

**Description of models of academic tutoring conducted  
at the Cardinal Stefan Wyszyński University in Warsaw**

**[General provisions]**

**§1.**

1. Tutoring is structured personalized work, especially with outstanding and struggling students (1:1 or in small groups) during face-to-face meetings.
2. The goal of academic tutoring is to help students achieve their personal development goals, tailored to their level of academic skills, specializations and interests.
3. During the meetings, the tutor learns the intellectual capabilities and interests of their mentee, which allows the tutor to skillfully set a path for the development of academic skills, i.e. writing texts, knowledge presentation, discussion, constructive criticism.

**[Specific objectives of academic tutoring]**

**§2.**

Specific objectives of academic tutoring are as follows:

- 1) to develop academic, social and personal skills;
- 2) to develop a sense of belonging to the University;
- 3) to develop the student's independent thinking skills;
- 4) to discover the student's talents;
- 5) to develop creative analysis of gained knowledge;
- 6) to encourage clear expression of own and other people's ideas;
- 7) to enrich the art of logical argumentation and discussion;
- 8) to develop the ability to pick out relevant information from among all messages in the media space;
- 9) to encourage independent development of passion towards research;
- 10) to strengthen the student's belief in their own potential;
- 11) to learn about the student's academic and / or professional interests;
- 12) to learn about the student's strengths and weaknesses in order to further their academic development and broaden their interests.

**§3.**

The goals of academic tutoring are achieved through regular meetings, hereinafter referred to as "tutorials", during which the tutor:

- 1) helps to identify which areas of student's knowledge regarding the topic of their scientific interest/research need further education/improvement;
- 2) identifies the student's strengths and weaknesses through interview, review of notes, homework, projects, etc.;
- 3) inspires the student to work independently by discussing scientific topics in the area of the student's choice;
- 4) asks the student questions and discusses with them selected issues that



- will help transfer knowledge to long-term memory;
- 5) assists the student in time management and effective learning by discussing academic materials on the subject and making them available as well as performing exercises, tests, quizzes, etc. that are tailored to the student's level of education and ability;
  - 6) provides opportunities for the student to consolidate acquired knowledge and practice new skills through practical problem solving and mini-quizzes;
  - 7) reviews with the student their comments and suggestions for essays or other work, in order to make the most effective use of the feedback;
  - 8) introduces the student to effective study techniques, such as workshops, discussions or the use of subject literature and other materials available via the Internet;
  - 9) helps the student to reach a higher level of competence in the chosen research area;
  - 10) helps the student develop a positive attitude toward learning and acceptance of feedback;
  - 11) supports and encourages learning at a pace appropriate to the student's abilities;
  - 12) teaches respect for academic values, maintaining academic integrity and mutual respect.

#### **[Terms and conditions of academic tutoring]**

##### **§4.**

1. There are 3 models of academic tutoring according to the following target student groups:
  - 1) students who need support due to their dysfunctions;
  - 2) students who excel in their studies;
  - 3) small student groups enrolled in study programs with a small number of students.
2. Tutorials in the groups listed in paragraph 1 (1) and (2) may be conducted by academic teachers who are prepared to conduct them and have a certificate of competence or have experience confirming that they have duly conducted such tutorials.
3. The tutor can have a maximum of 4 students under their supervision per semester, with the principle of equal opportunities for women and men observed.
4. Through a series of 15 one-hour tutorials per semester, the tutor holds an individualized academic course tailored to the student's needs. Tutoring is carried out over a 3-month period through regular meetings, subject to § 6 (3).
5. Tutorials referred to in paragraph 4 may also be carried out in small groups, the size of which is adapted to the objectives of the meetings (group participation in an academic competition, writing a team project, etc.).

##### **§5.**

The responsibilities of the Tutor include:

- 1) respect and deep belief in the unique potential of the student and the possibility of their development in a direction specific to that student;
- 2) participating in all planned tutorials. Tutors who repeatedly cancel meetings may be removed from the list of tutors by the dean;
- 3) knowing the student's first and last name and how to contact them (e.g.: phone number, chat on Teams, USOS-mail);
- 4) arriving on time for all scheduled tutorials;
- 5) informing the student about a change of the date of scheduled tutorial at least 24 hours



- in advance;
- 6) setting a new date and time for the tutorial, falling no later than 48 hours from the originally scheduled date and time, by mutual agreement of the next meeting date and time;
  - 7) confirming the date of the next scheduled meeting before the end of the current meeting;
  - 8) waiting 15 minutes for a student before marking their absence on the attendance list;
  - 9) using examples to demonstrate concepts and theories, while providing opportunities for practical application;
  - 10) giving feedback and using reflection together with students;
  - 11) making references to lectures, workshops and printed sources, Internet resources and other resources relevant to the area of study in order to enhance the student's learning skills;
  - 12) completing the student evaluation form and providing the final written feedback to the student;
  - 13) providing documentation related to the completed tutorials and opinions to the course administrator and the vice-dean for student affairs;
  - 14) contacting the dean with questions and concerns regarding the inclusion of tutorials in the teaching load.

