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# Manual for T&M Centre Staff

This manual serves as the primary regulation for the Tutoring and Mentoring (T&M) Centre team. It ensures standardized workflows and helps staff effectively support students at every stage of their development.

## Key sections include:

- The role and strategic significance of the Centre within a modern HEI.
- A detailed description of the Centre's structure, staff functions, expertise requirements, and ethics.
- Step-by-step guides from program promotion and application processing to the "matching" of mentors and mentees.
- Methodologies for monitoring, progress evaluation, and feedback loops.
- A comprehensive guide to the rights and obligations of staff in their daily work.

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## MANUAL FOR T&M CENTRE STAFF

These instructions are created to enhance understanding of the functioning of the tutoring and mentoring system in higher education institutions, organizing work and interaction among instructors, students, tutors, mentors, tutees and mentees.

First of all, it is essential to note that systematic tutoring and mentoring are characteristic of the 21<sup>st</sup> century. Tutoring and mentoring activities are coordinated through appropriate networks, platforms, and at the higher education institutions (HEIs) – through the departments or centres. These centres are essential for organizing the work of tutors, mentors, tutees and mentees, as well as for the training and quality control of interactions between tutors, mentors and their mentees. The centres also serve as a bridge for collaboration between instructors and students involving tutors and mentors.

Despite the insufficient level of autonomy in HEIs (Ministry of Education and Science of Ukraine, 2020), universities are increasingly successful in organizational autonomy and planning changes in their structure. Thus, in different HEIs their Mentoring Centres (or Departments) may vary in composition, technical support, planning of different activities, collaboration with other university departments, etc. At the same time, fundamental principles of tutoring and mentoring activities are similar, such as: transparency, trust, responsibility, academic integrity and mutual respect.

Implementing tutoring and mentoring in Ukraine and Georgia is extremely essential to support students, both for working on individual projects and addressing the specific needs of first-year students, internally displaced students or students with disabilities. The demand for the implementation of tutoring and mentoring in Ukrainian HEIs is also explained by the increasing number of students participating in international projects and programs, who need additional organizational support for documents related to studying abroad at partner universities (Ivanytska, 2019).

Understanding that professional training in universities extends beyond imparting knowledge of the fundamentals of a particular science and involves building self-confidence, fostering a positive outlook, encouraging independence and promoting self-improvement

(Zhizhko, 2010), there is a need to implement tutoring and mentoring in higher education institutions (HEIs) and coordinate these activities through appropriate Centers or Departments to support students and achieve the mentioned above goals.

Education is not just about acquiring knowledge; it encompasses much more. Successful learning is often a socially constructed process that may require changes in identity, making it simultaneously complex and powerful.

According to research conducted in the United States, only one-third of surveyed students believe they possess sufficient skills and knowledge required for employment. Thus, the effectiveness of the functioning of tutoring and mentoring centres is more crucial than the number of departments or divisions in universities (Friedman, H., Friedman, L., 2018). Therefore, the operation of Tutoring and Mentoring Centres is essential for developing students' professional competence and forming soft skills. Universities are expected to respond to market demand (Martin, 2016), and for this, they must organize the educational process to meet both student and market requirements.

Analyzing one of the master's programs at the Royal Academy of Arts (The Hague, Netherlands), it is noted that mentoring is provided throughout the two-year program to develop critical reflection, self-reflection skills, commenting ability and the capacity to reflect in various contexts, to plan, etc. (EUA, 2009). Mentoring and tutoring have become integral elements in leading higher education institutions.

The need to implement tutoring and mentoring in higher education is also driven by the need to organize inclusive education and ensure equal opportunities for all students (European University Alliance, 2023). Tutoring and mentoring centres should collaborate with tutors and tutees, mentors and mentees, and university teachers to ensure inclusive teaching.

The Tutoring and Mentoring Center also monitors the selection procedures for tutors and mentors and their adherence to established criteria. During the selection of potential mentors, it is crucial to establish realistic expectations for the collaboration between mentors and mentees and how to achieve the set goals (Garringer, M., Kupersmidt, J., Rhodes, J., Stelter, R., Tai, T., 2015).

As mentoring directly influences student development (Okoye, K., Hosseini, S., Arrona-Palacios, A., Escamilla, J., 2021), Tutoring and Mentoring Centers should contribute to the increase in tutoring and mentoring programs in higher education institutions.

Mentors actively participate in the educational process and motivate students by setting their own example. This includes regular sports activities, attending classes, and active involvement in excursions or volunteering.

The success of a mentor's work is primarily measured by the level of qualitative changes in students' development. Therefore, mentors should spend the majority of their time directly with students. They organize personal interviews with each student, helping them set goals and prioritize their time at the higher education institution (HEI) while allowing mentors to understand students' emotional and psychological state better and prevent potential crises. Mentors and tutors should conduct weekly reflections with groups as well as comprehensive analyses and discussions of excursions, implemented projects, significant events, etc.

The modern educational environment places a greater emphasis on adaptation to society and personal development in various directions. Therefore, mentors and tutors also play a specific role in socialization, facilitating the process of social practice – a particular form of humanitarian pedagogical support for the process of individualization.

Considering the information mentioned above, it is advisable to define the terminology to be used in the future clearly.

A mentor is an experienced and reliable guide or consultant who can be an employee of a higher education institution or other organizations or enterprises and who, while receiving a salary and performing official duties, provides consultations to students, psychological and organizational support, coordinates student projects in the defined areas (IT, economics, etc.), and contributes to the development of general competencies to ensure a comfortable learning environment and improve academic performance.

A mentee is a university student who collaborates with a mentor gaining additional knowledge, experience and competencies to achieve new ambitious goals and personal professional development.

A tutor is a senior university student who, voluntarily or for a reward determined by the University, assists another student or group of students in academic and cultural adaptation. This assistance also extends to mastering a particular academic discipline to deepen knowledge, develop skills, improve academic performance, and enhance the quality of educational services provided by the higher education institution.



A tutee is a first or second-year student with fewer opportunities who require support during adaptation to university life or in studying specific disciplines.

Planning the opening of the Tutoring and Mentoring Center in a higher education institution is worth providing the location of the Center, the number of employees, equipment, etc. Typical equipment for T&M Centers includes laptops for each employee of the Center, equipment for a meeting room with an interactive display, a multifunctional device, and an overhead radio microphone (Project PROMENT, 2023).

At the stage of practical activity, various technological measures should be involved, depending on the complexity of the problems presented for solving. Before designing the process of learning activities with tutors and mentors, the student should be shown samples of different approaches to mental activity or styles: inductive, deductive, modelling, etc. It should also be remembered that depending on the style of perception and work with information, people may have different personal learning technologies. This makes the process motivated and forms a sense of self-confidence in the student.

Secondly, there are the technologies of working with students that the mentor must master. This includes pedagogical, psychological methods and means because the atmosphere of communication should be active and cognitive so that interest in learning is constantly maintained and does not stop.

It is necessary to carry out meaningful means of control, because control shows the listener what he has achieved and motivates him to further activity. Control should also be considered systematically, taking into account its functions and their accurate use, organizational and meaningful forms, etc. It must be understood that it is a control that is the main means of controlling the educational process. Tutors can help students prepare for such an important event.

Thirdly, certain technologies must be taken into account in the process of communication and cooperation. They are diverse, starting with the art of asking questions and taking into account the style of perception of an individual.

Various people are responsible for providing funding for the extra workforce of mentor programs and making the final decision. Among others, this is the management of the higher education institution, deans of faculties, deputy deans for academic work, researchers and project coordinators. All of them should find effective ways to distribute funds that would allow financing of high-quality mentoring programs.



Appropriate technical equipment allows you to ensure the full implementation of important functions of the Tutoring and Mentoring Center.

A mentor, with the support and help of a tutor, should teach in a short period of time to learn, transform and use in practice a huge amount of information. It is very important to organize the learning process so that the subordinate actively, with interest and enthusiasm, sees the results of his work and appreciates them. Therefore, the use of modern information technologies by the mentor will provide: - access to international sources of information in the field of education, science and culture; - integration of the national education system into the world; - increase motivation to study; - development of a creative approach to the perception of the world; - improvement of skills in working with various sources of information; - increasing the quantity and quality of knowledge; - saving time; - intensification of cognitive activity; - development of critical thinking skills.

An important place in the technology of the Tutoring and Mentoring Center is occupied by a technological approach to teaching, learning and communication, which provides instrumental support for the indicated activity with a guarantee of achieving the goal set. Due to this, in mentoring and tutoring, pedagogical and social reality is realized, which allows: a significant degree of certainty to predict the results of tutoring activities and manage the processes of its implementation; analyze, systematize and effectively use the practical experience of mentoring in tutor activities; comprehensively solve educational and socio-educational problems; provide favourable conditions for personal development; choose the most effective and develop new methods and ways of solving socio-pedagogical problems that inevitably arise in the process of active mentoring and tutoring.

The T&M program provides professional growth and development for both students and tutors/mentors. Therefore, concise, easy-to-learn mentoring tips, high-quality feedback and clear deadlines are very important for its success. T&M program participants – employees of T&M Centers, higher education employees, mentors, tutors and their tutors/mentees should be provided with the necessary open educational resources and educational materials and supported in interaction through the developed IT platform. In addition, for a successful and sustainable T&M program, university teachers should become key representatives of the tutoring and mentoring process at universities. Their main role is to identify and agitate active students to participate in the program, at first as Tutee or Mentee and later as subject tutors for junior students. In addition,

university teachers can become mentors for specific mentoring schemes, such as “Gender Mentoring”, “Research Mentoring”, “Mentoring for Young Teachers”, etc. (Project PROMENT, 2023).

