



## MENTORING/TUTORING SCHEME (*METHODOLOGY AND COMPONENTS*)

# FIRST YEAR STUDENT TUTORING

## METHODOLOGICAL BASE AND PREREQUISITES

### 1. Initial conditions

The first-year student tutoring solves the problem of providing smooth transition of new-comers into university life. It plays crucial role in helping first year students to successfully adapt to the new academic environment, familiarize themselves with the main regulatory documents that directly apply to their studies at the university, better navigate existing campus resources and services, develop effective study skills, bridge the gap in the level of subject knowledge and improve academic performance. At the same time the first-year student tutoring is highly beneficial as it helps to create a sense of belonging to the university community, reduce student's stress and anxiety, provide networking opportunities that could be valuable both for personal development and future career.

**Scheme of the first year student tutoring provides the following benefits:**

- academic support and guidance on study skills development, navigation through existing campus resources and services;
- improved social integration and stress reduction while adapting to the new academic environment;
- motivation, inspiration and building of positive attitude towards learning and personal growth.

**Target audience:** 1st-year students who have successfully passed the entrance exams and are enrolled in the university academic programs. They are individuals with various backgrounds and experiences, facing new academic challenges and seeking guidance in adjusting to a new academic environment.

**Needs and requests of the target audience:** the specified target audience needs support in adopting to a new educational environment, understanding the peculiarities of the educational process at the university and academic expectations, choosing courses and managing coursework, using university platforms and services, mastering effective methods of learning and time management, self-development, carrier guidance, social integration and finding new friends, establishing communication, solving any problems related to student life.



**Challenges and concerns** of the first year students include the increased academic overwhelm, greater requirement for self-organization, difficulties with adapting to the pace and expectations of university level courses, social isolation in a new academic environment, different social experience, inadequate awareness of existing campus resources, services and university ethics. If in the first year, students who do not keep up with the academic program and social integration are not supported, there is a high risk that they will lose motivation to study at all.

**Socio-economic challenges:** living in a dormitory, paid tuition, financial constraints for students from lower-income families, the lack of knowledge about managing personal finances, limited number of scholarships, inadequate academic preparation of students from countryside or disadvantaged communities.

**Psychological aspects** include anxiety about adapting to a new social environment, making new friends and establishing communication, anxiety due to higher requirements for self-organization and self-management in the conditions of university education, the risk of being in the "panic zone" due to intensive study schedule and a large volume of educational material, the problem of making independent decisions, building confidence and self-respect, accepting existing diversity in the students' environment.

**Cultural traditions and environment** may include challenges related to the new educational environment, namely: cultural characteristics of the region and city where HEI is located; peculiarities of cultural traditions of the university, faculty, specialty; various cultural, ethnic and religious background of students; the specifics of building relationships with groupmates and achieving self-realization in the new educational environment.

**Aspirations, goals and prospects:** successful socialization in the new educational environment, advancement in academic performance, high level of achieved knowledge and gained skills for future carrier, interesting student life and opportunities for self-development.

**Risks and fears:** risk of academic failure, not keeping up with the pace of learning and academic expectations set for university-level studies, not understanding how to use online platforms and mobile apps in the educational process, fears of being rejected and judged by their peers, becoming a victim of bullying, disappointment in the made choice of study direction and future carrier.

## 2. Vision of the target audience after and due to tutoring



PROMOTING PROFESSIONAL EDUCATION  
AND STUDENTS ENGAGEMENT  
THROUGH COMPREHENSIVE MENTORING  
AND TUTORING SYSTEM AT HEIS



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As a result of applying the tutoring scheme, the tutee will become more capable of learning, will use the available opportunities for self-development and will be able to achieve better academic performance indicators, will become more socialized and adapted to the academic environment.

### **3. The ambition of tutoring**

**The ambition of tutoring** is to provide organizational, informational and psychological support to first-year students during their adaptation to university life.

**The main goals of the tutoring program** include: promoting the formation of study skills, socialization and increasing the level of independence of first-year students in a new educational environment, providing consulting assistance and psychological support in solving various issues faced by first-year students, eliminating the gap in the level of knowledge in certain subjects.

### **4. Values**

This scheme is based on the following values:

- student-centered learning;
- individual approach;
- group work;
- inclusivity;
- tolerance;
- academic integrity;
- academic freedom of the student;
- justice;
- the principle of "equal to equal";
- support and mutual assistance;
- humanism.

