UniSR
Università Vita-Salute San Raffaele

**UNIVERSITY REGULATIONS**

# TUTORING REGULATIONS

***ISSUED BY RECTOR'S DECREE NO. 10262 OF 27/10/2026***

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**Contents**

**1 Subject Matter and Scope of Application ..... 3**

*ART. 1 Subject matter ..... 3*

**2 Provisions set out in these Regulations ..... 3**

*ART. 2 Objectives of the Tutoring Service ..... 3*
*ART. 3 Types of Tutoring ..... 4*

**3 Parties involved ..... 4**

*ART. 4 Information and guidance tutoring (Article 3(1)(a)) ..... 4*
*ART. 5 Academic tutoring (Article 3(1)(b)) ..... 5*
*ART. 6 Professional tutoring (Article 3(1)(c)) ..... 6*
*ART. 7 Clinical tutoring (Article 3(1)(d)) ..... 8*
*ART. 8 Training, professional development and assessment of Tutors ..... 9*
*ART. 9 Other parties involved ..... 10*

**4 Entry into force and transitional provisions ..... 10**

*ART. 10 Final provisions ..... 10*

## 1 Subject Matter and Scope of Application

*ART. 1 Subject matter*

1. Vita-Salute San Raffaele University, in accordance with Article 13 of Law 341/1990, Article 19 of the University's Academic Regulations and the *Guidelines for Self-Assessment and Evaluation of the Quality Assurance System in Universities* (AVA3), has established the Tutoring Service with the aim of supporting students from the moment they enrol and throughout their time at university, by facilitating the completion of their studies within the expected time frame and promoting effective education from both a professional and academic perspective.
2. Pursuant to Article 13(2) of Law 341/1990, the Tutoring Service is intended to:
    a. guide and support students throughout their entire course of study;
    b. make them active participants in the educational process;
    c. remove obstacles to effective attendance of courses, including through initiatives tailored to the needs, aptitudes and requirements of individual students.
3. The Tutoring Service is provided by academic staff and technical and administrative staff, as specified in the following articles of these Regulations.
4. The Tutoring Service is offered to students of Vita-Salute San Raffaele University enrolled in Bachelor's, Master's and single-cycle Master's degree programmes, whether on-track or extended-duration, and participation is entirely voluntary.
5. These Regulations use the masculine form in all circumstances, but this form should be understood as referring inclusively to all persons, irrespective of their gender.

## 2 Provisions set out in these Regulations

*ART. 2 Objectives of the Tutoring Service*

1. The Tutoring Service aims to achieve the objectives set out below.
    a. To facilitate the integration of first-year students, supporting them during the initial phase of their university studies.
    b. To support students' academic and career choices, fostering contact with the world of work.
    c. To provide support during times of difficulty or distress, including those arising from personal or non-academic circumstances that may interfere with the smooth progression of their studies.
    d. To guide students in preparing their study plan, including any changes or additions, taking into account the results achieved, personal aptitudes and any new needs that may arise.
    e. To assist with study activities, promoting the development of organisational skills, the definition and review of their educational pathway, the adoption of an effective study method, exam preparation and the improvement of learning conditions, while also fostering a constructive relationship between lecturers and students.
    f. To provide information on the Academic Regulations governing Degree Programmes, the services available, the organisation and delivery of teaching, as well as on national and international curricular and extra-curricular opportunities useful for enhancing the student's educational pathway.
    g. To support students in making up any educational gaps, through initiatives aimed at identifying and addressing any shortcomings found.

h. To support students in carrying out the practical activities required by their course of study.

*ART. 3 Types of Tutoring*

1. In line with the objectives set out in the previous Article, the Tutoring Service comprises activities falling within the four areas described below.
    a. **Information and guidance tutoring** aims to accompany students throughout their university journey, supporting their integration into academic life and guiding them towards the world of work (see Article 2(a), (b) and (c)). The service takes various forms:
        i. *Guidance tutoring*: supports students' integration into educational pathways, encourages effective study organisation and promotes informed participation in university life.
        ii. *International guidance tutoring:* aimed at international students and incoming and outgoing Erasmus students, facilitating their initial integration into the Italian University environment.
        iii. *Specialised tutoring:* provides counselling services, support for students with disabilities or specific learning difficulties and those with special educational needs, including through the use of technological tools suitable for facilitating the learning process.
    b. **Academic tutoring** is intended to support students during their studies, by offering assistance in overcoming learning-related difficulties and in managing their university career (see Article 2(d), (e), (f) and (g)). Its main functions include:
        i. supporting students in improving performance and understanding course content;
        ii. providing guidance at the various stages of the academic journey and in the planning thereof;
        iii. monitoring academic progress, including actions aimed at making up any educational gaps;
        iv. supporting students who are experiencing temporary difficulties due to methodological shortcomings or poor self-management of study.
    c. **Professional tutoring** includes the tutoring activities provided as part of the degree programmes in the healthcare professions, aimed at supporting students' theoretical and practical training and the completion of internships.
    d. **Clinical tutoring** consists of tutoring activities organised within specific degree programmes and carried out with the involvement of tutors possessing clinical expertise (see Article 2(h)).

