Prot. n. 211146 del 28/10/2025

"GUIDELINES FOR CALLS FOR APPLICATIONS AND TUTORING ACTIVITIES"

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1. General Introduction

This document aims to provide a clear, coherent, and shared framework for the management of tutoring activities and the procedures to be followed for the activation and management of calls for applications related to tutoring activities. These guidelines serve as an operational reference for Departments, the relevant Offices, and students, in order to ensure consistency, efficiency, and quality in the delivery of tutoring services aimed at supporting teaching, orientation, and student induction for the University's students.

CHAPTER I - Types and Activation

2. Types of tutoring that can be activated

2.1 Academic Tutoring

a) **Supplementary, preparatory, and remedial teaching activities: activities aimed at supporting students in their educational pathways through:**

- In-class tutoring and remedial activities, in collaboration with the professors in charge of the courses;
- Support for laboratories and internship
- s;
- Activities aimed at acquiring effective study methodologies and re-aligning skills;
- Assistance with the drafting of study plans, degree theses, and academic papers;
- Support for students enrolled in English-taught degree courses and for international students.

b) **Academic Tutoring - "Gateway courses":** It is intended to provide specific support for subjects identified as being most critical to students' educational pathways. Activities will be carried out under the supervision of the professors in charge of the respective courses.

Both types of academic tutoring are primarily funded by Ministerial Funds (*Fondo Giovani*), but may be supplemented by the Departments' own funds

In accordance with ministerial regulations, calls for applications for academic tutoring are open to:

- Students enrolled in Master's degrees (from the 1st year up to the 1st year beyond the standard duration of the course);
- Students enrolled in Single-cycle Master's degrees and EU-regulated courses (from the 4th year up to the 1st year beyond the standard duration of the course);
- Students enrolled in PhD programs at the University of Siena, including those of national interest or under specific agreements with the University.

The specific categories targeted by individual calls for applications are resolved by the relevant Departments. Activation takes place on the basis of specific Departmental Resolutions (or DDD).

2.2 General Tutoring: mainly focused on Student Induction and Orientation, it includes:

- Orientation for high school students (secondary school students);
- Freshman Induction and Orientation;
- Information and tutorial support via in-person meetings, telephone contact, or email correspondence;
- Participation in institutional events, Open Days, and initiatives promoted by the University. The total hours related to these activities must be divided between the Departments and the relevant Offices (Orientation, Study Incentives and Tutoring), with a minimum quota of 30% reserved for the latter. This quota may be adjusted based on the needs and evaluations expressed by the Delegate for Student Services and shared with the Orientation and Tutoring Commission.

General tutoring is funded exclusively through Ministerial Funds (*Fondo Giovani*)

Calls for applications for general tutoring are open to:

- Students enrolled in Master's degrees (from the 1st year up to the 1st year beyond the standard duration of the course);
- Students enrolled in Single-cycle Master's degrees and EU-regulated courses (from the 4th year up to the 1st year beyond the standard duration of the course).

Activation occurs automatically (*ex officio*) based on specific criteria identified by the central administration office responsible for Tutoring

2.3 Tutoring for Bachelor's degree courses ("Undergraduate Tutors") and for the first years of Single-cycle Master's degrees: intended to support students enrolled in individual Degree Programs.

Activities will focus on:

- Support and welcome services during the enrollment period;
- Support in planning the academic pathway and in acquiring effective study methodologies;
- Orientation activities and personalized assistance.

Calls for applications for undergraduate tutoring and for the first years of single-cycle Master's degrees are funded by University Funds, as they are not covered by the ministerial tutoring interventions under the *Fondo Giovani*

Calls for applications for undergraduate tutoring are open to:

- Students enrolled in Bachelor's degree courses (from the 1st or 2nd year – depending on the timing of the call – up to the 1st year beyond the standard duration of the course).
- Calls for applications for tutoring for the first years of single-cycle Master's degrees are open to:

- Students enrolled in single-cycle Master's degree courses (from the 1st or 2nd year – depending on the timing of the call – up to the 3rd year).

Activation is the responsibility of the central administration office in charge of Tutoring, based on the availability of funds within the University budget.

2.4 Tutoring for University Projects

This includes the issuance of calls for applications for specific University projects concerning activities deemed strategic, such as: Communication and Orientation, Student Community Inclusion Service, Prison Education Branch (*Polo Penitenziario*), International Students, Support for Italian and English language teaching, and Placement Coaches. Projects are subject to change based on any potential restructuring of the related strategic activities.

