Universitat de Lleida

NESTOR PROGRAM

University guidance and tutoring

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1. INTRODUCTION

In recent years, the Tutorial Action Plan has worked at the University of Lleida, a proposal that was the result of several reports carried out at European level and state with the entry into force of the Bologna Plan. The Agency for the Quality of the System Educative in Catalonia, in its 1999 report, recommended promoting the tutorial attention programs. The Universitat 2000 report highlighted the determined commitment to the creation of the figure of the faculty advisor or student tutor as an essential service of the universities, where part of the professor's schedule or part of the time allocated to teaching activities must be allocated to student counseling tasks throughout the different phases of their academic life. The evaluation committees of the study plans, for their part, emphasized the role of university tutoring as a fundamental element for improving quality.

The UdL considered it necessary to adapt to the needs of students and global society and, in the 2003-2004 academic year, created and promoted the Tutorial Action Plan, which sought to contribute to responding to the approaches of the European area of higher education (EEES). The objectives were to provide the necessary adaptation mechanisms to deal with the new organizational demands of the University that arose from them, while cushioning the effects of the change that was starting, and to contribute to the improvement of university quality.

The incorporation of the tutorial action in the institutional framework led to a adaptation of the systems and academic management areas necessary to consolidate this service and take advantage of its potential for the benefit of the quality of the UdL. During the first years of reform and implementation of the new degrees had an importance basic and helped to support the student body, especially during the reception programs.

Currently and a few years after the launch of the Action Plan Tutorial, it is necessary to make a remodeling that adapts and responds to the real needs of the students, as well as of the different Centers and degrees of the University

To begin with, a name change is proposed, replacing "Tutorial Action Plan" with "NÈSTOR1 Program : university guidance and tutoring", which is more accurate for the intended objective. Therefore, the NÈSTOR Program is considered as a service in which the student can find, if he needs it, a series of resources that can help him

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[1] Nestor was a famous Greek sage whom everyone consulted for his wisdom and expertise. A young man, Telemachus, who did not know the place where his father Ulysses/Odysseus slept, went there in particular. Above all, his performance as advisor to the Achaeans was appreciable.

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help in their incorporation into the UdL, to better use their studies and theirs personal and professional growth.

2. CONTEXTUAL FRAMEWORK

Basically, the NÈSTOR Program in higher education is justified as an attempt to respond to the new needs of the students who access it. Need, for therefore, take into account that the new university reality is marked by, at least, these three characteristics:

- The heterogeneity of the students. Students who enter the University ho they come from different curricular backgrounds, from different territorial locations and with different ages and degrees of experience. This diversity of students brings undeniable benefits and also creates new needs, especially derived from giving appropriate answers that serve everyone, since, less and less, general measures serve everyone.

- The complexity of learning. The new study plans, the new forms teaching-learning, the growing use of ICT, diversification of exit routes from the university system, etc., for some young people, are a reason for encouragement that expands their training opportunities and can even improve the expectations they initially had. However, for others, this variety and sometimes indeterminacy can create a lack of control or disorientation and lead to unsatisfactory or disappointing situations.

- The demands of the labor market. Increasingly, in our society, training in basic transversal skills is necessary, both academic (languages, office automation...), personal (responsibility, emotional balance, empathy...), and professional (teamwork, taking of decisions...) that facilitate entry into the world of work.

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3. OBJECTIVES

From what has been said so far, it can be pointed out that the purpose of the Program NESTOR is:

> To support the student in his comprehensive training process, through
>
> personal, academic and professional guidance, so that I can make good decisions
>
> founded throughout his university career, as a future professional and
>
> as a citizen

In order to be more precise, the specific objectives are set out:

- Promote integration at the University.

- Optimize the learning process.

- Guide for continuous training.

- Facilitate professional guidance.

- Facilitate the maturation of the personal and professional project.

The effectiveness of these objectives will be achieved with the action elements that continue and that will be evaluated with the indicators described in the last section.