## 3 Parties involved

*ART. 4 Information and guidance tutoring (Article 3(1)(a))*

1. **Information and guidance tutoring** is carried out by various parties, both academic and technical-administrative, as detailed below.
    a. The parties involved in *Guidance tutoring* are:
        i. for the academic component: one or more professors and/or university researchers for each degree programme or faculty, acting as points of contact for incoming student guidance, promotion of the range of courses

and presentation of the career opportunities offered by the degree programmes;

ii. for the technical-administrative component: staff from the offices responsible for guidance for incoming students and student recruitment activities.

b. The persons operating within *International guidance tutoring* are:
   i. for the academic component: the contact persons for Guidance tutoring;
   ii. for the technical-administrative component: staff from the offices dedicated to supporting and managing national and international students involved in international mobility schemes (e.g. Erasmus+).

c. The parties involved in *Specialised tutoring* are:
   i. for the academic component:
      - a professor and/or researcher for each degree programme or faculty, designated as the contact person for students with SLD and disabilities and responsible for managing the relevant procedures, in coordination with the Rector's Delegate for Disability;
      - one or more tenured professors, appointed by the Rector, responsible for coordinating specialised tutoring activities;
   ii. for the technical-administrative component: staff from the offices responsible for inclusion and counselling services and staff from the office responsible for tutoring, providing administrative and information support where necessary.

2. To support information and guidance tutoring activities, there is also the possibility of involving students in more advanced years of study, both through regular themed meetings and through peer-to-peer tutoring, if deemed necessary.

*ART. 5 Academic tutoring (Article 3(1)(b))*

1. **Academic tutoring** requires the involvement of a number of parties.
   a. The *Chairman of the Degree Programme*, as the person responsible for the Academic Tutoring Service and coordinator of the Tutors, defines the strategies and methods for implementing the objectives set out in Article 2 of these Regulations, ensures that the Unit's operational structure is maintained or updated, coordinates the activities of the Tutors and reports periodically to the relevant Degree Programme Council.
   b. The *Tutors,* selected from among the University's tenured and/or fixed-term professors and researchers, as well as from among the degree programme's contract lecturers, who are entrusted with the institutional task of guiding the students' cultural development, including career guidance and tutoring activities, in accordance with the provisions of Article 12(2) of Italian Law 341/1990 and Article 6(2) of Italian Law 240/2010. There are two categories of Tutor: at Degree Programme level and at Faculty level.
      i. The *Degree Programme tutors* (also called Year Tutors), appointed for each Degree Programme and for each year of the programme. They take part in periodic meetings with students and carry out tutoring activities to support their course of study, in terms of teaching, organisation and career guidance. Their main functions include: supporting students in identifying and making up any educational debt and in forms of non-lecture-based

teaching; providing information, assistance and advice throughout the entire training process, including monitoring their study career and supporting them in the event of temporary difficulties of a methodological nature or in adapting to the University environment. They are also responsible for tutoring activities aimed at achieving the specific objectives set out in Article 2 of these Regulations, in accordance with the implementation procedures defined with the Chairman of the Degree Programme, and they coordinate the activity of the Tutorial Assistants, where provided for (ref. paragraph 1.c of this Article).

ii. In addition, Faculties may optionally appoint a *Faculty Tutor* as an additional point of reference for Tutoring activities.

c. The *Tutorial Assistants,* where provided for by the Degree Programme Council as they are not mandatory roles, support tutors in performing the activities required to achieve the tutoring objectives set out in Article 2 of these Regulations, operating under their responsibility. This role may be held by contract lecturers or students enrolled in Master's Degree programmes or in subsequent years of single-cycle Master's Degree programmes, as well as PhD students (Article 1(1b) of Italian Law 170/2003), including through part-time collaboration arrangements (Article 1(292) of Italian Law 232/2016).

d. The *Internship Planning Coordinator*, exclusively for Master's Degree Programmes in the Healthcare Professions, is appointed by the Head of the Degree Programme from among healthcare professionals belonging to the relevant categories, who hold a Master's Degree in the same category. The Internship Planning Coordinator proposes the appointment of the *Internship tutors* to the Head of the Degree Programme.

e. These *Internship tutors* may be identified from among tenured and/or fixed-term university professors and researchers or contract lecturers, as well as from among qualified healthcare professionals holding a Master's Degree relevant to the same category, or from among highly qualified professionals with proven experience, as evidenced by their CV, skills and position held. These tutors supervise students throughout their learning journey, in order to ensure they achieve their educational objectives.

