

The background features abstract geometric shapes in various shades of green. A large, dark green triangle is in the bottom right corner. A lighter green triangle is in the top right corner. Two diagonal bands of medium green cross the page, one from the bottom left towards the center and another from the top right towards the center. The main title is centered in the upper half of the page.

# **Nutrition and Dietetics Handbook**

2025-2026 Edition

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# Welcome!

Welcome to the Nutrition and Dietetics Program at the Escuela Superior Politécnica del Litoral (ESPOL)!

As a public institution of higher education committed to excellence, ESPOL collaborates with society to form holistic professionals, conduct impactful research, and innovate solutions that improve quality of life and promote sustainable development. Our vision is to be a community driven by an innovative educational model and research with real-world impact—responsive to regional needs and dedicated to human development and sustainability.

As you embark on this journey, know that ESPOL transforms lives through the power of knowledge. We look forward to supporting your growth as an entry-level dietitian who will promote nutritional health, deliver compassionate care, and contribute to research and innovation in Ecuador and beyond

Our Nutrition and Dietetics Program is a candidate for the ACEND® Foreign Dietetic Education (FDE) accreditation. Although we are not yet accepting applications for an ACEND-accredited curriculum, we anticipate opening admissions once candidacy is successfully completed and full ACEND accreditation is achieved.

This handbook is designed to guide you through the requirements, expectations, and resources of the ESPOL Nutrition and Dietetics Program. It serves as an introductory roadmap to help you navigate courses, clinical experiences, community service, and academic policies. Detailed explanations of handbook content will be provided during specific courses and one-on-one advising sessions. If you have questions about any section, please contact one of the program coordinators listed below.

During the student induction, the handbook is presented and explained in detail. A digital copy is hosted on the ESPOL website, accessible at any time via the student portal. The program coordinator is responsible for reviewing and updating this handbook annually to reflect curriculum changes, accreditation developments, and institutional policies.

# Meet the Professors



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**International Accreditation Coordinator**

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For questions about curriculum, clinical placements, or accreditation status, please reach out to the appropriate coordinator via the ESPOL directory.

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# **What Can I Do with A Degree in Nutrition?**

## Nutrition and Dietetics

At ESPOL, the field of Nutritional Science/Dietetics focuses on the roles that food and nutrition have in human health and in the prevention and treatment of disease throughout the lifespan. Our curriculum includes didactic courses, case-based learning, simulation laboratories, and supervised practice experiences. Students gain exposure to clinical scenarios involving overweight and obesity, endocrine disorders (e.g., diabetes), cancer, malnutrition, cardiovascular diseases, gastrointestinal disorders, and renal diseases.

- **Nutrition Pharmacology:** Students develop competencies to integrate pharmacological treatments (endocrine disorders, dyslipidemias, hepatic steatosis, cardiovascular diseases) with Medical Nutrition Therapy, promoting comprehensive patient care.
- **Clinical Nutrition II: Analysis of etiopathogenesis** allows identification of nutrition's role in cancer, renal disease, immune disorders, and HIV/AIDS, forming a foundation for prevention, treatment, and monitoring strategies.
- **Clinical Nutrition III:** Focuses on designing and implementing nutrition support protocols for hospitalized or critically ill patients—both acute and chronic—where learners formulate recommendations based on metabolic support principles.
- **Advanced Diet Therapy:** Integration of pathophysiology and nutrient requirements for conditions such as metabolic disorders, cardiovascular diseases, and renal pathologies. Students design individualized therapeutic diets to meet each patient's needs.

These experiences are integrated across the five-year curriculum to ensure development of clinical reasoning, Medical Nutrition Therapy skills, and cultural competence necessary to provide evidence-based care in diverse healthcare settings.

The Nutrition and Dietetics Program is housed within the Faculty of Life Sciences at ESPOL. Initially, the Faculty began its functions with three programs—Biology, Agricultural and Biological Engineering, and Nutrition—after National Higher Education Council approval on March 14, 2018 (Resolution RPC-SO-10-No.131-2018), which replaced the former Nutrition program with the current Nutrition and Dietetics Program. Academic reviews were conducted in 2018 and 2020 and approved by the National Higher Education Council. The program collaborates closely with departments such as Biology, Chemistry, and Public

Health to provide an interdisciplinary foundation that aligns theoretical knowledge with practical application in nutritional sciences.

Last Accreditation: N/A (first-time applicant)

Next Accreditation Visit: August 2025

#### ACEND Contact Information

Accreditation Council for Education in Nutrition and Dietetics (ACEND)

120 S Riverside Plaza, Suite 2000

Chicago, IL 60606

(312) 899-0040 ext. 5400

[www.eatrightpro.org/ACEND](http://www.eatrightpro.org/ACEND)

Upon completion of the five-year program, graduates will be able to:

- Improve quality of life through nutrition education, healthcare, food planning, research, and innovation of nutraceuticals to mitigate, correct, or prevent issues linked to Ecuador's nutritional status.
- Provide comprehensive care to healthy populations and vulnerable groups (pregnant women, children under five, and the elderly) by promoting healthy eating habits and lifestyles.
- Determine dietetic-nutritional treatment plans for patients with chronic diseases such as obesity, diabetes, hypertension, dyslipidemia, and renal failure.

If you have any questions about curriculum, clinical placements, or accreditation progress, please contact the appropriate coordinator via the ESPOL directory.