Based on the university-wide general quality criteria for all mentoring and tutor programs, it is advisable to adhere to:

- definition criteria: - compliance with the appropriate size of groups (from 3 to 25 students per mentor and tutor), - separation from ordinary consultations;

- quality criteria: - didactic qualification of mentors, - appropriate planning of time and financial resources.

Thus, in the planning of T&M projects, it is necessary to take into account the time required for qualified training of tutors, preliminary preparation of classes and their subsequent analysis. It should also be possible to provide knowledge to the next generation of tutors.

It is also advisable to outline specific criteria. Along with the criteria for assessing the quality of the University and the specific criteria of T&M projects, one should also take into account the specifics of the speciality. Here, for example, tutorials can be used. The competition commission checks the ratio of planned T&M projects with the objectives of the course or module curriculum and evaluates the significance of supplementing the curriculum with projects. The level of innovation of the major may also matter.

The competencies of the mentor are one of the important components in his/her activities and include the following components:

Mentor-student. Mentors constantly improve their practice through learning with others and learning proven and promising methods that use technology to improve student learning.

Mentor-designer. Mentors, together with mentees, develop true learning activities and environments that define and account for the variability of students.

Mentor-co-author. Mentors collaborate with colleagues and students to improve practice, search, exchange resources and ideas and solve problems.

Mentor-leader. Mentors seek leadership opportunities to support students and their performance, mentees and tutees in their activities and to improve teaching and learning. The training of mentors and tutors involves the analysis of these competencies and the development of a training program, and providing them with the necessary theoretical material.

It is necessary to focus on the specific functions of the T&M Center regarding distance (mixed learning):

- a consultative function implemented in conducting group and individual consultative classes with applicants for education, in helping students to streamline the course program and receive education in general, in monitoring the implementation of the curriculum;
- a managerial function that is reproduced in ordering the general and individual schedule of the educational process from the training course, according to which he works with the group, organizing group classes for applicants for education, recommendations for recruiting and forming groups of applicants for education, guidance and motivation of applicants for education;
- facilitative (supporting) function, manifested in the establishment and maintenance of information connections and interaction between applicants for education and other participants in the remote educational process, settlement of various problems, conflict resolution, and adaptation of applicants for education to a new form of education.

The performance of these functions requires certain knowledge and skills, the formation of which is not provided for by the content of traditional teacher training and personal qualities that today do not have support in the process of becoming a teacher as a professional. The functional field of the mentor's activity revealed the following areas: informative, organizational, communicative, administrative (controlling) and creative.

Within the framework of the PROMENT project, 4 sets of open educational resources have been developed:

- 1) a set of open educational resources for higher education institution employees;
- 2) a set of teaching materials for mentors and tutors;
- 3) a set of educational materials for mentees and tutees;
- 4) a set of additional documents of the program. The IT platform, as a separate tool, will ensure the proper functioning of the T&M system, including an appendix to the program, selection mechanisms for mentors, tutors, mentees and tutees, as well as support and feedback tools (Project PROMENT, 2023).

The organizational component of the T&M system functioning can be adjusted based on the following approach:

*Coordination of the interaction scheme and approval of the concept.* Before proceeding with the implementation, it is necessary to clearly prescribe the format of mentoring and tutoring

and coordinate it (if there is a need for this and you are not the person who finally approves the decision). It is especially important at this stage to assess the potential cost of the program and the resources that will be required to support it on an ongoing basis.

*Preparation of rules and conditions for mentors and tutors.* They should include: the content load of mentoring and tutoring; instructions on how to become a mentor/mentee, tutor/tutee; opportunities and rewards (if provided).

*Preparation of document templates and process diagrams, appointment of responsible persons.* It is thought out who will be the responsible administrator; how it will be fixed; where information about mentors, tutors, mentees, and tutees will be stored; how you will assess progress; who, and at what point, will issue incentives/rewards.

*Announcements and answers to questions of mentors and tutors.* Presentation of the work of the T&M Center will make it possible to make acquaintance among mentors, mentees, tutors, tutees, students and management of higher education institutions.

*Distribution of the first groups of tutor/tutee, mentor/mentee.* The beginning of activity and mentoring.

*Formation of a base of mentors and tutors.* This is a database with a list of all employees who have sufficient expertise and are ready to become a mentor with the indication of profile areas and can also supervise the work of mentees and tutees. In the future, it should be replenished on an ongoing basis.

*Maintaining active feedback and improving the process.* Each environment has its own characteristics. It is impossible to start the process from scratch, providing absolutely all the details, taking into account absolutely all the nuances and choosing the best of all possible alternatives. It is worth being prepared for the fact that it will have to be improved on the basis of the first experience gained. The model that has best proven itself in one higher education institution will not necessarily show similar results in another.

At the stage of preparation, special attention should be paid to the process of forming mentor/mentee pairs. It happens that the desire to learn and the desire to teach “combine” future mentoring couples by themselves. In other situations, this requires the help of a third party. This may be a recommendation from both the leader and the students themselves, participants in the educational process.



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It is expected that as part of the implementation of tutoring and mentoring, freshmen tutees adapt more quickly to university life. Students-mentees will improve their professional knowledge and skills, increase their ability to analyze and interpret their thoughts and feelings. In general, students will receive more training offers, improve their critical thinking, increase their level of digital competence and develop competencies to promote their participation in social life and support in solving the problems they have. They will also receive more opportunities to succeed during their studies and employment shortly after graduation. Partners expect students to become more confident, increase practical and academic levels, initiative and entrepreneurship, interest in learning and professional self-realization, improve their leadership and communication skills. They will become more open and curious; better understand the direction of their further development (Project PROMENT, 2023).

That is why the implementation of the principle of individualization in education contributes to the complete disclosure of the student's personal potential provided that the subject-subject relations between mentors, tutors and their "subordinates" are established, in which each side takes responsibility for their choice.

Mentor and tutor support is impossible without the perception of the mentor and tutor of the student as an equal partner. Subject-subject relations largely depend on the professional and personal qualities of mentors and tutors, namely: the desire for cooperation and joint creative activity; the ability to analyze, compare and design professional actions in accordance with the latest educational goals; plan professional activities, scientifically choose the forms and methods of organizing the educational process in accordance with the modern socio-economic needs of society; demanding combined with respect; objectivity in evaluation; awareness of the need for pedagogization of the environment, possession of psychological and pedagogical methods of research and diagnosis of the development of the individual and collective; possession of pedagogical technology and educational technologies; readiness to build pedagogical communication on the basis of diversifying joint activities and taking into account the natural abilities and interests of students; the desire for self-education.

The key factor that characterizes the modern mentor is experience. This factor reflects the important role of the mentor - the role of an expert. In this role, the mentor provides expert support, explains the peculiarities of the educational process, how this or that activity takes place, shares

contacts, helps to join the profile community. But only this does not help the young man to develop. Therefore, in addition to this, the mentor must perform other roles.

One of them is to help mentees and tutees understand their strengths and points of growth, the vector of development, and the goal and actively achieve them. An important aspect of this role is the ability to listen and hear, because it is important to understand mentees and tutees and help to find exactly their individual way.

On the way to development, support is equally important because, at some point, it can be so difficult that the feelings of one's strengths do not give inspiration and strength. Here, it is important to remember another role - the role of a friend.

The role of a critic is important. We develop largely due to failures and feedback. In mentoring, the critic must provide feedback in a balanced way, balancing between what has succeeded and what should be improved. It is important that after providing feedback, the mentee has strength and inspiration, despite mistakes and failures to move on.

The mentor must combine several roles, which at the right time form such qualities as expertise, support, feedback, consistency and logical reasonableness. All this is a manifestation of an individual approach to development, learning in action, which increasingly confirms its effectiveness in the development of personality and teams.

Most often in modern T&M Center in higher education, it is advisable to apply mentoring programs: - at the stage of adaptation of new students; - for hard/soft skills; - during leadership programs.

Modern mentoring programs will help young people understand their goals for the future, help to determine their profession, get their first job, realize their first social project, better understand themselves and set priorities and goals based on this.

Experienced mentors also contribute to the development of mentees. Despite this, the mentor must also constantly improve. This manifests itself in:

- the development of soft skills (providing feedback, increasing empathy, more understanding of the behaviour and motives of students), which in the future help in leadership positions in team work;
- systematization of hard skills because during mentoring, it is often necessary to return to re-reading materials to study something new in order to answer the questions of mentees;
- satisfaction from their contribution to the development of another person;

- obtaining new information and insights from the mentees in the learning process;
- expanding their professional and personal contacts;
- recognition and respect from participants in the educational process and society;
- awareness of your experience and yourself personally.

The nature of the choice of methods, techniques, modes of work and means, their combination and independent development is personal and creative in nature and is directly dependent on the level of professional competence of the tutor and his desire for self-improvement in order to achieve success in the chosen field of activity.

Among the main factors of the tutor's choice of the components of the technology of tutor activity in the conditions of a particular situation, it should be noted: laws, principles and content of tutor activity; goals and objectives of a particular situation; the composition and capabilities of the group of students - age, technical ones, level of training, features of the team; motivation of the group to a specific type of activity, a specific event, the attitude of the group to its tutor; tutor opportunities (experience, technical support, level of training, knowledge of typical situations of the learning process). When choosing a particular method, it is necessary to simultaneously take into account all factors, including random (unknown) causes, the magnitude and direction of the impact of which cannot be predicted in advance.

Sometimes, it is advisable to introduce partial (incomplete) mentoring in higher education institution. The following forms of partial mentoring can be distinguished: organizational and advisory mentoring, in which the mentor: - informs students who have expressed a desire to participate in mentoring and assigns to their chosen mentor about the goals, objectives, and learning conditions; - together with the student takes part in the formation of an individual curriculum; - agrees an individual plan-schedule of the educational process (classes, consultations) in accordance with the educational program in which students of this speciality study; - organizes additional consultations, individual and group (communicative) classes of students, including with the involvement of outside specialists and organizations; - directs self-development and self-education of the individual, helps students in their professional self-determination, develops their research and sociocultural competencies; - if necessary, consult students of other faculties (institutes) on issues within their competence.