### **5. The aim of the tutor's cooperation with a specific target audience**

To ease the transition of first-year students from school to university by means of creation supportive environment, to help them in building effective study strategies, overcoming difficulties and staying on track with their studies, to increase the level of



adaptation and socialization, to motivate first-year students to use all the existing resources and facilities for personal development and actively participate in the educational process and extracurricular work.

## 6. Methods:

### 6.1. Engagement of tutors

Tutors are active senior students (starting with the second year), who have successfully completed the first year of study, achieved high results in individual subjects, have a good understanding of the peculiarities of the organization of the educational process, and have leadership skills.

For group tutoring with academic groups of the first year, tutors (student curators) are chosen from among representatives of the relevant specialty of the senior year. If the number of people in the group exceeds 20, then 2 tutors can be assigned to the group.

For their recruitment, student self-government bodies are involved and an open announcement is made regarding the recruitment of tutors on university social networks and at meetings of student self-government bodies.

Tutors are recruited on a voluntary and inclusive basis.

To support tutors' motivation such incentives are used as: certificates, additional points to students rating, awarding prizes on the results of the annual university competition "The Best Tutor", publication of tutors' stories of success in social media and university website, using gradating system to acknowledge experienced tutors, adding information on successful participation in the tutoring programme in the diploma supplement (bachelor or master degree).

### 6.2. Selection of tutee

Tutees are considered at two levels:

- *group level*: academic group as a whole - all academic groups of first-year students are involved in the tutoring system;
- *individual level*: first-year students who have problems with mastering a certain subject or with adaptation to new academic environment (difficulties with building study skills, networking, communication with groupmates, personal development etc.) and refers to the tutor independently or on the recommendation of the group curator or teachers of certain disciplines.

### 6.3. Tutor-tutee interactions

The format of the interaction depends on the tutee levels:



- *group level* - group meetings, group consultations, trainings, workshops, excursions, team building, group preparation for participation in educational, cultural and sports university events (welcome to students' community, themed parties, sports competitions, contests, etc.);
- *individual level* - individual consultations, individual classes, conversations.

According to the needs of the participants and the security situation tutor-tutee interaction can be organized both at the university and online.

## **7. Tutor-tutee interaction approaches**

*Group level:* meetings with the group take place at least once a month according to the approved schedule.

*Individual level:* individual meetings take place sporadically, according to the needs of the tutor, an individual schedule/individual learning trajectory can be drawn up.

Special attention is paid to the first weeks of study and the pre-examination period.

To increase the level of adaptation of the first-year students to the university environment, in the first week of study, the orientation school (sessions) could be held. It may include a set of meetings with the university leadership, representatives of the university's structural divisions, administrators of online platforms that provide the educational process; student self-government bodies, academic integrity experts, leaders of student groups and associations; as well as conducting trainings on personal growth and team building.

## **MODEL OF THE TUTORING SCHEME**

### **8. Algorithms for selecting tutors and tutees**

1. Identify a pool of potential tutors by means of:
  - a. applying to student self-government bodies and announcing the recruitment of group and individual level tutors;
  - b. posting an announcement about the recruitment of group and individual tutors for the first-year students on the university website and in social networks;



2. Invite interested persons to fill out the application form-questionnaire, which will indicate at what level the applicant wishes to work (group or individual), and answer a number of questions:

a. *individual level:*

- What level of knowledge do you have in certain subjects of the 1st year of studies?
- What subjects for you are a priority for providing assistance to first-year students?
- How much time per week are you ready to spend helping first-year students?
- Enter the name of the teachers who can give a recommendation for you;
- What is your motivation for tutoring 1st year students? What would you like to achieve?

b. *group level:*

- Are you a representative of university organizations / centres / clubs / associations / student self-government bodies, etc.? (indicate your role in them);
- Do you have experience in organizing student events or other social initiatives?
- How much time per week are you are you ready to spend helping first-year students?
- What is your motivation for tutoring 1st year students? What would you like to achieve?

3. Selection based on questionnaires and interview:

- a. analysis of questionnaires according to selection criteria;
- b. conducting an interview.