- Students enrolled in Master's degrees (from the 1st year up to the 1st year beyond the standard duration of the course)
- Students enrolled in Single-cycle Master's degrees and EU-regulated courses (from the 4th year up to the 1st year beyond the standard duration of the course)
- Students enrolled in PhD programs at Unisi, including national PhD programs or those in partnership with the University

Calls for applications for University projects may be funded through:

- Ministerial Funds (*Fondo Giovani*);
- Other ministerial funds (e.g., Funds for students with disabilities);
- Public funds from other entities (e.g., Regional fund for the Prison University Branch);
- University Funds.

When funded through the *Fondo Giovani* (Ministerial Funds), tutoring calls for University projects are open to:

- Students enrolled in Master's degrees (from the 1st year up to the 1st year beyond the standard duration of the course);
- Students enrolled in Single-cycle Master's degrees and EU-regulated courses (from the 4th year up to the 1st year beyond the standard duration of the course);
- Students enrolled in PhD programs at Unisi, including national PhD programs or those in partnership with the University;
- The specific categories eligible for individual calls are identified by the relevant departments/offices.

In the case of funding from other sources, in addition to those mentioned above, further categories may be identified by the relevant departments/offices based on the characteristics of individual projects.

Activation occurs following a specific request from the interested departments/offices

2.5 Calls for applications by POT/PLS Funds

This includes the issuance of tutoring calls for specific activities planned by the relevant Department within the specific POT/PLS project.

In compliance with Ministerial Circular no. 161289 of August 21, 2023, POT/PLS funds may not be used for activities ordinarily financed through other ministerial instruments (e.g., *Fondo Giovani*).

Resources must be primarily used for:

- Coordination of activities;
- Tutor training;
- Equipment and tools required to carry out the activities.

The use of funds for student assignments is permitted only if there are residual resources and for cases adequately justified and documented by the Departments; such roles must be explicitly provided for in the relevant POT/PLS project.

Unless there are specific cases adequately justified and documented, tutoring calls funded by POT/PLS are open to:

- Students enrolled from the 2nd year up to the 1st year beyond the standard duration of Bachelor's degree courses;
- Students enrolled in the 2nd and 3rd year of single-cycle Master's degrees and EU-regulated single-cycle degrees.

Activation occurs on the basis of specific Departmental resolutions (or *DDD - Decreto del Direttore di Dipartimento*)

2.6 Foundation Course Calls for Applications

The duties of Foundation Course tutors include:

- support and guidance throughout the academic journey, promoting integration and the educational success of students enrolled in Foundation Courses;
- study assistance by clarifying teaching content and learning methodologies;
- support in managing administrative and bureaucratic procedures;
- facilitating the inclusion of international students, particularly regarding adaptation to the university context and active participation in academic life."

Financial coverage is the responsibility of the Department concerned.

The specific categories of students eligible for the calls are determined by the relevant Departments.

Activation occurs on the basis of specific Departmental resolutions (or *DDD)*

3. Selection procedures and assignment of contracts

Following the publication of a specific call for applications, the selection of tutors is carried out by a selection Committee and is based on a review of qualifications and an interview, which may be held either in person or remotely. The period during which activities are to be performed is specified in the call.

In the event of calls with no applicants or exhausted ranking lists, no new calls will be issued; where available, candidates will be drawn from existing or related ranking lists

In accordance with current national legislation, each tutor may be assigned a maximum of 200 hours per year. The assignable hourly packages are as follows:

- 50, 100, 150, or 200 hours for academic tutoring (supplementary activities);
- 50 or 100 hours for activities dedicated to "gateway courses" (*materie scoglio*);
- 100, 150, or 200 hours for general tutoring;
- 150 hours for undergraduate tutoring (Bachelor's degrees). The calls provide for the appointment of one tutor for each degree course;
- 50, 100, 150, or 200 hours for University project tutoring;
- The number of hours for tutoring activities related to POT/PLS and Foundation Course calls is determined by the proposing departments, in compliance with the limits set by national legislation.

4. Composition of Selection Committees

For "Undergraduate/First 3 years of Single-Cycle Master's Degrees" and "Academic-Supplementary" tutoring calls:

- 2 faculty members (standing members);
- 1 student representative (standing member);
- 2 substitute faculty members and 1 substitute student (each substitute must be paired with the specific standing member they are replacing).