## Careers in Nutrition and Dietetics in Ecuador

Careers in Nutritional Science and Dietetics in Ecuador are increasingly vital given the country's ongoing public health challenges. Although precise growth rates for dietitian positions are not centrally reported, national policies—including the Intersectoral Plan for Food and Nutrition in Ecuador (PIANE 2018–2025)—highlight a sustained commitment to expand nutrition services across healthcare, community, and policy settings. The PIANE outlines interventions targeting malnutrition, obesity, and noncommunicable diseases, which directly generate demand for qualified nutrition professionals at multiple levels.

### ● Rationale for Growing Demand:

- High prevalence of both undernutrition and overnutrition across different population groups (children under five, pregnant women, older adults), documented by PIANE, underscores the need for practitioners who can implement prevention and treatment strategies.
- National initiatives—such as community-based nutrition programs in rural provinces and obesity-prevention campaigns in urban centers—depend on skilled dietitians to design, execute, and evaluate interventions aligned with PIANE's objectives.

### ● Primary Employment Settings in Ecuador:

**Public and Private Health Institutions:** Hospitals and clinics under the Ministry of Public Health and Social Security Institute (IESS) are creating positions for clinical nutritionists to support management of chronic diseases (diabetes, hypertension, renal failure).

- **Governmental and Policy Organizations:** The Ministry of Public Health (“Ministerio de Salud Pública”) and regional health directorates recruit dietitians for program design, monitoring, and evaluation, particularly within maternal–child health and noncommunicable disease units.

- **Educational Institutions:** Primary and secondary schools increasingly integrate nutrition services into school health programs; universities also employ dietitians in research projects tied to PIANE's goals.

- **Corporate and Community Wellness Programs:** Emerging worksite wellness initiatives in industries (manufacturing, oil and mining) and corporate wellness consultancies demand dietitians to develop evidence-based nutrition policies and educational workshops.

- **Nonprofit and Community Organizations:** NGOs such as “Alianza por una Nutrición Adecuada” engage dietitians in community outreach, nutritional education, and food security projects—especially in underserved rural regions.

- **Food Industry and Entrepreneurship:** Growing consumer interest in healthy eating has stimulated niches for dietitians in product development (functional foods, nutraceuticals) and consultancy for micro- and small-scale enterprises producing

nutritious food options.

- **Independent Practice and Consultancy:** Licensed dietitians establish private practices, offering individualized medical nutrition therapy, wellness coaching, and specialized services for athletes, pregnant women, and older adults.

- **Link to National Health Priorities:**

- The PIANE's emphasis on reducing malnutrition and controlling obesity aligns with a projected expansion of nutrition roles in primary care clinics and public health campaigns.

- As Ecuador transitions toward integrated health models, dietitians are increasingly embedded in multidisciplinary teams that manage chronic disease risk factors, reflecting PIANE's goal of improving population nutrition outcomes.

## **What Kinds of Jobs are Available?**

Graduates of the ESPOL Nutrition and Dietetics Program can pursue careers across diverse sectors in Ecuador, including:

- Public and private health service centers (hospitals, clinics, medical centers).
- Planning and development of public policies in nutrition (governmental entities).
- Food industries and creation of micro and medium-sized companies of healthy food (food services).
- Sports and high-performance centers, gyms.
- Institutions dedicated to research, coordination and support nutrition interventions in public health.
- Integral Gerontological Care Services.
- Independent professional practice.

Each of these roles leverages the competencies developed through ESPOL's integrated curriculum—combining clinical reasoning, Medical Nutrition Therapy skills, and cultural competence—to meet Ecuador's evolving nutrition needs.

## **Employment Opportunities:**

Students with this bachelor's degree also go directly into the workforce in such areas as food service, the food industry/agribusiness, the healthcare field, government agencies, health coaching, worksite wellness, and public health. The [\*\*Academy of Nutrition and Dietetics\*\*](#) web site contains a great deal of information about career opportunities for professionals in Nutrition and Dietetics.



# **Nutrition and Dietetics**

RPC-SE-17-1021-650811E01- No.071-2016

## Nutrition and Dietetics - Program Mission

To train health professionals of integrity, with critical thinking, to be part of multidisciplinary teams that improve the quality of life of people through promotion, Advancing and nutritional education.

## Program Goals

**Objectives to Goal 1:** Program graduates will be competent entry-level Dietitian Nutritionists (DN) who meet the employment needs of Ecuador.

1. At least 80% of students complete program requirements within 7.5 years (150% of planned program length).
2. Of graduates who seek employment, at least 60% percent are employed in nutrition and dietetics or related fields within 12 months of graduation.
3. At least 70% of employers who respond to a survey will agree or strongly agree that the program graduates are competent entry-level Practitioners.

**Objectives to Goal 2:** Program graduates will apply critical-thinking and effective problem-solving skills in their professional practice

1. At least 70% of employers responding to a survey state they ‘agree’ or ‘strongly agree’ that program graduates demonstrate strong critical-thinking and problem-solving skills in their professional practice.
2. At least 80% of program graduates will report feeling confident in their critical-thinking and problem-solving abilities in their professional roles within one year of graduation.

The objectives are evaluated annually—or according to the specific objective being assessed—and their results are integrated into the program’s continuous improvement process. Our program outcomes data is available upon request.

