

GENERAL INFORMATION	
Title	Tutorial action plans
Key words	Advice, tutorship, tutorial planning, student's guidance
Objectives	<ul style="list-style-type: none"> - Determine the group of guidance and tutorial action which are organised in the organisation. - Provide with information about support systems that guide students during their university permanence. - Guarantee educational transitions and students' success along their training.
Phase of studies (<i>Choose all phases it applies</i>)	Access X Retain X Graduation X Transition to work-life X
Type of degree (<i>Choose all degrees it applies</i>)	Bachelor's X Graduate X Master's X
Level (<i>Choose all levels it applies</i>)	International National Institutional X Faculty X Group X Individual X
Name of the institution	Autonomous University of Barcelona (UAB)
Location (<i>City and country</i>)	Bellaterra (Cerdanyola del Vallés), Spain
Target group/s	<p>Tutorial plans have been developed during the last ten years as a consequence of Institution's need of organising all those activities for students' attention, as a unique plan for the phases of access, progress and graduation.</p> <p>According to these specific needs (catch the students' attention, who are in secondary education, pay attention to disabled people, tackling early leaving, transition to work-life, etc.), specific action plans were designed by careers and</p>

	<p>faculties. Increasing sensitive of specific problems (attention to disabled people, positive answer to mobility students, attention to low performance levels, etc.) and effective answers to reiterative needs (students with problems for organising their learning, low access level for achieving success on some subjects, etc.) recommend promote general action plans.</p> <p>Tutorial Action Plan (PAT) is an applied document of institutional management which shows how advice process and tutorship are organised by one study (career) or university centre. PAT includes all those support and advice activities addressed to students. PAT works for students' taking decisions about:</p> <ul style="list-style-type: none"> ▪ Adaptation to high studies at the initial and progress phases of studies. ▪ Election of subjects and for the design of the academic curriculum. ▪ The improvement of academic success therefore overcoming all those encountered barriers to subjects' demands. ▪ Labour integration and transition to work-life. ▪ The permanence in studies of third cycle.
<p>Stakeholders involved</p>	<p>First of all, all those students of the University but students from the last year of secondary education, who want to gain access to the University and who are provided with guiding and experiences about university studies, could be also a target group of this PAT. Likewise, all those graduated students, who are looking for a job or involved in continuous training, could be another target group of this PAT. All those group who are in vulnerability situation are believed as group of special attention. These groups demand different actions. Examples of these groups are women in some studies (careers), disabled people, minority ethnics, non-habitual students (for being workers or other reasons), students at risk of poverty (social and economic situation), to name a few.</p>
<p>Stakeholders involved</p>	<p>Students and students with special educational needs.</p> <p>Teachers who have to pay attention their students' diversity.</p> <p>University managers who order the processes for realizing guiding plans and tutorship to students.</p>
<p>Description of the organisational process <i>Actors, triggering evidence, campaigns, graph... (max. 300 words)</i></p>	<p>Design and development of this PAT take into consideration four phases at least: 1) designing of aims, objectives and resources; 2) timing and activities (distribution of coordination and cooperative functions); 3) concretizing the application of</p>

activities where are involved analysis process, methods and tools; 4) valuation of tutorship's working as organisation and outputs of the guiding process.

Some questions to be considered for completing the PAT could be:

- Tutorial content: information and advice actions; training for improving learning methods; subject's tutorship; advising of specific themes and diverse problem; attention on special situations; advice for practicum and access to job market.
- Tutorial functions can be developed by: different subjects' teachers; tutors who are selected specifically for making these functions among teachers; students from higher levels who advice and inform others (peer-tutoring); professionals in their workplace (practicum tutors) who work coordinated with university tutors; agents from specific programmes (exchange programmes tutors).
- Type of tutorship according to: relationship (personalized, in group, virtual, peer-tutoring, self-guiding, etc.) or type of activity (transitions such as: from secondary education to university, academic, from university to job market, practicum, exchange programmes, etc.)

A. FORMAL EVALUATION CRITERIA

A1. ACCESS TO INFORMATION

Provide sources of information (URL, websites, literature, materials)

Tutorial action plan of Faculty of Medicine 2005:
<http://goo.gl/nySwQ1>
 Tutorial action plan for disabled students:
<http://goo.gl/825yCh>
 Tutorial action plan of School of Tourism and Hospitality Management: <http://goo.gl/NY8xdQ>
 Tutorial action Plan of Primary Education Degree:
<http://www.uab.cat/doc/PATPrimaria>
 Tutorial action plan of Faculty of Economy and Company:
<http://www.uab.cat/web/estudis/pla-d-accio-tutorial-1345676561172.html>
 Tutorial action plan of Faculty of Engineers
<http://www.uab.cat/doc/plaacciotutorial>
 Tutorial action plan of Faculty of Science Communication:
<http://www.uab.cat/web/la-facultat/pla-d-acciotutorial-fcc-1345674906275.html>