Qualifications and requirements for tutors:

- be university students no younger than the second year;
- successfully complete the first year of study in the relevant specialty;
- have high results in certain subjects (for an individual level tutorship);
- well understand the peculiarities of the university educational process, the needs and interests of the first year students;



- have leadership and communication skills, the ability to establish interaction with different people with tolerance and patience;
- be ready to maintain confidentiality and respect personal boundaries of the first year students.

All potential tutors must undergo mandatory training (School for Tutors). In case of having tutees with special educational needs (e.g. with physical disabilities, visual impairment, etc.) tutors should be provided with additional training from the university Psychological Service.

### **Algorithm for selecting tutors:**

1. Announce an open competition for the selection of tutors:
  - a. Launch a tutoring advertising company through the channels / website of the university, social media platforms of the university and its structural units.
  - b. Inform about the purpose of the program and the criteria for participation.
2. 1st stage of selection (analysis of application forms-questionnaires).
3. 2nd stage of selection (selection of tutors by interview).

### **Next steps:**

1. Conducting an introductory meeting.
2. Conducting a school of tutors.
3. Selection: individual level - tutor for tutee; group level - tutors for first-year groups.
4. Writing a plan: individual level - a plan of working with a tutor; group level - a plan of working with a first-year group for 1 year.

## **9. Procedures**

### ***Organization of tutor-tutee interaction***

Procedures for organizing tutor-tutee interaction:

1. Registration of tutors and tutees on the specially designed IT-platform though filling special profile with necessary information about contact details, background and areas of interest.
2. Creation of a register of tutors on the T&M Platform and its distribution to the dean's office and to the curators of academic groups. This register contains:

- names and surnames of tutors, their academic group, phone, email, links to pages in social networks;
- areas of competence (knowledge, skills, experience);
- their interests in the implementation of tutoring programs.

After the completion of tutor-tutee matching process the register is added with information about:

- the group tutor and the chosen academic group for group-level tutoring;
  - the tutor-tutees working together on an individual level tutoring;
  - quantitative and qualitative indicators of the work of tutors at the group and individual level (submitted by tutors in the form of a report at the end of the academic year).
3. The IT-platform utilizes algorithms to match tutees with suitable tutors on the individual level. The responsible person from the T&M Centre can help tutees in analysing requests for the necessary tutoring support on an individual level and matching them with tutors based on their academic needs and shared interests to promote a positive and effective learning relationship.
  4. Deans of faculties are responsible for matching tutors with academic groups to work at the group level, taking into account the field of education and the size of the group (in the case of more than 30 people in an academic group, the dean's office can assign two tutors to the group).
  5. The first tutor-tutee meeting on the group level could be held during specially organized orientation school (sessions). The tutor should introduce himself/herself to the group and the group curator, discuss the work plan and the optimal communication channel. Regular meetings of the group tutor with the student group take place in accordance with the agreed working plan of the tutor with the group of first-year students and could be held both at the university or online. The curator of the relevant group can be present at the meetings if necessary.
  6. Individual meetings of the tutor with the tutee take place according to the agreed individual schedule in the most convenient way for the tutor and the tutee.
  7. Monitoring of tutor's work:
    - a) *at the group level* - once every six months, the group takes a survey regarding the current results of their interaction with the tutor and further needs;
    - b) *at the individual level* - the group curator conducts oral conversations with the tutee regarding his/her satisfaction with the tutor's work; in the case of an academic orientation of the tutor's help, the group curator

consults with the subject teacher regarding the existing growth of the tutee's academic performance; at the end of the tutoring period, the tutee writes feedback to the T&M Centre regarding the tutoring results for their entry into the database of the tutor's individual profile.

On the base of tutoring program evaluation and students' feedback the areas of improvement are identified.

### *Quality monitoring*

Quality monitoring is carried out by the Tutoring and Mentoring Centre according to the following criteria:

Result	Criteria	Information collection tools
The tutee's awareness of the university environment	<p>Know:</p> <ul style="list-style-type: none"> <li>terminology in the field of higher education and the main principles of the HEI educational process;</li> <li>student's rights and responsibilities;</li> <li>structure of the university and the availability of student support services;</li> <li>areas of activity of student self-government bodies;</li> <li>organization of extracurricular work;</li> <li>mechanisms of involvement in the activities of student self-government bodies and other organizations of extracurricular work at the university</li> </ul>	<ul style="list-style-type: none"> <li>Survey after the orientation week (sessions) and at the end of the academic year (conducted by the university's quality assurance services);</li> <li>monitoring by the T&amp;M Centre at the end of the first two months, the first and second semesters.</li> </ul>
Tutee's involvement in university events	<ul style="list-style-type: none"> <li>The number of activities organized by the tutor for the group;</li> <li>the number of university events in which the whole (or most of) group was involved;</li> <li>the number of tutees involved in various university activities;</li> </ul>	Tutor's annual report on group tutorship