For "Gateway courses," "POT/PLS," and "Foundation Course" calls:

- 3 faculty members (standing members);
- 3 substitute faculty members (each substitute must be paired with the specific standing member they are replacing);
- No student representative is included.

For "University Projects" calls:

- 1 Project Manager / Professor in charge of the project (standing member);
- 1 staff member from the relevant Office (standing member);
- 1 student representative (standing member);
- 1 substitute faculty member, 1 substitute staff member from the relevant Office, and 1 substitute student (each substitute must be paired with the standing permanent member they are replacing)

5. Deadlines and Timelines

The deadlines for the transmission via official electronic registry (*protocollo informatico*) of the Departmental Board resolution (or Director's Decree), or the request from the relevant offices for University projects – including the completed templates, the schedule for selection interviews, and the period for tutoring activities – are set out annually in the communication sent by the Tutoring Activities Office to the Departments or relevant structures

CHAPTER II - Roles and Activities

General tutors and tutors for Bachelor's degrees and for the first years of Single-cycle Master's degrees at the University of Siena

1. The Role

The Tutor at the University of Siena plays a key role within the academic support system, contributing substantially to the integration and success of students throughout their university career. This figure acts as a liaison between students, faculty, and the University's administrative structures, facilitating academic guidance, access to services, and the resolution of educational and administrative issues. Furthermore, tutoring represents a significant opportunity for professional and personal growth for the Tutors themselves, who develop skills in communication, problem-solving, and interpersonal relationship management

In the contemporary university context, characterized by a broad educational offering and increasing management complexity, tutoring takes on an increasingly strategic role. The presence of well-trained and prepared tutors contributes not only to improving the academic experience of students but also to strengthening the sense of community and belonging to the University.

General Tutors are figures who offer support to students in various academic, organizational, and practical areas, and are designed to meet the broader needs of students throughout their university career. These tutors are not specialists in a single degree course or subject, but rather provide cross-disciplinary support to students during all stages of their studies.

Tutors for Bachelor's degrees and for the first years of Single-cycle Master's degrees are students who play a more specific role, aimed at supporting those enrolled in undergraduate programs and the initial years of single-cycle Master's degrees. The role of the Academic Tutor for Bachelor's and the first years of Single-cycle Master's degrees at the University of Siena is strategic for guiding students through specific educational pathways. Thanks to their own academic experience, these Tutors offer assistance that includes consultancy as well as organizational and administrative support

Both types of tutoring, however, provide information support on every aspect of university life, including the University's services for the student community, as well as guidance and support throughout the entire educational journey. The Tutors' activity is therefore a valuable tool for facilitating academic integration and improving the quality of university life, helping every student to make the most of the opportunities offered by the University of Siena

2. Activities common to both General Tutors and Tutors for Bachelor's degrees and for the first years of Single-cycle Master's degrees

The following section outlines the activities planned for and shared by General Tutors and Tutors for Bachelor's degrees and the first years of Single-cycle Master's degrees. These activities are designed to support students throughout their university career by providing assistance in managing organizational aspects, academic guidance, and access to the services offered by the University

- Guidance for high school and university students. Tutors actively participate in guidance initiatives aimed at high school students, providing detailed information on degree programs, admission procedures, and University services. They also offer support to currently enrolled students, helping them understand educational options and the administrative procedures necessary for the effective management of their academic career

- Participation in institutional events and Open Days. Tutors represent the University during official events and guidance days, providing a direct point of contact between students and the University.

- Freshman Welcome and Onboarding. The initial period of the university journey can be particularly complex. Tutors facilitate the integration of freshmen by providing assistance in understanding the teaching structure, examination procedures, and available resources.

- Guidance for first-year students. Particularly relevant for first-year students, the Tutor provides clarifications on study plans, prerequisites (*propedeuticità*), exam selection, and the use of the University's digital platforms. The objective is to reduce initial confusion and facilitate an informed educational path.

- Collaboration with faculty and university staff. The Tutor acts as a bridge between the teaching staff, university personnel, and students, gathering feedback and suggesting support interventions to improve the effectiveness of teaching and the services offered by the University.

- Promotion of student collaboration. By organizing student groups, Tutors encourage peer-to-peer exchange, fostering active and participatory dialogue. The creation of a student support network enhances motivation and academic performance.