## Professional Competencies

In order to guide your development as a future Bachelor of Science in Nutrition and Dietetics, the program is built upon competencies—established by the Accreditation Council for Education in Nutrition and Dietetics (ACEND). Below, you will find each domain followed by the specific Core Competencies (CRDN) that will be assessed throughout your coursework and practicum experiences:

CRDN 1.1 Select indicators of program quality and/or customer service and measure achievement of objectives.

CRDN 1.2 Evaluate research and apply evidence-based guidelines, systematic reviews and scientific literature in nutrition and dietetics practice.

CRDN 1.3 Justify programs, products, services and care using appropriate evidence or data.

CRDN 1.4 Conduct projects using appropriate research or quality improvement methods, ethical procedures and data analysis utilizing current and/or new technologies.

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CRDN 1.5 Incorporate critical-thinking skills in overall practice.

CRDN 2.1 Practice in compliance with current federal regulations and state statutes and rules, as applicable, and in accordance with accreditation standards and the Scope of Nutrition and Dietetics Practice and Code of Ethics for the Profession of Nutrition and Dietetics.

CRDN 2.2 Demonstrate professional writing skills in preparing professional communications.

CRDN 2.3 Demonstrate active participation, teamwork and contributions in group settings.

CRDN 2.4 Function as a member of interprofessional teams.

CRDN 2.5 Work collaboratively with NDTRs and/or support personnel in other disciplines.

CRDN 2.6 Refer clients and patients to other professionals and services when needs are beyond individual scope of practice.

CRDN 2.7 Apply change management strategies to achieve desired outcomes.

CRDN 2.8 Demonstrate negotiation skills.

CRDN 2.9 Actively contribute to nutrition and dietetics professional and community organizations.

CRDN 2.10 Demonstrate professional attributes in all areas of practice.

CRDN 2.11 Show cultural humility in interactions with colleagues, staff, clients, patients, and the public.

CRDN 2.12 Implement culturally sensitive strategies to address cultural biases and differences.

CRDN 2.13 Advocate for local, state or national legislative and regulatory issues or policies impacting the nutrition and dietetics profession.

CRDN 3.1 Perform Medical Nutrition Therapy by utilizing the Nutrition Care Process including the use of standardized nutrition terminology as a part of the clinical workflow for individuals, groups and populations of differing ages and health status, in a variety of settings.

CRDN 3.2 Conduct nutrition focused physical exams.

CRDN 3.3 Perform routine health screening assessments including measuring blood pressure, conducting waived point-of-care laboratory testing (such as blood glucose or cholesterol), recommending and/or initiating nutrition-related pharmacotherapy plans (such as modifications to bowel regimens, carbohydrate to insulin ratio, B12 or iron supplementation).

CRDN 3.4 Provide instruction to clients/patients for self-monitoring blood glucose, considering diabetes medication and medical nutrition therapy plan.

CRDN 3.5 Explain the steps involved and observe the placement of nasogastric or nasoenteric feeding tubes; if available, assist in the process of placing nasogastric or nasoenteric feeding tubes.

CRDN 3.6 Conduct a swallow screen and refer to the appropriate health care professional for full swallow evaluation when needed.

CRDN 3.7 Demonstrate effective communication and documentation skills for clinical and client services in a variety of formats and settings, which include telehealth and other information technologies and digital media.

CRDN 3.8 Design, implement and evaluate presentations to a target audience.

CRDN 3.9 Develop nutrition education materials that are culturally and age appropriate and designed for the literacy level of the audience.

CRDN 3.10 Use effective education and counseling skills to facilitate behavior change.

CRDN 3.11 Develop and deliver products, programs or services that promote consumer health,

wellness and lifestyle management.

CRDN 3.12 Deliver respectful, science-based answers to client questions concerning emerging trends.

CRDN 3.13 Coordinate procurement, production, distribution and service of goods and services, demonstrating and promoting responsible use of resources.

CRDN 3.14 Develop and evaluate recipes, formulas and menus for acceptability and affordability that accommodate the cultural diversity and health needs of various populations, groups and individuals.

CRDN 4.1 Participate in management of human resources (such as training and scheduling).

CRDN 4.2 Perform management functions related to safety, security and sanitation that affect employees, customers, patients, facilities and food.

CRDN 4.3 Conduct clinical and client service quality management activities (such as quality improvement or quality assurance projects).

CRDN 4.4 Apply current nutrition informatics to develop, store, retrieve and disseminate information and data.

CRDN 4.5 Analyze quality, financial and productivity data for use in planning.

CRDN 4.6 Propose and use procedures as appropriate to the practice setting to promote sustainability, reduce waste and protect the environment.

CRDN 4.7 Conduct feasibility studies for products, programs or services with consideration of costs and benefits.

CRDN 4.8 Develop a plan to provide or develop a product, program or service that includes a budget, staffing needs, equipment and supplies.

CRDN 4.9 Engage the process for coding and billing for nutrition and dietetics services to obtain reimbursement from public or private payers, fee-for-service and value-based payment systems.

CRDN 4.10 Analyze risk in nutrition and dietetics practice (such as risks to achieving set goals and objectives, risk management plan, or risk due to clinical liability or foodborne illness).

CRDN 5.1 Perform self-assessment that includes awareness in terms of learning and leadership styles and cultural orientation and develop goals for self-improvement.