Research mentoring includes: - participation in the preparation and conduct of in-person training sessions within its professional competence; - contributes to the development and



definition of the conceptual framework of experimental or scientific research; - participates in counselling, consideration and evaluation of essay materials, calculations, coursework; - prepares students for participation in student scientific conferences; - promotes the presentation of the results of student research to the professional and educational community, publication and popularization of materials, conclusions and recommendations for presentation in the scientific press.

Professional (career) mentoring: - takes part in joint research of the labour market; - advises on possible areas of professional activity within the chosen speciality; - takes part in clarifying the directions of coursework and diploma studies in accordance with the real or potential practical activities of the student; - carries out professional counselling in the process of student implementation of work tasks, received from the employer during the practice period, work during the vacation period or part-time employment during the study period; - provides recommendations to senior students for employment.

An important aspect of the activities of the T&M Center is the work on adaptation of students with special educational needs in the educational environment.

Representatives of the T&M Center help and motivate students with special educational needs in daily work and minimize and/or eliminate barriers in physical access and in the educational process at the University by helping to use adaptations and modifications and individualized support as well as developing awareness of participants in the educational process about people with special educational needs and participates in the development of an inclusive environment at the University. Tutors and tutees can distribute, at the request of teachers, special (adaptive) teaching technologies, coordinate the efforts of university departments to meet the educational needs of students and provide services and support to equalize student learning opportunities.

Mentors and mentees participate in the creation of pedagogical and organizational conditions, support system procedures and partnerships in order to bring the academic experience of students with special educational needs as close as possible to the academic experience of the rest of the students. Support for students with special educational needs is provided through creating an environment based on independence, inclusion and success.

Tasks for the T&M Center are:

- reducing or eliminating psychological barriers in the relationship between persons with special educational needs and all participants in the educational process;
- promoting the academic success of persons with special physical, sensory, and psychological needs or learning difficulties;
- ensuring equal conditions for all students through the introduction of the necessary adaptations and modifications, which exist in the higher education institution, based on individual needs and certain functional differences, which may put the student at a disadvantage in fulfilling certain academic requirements if their execution is available only in a certain format that is not fully accessible or comfortable, and also create barriers in the extracurricular time on the territory of the educational institution;
- the introduction of practice that recognizes the competence of a student with special educational needs in determining his/her own state and his/her own needs and involves him/her in active participation in planning the necessary adaptations to the educational trajectory and support.

Thanks to the tutoring component, students will increase their awareness of diversity and cultural identity in Europe and in the world, including an understanding of the multicultural and socio-economic aspects of European societies. The involvement of non-academic participants in the educational process in higher education contributes to the development of civic competence - the ability to fully participate in public and public life based on an understanding of social, economic, legal and political concepts as well as global development and sustainability. Civic competencies that are formed by means of the mentoring program include: the ability to effectively interact with others, critical thinking and integrated problem-solving skills as well as argumentation skills and constructive participation in community activities as well as in decision-making at all levels (Project PROMENT, 2023).

Tutoring will also improve the adaptation of foreign students to the educational environment in the Ukrainian higher education institution. It is about the following forms of adaptation, which relate to different spheres of human existence: physiological, psychological, social, cultural, etc. Physiological adaptation as a change in the biological mechanisms of regulation of life in order to preserve a favourable physical well-being with involvement in the student team through mentees and tutees, from the long-term one will be able to switch to the urgent one, which will positively affect the health of foreign students.



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The activity of tutors will improve the basic indicators of psychological adaptation, which will contribute to a high level of self-esteem and low anxiety, positive emotional mood and state of mind. In the process of social adaptation of foreign students, tutors and mentors provide practical perception of the coordination of the conditions of the social environment and human capabilities, expectations and needs. Due to the fact that the students' training takes place in groups, their personal adaptation (getting used to the new conditions of the external environment) is directly related to their position in the team and the person, group and environment actively influence each other.

Tutees and mentees will be able to participate as much as possible in cultural adaptation, the development of cultural values and features of living in order to form a comfortable standard of living through integration into the youth environment.

In the situation of studying in a foreign country, adaptation in the educational process is added to the above-mentioned aspects of adaptation, that is, the restructuring of the personality within the framework of the inclusion of a foreign student in a new social role. Under such conditions, the mission of experienced mentors and tutors is important, as the adaptation process can be faster or slower, which affects both the quality of life of foreign students and their academic performance. The tutor must understand that the situation of maladjustment is accompanied by a rejection of the norms and values of the social environment, a mixture of goals and types of human activity, a narrowing of the circle of communication and a refusal to solve problems.

The mentor, like a teacher working with international students, is at the same time the organizer, teacher and assistant. The most important components of the sociocultural adaptation of foreign students to the conditions of studying and accommodation in Ukraine are their professional formation, forming a positive attitude to the future profession as well as to the country of education. The results achievement in these areas is impossible without the participation of a special teacher, who organizes the educational process as well as a tutor, who can most comfortably organize this process, and overcome the problems of involving a student in the sociocultural continuum of a higher education institution, help him/her overcome internal barriers and involve the higher education institution in educational and social life.

The T&M Center participates in the organization of the cultural and educational space of modern HEI through the implementation of the principles of multicultural education and the use of international experience of social and pedagogical support for foreign students, taking into



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account the peculiarities of the conditions of Ukrainian higher education institutions. Tutors provide, in the context of multicultural education, a focus on the preservation by foreign students of their own cultural identity while simultaneously adopting new sociocultural, educational and educational requirements.

The effective adaptation of foreign students through cooperation with tutors will ensure the collective interaction of all subjects of the educational process aimed at effective adaptation of these students in the cultural and educational space of higher education; reflection as a basis for understanding by foreign students the reasons for success and failure of training, the development of the student's personality, awareness of his/her creative capabilities against the background of existing cultural and historical experience; the use of a socio-pedagogical portrait of a foreign student reflecting the qualities that are most characteristic of representatives of a particular region taking into account which a model is built and later a system of means of adapting these students in the cultural and educational space of the higher education institution and attracting them to tutorship.

The task of mentees and tutees is to assist in overcoming the language barrier, together with teachers of the Ukrainian language of the corresponding department.

A special factor to which foreign students need to adapt is the educational process since training itself is the main goal of the arrival of foreigners to Ukrainian higher education institutions. Adaptation of foreign students to the educational environment is a multifactor process of their entry, development and formation in the educational environment of a higher educational institution within the framework of a comprehensive combination and interaction of information-functional and sociocultural fields. Mentees and tutees can take an active part in the adaptation of foreign students to higher education at the stage of pre-university training - this is an adaptation to the components of the new pedagogical system: information and worldview (to the teaching of disciplines, forms and methods of organizational and educational work) and psychological and pedagogical (to the student group, its socio-psychological climate, knowledge control system, self-training).

A separate important function of a tutor is to ensure the processes of learning and self-learning, that is, obtaining the necessary knowledge by students and mastering the relevant practical actions. The tutor provides an understanding of the training material and through the demonstration of optimal ways of working with it stimulates the development of new skills and

behaviors. He/she manages the independent educational and cognitive activity of the subordinates, promotes the development of intellectual abilities. Tutor helps to make the most of a variety of educational materials. To do this, he/she must master Internet technologies, e-mail technology, computer training programs, chat technology, Web technologies, etc. It does not matter how knowledge is transmitted. It is much more important that the student gets into such an environment where he/she learns not only to absorb information, but to think critically, evaluate phenomena and find solutions to problems.

For university workers this has a positive impact on development, providing a shared learning experience for all, well-being, and sustainability, ability to recover and cope with difficulties. They will better know the context of their work, its European dimension and will also feel the support of colleagues and institutions from the network. Their intercultural competence and awareness will grow and they will become more open and interesting and they will be more confident in working internationally. Management staff will be able to improve student efficiency and implement best practices in university management; pedagogical workers will increase the level of digital competence. In the medium term, the university staff will improve the skills of scaling large projects and the ability to increase the recognition of higher education institutions at the national and international levels (Project PROMENT, 2023).

Qualitative mentoring and tutoring programs in many aspects have a positive effect on basic teaching. The teachers involved in mentoring share their teaching experience with colleagues. Reflections and suggestions on tutoring programs become impulses for further improvement of their own studies. Supplementing courses with mentoring and tutoring programs is good for students, because they deepen the knowledge gained. The introduction of the funded concept of mentoring and tutoring becomes an example for other higher education institutions, which, as a result, participate in the competition themselves, improve the educational process and benefit from tutoring.

For mentors, it is expected to influence at the individual level in the development of leadership and management skills, the use of people development skills and teamwork opportunities. The project has a positive effect on the ability of the mentor to think and evaluate different points of view, the ability to use their strengths to help others. This result will affect the day-to-day work in the industrial partners represented: their staff will be more aware of how to help students with less opportunities to cope with the challenges they face and they will be more

competitive to implement activities based on such issues. In the short and medium term, they will expand the list of promising job candidates and attract more employees to their professional activities (Project PROMENT, 2023).

Unlike the curator, who also monitors the time planning, performance, discipline and motivation of all students (as a single group), the tutor's attention is focused on each person individually, his/her characteristics, needs and inclinations. In addition, the tutor helps to determine the employment, through familiarization with the potential labor market.

The tasks of the tutor in the direction mentioned are the following:

- analysis of features, speed of perception, inclinations, talent, interests and needs of students;
- assistance in formulating the purpose of employment;
- drawing up an individual curriculum (if necessary);
- analysis of academic success and adjustment of the curriculum;
- together with the mentor, conducting training on the principles of independent adjustment of their education strategy, assistance in overcoming the problems and difficulties of self-education;
- motivation for learning, development, useful hobbies and interests, participation in research or project activities;
- harmonization of interaction and communication in the school-student-family system;
- assistance in the basics of time management, principles of training, combining training with other interests.