2. In addition to these academic roles, staff from the office responsible for Tutoring and/or other technical-administrative offices may be involved, where necessary, to provide logistical and managerial support.
3. Appointments of the persons referred to in paragraph 1, letters b, c, d and letter e of this Article are made annually by the Degree Programme Councils or the Faculty Councils.

*ART. 6 Professional tutoring (Article 3(1)(c))*

1. **Professional tutoring** is provided by professionals assigned to the educational institution, with advanced skills both in the educational field and in the specific professional field. This form of support is provided for Degree Programmes in the Healthcare Professions and is arranged with the following roles:
   a. The *Director of Professional Training* must belong to the specific professional profile of the relevant Degree Programme and must meet suitable study, scientific and professional requirements consistent with the teaching functions to be performed.

They are a contract lecturer and, for this reason, are automatically a member of the Degree Programme Council. They:

- ensure the correct implementation of the training programme;
- coordinate professional teaching activities between lecturers of theoretical and clinical courses;
- develop and propose the training plan for the professional training activities and internship activities;
- propose sites for internships, in line with the objectives of the training plan:
- propose tutors and internship assistants:
- coordinate tutor-led activities and participate in their assessment;
- take part in defining indicators on the adequacy of the facilities used for training purposes in relation to the course's teaching activities and oversee their verification.

b. Each Degree Programme also provides for the presence of full-time *Tutors for professional teaching,* one of whom is identified as the *Teaching Coordinator* for each year of the programme. These roles are responsible for the students' theoretical-practical and technical-practical training. The student-to-tutor ratio must be defined within the training plan. Tutors must belong to the professional profile of the relevant Degree Programme and perform functions aimed at:
   - supporting the organisation of internships;
   - guiding students in their course of study and internship;
   - ensure the acquisition and consolidation of the professional skills that characterise the healthcare profession to which the Degree Programme refers.

   The entry requirements for the position include holding a Master's Degree in the relevant category or a Master's in tutoring or other qualifications relating to advanced training, higher education or continuing professional development relevant to the role; proven technical-clinical and educational/training expertise, with at least three years' professional experience.
c. The *Internship Supervisor/Guide* acts as a support figure who supports the student in carrying out care, rehabilitation, technical or preventive activities at the internship sites. This person is a professional belonging to the same professional profile as the Degree Programme, with specific training and at least one year's clinical experience in the relevant context. The student-to-internship supervisor ratio must be defined within the training plan.
   The duties assigned to the Supervisors/Guides are designed to achieve the following objectives:
   - facilitating the student's integration into the Operational Unit/Service hosting the internship;
   - ensuring an adequate welcome, fostering a climate of mutual collaboration and at the same time promoting the learning of professional skills and the ability to operate in a complex organisational context;
   - ascertaining the student's training needs in order to plan their internship, recognising individual differences and identifying learning opportunities in line with the principle of gradual progression in the training programme;

- providing timely and specific formative feedback on the student's performance, contributing to their formative assessment, while ensuring impartiality and promoting self-assessment;
- monitoring the safety of the service user, the student and the internship environment.

With regard to the specialist roles provided for by ministerial regulations, this function may be held by the persons falling within the categories set out in points (b) and (c) above, provided they meet the necessary requirements.