- Participation in training and update sessions. Tutors participate in meetings and training/update courses to continuously improve their tutoring skills and stay informed about university regulations.

- Support for international students. Tutors must provide specific assistance to international students, helping them familiarize themselves with the Italian university system and overcome potential linguistic and cultural difficulties, as well as directing them to the dedicated University tutoring service provided by the Admission Office.

- Assistance with administrative procedures. Tutors must guide students through bureaucratic tasks, such as exam registration, course transfers, requests for certificates, the completion of study plans, and access to the University's digital platforms.

- Information support and academic consultancy. Tutors offer a consultancy service through individual meetings, telephone contact, and email communication. They answer questions regarding student services, teaching organization, regulations, exam planning, and study load management.
- Support for students with specific needs. Tutors offer support to students with disabilities or special educational needs, helping them understand the resources and services available at the University and directing those in need to the Student Community Inclusion Office (*Settore inclusione della comunità studentesca*), which manages the tutors specifically dedicated to this activity
- Facilitating access to university services. It is the Tutor's duty to inform and guide students toward the services provided by the University. In-depth knowledge of these resources allows for the targeted direction of students. Below are some strategies for effectively promoting these services

  ➢ **Providing information during tutoring meetings**
  Whenever they meet with students, Tutors can dedicate time to explaining active services, such as psychological support, academic tutoring, career guidance opportunities, and accessibility services. It is essential that students are aware of all the resources available to them.

  ➢ **Creating information materials**
  Tutors can help create flyers, posters, or digital presentations to be distributed in classrooms, on notice boards, or through the University's official social media channels. This material should include clear and concise information on active services, indicating access methods and the benefits for students

  ➢ **Promoting services on social media**
  Tutors can use their own social media profiles to raise awareness among their peers about University initiatives and services. This includes sharing posts and stories with links to services, as well as creating online events to explain how to access the available resources

  ➢ **Organizing information events**
  Tutors can organize brief presentations or informal meetings, either in person or online, to explain the services offered by the University, answer students' questions, and provide details on how to make the best use of available resources

  ➢ **Promoting online support channels**
  The University of Siena provides online tools where students can find information, request support, or get in touch with Tutors. It is essential that Tutors direct their peers to these channels, such as the student portal, official e-mails, or counseling and tutoring services

  ➢ **Collaborating with student associations**
  Tutors can work closely with student associations to promote services and organize awareness-raising activities. These associations are often a key reference point for students and can amplify the Tutors' voice, reaching a wider audience

➢ **Encouraging peer-to-peer communication among students**
Peer-to-peer communication is often the most effective way to raise awareness of a service. Tutors can encourage students to share their positive experiences with various university services with one another, creating a support network that strengthens over time

3. **Specific activities for Bachelor's Degree Tutors and for the first years of Single-Cycle Master's Degrees**

Tutors for Bachelor's degrees and for the first years of single-cycle Master's degrees are figures specifically dedicated to peer-to-peer support. Being enrolled in the same degree program for which they provide tutoring, they possess a familiarity and knowledge of the characteristics and potential challenges of that specific study path, which they can put at the service of their peers

a. **Greater need for educational support**

Students in Bachelor's degree programs and the first years of single-cycle Master's degrees, especially during their initial years, may encounter difficulties in adapting to the pace and methods of university study. For the reasons stated above, Bachelor's Tutors also provide study support by offering

- Assistance in identifying study methods and strategies to best approach written and oral exams, in order to help students develop an efficient study method
- Advice on choosing tools for organizing academic work, managing commitments, and balancing study with any extracurricular activities;
- Support in structuring the exam preparation process, providing suggestions on study techniques, the use of bibliographic resources, and strategies for managing performance anxiety.

b. **Personalized guidance throughout the study path**

Unlike General Tutors, who provide cross-cutting support to all students, these tutors work with a more specific focus on individual degree programs. This is because:

- Bachelor's and first-year single-cycle Master's students often need assistance in choosing exams and developing their study plans;"
- "Each degree program has specific characteristics and challenges that require targeted support;"
- "Guidance must be provided regarding complementary educational opportunities, such as internships and mobility programs

c. **Greater complexity in the transition from school to university**

The majority of Bachelor's and first-year single-cycle Master's students come directly from high school and may feel disoriented when facing the new academic setting. Compared to General