Based on the participation of the tutor, it is possible not only to adapt the program for each student, to devote enough time for one hundred percent mastering of each topic, but also to help understand exactly how to choose approaches to learning.

Support of a tutor and a tutee is indispensable in matters of socialization, time management and motivation. Tutors who are sincerely passionate about their work are able not only to make learning interesting and understandable, to find a common language with the participants in the educational process, but also to help them learn self-organization and responsibility.

It is also expected that students (mentees/tutees) will increase their activity and involvement in decision-making processes in the higher education institutions, their competitiveness in the labor market and have greater access to career development. The University



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



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staff will strengthen regional, national and international contacts between partners; increase the ability to conduct relevant and innovative educational and public events and the ability to work internationally (Project PROMENT, 2023).

The rapid changes that are taking place in society, technology, knowledge, in the future will require from specialists the ability to adapt, master new skills, professions, creativity. In the future structures of educational programs, the most relevant is the acquisition of universal competencies: the ability to learn, process information, quickly master new technologies, the ability to critical thinking and a creative approach to tasks.

Relevance is also acquired by the skills of system thinking, programming, intersectional communication, the ability to work in conditions of uncertainty, multiculturalism and knowledge of several languages, environmental thinking, multifunctionality. Tutors and mentors will be able to act as a “transitional” link in the formation of a professional with a high ability to solve such tasks of the future, requiring specialists to be able to concentrate, manage their own emotions and maintain mental and physical performance, plan loads.

Thus, higher education institutions face the task of combining the development of such abilities in students and simultaneously providing them with specialized knowledge and skills within the framework of the chosen profession, in particular through the introduction of the T&M system. In the future, this will contribute to the continuing education of future generations. In terms of the content of educational programs, the world trend of the future will be their interdisciplinary approach, which provides specialists with the opportunity to comprehensively, holistically and more deeply explore the object, develops critical thinking skills. In addition, the student’s freedom and responsibility in the formation of an individual educational trajectory, including with the help of mentees, is of greater importance.

At the institutional level, the implementation of the T&M system will improve the educational environment and promote the creation of new youth initiative groups and organizations. Universities will benefit from an increase in the number of successful graduates. New methods, not only studied, but also evaluated in detail during projects, will help higher education institutions work more efficiently, ensure continuity and innovation in their work. All these institutional influences will also be benefits for students, who are ultimately the target group and beneficiaries of the project, as they will receive better quality support in their lifelong learning and in dealing with employment difficulties (Project PROMENT, 2023).



Global trends today have a significant impact on educational processes in Ukraine. Firstly, these are demographic changes and flows of population migration, which once again emphasizes the need to implement the concept of lifelong education and relevant technologies, attract foreign students, etc. Secondly, in Ukraine, the issue of meeting the needs of students in obtaining relevant knowledge and skills that are in demand in the modern labor market is also acute. The topical problem is the state financing of higher education. The formulated technological trends for the most part are not yet widespread in Ukraine and will require additional attention in the near future.

The capacity of higher education institutions to work at local/regional and international levels will be expanded. The range of activities and projects as well as the diversity of their methodology, will increase, which will ensure the quality of their work, the ability to reach target groups and attract new ones as well as their role in communities and regions. Accordingly, recognition of their work and their support will increase, they will develop and strengthen their teams and attract more followers to their activities. The wide dissemination of the project results will increase the rating of higher education institutions among potential students (Project PROMENT, 2023).

Such a project will contribute to the formation of open education in three dimensions: transparency, communication and inclusion. Transparency has an internal character and makes it possible to observe the activities of other students. The pedagogical potential of transparency is the reflection of students and their activities towards others. Communication refers to the communication of students with the outer world. This can be seen as a presentation or dissemination of educational events; students from other programs can gain an insight into the subject of the course. Inclusion is the establishment of interdependent relations between an educational institution and external practices.

With this approach, with the help of the T&M Center, students and teachers become partners in solving urgent problems with other partners, which is facilitated by mentors and tutors. Openness in the field of education can be defined as a question of involving educational activities in the sociocultural practice of the surrounding society. On the one hand, institutions should provide students with access to other people's activities and to sociocultural practices outside the institution. On the other hand, educational institutions should be aimed at developing relations between them and the corresponding surrounding sociocultural practice. The latter includes the



pedagogical potential of open education with full integration in the surrounding society through interaction between participants in the educational process through the T&M system.

Higher education institutions will improve their internationalization strategies and improve access to quality higher education, particularly for people with fewer opportunities and in the poorest countries in different regions. In general, it will improve management for the effective formation and implementation of policies in the field of higher education, improve the development of their innovative potential and modernize the management of HEIs, opening them to society as a whole, the labor market and the wider world. This will promote stronger ties and cooperation with the private sector and promote innovation and entrepreneurship (Project PROMENTE, 2023).

Implementation of the T&M system based on the principle of individualization allows you to focus on individual educational goals and priorities of the student. Individualization requires the creation of real opportunities for the student to be the initiator of educational activity, to become the creator of his/her own individual educational path, which he/she will build inside the general educational process. In this case, the role of the T&M Center will be to help each student determine his/her own individual path and accompany him/her in building and mastering his own individual program. This feature of supporting an individual educational program is called tutor support.

Deep knowledge of the individual characteristics of the student by the T&M Center mentors is necessary for solving two tasks interrelated: 1) individualization, that is support and development of a single, special, peculiar as the potential of the individual; 2) socialization, that is adaptation in the social environment and self-realization of the individual in it.

Individualization of learning will contribute to the student's awareness of the tutorial of his/her strong and weak learning opportunities, support and development of identity in order to independently choose his own learning priorities. Individualization contributes to the development of self-awareness, independence and responsibility.

Pedagogical support of mentees will consist in jointly with the student determining his/her interests, goals, opportunities and ways to overcome obstacles (problems) that prevent him/her from achieving positive results in learning. The basis of such support is the relationship of equality, respect and trust between the mentors, tutors, mentees and tutees.

Means of transition to a new level of relevance and conformity of higher education to the needs and demands of the wider socio-economic environment are envisaged: at the individual level

it will be a new level of qualification quality of graduates and their professional adaptation, at the institutional level - a new level of interaction of higher education with the non-academic environment, which will lead to the strengthening of the wider economic and social ecosystems of higher education (Project PROMENT, 2023).

Implementation of the T&M system will serve to develop motivation to study.

The development of motivation is an important task of mentoring. Specialists communicate with students, ask them questions, sometimes even provoke and encourage them to think so that they (students) listen to themselves. Throughout the training, a personal “portfolio” of the student is created, where:

- his/her trajectory of development is tracked;
- his/her strengths are emphasized;
- indicates the goal that the student seeks to achieve in the future.

The implemented student projects and recommendations, motivation letters are part of such a “portfolio.” These works are very helpful in finding employment in leading companies.

For successful functioning of the T&M centers, **training of higher education institution personnel for university T&M centers** is necessary. To do this, trainings are held to increase the ability of university teachers to implement the T&M system at their University.

The training course should be aimed at the formation of the following competencies:

1. Knowledge and understanding of key concepts (mentoring, tutoring, diversity, inclusion); understanding that the T&M system enhances employment opportunities for graduates and promotes society changes; teaching methods and techniques, learning approach in practice; assessment of learning outcomes; the needs of mentees, tutors, mentors and the broader social and economic environment; the social dimension of the T&M.

2. Skills: ability to work in a multicultural environment; active listening and communication: ability to listen and hear different points of view; critical thinking; decision-making; the ability to cooperate and resolve conflicts positively; ability to work with IT tools.

3. Attitude and behavior: a sense of responsibility for one’s own actions, devotion to personal development and social changes; curiosity, open mind and appreciation of diversity; empathy and solidarity with others and a commitment to support those who have less opportunities; sense of human dignity, etc. (Project PROMENT, 2023).

**Training of higher education institution teachers** under the T&M program involves training within the 1,0 ECTS training course module. Teachers of higher education institutions (professors, teachers, assistants, researchers) should become key representatives of the process of mentoring and tutoring among students. First of all, teachers should be aware of the benefits of the T&M program as well as the difficulties it can cause. Secondly, they should inform participants about tutoring and mentoring schemes as well as instructions for organizing work and cooperation between tutors, mentors and teachers of higher education institutions. Thirdly, researchers can become mentors for students intending to enter postgraduate school (Project PROMENT, 2023).

Good training of tutors for their future duties is an indispensable component of successful tutoring. At the end of the vacation period, immediately before the start of the tutoring program, it is advisable to hold the first organizational meeting with the participation of all involved persons. In addition, future tutors should, before tutoring, undergo professional and didactic training.

**Selection and training of a group of mentors.** At the selection stage, each T&M Center conducts an internal promotion of the University to attract senior students as potential mentors. Particular attention should be paid to the formation of such behavior of the mentor: a sense of responsibility for their own actions, the desire for personal development and social change; appreciation of diversity; empathy and solidarity with others and a commitment to support those who have less opportunities; a sense of human dignity, self-worth and the value of others, regardless of social, cultural, linguistic or religious differences. Each T&M University Center conducts online advertising to attract potential mentors from business and academic staff (Project PROMENT, 2023).

Explanation of the professional features of the work can be carried out by former mentors who held this position last semester or academic year. If there are none or there is currently no connection with them, the T&M center is responsible for providing the tutors with everything necessary (literature, lecture notes, films for projectors, tasks and answers to them, etc.).

Students can apply to mentors because they want to:

- accelerate the development of the topic or growth in it;
- improve skills;
- learn valuable lessons to avoid mistakes;
- quickly solve certain problems.