*ART. 7 Clinical tutoring (Article 3(1)(d))*

1. **Clinical tutoring** includes all tutoring activities carried out mainly within the Master's Degree programmes in Medicine and Surgery, the International Medical Doctor Programme and the Master's Degree Programme in Dentistry and Dental Prosthetics. It may also be applied to the Practical Assessment Internships of the Faculty of Psychology, as well as to certain thesis placements and curricular internships of the Faculty of Psychology and the Faculty of Medicine and Surgery, where the presence of a clinical tutor is required. Clinical tutoring therefore aims to ensure consistency between theoretical training and professional practice, ensure the acquisition of clinical, technical, cognitive, interpersonal and ethical-professional skills and promote active, reflective and progressive learning, geared towards bolstering students' operational autonomy.
2. Clinical tutoring is normally carried out by a healthcare professional or clinician tasked with supervising, during their working hours, students' clinical activities at the internship venues identified based on the degree programme's teaching plan. The person appointed to carry out clinical tutoring is an educational and training point of contact, with various tasks: guiding 'on-the-job' learning; observing, correcting and reinforcing professional behaviour; facilitating critical reflection on clinical practice; ensuring consistency between the course's educational objectives and the internship activities carried out.
3. In relation to the various activities, the persons involved in clinical tutoring are classified as follows.
    a. *Tutors for thesis internships (i.e. internships in preparation for drafting the thesis project with a view to graduation):* the tutor, acting as either supervisor or assistant supervisor, is selected from among the professionals accredited by the University. If acting as supervisor, the tutor must be a lecturer on the degree programme, whereas if acting as assistant supervisor, they may be a clinical professional. The appointment is made on the student's recommendation and subject to authorisation by the Head of the Degree Programme.
    *b. Tutors for elective placements (medical and surgical fields; optional activities):* the Tutor is chosen by the student according to an order of preference, based on the availability of the Clinical Departments involved. The Tutor is normally a clinical professional from the chosen Clinical Department.
    c. *Tutors for qualifying internships (medical, surgical, general practice):* these are included in an accredited list, selected by the Directors of the relevant hospital facility and approved annually by the Faculty Council. The student chooses their Tutor from this list.
    *d. Tutors for professional training activities (APRO)*: these are identified according to the teaching objectives and the students' level of training. The Tutor is the main

operational point of contact during these experiences and ensures the quality and safety of the training programme.

e. *Tutor for curricular internships (for certain courses in the Faculty of Psychology and the Faculty of Medicine and Surgery):* the Tutors may be based at the University or at the relevant hospital facility and are approved by the Faculty. Where the internship takes place at external facilities, a contact person or Tutor from the chosen facility may be appointed.

f. *Tutor for Practical Assessment Internships (TPV) at the Faculty of Psychology*: these are professionals with a background in psychology, who have been registered with the Order of Psychologists for at least three years. Suitability for the role of TPV tutor is assessed by a joint committee appointed by the Order of Psychologists of Lombardy.

4. To ensure the quality of the training process, all clinical tutor roles must meet the following requirements.
    a. *Adequate numbers* – The number of Tutors must be proportionate to the number of students in training, in order to ensure direct and personalised supervision, active learning and a balanced Tutor-student ratio, enabling ongoing support throughout the clinical experience.
    b. *Professional qualifications* – Tutors must have proven clinical experience in their field of competence, up-to-date technical and scientific knowledge, and communication and interpersonal skills appropriate to their educational role.
    c. *Training for the tutoring role* – Tutors must have had specific training in teaching and assessment, aimed at developing pedagogical and mentoring skills. Participation in refresher courses and continuing professional development is therefore recommended in the following areas: teaching methodologies for learning in a clinical context; techniques for observing and assessing skills; tools for providing feedback and reflecting on professional experience.
    d. *Consistency of teaching activities* – The activities entrusted to Tutors must be consistent with the student's level of education, the specific objectives of each academic year and gradual progression in the complexity of internship experiences.
    e. *Quality assurance* – The quality of the Clinical Tutoring Service is ensured through periodic checks on the adequate numbers and qualifications of Tutors, the monitoring of training activities and the assessment of students' levels of satisfaction and learning.

*ART. 8 Training, professional development and assessment of Tutors*

1. Tutors must have had adequate training consistent with the role they hold, ensuring that their numbers and qualifications are suitable for the effective delivery of tutoring activities. Initial training is recommended for all Tutors, aimed at ensuring a uniform and informed approach to student support. Such training may include an induction period involving shadowing more experienced Tutors and the possible provision of a handbook containing essential information for performing the role.

2. All Tutors are required to ensure continuous updating of their teaching, methodological and technological skills. Regular participation in advanced courses, seminars, workshops and conferences, at both national and international levels is recommended.
3. The Tutoring Service is subject to systematic monitoring and periodic evaluation in order to assess its effectiveness and impact on students. Any critical issues are examined by the Heads of the Degree Programmes and/or the Joint Staff-Student Committees, including through observations emerging from the career monitoring process, which involves the Tutors themselves.

*ART. 9 Other parties involved*

1. The Tutoring Service, in its various forms, may, where necessary, draw on the support of the competent technical and administrative offices, which act as a liaison between the tutoring services of the Degree Programmes, the academic bodies involved and the University's governing bodies.

## 4 Entry into force and transitional provisions

*ART. 10 Final provisions*

1. These Regulations repeal and replace the Tutoring Regulations of the Vita-Salute San Raffaele University issued by Rector's Decree no. 6179 of 18/10/2019.
2. These Regulations shall enter into force on the day following their date of issue.

*The Italian version of this Regulations is the only legal means of communication of the relative contents and in case of dispute, the Italian version shall prevail.*