subject of the Bachelor's Degree in Chemistry and in the " Interdisciplinary Seminars" of the Bachelor's Degree in Biochemistry and Molecular Biology.



12. Organizational chart



13. Pedagogical and technological resources

- Tutorial Action Plan of the Faculty of Chemistry
- E-tutorials space (Moodle): a tool for blended tutoring and recording tutorials.
- COMMON TUTORING SPACES OF THE FACULTY OF CHEMISTRY (Moodle): general tool for teachers/tutors where they can find tutor-student lists and information regarding tutorials. Not accessible to students.
- GENERAL CLASSROOM Space. Faculty of Chemistry (Moodle): general tool with diverse information for bachelor's degree students. Not accessible to teachers.
- Teacher/tutor guide
- Student mentor guide
- E-Tutorials User Manual:

[https://docs.campusvirtual.urv.cat/wiki/Qu%C3%A8_t%E2%80%99ofereix_el_Campus_Virtual_de_la_URV%3F#Espai_e-tutories_\(grau\)](https://docs.campusvirtual.urv.cat/wiki/Qu%C3%A8_t%E2%80%99ofereix_el_Campus_Virtual_de_la_URV%3F#Espai_e-tutories_(grau))

- Guide for students:

https://docs.campusvirtual.urv.cat/wiki/Manual_de_l%E2%80%99estudiant#Quins_recursos_i_activitats_pots_trobar_en_una_aula_virtual_i_com_consultar-los?



14. Tutor Training

- All teaching staff who carry out tutoring tasks upon entering the Faculty of Chemistry must be trained and their training must be updated periodically, as established by the Dean's Team, with validation by the Monitoring and Teaching Quality Committee and approval by the Faculty Board.
- Work sessions with tutors, on demand, to learn about Moodle e-Tutorials.
- The training needed will be decided annually to ensure the best tutorial process.
- Specific training for professional tutors who teach on a dual degree.

15. Services related to student care

Apart from academic tutoring, students can receive information from the:

- Student Office.
- Mobility coordinator of the Faculty of Chemistry.
- Coordinator of External Internships of the Bachelor's Degree in Chemistry.
- Coordinator of External Internships of the Bachelor's Degree in Biochemistry and Molecular Biology.
- Coordinator of the Bachelor's Thesis of the Bachelor's Degree in Chemistry
- Coordinator of the Bachelor's Thesis of the Bachelor's Degree in Biochemistry and Molecular Biology.
- Coordinator of the dual mention of the Bachelor's Degree in Chemistry.
- International Center.



16. Monitoring and evaluation

The Internal Quality Assurance System (SIGQ) of the Faculty of Chemistry has implemented the TAP monitoring and evaluation process (PR-FE-013. Student guidance), which specifies the indicators and evidence to be collected, the actions to be carried out and the individuals involved. Therefore, this process has been used as a reference framework when defining the methodology for monitoring and evaluating the TAP.

The TAP is evaluated annually by the TAP coordinator of the Faculty of Chemistry. The conclusions of this evaluation are included in the faculty's annual monitoring report.

What is being assessed?	How is it evaluated?	When is it evaluated?
Student and Tutor Satisfaction	Students: Qualification Evaluation Survey Tutors: Satisfaction survey	End of each academic year
Participation	URV report in figures Monitoring reports from meetings with student mentors	End of each academic year
Monitoring (tutoring performance, achievement of objectives, etc.)	Meeting with course tutors Assessment of tutorial attendance levels and of the reports collected by the TAP coordinator	End of each academic year



Annex 1

Sequence for bachelor's degrees.

Period	Type of tutoring	Who does it?	No. sessions	Time period ⁴	Equivalence (hours)
1st year	Group tutorials: Introduction Day to University Life (JIVU)	Dean's team, course tutor	1	1st week of September (before the start of the academic year)	5
	Individual blended tutoring	Student-Tutor	1	After welcome session (1st month)	2
	Blended individual tutoring	Student/Tutor	1	Start of 2ndQ	
	Group tutorials	Student-mentor	8	Every month	4
	Group tutorials	Course tutor	2	Halfway through 1st semester, start of 2nd semester	2
2nd year	Blended individual tutoring	Student-Tutor	1	Before registration	2
	Blended individual tutoring	Student-Tutor	1	Halfway through 1st semester	
	Blended individual tutoring	Student-Tutor	1	Start/ Halfway through 2nd semester	
	Group tutorials. Citizenship /Interdisciplinary Seminars. Registration Prerequisites (GQUI/GCHEM)	Coord. Citizenship / Interdisciplinary Seminars, course coordinator, course tutor	1	1st semester	1
	Group tutorials	Course tutor	1	Halfway through the academic year	1
3rd grade	Group tutorials. Mobility information day	Mobility Coordinator	1	1st semester	1
	Course tutoring. Bachelor's Thesis and External Internships information day, and degree mentions. For the Bachelor's Degree in Chemistry, information on the Dual Mention	Coord. of PE i Coord. Degree or person whom I delegated, coordinator of the Dual Mention	1	2nd semester	1
	Blended individual tutoring	Student-Tutor	1	Registration deadlines	2

⁴ 1Q: First semester; 2Q: Second semester



	Blended individual tutoring	Student-Tutor	1	Halfway through 1st semester	
	Blended individual tutoring	Student-Tutor	1	Start/ halfway through 2nd semester	
4th course	Course tutoring. Information day on master's degrees offered at the faculty	Dean and of master's coordinator	1	End 1st semester	1
	Blended individual tutoring	Student-Tutor	1	Before registration	2
	Blended individual tutoring	Student-Tutor	1	Halfway through 1st semester	
	Blended individual tutoring	Student-Tutor	1	Start/ Halfway through 2nd semester	
	Group tutorials (optional)	Course tutor	1	End of 1Q	1
Others	Activities recommended by the tutor or the coordinator of the Tutorial Action Plan or consultations requested by the students	Tutor-TAP coordinator	Indeterminate	Throughout the degree	7
			Total hours		Minimum 25