CRDN 5.2 Identify and articulate one's skills, strengths, knowledge and experiences relevant to the position desired and career goals.

CRDN 5.3 Prepare a plan for professional development according to Commission on Dietetic Registration guidelines.

CRDN 5.4 Advocate for opportunities in professional settings (such as asking for additional responsibility, practicing negotiating a salary or wage or asking for a promotion).

CRDN 5.5 Demonstrate the ability to resolve conflict.

CRDN 5.6 Promote team involvement and recognize the skills of each member.

CRDN 5.7 Mentor others.

CRDN 5.8 Identify and articulate the value of precepting.

## **Applicant Profile**

In the Bachelor of Science in Nutrition and Dietetics program, we seek observant, critical, reflective, analytical, tenacious, cooperative, honest students who are committed to public

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health, possess a basic understanding of life sciences and mathematics, have manual dexterity, are willing to work both independently and in collaborative groups, and are dedicated to serving and assisting the population.

## **Admission Criteria for the Nutrition and Dietetics Program**

ESPOL is a public university that adheres to all academic standards and regulations established by the Secretariat of Higher Education, Science, Technology, and Innovation of Ecuador (SENESCYT). ESPOL admission process is free of charge and is open to high-school graduates. All the records associated with the process are kept by the Information Systems and Technology department.

To start the ESPOL admissions pathway, all applicants must first enroll in the Ecuadorian Admission System; this IT system supports the validation of the candidates' academic credentials and allows the institution to consider affirmative actions for vulnerable populations. Candidates may apply to undergraduate programs from the 36 existing ones at ESPOL. Afterwards, potential students must take the institutional Admission test with a comprehensive two-phase evaluation. The test assesses: aptitudes (logical analysis, verbal comprehension, and quantitative reasoning) and discipline-specific areas (Chemistry and Mathematics). After receiving the grades, the applicant should fulfill a formal acceptance process. The comprehensive scoring combines the institutional admission test (60% weight) and the high school academic background (40% weight). This last component serves as a primary criterion for quota assignment, with affirmative action bonuses (up to 15 additional points). All applicants can access real-time scoring breakdowns, and track quota availability per program via ESPOL's admissions portal. If candidates fulfill the qualification requirements, they will be able to be enrolled in the undergraduate program. If applicants do not meet the requirements, they will have to pass the leveling courses in order to get into the undergraduate program. ESPOL offers two types of levelling courses: an intensive 6-week program and a regular course of 12 weeks. To successfully complete the leveling courses, applicants must achieve a minimum passing grade, adhere to ESPOL's academic integrity standards, and ensure there is availability in the targeted program. ESPOL continually enhances its admission process to integrate new requirements and improvements, ensuring a fair and comprehensive evaluation of every applicant's potential.

For interns, once the placements are provided by the MSP, the internal allocation process is carried out following the guidelines issued by the MSP, which are also included in ESPOL's regulations for the internship program. The assignment order is determined based on the following priorities: first, the top 10% of students with the highest grades; second, students with a certified disability of more than 30% or those with catastrophic, rare, or orphan diseases that limit their ability to carry out activities or restrict their geographic mobility, as well as students with a direct family member (up to the second degree of consanguinity and first degree of affinity) who has one of these health conditions. Third, pregnant students are given priority, followed by students responsible for children under five years old as of the date of entry into the Supervised Practice. The remaining students who do not qualify under these priority categories

will be assigned placements based on their academic performance average and the availability of slots in each participating Teaching Healthcare Unit (UAD).

## **Non-discrimination Policy Statement**

See Appendix A

## **Estimated Expenses**

ESPOL is a tuition free public university financed by the Ecuadorian government through its Ministry of Finance. The Academic Affairs Provost manages the resources allocated to the payment of each academic unit faculty, based on the annual plan. On the other side, the budget for: books, software, construction, and facility maintenance for each academic unit; is managed by The Library Information Center (CIB), Technology and Information Systems Management (GTSI), Physical Infrastructure Management, and Administrative Management; respectively.

Additionally, the Research, Development and Innovation Provost budgets institutional resources for research activities.

All efforts from different institutional areas are coordinated by the Strategic Planning and Institutional Development Manager. These resources are distributed according to operational objectives established in the Annual Operational Plan (POA) for each academic unit.

Students are free of charge during the regular semester and in the extraordinary term. The tables below detail the estimated cost for students (residents and non-residents), in regular academic term.

**Residents, US dollars**

<i>Expenses</i>	<i>Per Academic Term cost (\$)</i>	<i>Academic Year cost (\$)</i>
<i>General Services</i>	<i>0.0</i>	<i>0.0</i>
<i>Student Fitness and Wellness Fee</i>	<i>0.0</i>	<i>0.0</i>
<i>Student Activity Fee</i>	<i>0.0</i>	<i>0.0</i>
<b><i>Subtotal tuition</i></b>	<b><i>0.0</i></b>	<b><i>0.0</i></b>
<i>Other estimated expenses</i>		
<i>Food<sup>(1)</sup></i>	<i>240.0</i>	<i>480.0</i>
<i>Books/Course Materials/Supplies/Equipment</i>	<i>0.0</i>	<i>0.0</i>
<i>Transportation<sup>(2)</sup></i>	<i>48.0</i>	<i>96.0</i>
<i>Miscellaneous/Federal Student Loan Fees<sup>(3)</sup></i>	<i>100.0</i>	<i>200.0</i>
<i>Scrubs<sup>(4)</sup></i>	<i>120.0</i>	<i>240.0</i>
<b><i>Subtotal other estimated expenses</i></b>	<b><i>508.0</i></b>	<b><i>1016.0</i></b>
<b><i>Total Tuition, Housing &amp; Misc Exp</i></b>	<b><i>508.0</i></b>	<b><i>1016.0</i></b>

(1) Estimated on campus food costs.