A2. TIMEFRAME

Since when has it been in use? What is its maturity level (initial, intermediate, advanced)? Describe if there is evidence of its duration in the long run. (max. 70 words)

These different PAT have been developed by different Faculties from 1990 although their concretion and adoption by some degrees and/or studies is relatively current (2010). At the present, these PAT are generalizing implemented and these are one of the elements which are considered in external accreditation process of university centres and its studies. Its development can be considered so advanced. The presence of PAT is real and these plans are part of the studies plan so no changes are expected in the future maybe

	only those activities which will be changed according to new students and studies' needs.
A3. NUMBER OF STUDENTS <i>How many students are involved? Is the number representative considering the target group?</i>	30,000 students are direct beneficiary. They are from degree level and official masters. It could be also considered those 13,000 students from postgraduate studies, masters and PhD programmes who have specific guiding and tutorship actions according to programme characteristics and their enrolled students.
A4. SCALABILITY ("volume") <i>Describe how it has been or can potentially be scaled up and practiced in a wider scale. Or, has it been or can it potentially be scaled down (e.g., from larger to smaller institutions)? (max. 70 words)</i>	Tutorial action programmes which are addressed to students from degree studies and official masters are consolidated. However, it is possible a higher development of own training programmes and all those which are addressed to specific groups such as mobility students, students in emergence situations (risk of poverty by economic crisis, family situations, etc.) or refugees.
A5. TRANSFERABILITY (from one context to another) <i>Describe how it has been or can potentially be transferred and applied to different (a) target groups, (b) institutions, and (c) societies. If possible, name also some practices that this initiative was developed from or has inspired to. (max. 70 words)</i>	The presence of tutorial plans or guiding actions and tutorship is usual in European universities although its implementation level and development depends on each situation. The general content is very similar among universities so proposed actions are transferable. Suitable adaptation according to the context is required.
A6. ASSESSMENT <i>Describe how it has been evaluated. How has it proved its relevance as the most effective way to achieve the objective? How it was successfully adopted? How it has had a positive impact on people? How the impact has been measured? Shortly describe how various forms of evaluations have been used in the assessment (A6.1 User evaluation, A6.2 Self-evaluation, A6.3 Peer evaluation, A6.4 External expert evaluation). Provide references, if possible. (max. 200 words)</i>	All PAT are under both direct (the PAT has an evaluation section with indicators of process and result) and indirect (from annual memories which are developed by the studies and university centres) evaluation processes. Nevertheless, not always specific indicators are and hardly ever there are an analysis of its evolution or improvement proposals. Surely, a key element in this evaluation process is students' satisfaction, who is higher, linked to their career and their received treatment although it is not exclusive consequence of the PAT.
A7. CONTACT <i>Who can be contacted so as to seek support and networks for implementing the practice (name, position, e-mail)?</i>	Responsible of teacher quality office: Mari Paz Álvarez del Castillo Teléfono: 34- 93.5812385 ogd@uab.cat ; http://www.uab.cat/sistema-qualitat/ Responsibles of studies of each faculty.

B. CONTENT EVALUATION CRITERIA

B1. SOCIAL JUSTICE PRINCIPLES (see Nelson & Creagh, 2013)

Concretion and development of PAT look for supporting students' progress. From this point of view are in the way of the inclusive university.

	<i>Very weakly</i>	<i>Weakly</i>	<i>Well</i>	<i>Very well</i>
<p>B1.1 Self-determination Rate and Justify (max. 70 words)</p> <p><i>(how students have participated to its (a) design, (b) enactment and (c) evaluation and how they can (d) make informed decisions about the participation)</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>Several actions linked to student's entrance and retention are programmed and improved every year according to the outputs of the last years. But also, there are actions which required students' involvement in its design, development and evaluation such as students' involvement in host plans, peer-tutoring, or volunteers for supporting students with difficulties and needs.</p>				
<p>B1.2 Rights Rate and Justify (max. 70 words)</p> <p><i>(how it is assured that all participants are treated with dignity and respect. How have their individual cultural, social and knowledge systems been recognised and valued?)</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>The extension of these PAT in the UAB makes unviable similar and generalized behaviours into all careers and university centres. However, it is possible to identify transversal axes such as:</p> <ul style="list-style-type: none"> ▪ Generalized access to guiding and tutorship services. ▪ Specific actions addressed to vulnerable groups. ▪ Proposals linked to social and cultural context needs. ▪ Involvement of university community (teachers, students, staff and other services) in planning and development actions. 				
<p>B1.3 Access Rate and Justify (max. 70 words)</p> <p><i>(how it is assured that there is an active and impartial access to the resources (e.g., curriculum, learning, academic, social, cultural, support, and financial resources))</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>The access to these different actions of the PAT is universal although it is possible that the answers of those actions could be limited to available resources at an specific moment. However, in order to guarantee the best service, University has collaboration agreements with associations and entities which group a diversity of groups (disabled people, foreign students, etc.).</p> <p>It is also possible to consider that the access is universal but it depends on students' interest in its demand. In this fact, some students with support needs for improving their academic progress not always ask for all those services which could help them.</p>				