Potential mentors apply through the IT platform to participate in the program. Employees of the T&M University Center select participants through interviews and form groups in accordance with mentoring/tutoring schemes (Project PROMENT, 2023).

Trainings are held to train tutors and mentors. Evaluation and control is carried out in an accessible form based on the results of the training participants. According to the results of training, all participants receive a certificate of advanced training. After the training, participants will be asked to fill out a feedback form. Training for mentors consists of 1 compulsory lecture and 1-2 electives, which usually must be organized offline for one day. Each mentor will receive a copy of the General Instructions for Self-Study Mentor (Project PROMENT, 2023).

The first organizational meeting should be attended by all persons who are somehow involved in the tutoring program: future tutors, teachers of the corresponding module, representatives of the administration, whose support is necessary (for example, secretariat employees who must provide keys and necessary materials).

An important component of all meetings is keeping a record so that all those present can check the tasks they have undertaken and the timing of their implementation. In somewhat larger teams of tutors and mentors, one can resort to the written formulation of roles, tasks and expectations from the opposite side. Tutors and mentors record their expectations of the other side and understanding their own tasks and responsibilities on separate cards. These cards are then presented in a group. Then there is a process of comparing mutual expectations and understanding roles, differences are established, if any. This stage of work helps to avoid future conflicts in the team. In addition, the written recording of roles and tasks increases the level of responsibility of both parties. In case of conflicts or other difficulties, you can always look again at the documented agreements and adjust the behavior.

The employees of the T&M University Center are conducting an online campaign **to attract potential tutors** among senior students. Motivated students apply through the IT platform to participate in the program. The employees of the T&M University Center organize student groups on mentoring/tutoring schemes (Project PROMENT, 2023).

When a mentor does not have a fixed structure of work, he/she helps with what is relevant here and now. This can work both in a plus, because it allows you to be flexible to the request, and in a minus - because without approved methodologies, it can be difficult for the mentor to navigate how he will help students achieve results.

Mentoring involves personal meetings (offline or online) lasting, supplemental, 10-20 minutes. Sessions can be both one-time and series. Not all requests can be closed at a time; often you need to accompany the mentees for a certain period.

Introductory training is conducted on the basis of training materials for the mentees. The training covers the topics of acquaintance with the T&M system, rights, opportunities and expectations of the mentees, the practice of working with the IT platform. After that, for 6 months, mentee groups work with mentors on the implementation of their projects, and tutors provide tutor support for tutees (Project PROMENT, 2023).

An important component of quality tutoring is regular consultation meetings, the purpose of which is to discuss work (for example, in case of difficult situations). One of the tasks of tutors is to document their studies with students. The plan of the lesson (purpose, content, methods) is the best option for such documentation. If you involve several tutors from your specialty, you can organize classes for them.

Assessment and control of learning outcomes will be carried out by final assessment and final pitching. During the final pitching, teams of subordinates will present their projects to an independent jury (representatives of the faculty and industrial partners). It is planned to award the best teams (Project PROMENT, 2023).

For consulting tutors, it is ideal to schedule regular meetings, for example, once every two weeks. During these meetings, you can learn about the current state of the course of the tutor program that was worked out, and use the information obtained when planning the next lectures. On the other hand, tutors can learn about important elements of classes and pay attention to them in their work. At the same time, tutors can contact the management of the T&M center with questions on the majors, to which they, in classes with students, cannot independently answer. As a result of regular meetings and exchange of information, classes are so consistent with the classes of tutor that students perceive them within the module as an integral concept. This is the best prerequisite for achieving good learning results, which, in turn, will have a positive impact on the assessment of the results achieved.

It is advisable to use two options for evaluating tutoring: assessment by tutors and assessment within the framework of the official assessment system of an educational institution.

Evaluation by tutors takes place in the process or at the end of the tutor program, is part of the educational process of the program; tutors are personally responsible for it. This option is aimed

at a phased or general evaluation of the program by the tutors and gives them ideas about the need to make changes in the future both in individual parts and in the entire program of their tutoring. Students involved in the tutor program analyze their own learning experience and results and draw conclusions for further planning of their studies.

As for the assessment within the framework of the official assessment system of the educational institution, the quality of education in the higher education institutions should be regularly assessed by the management on the forms and methods officially adopted in the higher education institution.

Employees of the T&M Center: 1) analyze the feedback from participants and identify the reasons for not achieving certain goals set in the plan; 2) organize meetings with mentors and tutors to find and identify solutions to eliminate or prevent certain problems and causes; 3) improve teaching materials (Project PROMENT, 2023).

The more actively the employees of the T&M Center are involved in the process, the more successfully the mentees and tutees learn certain information that contributes to the formation of positive feedback, since the wrong feedback can neutralize the desire to cooperate. The main purpose of the feedback is to indicate which actions of the mentees and tutees contributed to the achievement of a high level of work and should be repeated, and which actions prevented the successful implementation and they do not need to be repeated.

We consider the right conclusions for the future decisive in improving the quality of tutoring, drawn from the experience gained, and their documentation. Experience is acquired from the following sources: - observation of tutors and students in the course of the tutoring program; - observation of teachers regarding training courses, which include tutoring programs; - tutoring program evaluation results.

Tutors should be given the opportunity to discuss difficult situations that may arise during their studies with students, if necessary. Such discussions can be held at regular consultations. In this case, it is necessary to create a trusting atmosphere in consultations, which, in turn, will allow tutors to freely share the difficulties and problems that may arise in their work with students.

It must be remembered that there is a double interdependence between the management of the T&M center and the tutors: the leader decides whether to resume cooperation with the tutors, and also, on occasion, checks their future learning outcomes. To further develop the T&M center,

it is worth documenting all the consultations. If in the future tutors have similar problems, you can use a ready-made solution.

Today, an important aspect of the T&M Center's activities is working with military personnel who receive education in higher education, in particular in distance form.

In addition to the fact that military personnel have the right to study (including postgraduate education) in military educational institutions, relevant units of training, retraining and advanced training of military personnel, those servicemen who are accepted for military service under the contract of officers after receiving basic or full higher education by state order, allowed to study in other institutions of higher education without interruption from service after their service, which is equal to the time of their training for obtaining previous higher education. Other categories of military personnel, except for military personnel of military service and military service at the call of officers, are allowed to study in other higher educational institutions without interruption from service in the manner determined by the relevant provisions on military service by citizens of Ukraine (Law of Ukraine "On Social and Legal Protection of Military Personnel and Members of Their Families," 2007). The T&M Center should prepare mentors and tutors who can actively work with the military. This is a category of students who need to be given considerable attention, due to the objective lack of the opportunity to actively participate in the educational environment, which means that there is a need for assistance in finding, processing the necessary educational information with the help of a tutor.

When changing the place of military service by the servicemen who are performing military service under the contract, or by those who are in personnel military service as well as when the members of their families who are studying are dismissed from military service due to age, health or due to staff reduction or organizational measures (brought up) in state educational institutions, have the right to transfer to state educational institutions closest to the new place of military service or place of residence. Involving tutors and tutees in adaptation work with such students will contribute not only to better mastering of educational material, but also reduce the psychological complexity of getting used to the new environment.

The work of mentors and tutors with students who are former military personnel will contribute to their professional and social adaptation to the conditions of life in a civilian environment. Tutors will help determine the peculiarities of mastering the profession, specialty,

realization of their rights, including work, the formation of new rules of behavior and a new self-awareness, which provides a painless, comfortable transition to new living conditions.

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The experienced mentors, preferably of the same age category with a soldier, through adaptation in the educational environment, contribute to the social adaptation of military personnel in the main components: the psychological component - the mastery of the value system (norms, attitudes, patterns of behavior) of the civil environment in order to fulfill the existing requirements for the individual; professional component - involves improving existing professional knowledge, skills and abilities or mastering new professional knowledge, skills and further successful employment.

The role of the tutor in distance learning is important, where he/she (the tutor) has somewhat wider functions than in the traditional form of education. Under no circumstances does the tutor perform authoritarian functions, is not the only and most authoritative source of information. All participants in the educational process participate in solving a variety of issues regarding the learning process and the tutor manages cognitive activity and helps each student to find the optimal search trajectory in the information process. The educational process involving tutors and mentors is based on the principles of cooperation and unobtrusive, sociable leadership.

The main duties of the tutor in distance learning include: - ensuring that members of groups have limited access to the closed part of the educational server; - providing general information

about the technology used in the learning process, connecting students to the mailing list; - assistance in organizing distance learning, accounting and timely adjustment of the learning process; - distribution of additional information; - organization of communication of students; - control and evaluation of students' work, notification of results.

In addition to these duties, the tutor in his/her activities should carry out information support, form motivation for training and means of transmitting educational information, provide instructions for independent work and maintain feedback.

In addition to solving organizational problems, there are two types of problems before the tutor: management of educational information (design and structuring) and management of cognitive activity (in the learning process) of students.

To improve the quality of the learning process and the formation of cognitive independence of students, it is necessary, first of all, the active position activity of the mentor together with the tutor, its creative direction. The basis for adjusting the cognitive activity of students is the modeling by the mentor of the system of actions and operations, in which the communication process plays a significant role - the communicative component of the mentor's activity. Pedagogical skills in the process of communication (feedback) should include simulated situations of cognitive activity and improvisation, which can be both designed in a distance course and proposed by the mentor when it most corresponds to a certain educational situation. Such activities are aimed at the student, information, the process of cognitive activity, including communication in learning. The means are the conditions for the transfer of information, teaching methods, organizational forms of training. The purpose of activity is formed cognitive independence and activity.