4. STRUCTURE OF THE NESTOR PROGRAM

The NÈSTOR Program is a service offered by the University of Lleida, and depends on it of the Vice-Rectorate with Student powers. The centers and faculties are the promoters of the tutorial action initiatives, so that they adapt to the needs of the student body, of each degree and of the institution. A mechanism is thus established communication in order to contribute to the processes of improving the quality of teachings

The NÈSTOR Program is based on the academic orientation of the students to improve its performance, expand its expectations and guide it for access to the labour market. To this end, informative, training and of orientation to be developed in three clearly defined areas: the tutorials along the academic life, reception programs and workshops.

So, the program consists of three basic elements:

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1st T<u>utorials:</u> Meetings in which students and tutors interact, the students they can solve their doubts and the tutors give them support and guidance. the tutorials can be:

a) Individual: tutoring is mainly carried out individually. In these it is the student who contacts the tutor when he thinks it necessary, either face-to-face or by any other means. b) Groups: a first group tutoring is proposed at the beginning of the course, and then whenever the tutor and/or the students consider it necessary. This type of tutoring has the function of solving those questions that may be of interest to a wide group of students. The first has the added value that a first allows

contact between students.

2nd <u>Welcome Program: Th</u>e welcome is carried out during the week before the start of the course and is intended for students newly admitted to the UdL. Each faculty is responsible for organizing the days in accordance with the needs of its center and the his students

3rd <u>Worksho</u>ps: Each center or faculty organizes thematic training workshops basically transversal, according to the needs and demand of the students. these workshops are free for students and serve to help them in their training. Is carried out with prior confirmation of the students' attendance.

The organizational structure that has the responsibility to coordinately apply the program has: the tutors of the centers or faculties, the coordinator of the Center or faculty NÈSTOR, the UdL NÈSTOR coordinator and the Vice-Chancellor with student skills. Both tutors and coordinators must count on the collaboration of the deanships and directorates of the centers and faculties corresponding, especially of the heads of studies.

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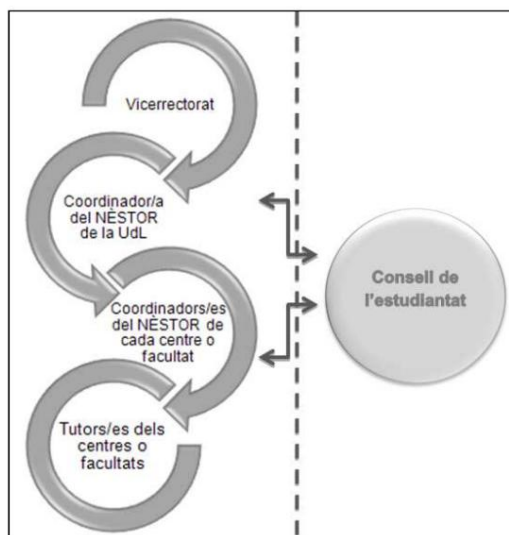
The participation of the Student Council of each center will be requested or

faculty at specific times (welcoming program, organization of workshops, etc.)

according to the criteria of each coordinator and dean's office. It will also count as a channel for the

continuous improvement of the system and, in particular, of the tutorials.

Once a year, at least, the committee normally formed by the NÈSTOR coordinators from each

faculty with the UdL coordinator will meet

presided over by the Vice-Chancellor with Student powers and with the participation of two representatives

of the Student Council to analyze the development and smooth running of the program in accordance with

what is established in this document.

5. THE COORDINATION OF THE NESTOR A CADA PROGRAM CENTER

The coordinator of each center or faculty is the person responsible for the tutorials, the reception

program and the workshops. The appointment of the coordinator is the responsibility of the dean/director.

The functions assigned to the coordinator are:

- Support the teaching staff in the task of tutoring, providing them with

    training if deemed necessary, and monitoring and evaluating it.
- Provide resources and action strategies so that tutors and

    tutors carry out their duties.
- Organize the reception program of your center or faculty and direct it in

    coordination with the deanship/management and under the general guidelines of

    the UdL
- Promote and manage the realization of workshops as much as possible

    interest the students.

6. TUTORIALS

The main tool of the NÈSTOR Program are the tutorials offered to the

students and that have a voluntary character for them. The intended goal

to achieve with the tutorials is:

Make available to each student the reference figure of a teacher so that they can obtain information,

guidance and advice throughout their stay

at the University of Lleida.