	<ul style="list-style-type: none"> <li>the number of tutees involved in student events organized outside the university.</li> </ul>	
The academic performance of the tutee who were lagging behind the group	<ul style="list-style-type: none"> <li>Successful completion of the examination sessions by the tutee who applied for help;</li> <li>a higher level of confidence of the tutee in his/her ability to learn and acquire knowledge independently (self-esteem)</li> </ul>	<ul style="list-style-type: none"> <li>information on examination results;</li> <li>tutee's feedback on individual work with the tutor submitted through the IT-platform or to the T&amp;M Centre at the end of the first two months and then at the end of every semester.</li> </ul>
Social integration of tutee into the university community	<ul style="list-style-type: none"> <li>Establishment of interpersonal relations with groupmates and students of other groups;</li> <li>getting contacts with representatives of student self-government and student support services;</li> <li>building a sense of belonging to the university community.</li> </ul>	<ul style="list-style-type: none"> <li>annual tutor reports;</li> <li>tutees' survey at the end of the academic year (conducted by the T&amp;M Centre)</li> </ul>

### *Performance control*

Sphere	Description	KPI
Implementation of the tutor's work plan	Implementation of the annual plan of group work and the plan of individual support	<ul style="list-style-type: none"> <li>The number of tutor-tutee meetings held;</li> <li>the ratio of the number of applications for tutor services to the total number of tutor-tutee matches;</li> <li>quantitative and qualitative indicators of group/tutee</li> </ul>

		satisfaction based on the results of surveys and feedback
Communication	Establishing effective ways of communication between tutor and tutee, tutor and curator, tutor and supervisor from the T&M Centre	<ul style="list-style-type: none"> <li>• A communication channel has been created (group or individual chat);</li> <li>• reports are completed in time;</li> <li>• a wide range of group questionnaires are covered;</li> <li>• at least 90% completion of individual feedback</li> </ul>
Involvement	Activity of tutors and tutee	<ul style="list-style-type: none"> <li>• The number of meetings held;</li> <li>• the share of tutees participating in student activities from the total number of first-year students<sup>4</sup></li> <li>• the share of tutors who are involved in the tutoring programs for more than one year in a row</li> </ul>

***Level of satisfaction evaluation (based on pre-defined criteria and indicators)***

The effectiveness of the interaction between the tutor and the tutee is determined by evaluating the following indicators:

- understanding the needs of the tutee;
- clarity of presentation/explanation of information by the tutor and its compliance with the needs of the tutee;
- timely help in solving problems;
- rational planning of meetings.

The indicators are evaluated by analysing the results of the freshman survey at the group level and the received feedback at the individual level, as well as indirectly through the analysis of the tutors' reports (regarding the frequency of communication and organized meetings/events).

**10. Forms of work**

Separate forms of work are offered for individual and group tutoring.



## *1. Individual level*

**Consultations.** Tutors provide guidance to tutees on the certain subject. These consultations may concern study skills development, selection of literature, clarification of terms, disclosure of the essence of the topic. They may also refer to the specifics of preparation and requirements for writing essays, presentations, other forms of individual, creative tasks on the relevant subject. In addition, consultations may concern the preparation of students for public speeches, presentations of their own work, advice on interaction with groupmates during group tasks.

Completion of assignments instead of tutee and other forms of academic dishonesty are prohibited.

Thanks to consultations, tutee can increase academic excellence, improve the quality of independent work, creative tasks in the relevant subject, as well as build self-confidence, improve the quality of presentation of independent work and own achievements.

## *2. Group level*

**Look-around tours.** The tutor can conduct look-around tours through the university campus and the main facilities. This is especially important if the university has a complex structure and a large number of structural subdivisions located in different buildings and different parts of the city. During such excursions, first-year students will have the opportunity to find out where important administrative units are located (offices of the university administration, international department, practice department, accounting department, library, dean's office, canteen, student council, etc.), and most importantly, discover logistics and how to get to them more conveniently.