### **Qualification requirements for Tutoring and Mentoring Center employees.**

Tutoring and mentoring is an additional support that complements the basic educational process. Under unfavorable framework conditions in higher education institutions, such as a large number of students and a lack of teachers, tutoring provides the opportunity to study in small groups. At the same time, tutors strengthen the sense of personal responsibility of students for their own studies. Just like teachers, **the Tutoring and Mentoring Center employees** must obtain the appropriate didactic qualification. Only in this way they will be able to fulfill their duties with responsibility, promote the education of students and deepen professional and didactic knowledge.

It is important to acquire a number of competencies by **the Tutoring and Mentoring Center employees**.

Professional competence is a property of an employee that ensures the effectiveness of solving professional and pedagogical problems and typical professional tasks that arise in real situations of pedagogical or scientific and pedagogical activity and depends on qualifications, generally accepted values of morality and ethics, possession of educational technologies, technologies of pedagogical diagnostics (surveys, individual and group interviews) and psychological and pedagogical correction, life experience, continuous improvement and introduction into practice of the ideas of modern pedagogy, methods of teaching and teaching disciplines and subjects, the use of scientific literature and other sources of information to create modern forms of learning, the introduction of value-based reflection.

Information competence is a property of **the Tutoring and Mentoring Center employees**, providing effective search, structuring of information, its adaptation to the features of the pedagogical process and didactic requirements, formulation of the educational problem in various information and communication ways, qualified work with various information resources, professional tools, ready software and methodological complexes that allow you to design solutions to pedagogical problems and practical problems, the use of automated workplaces of pedagogical and scientific-pedagogical worker in the educational process; regular independent cognitive activity, readiness to conduct distance educational activity, use of computer and multimedia technologies, digital educational resources in the educational process, maintenance of documentation of an educational institution on electronic media.

Communicative competence is a property of **the Center for Tutoring and Mentoring employees**, which provides effective direct and feedback communication with the person studying, contact with students, parents (persons replacing them), colleagues, the ability to develop strategies, tactics and techniques for interacting with people, organizing their joint activities to achieve certain socially significant goals; the ability to persuade, assert their position; knowledge of the state language, competent oral and written business speech, oratory, professional etiquette as well as the skills of public presentation of the results of work, the ability to choose the appropriate forms and methods of presentation.

Legal competence is a property of **the Tutoring and Mentoring Center employees**, which ensures the effective use of legislative and other regulatory documents of state authorities in professional activities to solve relevant professional tasks.

For a certain time (1 year), mentors undergo professional training courses that help them in working with young people. These are psychological, pedagogical, organizational workshops, etc. In addition, mentors are engaged in constant self-development.

In the context of continuing education, the accreditation program for mentors and tutors can also be interesting, because it is through practical activity that the development of not simple, but interesting role of the tutor takes place.

Motivation of **the Tutoring and Mentoring Center employees** is important:

- Pay it forward. a person can do mentoring and tutoring, because once someone was engaged in it, and now in gratitude he/she does the same for others.

- Status one. Mentoring and tutoring is a status role, it is considered an honorable duty and mentors make only employees valuable to the company.

- Contribution to the common cause of higher education institutions. Mentoring and tutoring is a sign of interest in long-term cooperation with your higher education institutions.

Personal development. Mentoring and tutoring is a personal development, because in the process such skills as: - professional competence; - communication and empathy skills; - the ability to intelligently present information, highlight the main thing; - discipline and organization; - patience and politeness; - emotional stability are practiced and strengthened.

Friendship or personal sympathy. Many successful examples of mentoring and tutoring are based simply on friendship or sympathy, on a sincere desire to help another person.

Material one. Paying extra to mentor is not a very effective way of motivation, since in this case mentoring can be performed for show. In terms of material motivation, the scheme works best when the remuneration of mentors and tutors is proportional to the success of the students.

Duties of mentors and tutors according to the roles they perform at a particular moment:

- assistance in adapting freshmen, in choosing an educational route in the future;
- identification of the needs and difficulties arising from students, support and motivation for learning, independence;

- assisting in solving academic or personal problems related to learning;

- providing psychological and pedagogical support;

- organization of leisure of students outside the educational process;

- preparation and conduct of scientific and educational events;

- preparation and implementation of training programs;

- formation of an atmosphere of mutual understanding, cooperation and responsibility, motivation for a healthy lifestyle;
- creating conditions for the comprehensive development of students.
- assistance in the selection of teaching aids;
- preparation of organization of training sessions on-line;
- familiarization and support of students in the distance learning system;
- development and placement of educational content and control measures in the distance learning system;
- consulting in online and offline modes;
- control over student performance;
- organizational work with the contingent of distance learning programs;
- promoting socialization, the formation of a general culture of the individual, a conscious choice of profession and educational programs;
- individual training support;
- identifying the need for training, identifying and attracting additional educational resources;
- support of an individual educational program;
- tracking the effectiveness of training, monitoring the results, analytics and on the basis of making proposals for adjusting the training program;
- development and design of methodological materials;
- establishing trusting relationships with the team of students;
- promoting the development of students “abilities and interests;
- implementation of constant dialogue with teachers of individual academic disciplines.
- interaction with curators of students;
- mastering ABA (Applied Behavior Analysis), PECS (Picture Exchange Communication System)
- selection of participants (students) of tutoring and mentoring courses;
- execution of related documents, work in the electronic document management system;
- management and resolution of administrative issues that arise;
- support of students during their studies;

- communication between teachers and students as well as promoting the personal growth of students.

Based on the information mentioned above, the requirements for the Tutoring and Mentoring Center employees can be determined as follows:

- knowledge of laws related to issues of higher education, age and special pedagogy, psychology;

- creative approach to work;

- high level of productivity and personal responsibility;

- ability to work in a team;

- the desire for self-development;

- willingness to work with unmotivated audience;

- knowledge of the peculiarities of the development of interests and needs of adults, the fundamentals of creative activity, the basics of adult learning.

- mastering of various teaching methods;

- the ability to develop interaction programs between participants in the educational environment;

- the ability to build an individual learning trajectory;

- understanding the key principles of time management, stage control and feedback system;

- ability to systematically and consistently implement planned projects;

- formed a deep worldview position in the field of pedagogy, awareness of world educational achievements;

- availability of knowledge and experience in the field of applied Behavior Analysis (ABA) and PECS system;

- ideas about working with students with special educational needs;

- the ability to work long and according to plan;

- the ability to control yourself, follow clear instructions;

- the ability to learn and teach;

- the ability to work in a team;

- experienced a personal computer user;

- skills of working with large amounts of information;

- knowledge of English is not lower than level B2;

- the desire to actively communicate with people;
- professional possession of knowledge of its subject area and ways of its application.

Personal qualities of the employees of the Center for Tutoring and Mentoring are the following: punctuality, organization, benevolence, responsibility, empathy, creativity, sociability, ingenuity, sociability, organizational skills, optimism, charisma, intelligence, demanding, decency, energy, honesty, openness, observation, attentiveness, diligence, perseverance, structural and analytical thinking.

Tutors and mentors should:

1. be able to carry out an analytical search for scientific information on the problems of the development of the theory and practice of tutoring and mentoring and evaluate it according to the criteria of expediency and reliability.

2. be able to apply the knowledge gained in tutor and mentor practices.

3. understand the goals and features of the theory and practice of tutoring and mentoring.

4. have the ability to identify potential connections of educational theory, educational policy and practice of tutor and mentor support.

5. search, study and analyze professionally important knowledge on the problems of tutoring and mentoring from various sources using modern information and communication technologies.

6. be familiar with the different contexts in which tutor and mentor support can occur and understand the goals and features of educational systems.

7. be able to search, process and analyze information on tutoring and mentoring from different sources, identify links between educational theory, politics and practice of tutoring and mentoring. Be able to generalize empirical data on the development of the theory and practice of tutoring and mentoring and formulate conclusions.

The main challenges of tutoring and mentoring are the following:

Tutoring and mentoring looks like a very useful experience - but in reality not everyone wants to have a mentor or become one, because:

- Mentoring requires a considerable resource. After an hour session, it takes time (sometimes several times longer than the session itself) to regain strength. Therefore, the mentor (who usually also has the main job) does not have much time resource to recruit mentees.

- Mentoring involves a combination of different skills. The one who becomes a mentor must have a confident experience in his major, the ability to work with people, hear and understand their problems. Also important is the real desire to become a mentor - to consciously take on this role.

- Not developed culture of mentoring and tutoring. To work with a mentor, first you need to realize that you cannot solve the problem yourself. But in our cultural environment, a person will look for solutions himself to the last. Many do not even think that some relevant issues can be solved faster if you seek advice. This also applies to the educational process in higher education institutions.

- During tutoring and mentoring training, great importance was given to the satisfaction of cooperation with students and the prevention of professional burnout. Therefore, in higher education institutions practicing the tutoring and mentoring approach, it is advisable to organize meetings of tutor and mentors according to the method of Balint groups, where participants can share their feelings and help to solve problems.

A Balint group is a prevention of burnout syndrome. Here mentors and tutors will be able to work out an “unsuccessful experience” in a situation of general support. Up to 15 mentors or tutors participate in the Balint group, it lasts two hours.

Voluntary participation is extremely important. Usually the group is led by a psychologist, but any representative of the Tutoring and Mentoring Center can be responsible for the procedure and compliance with the rules. It is desirable that the leader changes each time.

This practice will help mentors and tutors:

- increase emotional stability;
- realize their “blind spots” that block relationships with colleagues and students;
- expand the idea of the possibilities of communication as opposed to its own “idealized” installations of the type “only so, and not otherwise”;
- increase the competence of professional communication;
- develop a tolerant vision of working situations.