<p>B1.4 Equity Rate and Justify (max. 70 words)</p> <p><i>(how if it openly demystifies and decodes dominant university cultures, processes, expectations and language for differently prepared cohorts)</i></p>	<p>Very weakly <input type="checkbox"/></p>	<p>Weakly <input type="checkbox"/></p>	<p>Well <input checked="" type="checkbox"/></p>	<p>Very well <input type="checkbox"/></p>	
<p>B1.5 Participation Rate and Justify (max. 70 words)</p> <p><i>(how it has led to socially inclusive practices. How does it increase students' sense of belonging and connectedness?)</i></p>		<p>Very weakly <input type="checkbox"/></p>	<p>Weakly <input type="checkbox"/></p>	<p>Well <input type="checkbox"/></p>	<p>Very well <input checked="" type="checkbox"/></p>
<p>B2. COLLABORATION Describe what kind of collaboration there is between various stakeholders. (max. 70 words)</p>	<p>Most of these programmes could not be possible without the collaboration of people and groups. On the one hand, some teachers and staff think that tutorial actions are part of their work. On the other hand, always there are students who are prepared to collaborate in social and cultural programmes. In parallel, progresses have been made in coordination of support services and development of university general programmes that every career and university centre specify.</p>				
<p>B3. STUDENT SATISFACTION Describe the student perception of this initiative. Is there evidence of their satisfaction? (see also A6.1) (max. 200 words)</p>	<p>Continuous implication of university community of faculties in the PAT activities is one indicator of the vitality of these proposals. University has and applies satisfaction surveys about the studies and the own university, with satisfactory results, but there are no specific surveys about their different PAT.</p>				
<p>B4. STUDENT WELLBEING How does it influence on students' (a) psychological, (b) social, (c) academic, and (d) physical wellbeing? What kind of evidence there is? (max. 200 words)</p>	<p>Lots of these tutorial activities (welcoming plans, psycho-pedagogical service for supporting students, integration plans for foreign students, etc.) have worked for the better integration of students and their academic performance. Likewise, those activities have facilitated these groups' university socialization and improved their self-esteem levels as capable students.</p>				

C. FINAL REFLECTIONS

(based on the previous description of your good practice)

<p>Success factors <i>What are the factors required for the successful implementation? (max. 200 words)</i></p>	<p>Successful implementation of tutorial plans requires the collaboration of teachers, students, staff and services. The existence of a general plan for the University allows guiding the contextualization that careers and university centres could make. In fact, it could be possible to start from the general PAT and then go to specific PAT by faculties and careers.</p>
<p>Sustainability <i>What is needed for the practice to sustain? What resources are required? How it contributes to environmental, economic or social sustainability? (max. 200 words)</i></p>	<p>Once tutorial plans have been delimited, their sustainability depends on their incorporation in the organisation structure and unities functioning. In the case of the UAB, concretion and development of tutorial plans depends on faculties where coordinators of studies are who manage their concretion and realization.</p>
<p>Challenges <i>What are the constraints identified? How easy it is to learn and implement? (max. 200 words)</i></p>	<p>One starting point of tutorial plan could be to organise and synthetize all those actions for supporting students which are developed. From here, we can ask how these proposals could be enriched according to identified needs and our own experience.</p> <p>It is possible to pass from a summative PAT to other in which transversal actions can be considered, as well as monitoring and progress evaluation mechanisms. Continuous monitoring of the progress and learning from mistakes gives us elements for continuous improvement.</p>

Sources

Kunttu, K. 2005. The study ability model. The Finnish Student Health Service (FSHS). (http://www.yths.fi/filebank/692-ENG_OPISKELUKYKYMALLI_pdf.pdf)

Nelson, K & Creagh T. 2013. A Good Practice Guide: Safeguarding Student Learning Engagement. Queensland University of Technology. Brisbane, Australia. (http://safeguardingstudentlearning.net/wp-content/uploads/2012/04/LTU_Good-practice-guide_eBook_20130320.pdf)