**Consultations.** Tutors explains tutees the peculiarities of the educational process, the basics of using schedule, requirements for compliance with academic integrity policy, development of effective study strategies. Consultations may concern the ethics of communication at the university during classes and outside classroom time, by phone, online (in messengers, social networks, e-mail) with teachers, administration, technical staff, other students. Such knowledge will contribute to the formation of a friendly and safe environment for learning.

Also, tutors can advise on opportunities for self-realization at the university (familiarization with existing clubs, student associations, sports sections, creative associations, etc.) and how to use the existing facilities for self-development and extracurricular work.

**Preparation of extracurricular activities.** Tutors help the academic group to get



involved in university extracurricular activities and competitions (welcome to students' community, comedy shows, intellectual quizzes, sports tournaments, etc.). The tutor helps to reveal the potential and talents of tutees, promote their creativity and the search for non-trivial solutions.

Group participation in extracurricular activities contributes to team building, motivation to study together and bullying prevention.

## 11. Information support

1) **IT-platform** with the following functionality (general for all tutoring and mentoring schemes):

1. **User Registration:** The platform would allow tutors and tutees to create their profiles by providing relevant information such as their name, specialty, academic group, contact details, areas of expertise, and preferences, motivation to take part in tutoring program.
2. **Matching Algorithm:** An advanced matching algorithm would be implemented to pair tutors and tutees based on various criteria, such as subject expertise, availability, and specific tutoring needs. The algorithm would ensure the best possible match for both parties.
3. **Search and Filtering:** The platform would offer search and filtering options to help mentees find mentors based on specific criteria, such as subject, academic level, or availability. This feature would allow tutees to explore the available tutor profiles and choose the one that best fits their requirements.
4. **Communication Tools:** The platform would provide communication tools to facilitate interaction between tutors and tutees. This might include messaging systems, video conferencing capabilities, or integrated chat features, allowing seamless communication and collaboration.
5. **Scheduling and Calendar Integration:** To simplify the scheduling process, the platform could offer integrated calendars or scheduling tools. Tutors and tutees would be able to coordinate and schedule tutoring sessions based on their availability, with automated reminders and notifications.
6. **Progress Tracking and Feedback:** The platform would enable tutors and tutees to track their progress and provide feedback on the tutoring sessions. This could include features for recording session notes, setting goals, and evaluating the overall tutoring experience.
7. **Resource Sharing:** The platform might include a repository of educational resources, study materials, or reference materials that tutors can share with their tutees. This feature would facilitate knowledge transfer and support the learning

process.

8. **Analytics and Reporting:** The platform could generate analytics and reports to track the effectiveness of the tutoring program. This might include metrics such as session duration, frequency of interactions, and tutee progress. These insights can help improve the tutoring program and identify areas for enhancement.
9. **Security and Privacy:** The platform should prioritize data security and privacy by implementing measures such as secure user authentication, data encryption, and compliance with relevant regulations (e.g., GDPR). It should also ensure that users have control over their personal information and can set their privacy preferences.
10. **Mobile-Friendly Interface:** To enhance accessibility and convenience, the platform should have a mobile-friendly interface or even dedicated mobile applications. This would allow tutors and tutees to access the platform and engage in tutoring activities from their smartphones or tablets.

## 2) Database structure specific for each scheme – internal accounting system

### For tutors

#	First name	Last name	Year of study	# of academic group and major (specialty)	Student experience and academic achievements	Possible support to first year students

### For tutees

#	First name	Last name	Year of study	Major (specialty)	# of academic group	Your needs and expectations of tutoring program

### 3) Other sources:

1. **University websites and social media.** These sources can provide information about the first year student tutoring events and the previous successful experience of tutor-tutee interaction. University PR centre will prepare special advertising materials about tutoring programme to enhance tutors' prestige and academic community awareness of the tutoring.
2. **Library resources.** University libraries can provide access to a wide range of academic resources, including research databases, e-books, and scholarly journals. Tutors can guide tutees how to use these resources effectively for better academic results.
3. **Educational websites and blogs.** Tutors can recommend tutees numerous educational websites and blogs that offer tutorials, study tips, and educational resources to ease their learning.
4. **Educational webinars and workshops, public events, guest lectures.** Tutors can encourage tutees to attend these events to gain valuable insights and tips for academic success.
5. **Personalized chatbot** can be used to accompany the onboarding program of first-year students, which involves timely and step-by-step delivery of the necessary information about:
  - the university (mission and values, history, organizational structure, management, links to the site and social networks);
  - student campus (location of classrooms, dean's office (directorate), library, canteen, sports complex, student council, international department, etc.);
  - useful contacts (faculty administration, graduation department, academic group curator, security service, student support hotline, etc.);
  - schedule of the educational process (beginning and end of the semester, term of sessions, practices);
  - the schedule of classes and the possibility of obtaining access to it through the online system or separate applications;
  - support services (availability and work schedule of the career centre, psychological service, legal clinic, medical centre, tutoring and mentoring centre, etc.);
  - student clubs and organizations (student council, scientific societies, sports sections, foreign language clubs, communities,