The optimal model of the Tutoring and Mentoring Center should include:

- 1) analytical and diagnostic actions that imply the ability of the tutor:
  - to determine and take into account the objective and subjective conditions in which the higher education system operates, regulatory, socio-economic, professional and business

requirements for the training of specialists of various educational and professional levels and specializations;

- to analyze the integral educational process, the peculiarities of its organizational and methodological, educational, scientific and methodological and personnel support, to identify opportunities to improve its quality and optimize individual training of specialists;

- to diagnose the level of educational, individual psychological, educational, cognitive, personal and creative development of tutors to develop the most productive program of educational and professional development for each of them;

- to carry out analysis and correction of educational work with students in accordance with their individual characteristics and needs of the labor market, the peculiarities of pedagogical communication and the subject-subject interaction with students organized by the tutor.

2) motivational and targeted actions that allow the teacher-tutor:

- to formulate together with the student goals, tasks of his educational and cognitive work (both in the classroom and in the extracurricular time) during studies, own self-education and self-development to ensure personal and professional formation and self-realization in the process of life;

- to influence the student's choice of educational, cognitive, educational and professional motives, interests, attitudes, the individual trajectory of his educational and professional training, corresponding to his socio-psychological characteristics, personal abilities and aspirations;

- to contribute to the formation of a productive educational environment for the implementation of goals, objectives, motivation of training, education and development of each student, creating a situation of success in the process of mastering the knowledge system, mastering the necessary experience and competencies.

3) organizational and methodological actions that ensure the ability of the tutor:

- to develop together with the student a plan of his/her individual educational and professional training that meets the requirements of the educational and professional program and the specialization chosen by him/her, including the interests of his personal and professional formation and self-realization;

- to prepare creatively and responsibly plans for various classes in accordance with the individual characteristics of students, the specifics and conditions of the holistic educational process, to develop methodological recommendations for the assimilation of educational material,

correct work with scientific and professional sources, with documents revealing the real practice of enterprises and institutions;

- to reflect the system of methods, techniques and means, the necessary innovative technologies of learning in their organic unity and interconnection, to ensure their variation depending on the peculiarities of the subjects, methods of teaching, experience of tutoring activities, educational and intellectual level of students;

- to apply interactive methods that contribute to the activation of educational and cognitive interests and thinking and creative activities of students, their accumulation of professional and business experience, development of readiness for creative and transformative activities.

4) professional-content element involves the actions of the tutor aimed at realizing his ability:

- to form the content of education and training of each student, the content of their chosen academic disciplines, to take into account their interconnection and interdependence in accordance with the requirements of normative, organizational, methodological and teaching documents, the concept of person-oriented training and education of students, cultural and historical traditions of their educational and professional training;

- to use the principles of training for the expedient selection of educational information, scientific and theoretical sources (textbooks, manuals, educational and methodological complexes, etc.), analytical materials on the experience of socio-economic and professional-business work of successful enterprises, firms;

- to analyze the objective and subjective factors that determine the content of educational material: the needs of society in specialists, the levels of their educational and professional training; education development strategies; personal characteristics of teachers-tutors (their competence, professionalism, scientific-methodological and professional-pedagogical position, etc.); individual psychological characteristics of students (intellectual and professional business abilities, scientific and cognitive interests), real conditions of the holistic educational process in higher education (values, traditions, experience).

5) control and evaluation actions demonstrating the ability of the tutor:

- to carry out an objective test of the readiness of students to perceive, assimilate and reproduce scientific and theoretical knowledge, to identify the level of their knowledge of educational, cognitive and professional and business skills, the system of competencies necessary

for their professional formation and self-realization in the conditions of changes inherent in the new century;

- to create opportunities to ensure an individual approach to the control and evaluation of learning outcomes, education and development of students, identifying difficulties in the perception and assimilation of educational material, finding ways to overcome them and achieve success in the implementation of the goals and objectives of educational and cognitive work;

- to conduct systematic, regular and objective control and evaluation on the basis of specific and understandable for the student criteria of the real level of possession of this educational material, the application of fundamental knowledge for the analysis of processes and phenomena in the professional and business environment and the development of optimal solutions, identifying ways of their successful implementation to improve the practice of professional activity.

The proposed model most fully reveals the essential foundations of the Tutoring and Mentoring Center, determines the direction of training tutors and mentors for productive interaction with students in the holistic educational process.

The practical implementation of this model of activity of the Tutoring and Mentoring Center in the educational process of domestic universities requires special, comprehensive training of those teachers, students who are motivated to perform the specific functions of a tutor and a mentor in higher education.

The following table contains a typical Regulation on the Tutoring and Mentoring Center, which was developed for Lviv Polytechnic National University and can be used in higher education institutions (Project PROMENT, 2023).

Table 1

## **Regulations on the Tutoring and Mentoring Center**

### **1. General Regulations**

1.1 The Tutoring and Mentoring Center (hereinafter referred to as the Center) is a structural unit of the **University** (hereinafter referred to as the University) and ensures the formation of professional competence, social activity, and an active life position of the University students.

1.2 In its activities, the Center is guided by the Laws of Ukraine ('On Higher Education,' 'On the Protection of Personal Data,' 'On Access to Public Information,' etc.), regulatory documents of the Ministry of Education and Science of Ukraine, the Charter of the University, this Regulation, other valid regulations, and normative or directive documents at the University.

1.3 The purpose of the Center is to create a favorable student's environment at the University that will contribute to the balanced development of students, enhance student

interaction, encourage the creation of student networks, and develop soft skills and leadership qualities of the involved students.

1.4 The main goal of the Center's activities is to provide support and assistance to University students in improving their education, forming an active civic position, and achieving high-quality personal and professional development in accordance with the needs of the labor market and civil society.

1.5 The tutoring and mentoring program (hereinafter referred to as the T&M Program) is a set of methods, procedures, university structures/services, and participants (trained personnel, students, mentors) to ensure tutoring and mentoring as elements of a student-centered educational process at the University.

1.6 Mentor - an experienced and reliable preceptor or consultant who teaches or provides assistance, advice, and personal support to the attached students (mentees).

1.7 Mentees are University students who participate in the university T&M program, collaborate with a mentor, and gain additional knowledge, experience, and competencies to achieve new ambitious goals in their professional development.

1.8 Tutor - a senior University student who helps junior students (tutees) adapt to the learning environment at the University and accompanies them in the learning process.

1.9 Tutee is a first/second-year student, international or newly arrived (internally displaced) student who need support in adapting to the university environment.

1.10 University research and academic staff are key participants in the mentoring process among students. Mentors can be University staff, former University graduates, civil servants, professionals from non-academic environments, thought leaders, and individuals with an active life position who want and can pass on their knowledge and experience to University students.

1.11 Senior students (postgraduates, master's students, fourth-year bachelor's students) are key drivers of the tutoring process among students in the early years.

1.12 The Center is established, reorganized and liquidated by order of the Rector of the University. To facilitate its effective functioning, the Rector's order specifies the allocation of suitable facilities, office equipment, and other tangible assets for the Center.

## **2. Tasks and Functions of the Center**

2.1 The main tasks of the Center include:

- Implementation of the T&M program at the University, ensuring professional growth, social activity, and development for both University students and teachers/mentors.
- Encouraging collaboration and strengthening ties between the University and the socio-economic environment through the development of the T&M program, the involvement of experts from non-academic community in the educational process, and creating open educational resources.

- Development, implementation, and improvement of tools for the professional growth and development of both students and teachers/mentors.
- Development of models, methods and tools for providing students with new services, enhance collaboration with industrial and other sectors of the economy, and increasing the University's sustainability.
- Creation of algorithms for establishing effective interaction between academic and non-academic environments to improve employment and self-realization of student youth.
- Identification of active and goal-oriented student youth and their involvement in scientific work and social activity.

## 2.2 The main functions of the Center include:

- organizing public events, introductory lectures, informational, and promotional campaigns for students and the academic community to disseminate information about the Center's activities, exchange experiences among participants in mentoring programs, and enhance interaction among students.
- planning and organizing meetings (offline/online), seminars, and training sessions for mentors, tutors, and the University's academic staff to enhance their skills and knowledge.
- conducting selection, coordination of mutual interests, and preparing participants for the T&M program among student youth and candidates for mentoring.
- holding promotional events to attract potential mentors from the cohort of business representatives, employees of state institutions, activists of NGO, academic and scientific staff of the University, etc.
- identifying and resolving conflicts or misunderstandings among participants of the T&M program through consultations and clarifications.
- continuous and systematic monitoring of the quality of the T&M program at the University.
- conducting regular surveys of students, academic and scientific staff, graduates and mentors on the quality of the T&M program.
- analyzing the results of students' achievements, the impact of the T&M program on improving academic success, professional, and personal realization after University graduation.
- analyzing feedback from participants and identifying reasons for not achieving certain goals set in the plan.
- organizing effective interaction with academic and non-academic environments, management authorities, business representatives, and civic organizations for the successful development of the T&M program at the University.

- studying, analyzing, and incorporating of international experience in implementing the T&M program in higher education institutions.
- participating in projects and programs of international cooperation, as well as in regional and local programs for enhancing the qualifications of Center staff and ensuring the quality development of the T&M program, contributing to the internationalization of the University.

### 2.3 The main goals of the Center are:

- providing students with support and resources that will help them achieve academic success in their studies (support of tutors/mentors to master study programs, improve final grades, solve learning difficulties, prepare for exams, etc.);
- assisting students in defining career goals, providing advice on choosing a specialization and paths to achieve career goals (mentors' advice from HR, developing job search skills, preparing and conducting interviews, etc.), and supporting career development.
- supporting students in developing personal skills that contribute to psychological and social well-being (consulting and training in leadership, communication, conflict resolution, psychological support, etc.).

providing specialized support and adaptation to university conditions for specific groups of students (e.g., international students, students with special educational needs, students with disabilities, internally displaced students or students-combatants, etc.).

