

***PLAN DE ACCIÓN TUTORIAL  
OF THE UNIVERSIDAD EUROPEA  
DE ANDALUCÍA***

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## 1. CONTEXTUALISATION what is it and why is it necessary?

The *Plan de Acción Tutorial (PAT)* of the *Universidad Europea de Andalucía (UEA)* is an institutional system that organises and plans, in the medium and long term, a set of systematic actions aimed at guiding, orienting and accompanying students during their university studies. This plan facilitates the integration of students into university life, attending to their educational, informative and personal needs, contributing to their academic, personal and professional development.

This system is aligned with the principles of the European Higher Education Area (EHEA), the objectives of the 2030 Agenda for Sustainable Development, Royal Decree 1791/2010, which approved the University Student Statute, and Royal Decree 822/2021, which regulates the organisation of university education and quality assurance.

The PAT is integrated in the *Vice-Chancellor of Quality, Research, Faculty and Students* of the UEA, which has competencies in Educational Innovation.

### 1.1 Purpose of the Plan de Acción Tutorial

#### a) Facilitating the integration of students

- **Onboarding to university life:** welcome and orientation programmes to help students become familiar with institutional functioning, available resources, academic standards, possibilities for participation and support channels.
- **Educational inclusion:** practices that promote the integration and active participation of students, regardless of entry profile, nationality, abilities or personal circumstances, where each student has the opportunity to fully develop and contribute to the university community.
- **Support services:** specific academic, career and entrepreneurship, psychological and social counselling services to address the diverse needs of students.

#### b) Guidance and accompaniment during the training process

- **Academic guidance:** advice throughout the student's training process, addressing academic, professional and personal issues.
- **Personalised monitoring:** individualised monitoring for each student from the first year and throughout their entire training period, adapting support strategies according to their specific needs.

#### c) Identify needs, weaknesses and strengths

- **Emotional support:** measures and programmes aimed at reducing student non-participation and non-attendance, preventing drop-out and strengthening academic performance. In situations where tutors are not able to address specific issues, it is ensured that students receive the necessary specialised help through the relevant support services.
- **Universal accessibility:** measures and practices that promote equal opportunities and attention to individual and community diversity for academic success and social well-being.

#### d) Contributing to the personalisation of learning

- **Heterogeneity of the student body:** methodological teaching and learning strategies to cater for different needs, learning styles and diversity of contexts, in order to promote access to opportunities and the achievement of students' maximum academic potential.

- **Educational digitisation:** Canvas and other Learning Management Systems (LMS), together with Artificial Intelligence (AI). Digital traceability and asynchronous communication spaces guarantee continuous and personalised student support.

## 2. AGENTS INVOLVED Who is involved and how does it apply?

ACTORS INVOLVED	FUNCTIONS
<ul style="list-style-type: none"> <li>• Vice-Chancellor of Quality, Research, Faculty and Students</li> </ul>	Elaboration of the <i>PAT</i>
<ul style="list-style-type: none"> <li>• Rector</li> </ul>	Pass <i>PAT</i> Approval
<ul style="list-style-type: none"> <li>• Faculties and School</li> </ul>	Selection of the tutorial team and student mentor team Introduction
<ul style="list-style-type: none"> <li>• Orientation, Diversity and Inclusion</li> <li>• University life and social commitment</li> <li>• Internships and employability</li> <li>• Languages and internationality</li> <li>• Academic advisors</li> </ul>	Support/Collaboration
<ul style="list-style-type: none"> <li>• Vice-Chancellor of Quality, Research, Faculty and Students</li> <li>• Faculties and School</li> <li>• Tutorial coordinator</li> <li>• Tutors</li> <li>• Mentor students by centre (faculty/school)</li> <li>• Students</li> </ul>	Implementation
<ul style="list-style-type: none"> <li>• Tutorial coordinator</li> <li>• Tutors</li> <li>• Mentor students by centre (faculty/school)</li> </ul>	Coordination and monitoring
<ul style="list-style-type: none"> <li>• Quality Assurance Team and Innovation Unit</li> <li>• Tutorial coordinator</li> <li>• Tutors</li> <li>• Mentor students by centre (faculty/school)</li> </ul>	Assessment
<ul style="list-style-type: none"> <li>• Vice-Chancellor of Quality, Research, Faculty and Students</li> <li>• Tutorial coordinator</li> </ul>	Analysis of results  Preparation of <u>annual</u> Assessment Report

### 3. METHODOLOGICAL DESIGN how is it carried out?

#### 3.1 Tutorial actions for incoming students

- **Initial tutorial:** adapted to the needs, it can be group and/or individual. Information is provided about the *UEA*, its facilities and available resources, as well as about the Syllabus, time planning, study strategies and achievement goals.
- **Peer-to-peer mentoring:** students from higher years as mentors to guide incoming students, facilitating peer-to-peer integration.
- **Personalised Diagnostic Assessment:** analysis of individual student needs through surveys, competency testing, remedial courses, and a review of academic data to ensure a thorough understanding of the areas requiring attention.
- **Personalised academic monitoring:** continuous assessment during the first year to identify individual needs and support adaptation to the university environment. The schedule is agreed between the tutor and the student.

#### 3.2 Tutorial actions for students Enrolled

- **Personalised academic monitoring:** continuous assessment of academic progress and support in aspects that may affect academic performance, planning the following semester or academic year, advising on the process of Enrolment and choice of subjects, work placements and international mobility, continuity of studies, etc. The schedule is agreed between the tutor and the student.
- **Professional mentoring:** alumni or professionals linked to the *UEA* offer guidance on job placement, entrepreneurship, professional ethics and networking.
- **Multidisciplinary and interdisciplinary support network:** collaboration between departments and support services to provide comprehensive and personalised advice to students, addressing their academic needs and personal and professional interests (Guidance, Diversity and Inclusion, University Life and Social Engagement, Internships and Employability, Languages and Internationality and Academic Advisors).