(2) Considers two-way public transportation. Does not include flights or transportation costs outside Guayaquil.

(3) Estimated cost. The final value would depend on the financial institution.

(4) Average cost.

#### Non-residents and international students, US dollars

<i>Expenses</i>	<i>Per Academic Term cost (\$)</i>	<i>Academic Year cost (\$)</i>
<i>Servicios Generales</i>	<i>0.0</i>	<i>0.0</i>
<i>Student Fitness and Wellness Fee</i>	<i>0.0</i>	<i>0.0</i>
<i>Student Activity Fee</i>	<i>0.0</i>	<i>0.0</i>
<b><i>Subtotal tuition</i></b>	<b><i>0.0</i></b>	<b><i>0.0</i></b>
<i>Other estimated expenses</i>		
<i>Housing/food<sup>(1)</sup></i>	<i>1,900.0</i>	<i>3,800.0</i>
<i>Books/Course Materials/Supplies/Equipment</i>	<i>0.0</i>	<i>0.0</i>
<i>Transportation<sup>(2)</sup></i>	<i>72.0</i>	<i>144.0</i>
<i>Miscellaneous/Federal Student Loan Fees<sup>(3)</sup></i>	<i>300.0</i>	<i>600.0</i>
<i>Scrubs<sup>(4)</sup></i>	<i>120.0</i>	<i>240.0</i>
<b><i>Subtotal other estimated expenses</i></b>	<b><i>2,392.0</i></b>	<b><i>4,784.0</i></b>
<b><i>Total Tuition, Housing &amp; Misc Exp</i></b>	<b><i>2,392.0</i></b>	<b><i>4,784.0</i></b>

(1) Estimated on campus food costs. Housing and food costs are not billed by ESPOL. The final costs will vary depending on the location.

(2) Considers two-way public transportation in Guayaquil. Does not include ground transportation costs and flights outside Guayaquil.

(3) Estimated cost. The final value would depend on the financial institution.

(4) Average cost.



# **ESPOL Policies and Procedures**

## What are the Nutrition and Dietetics Program Basic Policies and Procedures, What Are My Rights and Responsibilities?

In most cases basic program policies and procedures must comply with the Escuela Superior Politécnica del Litoral

## Monitoring and Academic Support

### Student Performance Monitoring

The School assigns each undergraduate a faculty advisor responsible for tracking academic progress, ethical conduct, and integrity. Early identification of academic difficulty triggers personalized guidance or referral to higher-level units (e.g., Graduate Dean, Polytechnic Welfare Manager).

- Guide to Academic Advisory Sessions. See Appendix B
- Procedure for Academic Advisory Sessions. See Appendix C.

### Student Remediation and Retention

When performance concerns arise, the advisor coordinates immediate remediation—tutoring, workshops, or referral to support units—to ensure on-time progression. All interventions are documented and tracked.

- Student Support Process. See Appendix D
- Academic Advisory Platform: <https://www.consejerias.espol.edu.ec>

## Assessment and Progress Reports

### Evaluation of Learning Outcomes

A formal, systematic process evaluates student learning with validated instruments and standardized rubrics. Reports on performance frequency allow analysis of goal achievement and corrective action planning.

- Assessment of Learning Outcomes. See Appendix E

### Academic Retention Procedures

Students have access to remedial instruction (tutorials, academic workshops) through the Student Support System, which acknowledges inquiries within 24 hours and resolves them within 48. Satisfaction surveys ensure process effectiveness.

## **Supervised Practice**

### Documentation of Practice Hours

Each Nutrition and Dietetics student completes 2 080 supervised hours across four Supervised Practice. Progress is tracked via the Pre-professional Internship System, logging attendance, performance, and hours accumulated.

- Supervised Practice Regulations. See Appendix F
- Supervised Practice Instructions:  
[https://www.fcv.espol.edu.ec/sites/default/files/2024-07/supervised\\_practice\\_fls\\_eng.pdf](https://www.fcv.espol.edu.ec/sites/default/files/2024-07/supervised_practice_fls_eng.pdf)
- Pre-professional Internship System: <https://practicass.espol.edu.ec/>

### Preparatory Activities for Practice

Prior to fieldwork, students complete mandatory soft-skills training within the same digital platform to enhance readiness for real-world settings.

- Soft Skills Preparatory Activities: <https://alumniespol.jxbs.ai/inicio/el-arte-de-conseguir-empleo/>

### Non-Replacement of Employees

Supervised practice placements must never substitute paid staff. Students perform learning tasks under tutor supervision but do not assume employee roles.

### Recognition of Prior Learning

If a student requests credit for previous professional or academic experience, the program uses a defined evaluation procedure. In the absence of prior-learning policy, no credit is granted.