## 3. Description of Mentoring Programs

3.1 The Center implements mentoring programs based on the following mentoring schemes:

1) *Professional Mentoring* - designed to bridge the gap between academic learning and real professional practice. It is targeting future graduates to help them acquire the necessary competencies for further professional development;

2) *Mentoring for Internally Displaced Students* - developed for students who, for various reasons, were forced to move to new communities. It aims to assist young people in overcoming various challenges related to academic, social, and psychological well-being and promoting successful integration into a new environment;

3) *Business and Startup Mentoring* - focused on senior students and postgraduates entering the labor market, aiming to commercialize their achievements. It focuses on transforming innovative ideas into viable startup projects and developing skills for effective presentation of innovative ideas to potential investors;

4) *Mentoring in Green Technologies* - oriented on mastering modern knowledge and innovative practices in the field of green technologies, covering such areas as environmentally friendly production, agrotechnologies, transportation, biodiversity, energy efficiency, decarbonization, clean energy, cutting-edge clean technological innovations, etc.

The program targets senior students and professionals focusing on the implementation and development of the European Green Deal.

5) *Local Self-Government Mentoring* - aimed at students studying law, public administration, and management, preparing them for work in public administration and law. Mentees develop practical skills in legislation, legal application, and management, enhancing their ability to solve complex tasks, including those related to national security;

6) *Mentoring for Young Teachers* - focuses on the development of professionals capable of adapting to social changes and using modern technologies in pedagogical activities. It aims to create a new generation of teachers working for the comprehensive development of students in various educational environments;

7) *Digital Mentoring* - designed for students, including those in IT specialties, and other fields to improve their digital skills and prepare them for the dynamic job market. The program addresses challenges such as rapid IT technology development like Generative AI, and the need for continuous learning to maintain labor market competitiveness.

8) *Tutoring for First-year Students* - assists University newcomers who need support in adapting to the new educational environment, understanding academic expectations, and managing their studies to smoothly integrate into university life. It helps them adapt to the new academic environment, develop learning skills, and improve academic performance, reducing stress and anxiety;

9) *Gender Mentoring (Women in Science)* - aims to help female students become more goal-oriented and actively participate in scientific events, enhancing their professionalism and career growth while promoting gender equality in education. The program focuses on developing skills and confidence for professional growth, increasing awareness of gender issues, and implementing preventive measures against gender discrimination;

10) *Internationalization Tutoring for Outbound Students* - aims to provide recommendations, support, and resources to students planning to study abroad or to participate in educational international programs. Students will acquire skills in resume writing, effective communication, and preparation of projects and grant applications for scholarships;

11) *Mentoring for Students with Disabilities* - developed to support students with disabilities, focusing on inclusiveness and capacity building. It provides both individual assistance and teamwork, aiming to create opportunities for developing necessary competencies in academic and professional spheres, ensuring the formation of an inclusive and supportive environment for these students;

12) *Buddy Tutoring* - designed to engage and support international students, especially those with diverse cultural and religious backgrounds who need assistance in adapting to a new country, language, navigating the campus, overcoming cultural shock, social integration,

and more. It aims to provide a comfortable environment for building strong relationships with local peers.

#### **4. Organizational Structure and Management of the Center**

4.1 The structure and staff of the Center are endorsed by the Rector within the University staff list framework.

4.2 The personnel of the Center includes: the head of the Center, coordinators of mentoring programs, curators of the T&M Program from the Institutes, and specialists according to the staff list.

4.3 The overall management of the Center is the responsibility of its Head, who is appointed and dismissed by the rector of the University in accordance with the current legislation of Ukraine.

4.4 The Head of the Center is obligated to:

- directly manage the work of the Center, organize effective control of the activities of the Center's employees;
- plan, organize, and ensure the effective implementation of the Center's planned tasks within specified time limits, in accordance with functional duties;
- ensure timely familiarization of the Center's employees with the University's internal procedures, the Collective Agreement, the Center's Regulations, and their job instructions;
- provide feedback on policies and procedures related to the Center's activities;
- provide, upon request, information and proposals to other structural units of the University regarding the functioning of the Center;
- undertake other tasks determined by the University authorities within the scope of tasks and functions of the Center.

4.5 The head of the Center has the right to:

- make suggestions to the University management about the appointment and dismissal of the Center's employees, their encouragement, and the imposition of disciplinary sanctions;
- receive the necessary information and materials from University units in the established order for the fulfillment of the tasks assigned to the Center;
- act within the competence of the Center and represent the University in other units, organizations, and institutions on the instructions of the University management;
- participate in meetings where issues related to the Center's functioning are considered;
- exercise other powers determined by the University management.

4.6 The head of the Center, at least once a year, evaluates the work of employees, summarizes the activities of the Center, and reports on the results of work to the relevant

vice-rector. The Center's work is evaluated based on qualitative and quantitative indicators.

Quality indicators include:

- evaluation of the strategic plan for the implementation and improvement of the Center's T&M programs;
- assessment of the effectiveness of the Center's cooperation and communication with institutes/departments and students;
- evaluation of the Center's effectiveness in attracting, training, and improving the skills of mentors;
- evaluation of the effectiveness of mentoring programs regarding the development of students' skills and the functioning of feedback regarding the students' experience in the T&M programs;
- Evaluation of the degree of interaction with other University units and the participation of the Center in the general initiatives of the University that contribute to student development;
- etc.

Quantitative indicators include:

- number of mentoring programs implemented by the Center during the year;
- number of mentors and students participated in the T&M programs during the year;
- percentage of students who successfully complete T&M programs during the year;
- the number (percentage) of new and repeated mentors, that have participated in T&M programs during the year;
- the number of satisfied students and mentors based on the results of the questionnaire and the nature of feedback and recommendations;
- the number of students who claim to improve their skills and knowledge through mentoring;
- the number of students (or University graduates) who declared further successful education (or successful career growth) thanks to participation in the tutoring (or mentoring) program;
- etc.

4.7 Mentoring Program Coordinators implement one or more T&M Programs from the 12 mentoring schemes offered by the Center.

4.8 Mentoring Program Coordinators are responsible for:

- ensuring the mentoring program's compliance with approved standards and requirements;
- searching, selecting, and training mentors for mentoring programs assigned to them;
- coordinating the work of mentors on mentoring programs assigned to them;

- interviewing program participants and evaluating the effectiveness of established mentoring programs for their further improvement;
- etc.

4.9 T&M Program Curators from the Institute are employees of Educational and Scientific Institutes, appointed by the director of the Institute to involve students of the institute in tutoring/mentoring and to coordinate mentoring programs at the Institute level.

4.10 Specialists of the Center perform administrative tasks aimed at ensuring the daily work of the Center, including: ensuring the functioning of T&M programs at the University, maintaining the reporting system, ensuring communication, maintaining the website, forming the schedule of mentoring sessions, organizing and supporting seminars, recording participants, and ensuring the logistics of mentoring programs, etc.

4.11 All employees of the Center are hired and dismissed in accordance with the current legislation of Ukraine, following the procedure established by the University.

4.12 Job descriptions of the Center's employees are developed and approved in accordance with the procedure established by the University.

4.13 As needed and in accordance with the University orders, the Center may additionally create temporary working groups to perform short-term complex tasks.

## **5. Responsibility and Rights of the Center**

5.1 The rights and duties of the Center's staff are determined by the current legislation of Ukraine, the University Statute, the Internal Regulations of the University, and this Regulation.

5.2 The head of the Center is responsible for the qualitative and timely performance of the tasks and functions assigned to the Center under this Regulation.

5.3 The responsibilities of the Center's employees are established by their job instructions.

5.4 The head and employees of the Center, depending on their job instructions and functional duties, are responsible for:

- the proper execution or non-execution of job duties in accordance with job instructions;
- the overall implementation of the T&M program, as well as conducting training for tutors, mentors, and University staff;
- monitoring the timely implementation of decisions on the Center's activities and the T&M program in general;
- the status of accounting and reporting on all types of work, document storage, and databases related to planning and material and technical support;
- preserving the material assets allocated to the Center.

5.5 All employees of the Center, according to their powers, are responsible, in accordance with current legislation, for the precise and conscientious performance of functions and assigned

tasks, the correctness and objectivity of decisions, compliance with information accuracy requirements and confidentiality, timely reporting, compliance with corporate requirements in the work of the Center and the University as a whole.

5.6 The Center has the right to:

- use the information and material resources provided to the Center;
- obtain necessary data, documents, and information from other University units and services within the scope of their competence;
- participate in meetings, make suggestions on improving the working processes of the Center;
- get acquainted with the draft decisions of the university leadership related to the activities of the Center;
- provide feedback on policies and procedures related to the subject of the Center's activities;
- participate in the preparation of regulatory documents on the activities related to the Center;
- initiate projects and programs related to the subject of the Center's activities and independently manage allocated resources;
- represent the interests of mentors, mentees, tutors, and tutees to the University's management;
- engage in other activities defined by the regulatory and administrative documents of the University.

## **6. Interaction with University Units and External Institutions**

6.1 In its activities, the Center interacts with structural units of the University on issues arising in the process of work within the competence of the Center.

6.2 In performing its tasks, the Center may collaborate with state authorities, local self-government bodies, educational and research institutions, enterprises, companies, national and foreign organizations, legal entities and individuals on matters within the scope of the Center's activities.

6.3 The activities of the Center are coordinated by the Vice-Rector, to whom the Center is subordinate according to the organizational structure of the University

## **7. Funding of the Center's Work**

7.1 The funding of the Center's activities (seminars, training sessions, mentorship fairs, etc.) is carried out from the University's funds based on the budget approved by the rector in accordance with the established legislative procedure.

7.2 Funding sources may also include grants, charitable contributions, donations, and other sources not prohibited by the current legislation of Ukraine.

## 8. Making Changes and Additions to the Regulation

8.1 Proposals for changes and additions to this Regulation are submitted by the Center's management.

8.2 Amendments enter into force after their approval by the rector of the University through an official order

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