- etc.);
- technologies and online platforms (creation of an individual student account, registration on online learning platforms, access to Wi-Fi at the university, computer laboratories and hubs, copiers, e-mails and other technological resources);
- accommodation in a hostel (location, how to get there, necessary contacts, rules of payment and shared accommodation);
- entertainment activities and events in the university and the city;
- university news.

## 12. Resource provision

Resource provision for the above-mentioned activities includes various elements required for the effective organization and implementation of tutor-tutee interactions. The following resources are crucial for creating an optimal learning environment:

1. *Specialized Classrooms:* Dedicated educational classrooms are essential for conducting in-person sessions, workshops, and problem lectures. These classrooms should be equipped with modern facilities such as projectors, computers, and comfortable seating arrangements. Specialized classrooms provide a conducive environment for interactive discussions, presentations, and collaborative activities.
2. *Equipment and Software:* In addition to specialized classrooms, it is important to provide the necessary equipment and software to support the learning activities. This includes access to computers, laptops, tablets, or other devices that participants can use to engage with digital resources, complete assignments, and collaborate online. Additionally, software applications and tools such as project management tools, graphic redactors and others should be made available to enhance the learning experience.
3. *Online Learning Platforms and Resources:* Utilizing online learning platforms, such as Moodle or other learning management systems, provides a centralized hub for accessing educational materials, submitting assignments, participating in discussions, and engaging with mentors or tutors remotely. These platforms facilitate the organization of courses, tracking of progress, and interaction between participants. Additionally, online resources such as e-books, videos, interactive modules, and online libraries can supplement the learning process and provide additional learning opportunities.

4. **Qualified Personnel (the roles we propose to be common):** Having a team of qualified personnel is essential for the successful organization and implementation tutor-tutee interactions. This includes experienced tutors, educators, and facilitators who possess subject expertise, pedagogical knowledge, and the ability to provide guidance and support to learners. These personnel play a crucial role in creating a nurturing and engaging learning environment, fostering meaningful interactions, and tailoring the learning experience to meet the individual needs of participants.

*Tutoring Coordinator/Program Administrator:* is responsible for the overall management and administration of the tutoring program. This role involves overseeing resource provision, ensuring availability of necessary facilities, and coordinating logistics. The Coordinator also maintains communication channels and addresses any challenges related to resource access or utilization. The focus is on creating an efficient and effective program environment.

*Program Managers:* are responsible for the successful engagement of tutors and tutees within the program. They coordinate the collaboration between tutors and tutees, analyse program results, and develop suggestions for program improvement. The Program Managers play a crucial role in ensuring the program's effectiveness and impact by managing tutor-tutee relationships and continuously enhancing the program's quality.

*Technical Experts:* The Technical Experts provide guidance and support in utilizing equipment, software, and specialized resources. They offer expertise in technical matters, helping program participants troubleshoot any technical issues that may arise. The Technical Experts ensure efficient resource utilization by assisting tutors and tutees in utilizing technology effectively, enhancing the overall program experience.

*Trainers/Facilitators:* Trainers/Facilitators conduct presentations, provide training sessions, and facilitate open events for tutors and tutees. Their role is to deliver educational content, equip program participants with necessary skills, and create an interactive learning environment. By facilitating the transfer of knowledge and fostering engagement, Trainers/Facilitators empower tutors and tutees to build successful tutoring relationships and achieve their goals.

5. **Wi-Fi Connectivity:** Access to a reliable Wi-Fi network is necessary for seamless online communication, access to digital resources, and engagement with online platforms. A stable internet connection allows participants to actively participate in virtual sessions, access online materials, and collaborate with mentors, tutors, and peers.