## Inclusion and Equity

### Equitable Treatment

ESPOL's DEI policy ensures equal opportunities regardless of race, ethnicity, gender identity, religion, disability, socioeconomic status, or age. Program faculty and preceptors must follow inclusive practices at all times.

- ESPOL Student Services: <https://www.espol.edu.ec/en/vida-politecnica/servicios>
- ESPOL Affirmative Action Policies. See Appendix G
- Scholarship and Financial Aid Regulations. See Appendix H
- ESPOL Human Diversity Map: <https://www.espol.edu.ec/en/nuestra-huella/diversidad-inclusion>

### Access to Support Services

All students can access health, Advancing, tutoring, testing, and financial-aid resources. Contact information and detailed service descriptions are available on ESPOL's Services portal.

## Safety and Insurance

### Accident Insurance Requirements

ESPOL maintains comprehensive accident insurance covering students on and off campus (including professional practice). Coverage includes emergency medical care, hospitalization, and reimbursement up to USD 3 000.

- Health and Safety Regulations. See Appendix I
- Technical Standard for Teaching Assistance Units. See Appendix J

### Liability for Travel Safety

During supervised practice, students are covered by accident insurance both on campus and in transit. Academic tutors ensure continuous supervision, and host institutions enroll students in the national Social Security System (IESS).

### Injury or Illness Protocol

If a student is injured or falls ill during supervised practice, they must report immediately to

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the Bienestar Politécnico Clinic and notify the academic coordinator. The emergency protocol (1800-LATINA) is activated, and the insurance covers medical expenses. Missed practice hours are rescheduled.

- Personal Accident Insurance Application for Students. Appendix K.

## Complaints and Grievances

### Internal Complaints Process

Students and preceptors report concerns via the Institutional Student Support Process, which ensures confidentiality, timely acknowledgment, and resolution by higher-level authorities (Associate Dean, Academic Unit Council). Records of complaints and resolutions are maintained for seven years.

### ACEND Complaints Process

If internal remedies are exhausted, students may submit written complaints to ACEND regarding program noncompliance with accreditation standards.

- ACEND Complaint Process: <https://www.eatrightpro.org/acend/students-and-advancing-education/filing-a-complaint>

## Disciplinary and Academic Norms

### Disciplinary Procedures

ESPOL enforces a clear framework for academic and conduct offenses. Sanctions range from warnings to expulsion, with appeals handled per the Disciplinary Regulations.

- ESPOL Disciplinary Regulations. See Appendix L

Grievance procedures may vary according to the subject of the grievance (grades, harassment, etc.). The Polytechnic Welfare Management may facilitate the processing of student grievances as appropriate.

ACEND is interested in the sustained quality and continued improvement of dietetics education programs, but does not intervene on behalf of individuals, or act as a court of appeal for

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individuals in matters of admission, appointment, promotion, or dismissal of faculty, staff, or students. If all options to resolve or address the complaint at ESPOL have been exhausted, contact ACEND for more information:

Accreditation Council for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics 120 South Riverside Plaza, Suite 2190 Chicago, IL 60606-6995, <http://www.eatrightPRO.org/ACEND>

### Graduation Requirements

Students must satisfy credit loads, capstone requirements, and any program-specific criteria within the maximum timeframe established at enrollment. Graduation applications undergo verification before degree issuance.

- Undergraduate Degree Completion Process. See Appendix M
- Nutrition and Dietetics Program Website:  
<https://www.fcv.espol.edu.ec/en/undergraduate-programs/nutrition-and-dietetics>

### Verification Statements

Upon fulfilling all requirements, students receive an official verification statement confirming program completion.

- Bachelor's Degree. See Appendix N

## **Teaching and Evaluation Modalities**

Throughout their education, students participate in various learning activities through a combined theoretical and practical teaching model on campus, including training workshops, supervised practice, community engagement activities, capstone projects, interdisciplinary and intersectoral work, and applied research projects.

### Withdrawal and Refund Policy

Students who withdraw before published deadlines receive tuition refunds according to the Undergraduate Regulations and Academic Calendar.

- Academic Calendar: <https://www.espol.edu.ec/en/vida-politecnica/calendario-grado>

### Academic Calendar, Vacations, and Leaves of Absence

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The annual Academic Calendar lists registration dates, class periods, breaks, and public holidays. Procedures for leave requests, voluntary withdrawal, and reentry ensure academic flexibility.

## **Data Protection and Access**

### Protection of Student Data

ESPOL adheres to Ecuador's Organic Law on Personal Data Protection. All systems and processes maintain confidentiality of personal information, especially for distance-learning identifiers.

- Policy for Processing Personal Data in ESPOL Information Systems. See Appendix O

### Access to Student Records

Students may review their academic transcripts, course history, and personal records at any time via the online Academic Portal.

- ESPOL Academic Portal:  
<https://www.academico.espol.edu.ec/login.aspx?ReturnUrl=%2fUI%2fInformacionAcademica%2finformaciongeneral.aspx>



# **Declaring a Course Requirements**

## Academic Calendar

The program follows the Purdue University Academic Calendar of Purdue University, including vacations and holidays. See Calendar: <https://www.espol.edu.ec/en/vida-politecnica/calendario-grado>

## How to Register for Classes

### 1) Advising

- a. Sign up for an advising appointment ***in advance of your registration date*** with your assigned advisor. Your advisors are skilled in knowing what classes you need and they will help in assisting that you are on the right path to graduation
- b. Before meeting with your advisor check your Academic Records to see what classes you still have left. This will be on SIS under “Academics System”: <https://www.academico.espol.edu.ec>. Come to your advising appointment prepared, and with a tentative schedule and idea of what courses you would like to take, as well as your goals for a graduation date.