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The tutoring model that is being promoted is based on the figure of tutor teachers. The generic function of the tutor to accompany the students in their training route

part of the academic responsibilities of all full-time teaching staff at the UdL (extendable to part-time teaching staff who also want to get involved). The

students will be distributed equally between the tutors assigned to a degree determined

When the student enters the UdL, he is assigned a teacher-tutor who becomes his reference teacher throughout his stay at the University.

Students, upon request, can enjoy this care whenever they need it. Tutoring can take place face-to-face or in person

virtual and students have the possibility to do them individually or in groups.

The tutors will have as a reference figure the coordinator or

coordinator of the center's NÈSTOR Program.

6.1. Characteristics of university tutoring

The tutoring that takes place at the university level is an educational action orientation aimed at promoting and facilitating the comprehensive development of students in the its intellectual, personal and social dimension, in line with the approach of one quality training from the student's perspective.

Unlike the tutoring in the basic educational levels, the comprehensive orientation and the university tutoring is more of a service available to students than a requirement inescapable Pursues the appropriate use of the different curricular and extracurricular resources as well as the active integration of the student in the institution, not only because it favors their training, in a critical and constructive way, but also because it stimulates the involvement and participation at all organizational levels.

6.2. Functions and attitudes of tutors

The functions that correspond to the teaching tutor are:

- Make yourself known and present the NÈSTOR Program to the assigned students, through the Welcome Days, calling a joint meeting of your tutors, through SAKAI or any other information channel.

- Inform about the characteristics and services offered by the University.
- Direct students to the corresponding university services.
- Listen to and guide students in academic inquiries and

professional

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- Collect and channel them to the respective center or faculty coordinator

needs detected in the students or their demands regarding

the offer of workshops to implement.

Attitudes required of tutor teachers:

- Commitment and positive attitude towards your responsibility as a tutor.
- Participation in the establishment and evaluation of the tutoring model.
- Integration in the context of the faculty or center where he works.
- Willingness to train as a tutor.
- Accessibility and respect in the relationship with students.
- Positive attitude to address the problems that arise.

6.3. Content to be covered in the tutorial

- Information or channeling to the various services offered by the University: service

language, sports, cultural activities, accommodation, bicycles, job exchange-Job Portal,

psychological care, etc.

- Information and advice on scholarships and grants for students or channeling to the

corresponding services.

- Guidance and advice on the study plan in general and specifically on the choice of optionality,

everything that affects the practicum and the organization of the degrees in terms of

timetables, prerequisites, etc.

- Topics specific to the workshops held during the course in the different faculties.

It will allow to see the needs of the students, to assess how they have worked

workshops as well as informing the students of the workshops planned for the course

academic

- Information, advice or channeling to the corresponding service regarding the

mobility programs.

- Inform or redirect to information sources specific to postgraduate studies

(masters and doctorates).

- Those more personal matters, if the student requests it, will be tried

address whenever possible from tutoring, otherwise it will be diverted

to the corresponding service or professional who can provide more specific help and

according to the possible needs of the student.

The tutors must know the services and resources available to the

faculty or center in order to be able to present them to students.

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7. WELCOME PROGRAM

It is important that students who enter the UdL know their new

academic framework from the outset, for this reason it is necessary to articulate

activities aimed at overcoming the obstacles that may be encountered and increasing their

autonomy For this purpose, the reception program is carried out

targets:

Present to the students the structure of the University itself, the centers, the plans

of studies, as well as the main resources available to them. Also introduce-

them in some of the most general and basic transversal skills as it can be

access and use of the tools to work on the virtual campus or access to the bibliographic funds,

teamwork or study techniques.

Hosting is considered a good practice that corresponds to each Faculty or Center and, in which the

NÈSTOR Program collaborates through its structure considering that it is a privileged moment that helps

with its objectives.

Therefore, those responsible for the Reception Program are the coordinators of each Faculty or Center with

the collaboration of the respective deanships or directorates.

The welcome program takes place the week before the start of the course and allows students to

make a first contact with the University. The duration, the

time distribution and the content of the program is decided by each faculty while respecting the minimum

common contents that are established. During the days of the reception, they are done

informative sessions in which the services are presented and the

University and the corresponding studies.