Tutors, Tutors for Bachelor's degrees and the early years of single-cycle Master's degrees offer more detailed support for:

- Helping to develop autonomy in studying and time management;
- Providing practical advice on how to navigate the first year of university;
- Fostering integration into the university community, thereby reducing the risk of student dropout

d. Greater interaction with faculty members and degree programs

Bachelor's and first-year single-cycle Master's Tutors, having a more specific knowledge of the degree program, can interface more directly with faculty and provide students with up-to-date information on syllabi, teaching materials, and exam procedures. This type of activity does not fall within the duties of General Tutors, whose role is more oriented toward administrative management and cross-cutting support

e. Prevention of difficulties and reduction of the dropout rate

One of the objectives of tutoring for Bachelor's degrees and the first years of single-cycle Master's degrees is to contribute to reducing the student dropout rate by providing concrete help to overcome academic difficulties. For this reason, the planned activities are more structured and also focused on study guidance, unlike those of General Tutors, who offer broader but less specialized support.

In summary, the additional activities of Tutors for Bachelor's degrees and the first years of single-cycle Master's degrees are justified by the need to offer **more specific and targeted support**, addressing the academic and organizational difficulties typical of undergraduate students, especially during the initial years of their university career

4. Expected conduct for General Tutors and for Tutors of Bachelor's degrees and the first years of single-cycle Master's degrees

The role of University Tutor is of fundamental importance in supporting students, contributing to the facilitation of their academic career and fostering an inclusive and effective learning environment. To ensure that the Tutoring service maintains high quality standards, Tutors are required to adhere to specific ethical and behavioral principles

- ➢ **Professionalism and competence.** Tutors must maintain a professional and responsible attitude, ensuring effective support for students and collaborating with faculty and administrative staff.

- ➢ **Active listening skills and effective communication.** Tutors must demonstrate a strong aptitude for empathetic listening and clear, effective communication, in order to understand students' needs and provide accessible and relevant information

➤ **Accuracy and reliability.** It is essential to ensure that the guidance provided is consistent with university regulations and free from ambiguity, avoiding the dissemination of incorrect or misleading information.

➤ **Empathy and support orientation.** Tutors must be able to recognize students' individual difficulties and propose targeted solutions, promoting both academic and personal well-being

➤ **Confidentiality and respect for privacy.** The processing of students' personal information must be handled with the utmost discretion, in compliance with current data protection regulations

➤ **Collaboration with the faculty.** Constant dialogue with the faculty makes it possible to improve the quality of tutoring by aligning it with the educational objectives and the teaching requirements of the courses

➤ **Proactivity and problem solving.** Tutors must demonstrate the ability to identify critical issues and propose resolution strategies, adopting a proactive approach in managing student-related problems

➤ **Inclusivity and cultural sensitivity.** Foster a welcoming and accessible learning environment for all students, regardless of their cultural or economic backgrounds, or any personal and academic difficulties they may face.

➤ **Availability and reachability.** It is essential that Tutors remain reachable during the scheduled times and respond promptly to incoming requests.

➤ **Continuous professional development and lifelong learning.** To perform their role effectively, Tutors must stay constantly informed about academic regulations and the services offered by the University, participating in refresher courses and training sessions.

➤ **Collaboration and teamwork.** Tutoring involves continuous interaction between Tutors, Tutoring delegates, faculty, and administrative staff, in order to ensure an effective service that is consistent with students' needs.

➤ **Documentation and traceability of activities performed.** Tutors must regularly update the online activity log through the University's dedicated system, ensuring they provide a detailed account of the activities performed.

➤ **Updating and verification of personal data.** Each Tutor is responsible for keeping their personal details up to date through the 'Segreterie Studenti' online service, ensuring the accuracy of their banking information, personal email address, and permanent residence

CHAPTER III - Roles and Activities

Tutors for integrated teaching activities, support and remedial work, and for tutoring in gateway courses

Educational tutoring is an essential tool for enhancing the quality of academic training. Its effectiveness depends on the strategic planning of interventions, its integration with official teaching activities, and the tutor's ability to adapt to the specific needs of students. Advanced training for tutors allows for the maximization of their impact, contributing significantly to the academic success of the student body.