### 2) Determine Your Registration Date/Time

- a. On your SIS account, you will find a date and time that you are able to begin registering for classes under “Enrollment Dates” on the right-hand side of the homepage.
- b. You will not be able to register until this date and time

### 3) Make Your Schedule

- a. You can find the class schedule on SIS
- b. You can also find a schedule of the classes being offered here: <http://www.mallacurricular.espol.edu.ec/Malla/Imagen?codCarrera=LI008&lang=en>

### 4) Enroll in the Classes

- a. At the specific time and date your registration opens, you may enroll in the classes you added.

To find your assigned academic advisor and their contact information, visit: <https://www.fcv.espol.edu.ec/en/authorities>

## Required Coursework

A detailed breakdown of required courses per academic level (Level 100–400) is available through ESPOL's official curriculum map:

[View Curriculum](#)

The curriculum covers key courses such as:

- General Chemistry and Biochemistry
- Nutritional Anthropology
- Dietetic Techniques and Assessment
- Clinical and Community Nutrition
- Food Toxicology and Services
- Capstone Project and Supervised Practice

## Grading System and GPA

ESPOL uses a 10-point grading scale.

Grades are accessible via your student portal: <https://www.academico.espol.edu.ec>

You may view both your overall GPA and your program-specific GPA in your academic report.

## Curriculum

The Nutrition and Dietetics curriculum is developed to be sequential so that students move from basic knowledge to applied knowledge and skills. Students need to follow the semester-by-semester sequence, especially in the senior year sequence, due to courses may only be offered in the Fall or Spring. You should check with your academic advisor if you have questions

## Courses of Instruction - Nutrition and Dietetics

### **SPORTS NUTRITION**

Credits: 2 Code: NUTG2035

In this course aimed at nutrition and dietetics students, the basic concepts of sports nutrition and physical activity are studied as strategies to ensure a healthy lifestyle. In addition, the

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metabolism is reviewed to obtain energy during physical exercises and sports of short and long duration; as well as nutritional guidelines for the development of meal plans to improve athletic performance. Finally, the relevance of the use of nutritional supplements with a scientific basis is studied.

### **PROBLEM SOLVING**

Credits: 3 Code: INDG1033

In this course, students apply the Design Thinking methodology to identify, analyze real-life problems or needs, to design innovative solutions. Students work in multidisciplinary teams to present solution proposals that add value to customers/users from private companies, public organizations and non-profit organizations.

### **ENTREPRENEURSHIP AND INNOVATION**

Credits: 3 Code: ADMG1005

This transversal course addresses the conditions required to innovate and the process associated with developing an innovation from an entrepreneurial point of view. Subsequently, topics such as the identification of opportunities, value creation, and prototyping and validation of products/services proposals are reviewed, as well as the elements of the business model and financial considerations that are essential for the feasibility and adoption of an innovation. Finally, entrepreneurial competences and process associated with the development and adoption of an innovation are studied.

### **PROGRAMMING FUNDAMENTALS**

Credits: 3 Code: CCPG1043

The course presents students with strategies to solve common problems in various professional fields through the design and implementation of solutions based on the use of a programming language. It covers the basic principles so that the student can read and write programs; emphasizing the design and analysis of algorithms. In addition, it introduces students to the use of development and debugging tools.

### **NUTRITIONAL ANTHROPOLOGY**

Credits: 2 Code: MEDG2012

The Nutritional Anthropology course is the first professional training subject that studies the evolutionary, sociocultural and behavioral perspectives of food and nutrition in Ecuador and the world. In addition, the interaction of each behavior and the impact of diet on the development and nutritional health of individuals are analyzed. On the other hand, the ecological model for nutrition that helps in the understanding and modeling of the interactions between human beings and food is described.

### **NUTRITIONAL FOOD ANALYSIS**

Credits: 2 Code: MEDG2013

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This course studies the composition of foods and their qualitative and quantitative analytical techniques for the elaboration of nutrition facts tables. In addition, it analyzes the nutritional information of foods for the assessment of their components. Finally, the specifications of food nutritional labeling are studied as a guide for the integration of knowledge.

### **CELLULAR AND MOLECULAR BIOLOGY**

Credits: 2 Code: BIOG1021

Molecular and Cell Biology Course study topics such as biological process at cellular and molecular level. It makes a review of cellular chemistry, Molecular Biology dogma central process, cellular membrane structure and cellular signal transduction process. By activities in the laboratory, it makes some review methodologies nowadays applied to nucleic acid, genes and genomes studies. Finally, using the critical and logical thinking, the course integrates various aspects which lead to dilute the cellular and molecular processes that govern the different biological systems.