#### 3.3 Monitoring platform for tutorial action

Canvas is a Learning Management System (LMS) that facilitates online teaching and learning. It is the institutional tool used to monitor learning, allowing the creation of a personalised online environment for tutorials. This space promotes:

- **Constant communication:** continuous interaction between tutor and students through messaging, forums and announcements.
- **Publication of support resources:** academic calendar, templates, study guides, references, links, regulations, among others.
- **Management of reflection and self-assessment activities:** tools for students to carry out reflection and self-assessment activities.
- **Registration of tutorials:** registration of individual or group tutorials, ensuring a detailed follow-up.
- **Evidence gathering:** collection of questionnaires, forms and comments that provide evidence of the tutorial process.

- **Monitoring and satisfaction surveys:** means of conducting surveys to assess student monitoring and satisfaction.

By integrating the tutoring process into the student's usual platform, this space increases its visibility, accessibility and impact. The familiarity of the online environment facilitates spontaneous interaction, autonomous access and active student participation in the learning process.

To obtain indicators on progress, engagement and possible difficulties in academic performance, through Learning Analytics, the system can generate early warnings of patterns such as:

- I do not log on to the platform for a prolonged period of time.
- No compulsory activities.
- Low performance in continuous assessments.
- Little or late participation in forums or collaborative activities.

In addition, analytics allows:

- Visualise graphically the evolution of the group or students.
- Identify risk profiles before academic failure occurs.
- Make informed decisions for tutorial planning.
- Assessment of the impact of the tutorial actions with objective data.

### 3.4 Material resources for tutorial action

- **On-campus or online tutorial:** synchronous or asynchronous space for interaction and educational and personal counselling.
- **Institutional e-mail:** official means of communication for the exchange of information and personalised advice.
- **Discussion forums:** a space for debate and the resolution of doubts in a collaborative environment.
- **Focus group:** discussion groups to obtain feedback that promotes lifelong learning.
- **Community of good tutorial practices:** regular meetings for pedagogical reflection, working groups by faculty or Field, repository of shared resources, tutoring among tutors: more experienced teachers who guide those who are just starting out.

## 4. ASSESSMENT What and how is its applicability assessed?

### 4.1 Objectives and indicators

OBJECTIVE	INDICATOR	DESCRIPTION	MEASUREMENT
1. Encourage adaptation and satisfaction	1.1 Level of adaptation according to entry profile	Analyse the adaptation of students based on their entry profile.	Targeted surveys, retention rates, interviews and focus groups.

	<b>1.2 Level of student satisfaction</b>	Measure student satisfaction with the <i>PAT-UEA</i> .	Satisfaction Surveys on a schedule, analysis of results by entry profile.
	<b>1.3 Drop-out rate</b>	Assessment of the percentage of students who drop out of school.	Analysis of drop-out rates, cohort follow-up.
<b>2. Improving academic performance</b>	<b>2.1 Academic performance rate</b>	Compare the percentage of credits passed versus Enrolled.	Analysis of academic performance between ECTS passed and Enrolled.
	<b>2.2 Results by cohort</b>	Assessment of academic performance by groups of students.	Comparison of results by cohort, longitudinal analysis.
	<b>2.3 Trend analysis during academic progress</b>	Assessment of academic progress over time.	Regular assessments, trends, benchmarking, individual monitoring.
<b>3. Encouraging tutorial participation</b>	<b>3.1 Number of registered tutorials</b>	Record the number of tutorial sessions held.	Registration of tutorials, analysis of frequency and duration of sessions.
	<b>3.2 Number of evidences of tutorial action</b>	Record student records, tutorial report, questionnaires, forms, and comments evidencing the tutorial process.	Student record, assessment report, questionnaires, forms, and feedback.
<b>4. Detect and intervene</b>	<b>4.1 Number of cases of students at risk detected in time</b>	Early identification of students at risk.	Analysis of sustained underachievement, prolonged absences, declared or perceived demotivation, personal or family conflicts interfering with academic life, social isolation or signs of emotional distress.
	<b>4.2 Level of improvement of at-risk students</b>	Assessment of the academic progress of students who received intervention.	Assessment of the progress of at-risk students, monitoring of interventions and academic outcomes.
<b>5. Promoting educational inclusion</b>	<b>5.1 Number of specific services provided according to different profiles</b>	Record interventions tailored to the needs of students with different profiles.	Recording of specific care, analysis of effectiveness of interventions.

#### 4.2 Assessment Report

Coordinated by the *Vice-Chancellor of Quality, Research, Faculty and Students*, all the above-mentioned indicators are integrated into an **annual assessment report *PAT-UEA***. This report must:

- Introduction of relevant quantitative and qualitative data.
- Compare year-on-year results.
- Incorporate the voice of the students and the tutorial teacher.

- Make recommendations for improvement and updating of the plan.

The results obtained in the *PAT-UEA* annual report are shared publicly with the entire educational community, making its achievements visible and sharing its impact. To this end, the following are promoted:

- Annual publication of the assessment report and improvement plan.
- Participation in congresses, conferences and inter-university networks on guidance and tutoring.
- Elaboration of infographics or reports on the development of the *PAT-UEA*.
- Incorporation of the results of the *PAT-UEA* in institutional quality reports.

At the *Universidad Europea de Andalucía*, the *PAT* is conceived as a dynamic system, in constant dialogue with changing realities. It is recognised that strategies adopted in one academic year may not be effective in another. This approach, based on reflection and adaptation, ensures that tutorial action evolves and improves, always responding with sensitivity to students' needs and to the commitments to educational inclusion of the *Universidad Europea de Andalucía*.

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