1. The Role

The educational tutor plays a crucial role in university education, acting as a bridge between students and faculty to facilitate effective and autonomous learning. When well-planned, tutoring can significantly enhance the quality of the educational experience by providing methodological tools essential for successfully navigating academic challenges

To achieve a tangible impact, tutoring activities must be integrated with official teaching strategies, adopting an approach that is both flexible and structured. The tutor does not replace the professor but acts as a facilitator, supporting students in understanding content, applying knowledge, and refining their analytical and critical skills. For the role to be effective, tutors must work in close synergy with faculty members, following precise guidelines and tailoring their interventions to the specific needs of the students.

In this context, tutoring takes on a dynamic and evolutionary function, adapting to the transformations of higher education and responding with innovative approaches to the needs of a diverse student population. The collaboration between tutors and faculty is not limited to operational coordination but evolves into a joint effort of analysis, design, and evaluation of support strategies. Tutors must be able to recognize the main learning challenges and propose concrete, adaptable solutions, with a particular focus on fostering autonomy and soft skills.

Furthermore, tutoring is not merely a remedial tool but a genuine means of enhancing the academic journey. An effective tutor promotes active learning strategies, stimulating participation and engagement. Measuring the effectiveness of these interventions is essential and must be based on a constant analysis of the results achieved. A well-structured tutoring system, therefore, requires continuous evaluation to refine and improve the impact of teaching activities over time.

In light of these considerations, tutoring stands as an essential pillar of university teaching, providing students with the necessary support to overcome academic obstacles and consolidate their knowledge within a stimulating environment oriented toward personal and professional growth.

Given the importance of these activities, the relevant teaching department may award University credits (CFU) and Open Badges for work performed as an Educational Tutor, according to the following scale:

- 0 University credits: up to 49 hours
- 1 University credit: from 50 to 99 hours
- 2 University credits: from 100 to 149 hours
- 3 University credits: from 150 to 200 hours

2. Objectives of educational tutoring

- ✓ Facilitate adaptation to the university context
- ✓ Support the development of an effective study method
- ✓ Strengthen analytical and critical thinking skills
- ✓ Promote an active approach to learning
- ✓ Improve academic performance through targeted interventions
- ✓ Bridge the gap between student needs and institutional teaching tools

3. Areas of Intervention for University Educational Tutoring

Two types of educational tutoring are available at the University of Siena:

a. Tutoring for integrated, preparatory, and remedial teaching activities
b. Educational tutoring for subjects characterized by high academic difficulty (gateway courses)

a. Tutoring for integrated, preparatory, and remedial teaching activities

Activities within this tutoring category are available for all subjects included in the study plans of each Degree Program, offered in both Italian and English. The interventions include:

- Structured classroom support and review sessions
- Assistance in laboratories and internship activities
- Development of strategies to improve study effectiveness and academic performance
- Consultancy for academic path planning, advanced bibliographic analysis, and assistance in drafting papers and theses
- Design of personalized learning tools and support materials
- Support during exam preparation stages, including strategies for managing academic performance and study workload

b. **Specific educational tutoring for subjects with high criticality rates (gateway courses)**

Tutoring for so-called "gateway courses" is designed to mitigate the cognitive and methodological obstacles encountered by students in the most complex courses. Academic Departments identify the disciplines on which to focus tutoring activities, which include:

- Classroom tutoring with a focus on active learning methodologies
- Structuring personalized pathways for the acquisition of an effective study method
- Mock exams and enhancement of subject-specific skills through guided exercises
- Targeted interventions to address prior knowledge gaps and conceptual recovery
- Formation of study groups to promote collaborative learning

4. Tutoring Methodology: Strategies and Tools

The educational tutor acts as a mediator between students and faculty, helping to bridge the gap between academic expectations and individual capabilities. Their function is not limited to the mere transmission of content but includes enabling the development of critical and analytical skills

5. Operational Phases of Effective Educational Tutoring

I. Definition of communication channels and preliminary analysis of the student community's needs

II. Active listening and identification of learning difficulties

III. Coordination with faculty to calibrate the educational intervention

IV. Implementation of support through innovative teaching methodologies

V. Evaluation of intervention effectiveness and revision of adopted strategies; verification of problem resolution through consultation with faculty and students, and continuous optimization of teaching strategies based on received feedback

I. - Methodologies for the preliminary analysis of student community needs and definition of communication channels

- Organization of meetings with students, either directly or with faculty support, to explain the tutor's role and contact methods, and to conduct a preliminary needs analysis
- Creation of a support and communication network with other tutors to exchange effective strategies
- Use of social media platforms to promote tutor-student engagement

