

TAI

Mentoring Programme

PROTOCOL

ESCUELA UNIVERSITARIA
DE ARTES@*taiarts.com*
RECOLETOS-22 MADRID



Document versions/modifications

<i>Version number</i>	<i>Date</i>	<i>Description of the modification</i>
01	November 2021	First version
02	June 2021	Improvement to the description of the programme procedure
03	June 2022	Overall revision of the first version: descriptive introduction of the programme; broadening and greater specification of the procedure; obligation to participate in the brief training programme; awards conceded to student-mentors.
04	Julio 2023	General update.

	<i>Responsible Authority</i>
<i>Authorship</i>	Student Support and Welfare Unit
<i>Review</i>	Quality and Development Department
<i>Approval</i>	Office of Academic Affairs
<i>Scope (applies to)</i>	Faculties, Registrar's Office, Head of Teaching



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Introduction

TAI students face certain challenges that are characteristic of the very nature of the arts disciplines. The particularity of arts studies is that they require students to acquire both creative and technical skills, at a rapid pace.

At times, students may experience difficulties that prevent them from developing at an optimum level in this kind of academic environment.

The mentoring programme aims to provide support to students with learning difficulties, helping them to overcome gaps in knowledge, understanding or skill, in both technical/specialised areas and more general areas. The objective of this initiative is to ensure the academic success of these students and improve their experience during their years of arts studies, while promoting the creation of networks of mutual support and collaboration between students.

In this programme, students with learning difficulties have a person that can help them overcome their academic difficulties. This student-mentor, however, is not a substitute to the teachers or the guidance counsellors.

Participation in this activity enhances the personal development of student-mentors by providing them an opportunity to work on competencies such as engagement, communications skills, collaboration and organisation, as well as other more technical competencies. It also helps strengthen relationships between students, and with the University.

Mentored students experience the following benefits:

- Improvement of their academic competencies
- Increased self-confidence
- Companionship and support
- Stronger integration into the university community

Student-mentors work on the following competencies:

- Organising and planning skills
- Spoken and written communications skills
- Information management skills
- Decision-making and problem-solving skills
- Teamwork
- Interpersonal skills
- Autonomy and entrepreneurship



Mentoring programme regulations

The purpose of this protocol is to regulate the Mentoring Programme.

1. Student-mentors are members of the student body that provide support to another student or students to help them overcome academic obstacles; they are not substitutes for the teachers or guidance counsellors. The mentoring activity provides support on the course content reflected in the Course Guides and according to any methodological adaptations that are made in each case.
2. Mentoring will be determined to take place:
 - a. solely in the classroom
 - b. solely outside of the classroom
 - c. both in and out of the classroom
3. The Mentoring Programme is considered a methodological adaptation for students with learning difficulties. Interested students must send a current medical report to apoyo.estudiante@taiarts.com and the specific needs of each student will be determined in an interview.
4. Student-mentors and mentored students must complete the participation form available on the TAI website.
5. The assignment of student-mentors is decided together by the Faculty Area and the Student Support and Welfare Unit, taking into consideration each participant's suitability for the task (specialised knowledge, availability, predisposition, attitude, etc.)
6. Once assigned, student-mentors are given basic training that includes study planning and organisation techniques, fundamental concepts of learning difficulties (ADD, ADHD, dyslexia, etc.) and indications on the specific situations they will be working with, the obstacles to be overcome and goals to be reached. They will also be informed of the rewards for their work.
7. To initiate the programme, student-mentors and mentored students will be called to a maximum of two meetings. Failure to appear will lead to a reappraisal of their participation in the programme.
8. The student-mentor selected must maintain confidentiality regarding any information received from the student. For this reason, the student-mentor will sign a confidentiality agreement before beginning the mentoring programme.
9. Based on a calculation of 30 hours per term, the student-mentor will be awarded 0.8 ECTS for this work, provided he/she carries out the duties assigned in a satisfactory manner. The same number of credits will be awarded for each academic term the assignment is extended, if any, provided these duties are carried out in a satisfactory manner. The award of ECTS credits is also conditional upon the successful completion of the basic training in the mentoring programme.
10. The student-mentor will submit three reports to the Students Department: one at the start of the mentoring assignment, the second at the midpoint of the assignment, and the third at the end of the



assignment. The student-mentor is also free to contact the Student Care and Advocacy Department whenever they feel it is necessary to do so. The mentored student, in turn, must submit a report at the end of the course. The reports must be submitted on time, as indicated; failure to do so will lead to exclusion of both mentor and mentored from the programme.

11. The student-mentor under no circumstances will do the tasks assigned to the mentored student, or intervene first-hand in course assignments or assessment tasks, tests or examinations. The role of the student-mentor is to help the mentored student to study and in organisation, methodology, etc. The role of student-mentor in no way supplants or supersedes the responsibilities and functions of the teaching team. The student-mentor may request to be informed of the methodological adaptations, if any, that have been determined in response to the specific situation of the mentored student. This information will be given for information purposes only. Full responsibility for any learning adaptations lies with the School, and not the student-mentors.
12. Student-mentors are not allowed to give mentored students paid private classes. Mentored students that are experiencing any additional skills gaps to meet the requirements of their study programme must address those shortcomings through other means of their own. Student-mentors must in all cases adhere to the indications provided in paragraph 12 of this document.
13. Any student that has an open disciplinary report will not be allowed to participate in the mentoring programme. If a disciplinary report is initiated in the course of the mentoring programme, the student will be obliged to abandon the mentoring programme.
14. Student-mentors and mentored students may not abandon the mentoring agreement unless compelling reasons exist (incompatibility, dereliction of duty, abandonment of tasks, opening of disciplinary proceedings, etc.) that once reviewed by the Area Director and Orientation are deemed to be sufficiently demonstrated and insurmountable.
15. If the academic performance of the mentored student does not show improvement, an extraordinary report will be requested from the student-mentor and the teaching team; in addition, the reports from the student review meetings held by the teaching team at the end of each term may be consulted. The mentored student will then be called to a meeting, after which it will be determined if the student will be taken out of the mentoring programme or assigned a new student-mentor.
16. Student-mentors that do not adequately perform their mentoring responsibilities will not be awarded the ECTS credits apportioned for this task, regardless of the time they may have devoted to it.