## 13. Regulations

**Regulation** for implementing the tutoring program within the university: common to all

1. Objectives and scope of the tutoring program (as indicated in the Section “METHODOLOGICAL BASE AND PREREQUISITES”).
2. Program administration - roles and responsibilities of program coordinators, tutors and tutees, along with any specific reporting or documentation requirements (as indicated in the relevant Section of this document).
3. Tutor selection and qualifications (as indicated in the relevant Section of this document).
4. List of competencies that tutees should develop by the end of the tutoring program.
5. Tutee enrolment and matching criteria (as indicated in the relevant Section of this document).
6. Tutoring process and activities (as indicated in the relevant Section of this document).
7. Evaluation and quality assurance (as indicated in the relevant Section of this document).
8. Confidentiality and ethics.
9. Complaints and conflict resolution.
10. Resource access guidelines.

### **List of competencies for tutees**

By the end of the program, tutees will have acquired the following knowledge, skills, and attitudes:

#### **Knowledge:**

- understanding of the academic requirements and expectations;
- knowledge of legal frameworks relevant to educational process at the university;
- available resources and facilities for students;
- goal setting principles and personal plan development;
- time management techniques;
- study strategies (active listening, meaningful questioning, note-taking techniques and exam preparation methods);
- effective communication and networking techniques;
- problem-solving techniques and approaches;
- fundamental principles and ethics in tutoring.



### **Skills:**

- setting goals and working out effective action plans for achieving academic excellence and personal development;
- ability to prioritize tasks, meet deadlines, and effectively manage time to stay organized and avoid feeling overwhelmed;
- verbal and written communication, active listening and asking questions;
- critical thinking, problem-solving and conflict resolution skills;
- leadership, motivation, collaboration and teamwork;
- networking, effective interpersonal skills and building friendly relationships;
- self-reflection and self-assessment for progress in education and personal growth;
- resilience and adaptability to new academic environment, openness to new experience.

### **Attitudes:**

- positive attitude, open-mindedness and curiosity;
- proactive mindset in problem-solving;
- adaptability and flexibility in a dynamic educational environment;
- empathy, gratitude and cross-cultural sensitivity in interpersonal interactions;
- commitment to long life learning and continuous personal development;
- leadership qualities and effective communication;
- discipline and self-motivation in time management;
- resilience and adaptability in the face of new challenges;
- tolerance and mutual respect, cultural diversity and inclusion;
- openness to feedback;
- understanding the value of tutorship and readiness to give back by becoming tutors themselves in the future.

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- Tutees (1<sup>st</sup> year students)
- Program Coordinators

## 3. Tutors' Guide

### 3.1 The role and duties of tutor in group and individual tutoring

### 3.2 Setting goals and planning a tutoring program

### 3.3 Ethics and professional standards of tutoring

### 3.4 Organization of effective interaction between tutor and tutee

### 3.5 Psychological support of tutees

## 4. Tutees' Guide

### 4.1 Peculiarities of group and individual tutoring

### 4.2 Duties of tutor and tutee

### 4.3 Determination of the tutee's needs, goals and duration of the tutoring program

### 4.4 Strategies for the academic success of tutees

### 4.5 Support of tutee in personal development and professional growth

## 5. Program Administration

### 5.1 Tutor and tutee matching process

### 5.2 Coordinating program activities, providing resources and support for tutoring

### 5.3 Monitoring and evaluation of the tutoring program

### 5.4 Determination of tutee development areas and improvement of the tutoring program

## **15. Infrastructural support for tutoring in higher education institutions**

Infrastructural support for mentoring/tutoring in HEIs is provided by the Tutoring & Mentoring Centre (T&M Centre). It is responsible for overseeing and coordinating the mentoring/tutoring programs within the institution and serves as a central point of contact for mentors/tutors, mentees/tutees, and other stakeholders involved in the



mentoring/tutoring process. It facilitates communication, coordination, and quality assurance, ultimately contributing to the positive educational experiences and professional development of mentees/tutees.