II. - Active Listening

An effective tutor must be able to listen actively to identify students' problems and propose appropriate solutions. This implies:

- Attention to student needs and consultation with faculty
- In-depth knowledge of the subject matter covered by the tutoring
- Experience in fields of study related to those required for the intervention

III. - Coordination with faculty to calibrate the educational intervention

Integrating tutoring with official teaching requires constant alignment with faculty, who must provide targeted guidance on the topics to be explored in depth and the educational tools to be used

Fundamental principles of tutor-faculty collaboration:

- Sharing of teaching materials and learning strategies
- Definition of the educational objectives to be pursued
- Adaptation of support methods to meet the specific needs of students
- Periodic review of the effectiveness of the educational intervention

IV. - Implementation of educational support through innovative teaching methodologies

The teaching methodologies used must aim for the active engagement of students during remedial activities, ensuring they are not merely passive listeners but active participants in the process. The interventions include:

- Classroom tutoring with an interactive approach
- Small group work to foster cooperation
- Individual study sessions focusing on specific needs
- Use of digital resources for remote support
- Development of interactive educational materials

V. - Evaluation of effectiveness, verification of problem resolution, and strategy optimization

The measurement of tutoring effectiveness is based on a continuous analysis of the feedback provided by students. An approach based on data and empirical evaluation allows for the refinement of adopted strategies and the improvement of educational outcomes.

Evaluation Phases:

- Assessment of student perceptions through questionnaires and interviews, based on guidance from the supervising faculty
- Consultation with faculty to measure the impact of tutoring on students' ability to overcome learning difficulties
- Adjustment of intervention methods based on the results obtained

6. Strategies for the promotion of the tutoring service among students

For the Tutoring service to be truly effective, it is essential that the student community is aware of the opportunities offered by this activity and how to access it. To this end, both general Tutors and Undergraduate (Bachelor's) Tutors can adopt a range of communication and promotion strategies. Through the implementation of these strategies, the Tutoring service will be able to reach a broad student audience, fostering a more inclusive and participatory learning environment

- ➢ **Introductory lecture interventions.** Introducing oneself to the first-year student community to outline the Tutor's role, available services, and contact methods.

- ➢ **Use of University digital platforms.** Periodically updating university portals and other digital tools with useful information, office hours, and support materials.

- ➢ **Targeted communication via email and notices.** Creating newsletters or periodic announcements to inform students about Tutoring initiatives, encouraging active participation.

- ➢ **Participation in orientation events.** Attending open days, university fairs, and freshman meetings to promote Tutoring and establish initial contact with prospective students.

- ➢ **Active collaboration with faculty.** Involving professors in disseminating information about Tutoring by asking them to mention the service during lectures.

- ➢ **Print and digital informative material.** Creating brochures, flyers, and digital presentations detailing activities and service access procedures.

- ➢ **Information desks and periodic meetings.** Organizing open discussion sessions for students to answer their questions and gather feedback for service improvement.

- ➢ **Creation of study groups and online communities.** Using platforms such as Telegram, WhatsApp, or university forums to facilitate direct communication and information sharing between Tutors and students.

- ➢ **Collaboration with student associations.** Working in synergy with university groups and associations to increase the visibility of Tutoring and reach a larger user base.

> ➢ **Multimedia content production.** Creating video tutorials, interactive guides, and webinars to effectively illustrate Tutoring activities and available resources.

> ➢ **Live Q&A (Questions & Answers) sessions.** Organizing online meetings on platforms like Zoom or Teams to give students the chance to ask questions and receive real-time answers.

> ➢ **Feedback collection for service improvement.** Administering evaluation questionnaires (where provided by the Administration) to the student community to optimize Tutoring based on their needs and expectations.

These guidelines aim to ensure an effective and high-quality tutoring service, contributing to the academic success and integration of students within the university environment. A well-prepared Tutor, conscious of their role, can make a significant difference in a student's university career, helping to create a more efficient, inclusive, and stimulating academic setting. Through their support, students can face challenges with greater awareness, improve their study methods, and gain increased confidence in their abilities. Furthermore, an attentive Tutor fosters student integration into the academic context, facilitating access to university services and promoting a sense of belonging to the academic community. The Tutor thus becomes a constant point of reference for the students' educational success