Other activities are organized with the aim of bringing the student body, abroad or not, closer

to the city, to its culture and to the youth organizations and, above all, to promote

mutual knowledge among students and foster a sense of identity as a

promotion

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8. WORKSHOPS

Among the objectives pursued by the UdL is the personal growth of its students and, along these lines, the NÈSTOR Program offers workshops, as a

resource from which students have the opportunity to delve deeper into topics

important for their training that are not addressed in the different degrees.

The aim of these workshops is:

Provide students with the basic instruments that can be used to develop

generic transversal skills throughout their university stay as well

like those others that have a specific development in the subsequent exercise

of his profession.

In each faculty, care must be taken to offer its students those workshops that are considered most interesting and attractive depending on the type and needs of the students.

The workshops can be proposed both by the students themselves throughout the academic period and by the tutors or by the coordinator of the NÈSTOR Program of the Faculty or Centre. This is the person responsible for the acceptance, programming and organization with the budgetary conformity of the NÈSTOR coordinator of the UdL.

Depending on the characteristics and/or objectives of the workshops, they can be offered to all or part of the students of a Faculty or Centre. In order to ensure the attendance of a minimum number of students in the workshops and their full use, it is requested

previously the commitment and confirmation of attendance to the students. These workshops do not

they must be confused with the transversal subjects that the students have to take in the

throughout his studies; they differ because the workshops are proposed by the students or

the tutors according to the needs observed in the group of tutors, in that

they are offered free of charge and are not included in the academic file.

Without intending to be exhaustive, some topics are suggested for the workshops that are

considers they can serve a wide range of students: study techniques, how to search

bibliographic, time management, decision-making, cooperative group work or

the resolution of interpersonal conflicts.

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9. EVALUATION OF THE PROGRAM

The evaluation, which is important in any process or project, in this case has

to allow decisions to be made aimed at improving design quality and

the execution of the Program itself, and also serve to adjust the actions to the dynamic needs of the training

process. In other words, at the general level of the UdL, it should

to facilitate the identification of students' needs, the improvement of the structure

organization of studies, the optimization of resources and the public projection of the institution. Likewise, it

cannot be ignored that the evaluation provides the necessary feedback on the application of the NÉSTOR

Program itself, so it must focus on the three elements that make it up.

9.1. Tutorials

The tutoring coordinator of the center will be able to organize meetings with the teaching staff who

have carried out the tutoring throughout an academic year in order to jointly assess the progress of the

programme. In any case, the coordinator of each faculty will prepare an evaluation report at the end of each

year based on the information obtained from the respective tutors and students of their center, which will be

forwarded to the coordinator of the

program of the UdL to make a report that will be sent to the dean of the center and the vice-rectorate

responsible for the program

Some of the information that this report will need to collect is the amount

approximate number of students who have been tutored, the reasons for consultation and the degree of

resolution, always in general terms.

The following indicators will be extracted from the program administration itself

(center coordinators, tutors and Student Council):

1. Volume of complaints and incidents due to failures or deficiencies in tutorials.

2. Ratio of students per tutor and per course.

The assessment of the degree of satisfaction of the different agents of the service, as well as

the effectiveness and efficiency of the process in the different centers of the UdL, must take into account

two phases: during the course and at the end. During the course, more attention will be paid to management

of incidents and for the final evaluation a reporting system will be established.

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9.2. Reception program

The evaluation of the reception program will be used to find out the degree of satisfaction and taking advantage of the students in relation to the different organized activities. The purpose of the evaluations will be to make a general evaluation of the program, for this reason the body of the evaluation will be the same for all faculties and centers, although freedom is given to include items if necessary.

The evaluation will take place in the last information session of each center/qualification and the coordinators will be responsible for its administration, who will pass it on to the NÈSTOR program coordinator.

Information will be collected regarding the satisfaction surrounding the previous information received, the appropriateness of the duration of the program, the degree of usefulness of the explanations received, among others.

9.3. Workshops

With regard to the workshops, it is important to know the demand that exists on the part of the students, which will allow the workshops to be adapted to their preferences. Besides in addition it is also important to know the use and satisfaction of the students on the workshops as well as the trainer's opinion.

Therefore, once the workshops are over, both students and trainers complete a questionnaire for this purpose.