The main tasks of the T&M Centre include:

1. Mentors/tutors recruitment and training: running mechanisms for recruiting and selecting qualified mentors/tutors from both internal and external sources, as well as providing training programs and workshops to equip mentors/tutors with the necessary skills, knowledge, and competencies to effectively guide and support mentees/tutees.
2. Mentees/tutees enrolment and matching: collecting mentee/tutee preferences, academic needs, and career aspirations, and matching them with suitable mentors/tutors based on compatibility and expertise.
3. Information and communication support: establishing communication channels such as dedicated email addresses, IT-platform, social media channels and providing information about the mentoring/tutoring programs, guidelines, resources, and important updates.
4. Monitoring and evaluation of the mentoring/tutoring programs to ensure their effectiveness and continuous improvement. It is based on collected feedback from mentors/tutors, mentees/tutees, and other stakeholders, and conducted assessments or surveys evaluating program outcomes and impact.
5. Providing resources and support materials related to mentoring/tutoring: online libraries, databases, handbooks, and guides that mentors, mentees/tutees, and program coordinators can utilize for reference and professional development.
6. Providing administrative support to assist with program logistics, scheduling mentor/mentee or tutor/tutee meetings, and handling administrative tasks related to the mentoring/tutoring process.
7. Reporting and documenting mentoring/tutoring activities, progress reports, and outcomes.

## **16. Psychological support for tutoring in higher education institutions**

*Psychological portrait:* the tutees are the first year student who are at a critical stage in their lives, transitioning from school to university and possessing the following traits: curious and eager to explore new subjects, ideas and experiences during their study at the university, ambitious in achieving their academic and personal goals but at the same time lacking knowledge and skills how to balance academic demands and personal life, set right goals, effectively adapt to new academic environment, use existing resources



and serveries, and thus need a help from experienced tutors to overcome these difficulties.

The specificity of the target audience of the first year student tutoring is that it can be conditionally divided into two subgroups depending on the form of tutoring programs:

- 1) Tutoring at the individual level;
- 2) Tutoring at the group level.

### **Potential risks and difficulties in tutoring at the individual level:**

- students may experience academic pressure, self-doubt, anxiety, fear and uncertainty about their future career, disappointment about their career choice;
- cultural, social and economic factors can affect the psychological state and adaptation of freshmen;
- tutees may have high expectations of tutors, the tutor program, which may lead to disappointment if their expectations are not met;
- first-year students may compare themselves with tutors or other tutors, which leads to feelings of self-doubt or inferiority;
- first-year students may have difficulty receiving useful information, constructive feedback, or criticism, which may hinder their personal growth and academic success;
- there is a risk that the tutee will not be able to establish an effective relationship or friendship with his /her tutor, leading to feelings of detachment or dissatisfaction with the tutor-tutee interaction.

### **Potential risks and difficulties in tutoring at the group level:**

- students may feel insecure in a new educational environment;
- tutees may have high expectations of tutors, other tutees in academic group, the tutor program, which may lead to disappointment if their expectations are not met;
- the first-year students may compare themselves with tutors, other tutees in academic group, or other tutor groups, which leads to feelings of self-doubt or inferiority;
- the first-year students may have difficulties in communication and interaction with the tutor and other tutees in academic group, which may hinder their adaptation to the educational environment, the formation of group dynamics, lead to a feeling of non-involvement in student life at the university,



dissatisfaction with interaction with the tutor and other tutees in academic group,

**Methods of intervention:**

- organizing and conducting events that contribute to the development of stress resistance, prevention of emotional burnout and emotional recovery strategies;
- regular communication, active listening and creation of a favourable psycho-emotional environment;
- creation of a safe and psychologically comfortable space for tutors and tutees, where they can express their feelings, concerns, fears and thoughts;
- increasing awareness of cultural, social and individual differences of tutors and tutees. Promoting cultural competence and inclusiveness to create an inclusive and supportive environment that respects and values diversity;
- conducting trainings, seminars for tutors or providing them with other resources that will contribute to increasing the level of their knowledge and competence regarding psychological support in tutoring;
- directing tutors to appropriate support services in the university (psychological services), if necessary.

The psychological service is professionally engaged in identifying and levelling psychological problems (difficulties) of tutors and tutees at the university. The psychological service of the university conducts individual and group consultations for students and teachers on an ongoing basis, free of charge and confidentially. Tutors and tutees can receive psychological counselling on challenges and difficulties in the new academic environment, increasing self-confidence, solving conflict situations, getting out of stressful and depressive states, problems in communicating with peers, teachers, parents, problems during the adaptation period, as well as personal problems.

Upon request, the university psychological service can conduct specialized trainings for tutors and/or tutees.