#### **§6.**

1. Academic tutoring in the group mentioned in § 4 (1)(3) is carried out by all teachers teaching courses in that study program.
2. Courses in the study program referred to in § 4 (1)(3) have a shorter time of direct contact with the student than specified in the program curriculum conducted using the traditional method. All courses are mandatory, with attendance documented by attendance lists. The provisions of § 7 to 8 shall not apply.
3. The student's work should be evenly distributed between work during the semester and preparation for credit assessment. The student should be able to have intensive consultations with the instructor during individual meetings or remote contacts.
4. Courses are to be oriented primarily towards independent work by the student, the teacher's function is limited to the necessary minimum: introduction to the topic, assignment of tasks, inspiration to find solutions and control of the student's work during the semester. The courses are designed to induce the student to put in the maximum amount of independent work, evaluated with a correspondingly high number of ECTS credits.
5. The relatively small group size is conducive to the instructor being able to spend more time checking the student's achievement of the intended learning outcomes. It is recommended to verify the learning outcomes continuously throughout the semester by means of stage-based credit assessments.
6. The courses referred to in paragraph 2 cannot generate overtime hours for academic teachers, as they are conducted as part of the basic teaching load assigned to the position.
7. It is recommended to conduct courses indicated in paragraph 2, the subject-matter of which is theoretical in nature, in the form of a problem-focused lecture, a seminar or a scientific seminar. The practical learning of a foreign language is conducted

- in direct contact with the course instructor, on a full-time basis.
8. It is the responsibility of the dean to prepare the teachers referred to in paragraph 1 methodologically by organizing internal training and methodological seminars with experienced tutors.
  9. Teachers who conduct tutoring mentioned in § 4 (1)(3) have the opportunity to contact and consult other CSWU teachers certified as Tutors.

### **[Rules for student participation in academic tutoring]**

#### **§7.**

1. The recruitment of students for tutorials in the groups referred to in § 4 (1)(1) and (2) is conducted by the dean.
2. The recruitment for tutorials scheduled for the winter semester takes place in the second half of October, whereas recruitment for tutorials scheduled for the summer semester takes place in the second half of February.
3. Information on the academic interests of the tutor (tutor profile) and the proposed subject-matter of the tutorials are posted, for the information of students, on the faculty's website under the dedicated "academic tutoring" tab.
4. Academic tutoring participants can be students from all study programs offered at the university, regardless of their type.
5. The student must successfully pass the successive stages of the recruitment procedure, which includes:
  - 1) the submission of documents:
    - a) a CV, including a list of extra-curricular achievements and activities, e.g. participation in subject Olympiads, courses, summer schools, scientific circles, research projects, conferences, professional activities, etc.,
    - b) a cover letter, justifying the choice of tutor and topic of the tutorial;
  - 2) an individual interview with a tutor to verify skills and aptitude for education using the tutoring method; after the interview, the tutor communicates their position regarding whether to admit the candidate student to their tutorials to the dean.
6. In the case of a student referred to in § 2 (1)(1), the documents listed in paragraph 5 are accompanied by a recommendation from an academic teacher or an employee of the Office for Persons with Disabilities. In the cover letter, the student must specify their dysfunction and what causes them the most difficulty.
7. The decision to qualify a student for tutoring is made by the dean, after verifying the completeness of the submitted documents and the positive opinion of the prospective tutor, referred to in paragraph 5.

#### **§8.**

1. Once a student is qualified to participate in academic tutoring, both parties, i.e. the tutor and the student, sign a tutor contract, which is kept in the student's personal file.
2. The model tutor contract is attached as Appendix 2 to the Ordinance on the implementation of academic tutoring into academic practice at the Cardinal Stefan Wyszyński University in Warsaw.
3. The contract referred to in paragraph 1 must be signed no later than at the second



- meeting.
4. Tutoring is considered to be passed if the student has fulfilled the mutual arrangements stipulated in the tutor contract and has received positive feedback from the tutor. The opinion is prepared in writing and issued in 2 copies – one for the student's personal file, the other to the student.
  5. Information that academic tutoring has been passed may be entered into the graduation diploma supplement at the request of the student.

### **§9.**

The responsibilities of a student participating in academic tutoring include:

- 1) participation in courses provided for in the program curriculum. Participation in tutorials does not exempt the student from attending mandatory courses;
- 2) participation in all scheduled tutorials. A student who has two absences or repeatedly cancels tutorials may be removed from the tutoring program by the dean;
- 3) knowing the student's first and last name and how to contact them (e.g.: phone number, chat on Teams, USOS-mail);
- 4) staying in contact with the tutor after the first meeting and confirming the date of future meetings;
- 5) preparing for tutorials by identifying needs in advance and informing the tutor about them;
- 6) arriving on time for all scheduled tutorials. If this is not possible, contact the tutor and suggest an alternative date and time;
- 7) informing the tutor, at least 24 hours in advance, about the inability to participate in the scheduled tutorial and arranging a new date and time. Failure to comply with this rule will result in failure to pass the partial courses;
- 8) waiting for the tutor 15 minutes before reporting their absence to the Dean's Office;
- 9) coming to tutorials prepared, i.e. reading the indicated materials, writing essays/drafts, trying to get homework assignments and prepared questions for future meetings done to the best of the student's ability, and actively participating in all aspects of the tutorial;
- 10) contacting the course administrator or the vice-dean for student affairs with any questions or concerns regarding the organization of tutorials.

### **§10.**

Academic tutoring is subject to annual evaluation.

