

ACTION PROTOCOL FOR STUDENTS WITH LOW ACADEMIC PERFORMANCE

Introduction

Within the procedures foreseen to improve academic performance and increase teaching quality, an action protocol is established, both informative and practical, that detects, analyzes and facilitates the recovery of the student's academic rhythm in those cases in which, due to various circumstances, they present an inadequate performance profile.

Development phases

1. CASE DETECTION

Once the students' academic results have been analyzed after the first four-month period, as well as class attendance, students with more than 50% of failed subjects and a high number of absences from class are detected. The purpose of this process is to identify those students that the center considers that they are not following the natural rhythm of the academic year, in order to inform all the agents involved of the situation.

2. FIRST STUDENT-SCHOOL MEETING

The first step, once the cases have been detected, is to call a meeting with the student to explain the process and listen to the student's allegations.

If the student attends the meeting, we proceed to analyze the case in question, evaluating whether to continue with the protocol of communication to the financial officer, assessing whether this action would be positive or not for the recovery of the student's academic rhythm.

3. COMMUNICATION SENT TO THE PERSON IN CHARGE OF FINANCE

If it is decided to continue, a registered letter is sent to the person in charge of the economic studies. This letter states that the center has detected, without going into detail, (respecting the protocol of data protection), that the student involved has a low academic performance.

4. RECEIPT OF REQUESTS FOR COMMUNICATION WITH THE CENTER BY THE FINANCIAL OFFICER

If the financial officer considers it appropriate to gather more information on the circumstances surrounding this situation of underperformance, the center opens a channel of communication with the financial officer, explaining the particularities of the case in question.

5. SITUATION ANALYSIS AND FOLLOW-UP

Once the academic-personal circumstances that have led to a situation of low academic performance have been analyzed, constructive synergies are sought to redirect the development of the student's academic performance.