### **GENERAL BIOLOGY**

Credits: 2 Code: BIOG1022

The course of General Biology belongs to the basic subjects and is aimed at students who are in the first year. It addresses the study of living beings, from the organization and properties of biological macromolecules to the structure, function and composition of prokaryotic and eukaryotic cells. Additionally, there is a unit comprising an overview of cellular metabolism. Subunits involving the examination of the functions performed by the organelles are also included. This program also incorporates the study of genetic material, how it is inherited and its role for the observable characteristics of each living being. Techniques and methods of analysis of experimental data, case studies and application of the scientific method and critical thinking are used, which are essential for the understanding of biological sciences in its transversal fields

### **BIOETHICS**

Credits: 2 Code: NUTG2026

The Bioethics subject is professionally oriented in which the ethical aspects of life sciences are presented, considering human beings as research subjects. The historical facts that promoted the formulation of ethical standards for research with human subjects such as the Nuremberg Code, Declaration of Helsinki, Belmont Report, and CIOMS Guidelines are studied. Finally, the application of international and local standards in the context of scientific development in Ecuador is discussed.

### **NUTRITIONAL ADVANCING**

Credits: 2 Code: MEDG2014

This vocational training course addresses the study of the theories and models that underpin

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the nutritional Advancing. It emphasizes the development of communication skills of the individual, while applying Advancing techniques during the nutritional care process to improve the health of the patient.

### **ADVANCED DIET THERAPY**

Credits: 2 Code: NUTG2027

This course addresses planning of personalized diets in subjects with diet-related diseases for the dietary intervention that contributes to the recovery of health.

### **BASIC DIET THERAPY**

Credits: 2 Code: NUTG2028

This course provides the basic knowledge for menu planning in healthy individuals adjusted to the nutritional requirements to promote a healthy diet. It also addresses the design of therapeutic diets for subjects suffering from digestive diseases.

### **EPIDEMIOLOGY AND PUBLIC HEALTH**

Credits: 2 Code: MEDG2015

Epidemiology and Public Health is a subject of professional formation, which provides training on the distribution and determinants of health prevalence at local and global levels. It also addresses the study of national and international policies and programs that promote the control of non-communicable diseases and the promotion of individual and collective health in Ecuador.

### **NUTRITIONAL ASSESMENT I**

Credits: 2 Code: NUTG2029

This course addresses the Nutritional Care Process as a standardized model for the provision of services and care in nutrition and dietetics. Likewise, it delves into the systematic process of collecting and interpreting anthropometric, biochemical, clinical and dietary information that describes the integral nutritional status of an individual and identifies health problems with a nutritional basis.

### **NUTRITIONAL ASSESMENT II**

Credits: 2 Code: NUTG2030

In this course first step of the Nutrition Care Process is applied to each stage of the life cycle from pregnancy to geriatric age. In addition, complementary nutritional assessment methods are studied to individualize the collection and interpretation of anthropometric, biochemical, dietary and clinical information according to the physiological aspects of these populations.

### **PHARMACOLOGY AND NUTRITION**

Credits: 2 Code: MEDG2016

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In this professional formation course, the system of drug-food interactions is studied, as well as the effect of drugs on the nutritional status of the individual in the life cycle, to be considered in the follow up of the treatment of the main pathologies of nutritional origin. In addition, pharmacological guidelines established by different health entities worldwide are reviewed as tools for the integration of knowledge.

### **BIOCHEMISTRY**

Credits: 2 Code: BIOG1024

The biochemistry course is aimed to serve transversally to students of careers with a biological nature. It includes an introduction to biochemistry and the principles of bioenergetics. The dynamics of the metabolic processes of the main biomolecules that allow the development of life are studied. Each metabolic pathway is described in chemical and enzymatic terms, the energy requirements and energy sources are demonstrated, and it concludes with the description of the regulatory mechanisms of the different pathways. Additionally, the biosynthesis and degradation routes of each of the biomolecules are described: carbohydrates, lipids and nitrogenous compounds (proteins), for a better understanding of the origins of life on earth.

### **LIFE SCIENCE RESEARCH**

Credits: 2 Code: BIOG1026

The course aims to develop student's skills and competences related to the development of the scientific method within the field of life sciences, through knowledge of the theoretical foundations and processes of scientific such as elaboration of the theoretical framework, formulation of hypotheses, objectives and research variables that allow the development of protocols and data processing, as well as processes of generation, circulation, communication and management of scientific knowledge and its social and ethical impact in the context of current science and society.

### **LEGISLATION AND FOOD SOVEREIGNTY**

Credits: 2 Code: MEDG2017

This course studies the national and international food laws and regulations on the production, marketing, and promotion of food. It also analyzes the legal framework and international agreements that guarantee fairness in marketing from the producer to the consumer. On the other hand, the food and nutritional security situation is analyzed in an internal and external context. It also studies the strategies to contribute to the improvement of the quality of life of the most vulnerable sectors.

### **NUTRITION AND DIETETICS CAPSTONE COURSE**

Credits: 3 Code: NUTG2031

In this final year course the student carries out a project where the application of the theoretical

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and technical knowledge acquired and aligned to the career profile is evidenced, which promotes multidisciplinary, from the identification of problems with real restrictions, to decision making involving the design, improvement, modeling, simulation and/or construction of projects, processes, prototypes, products and/or services that provide solutions to the problems identified.

### **GENERAL MICROBIOLOGY**

Credits: 2 Code: BIOG1028

General Microbiology is designed for undergraduate students; it covers the study of microorganisms and their main physiological, nutritional, metabolic and reproductive characteristics, as well as, the different biochemical processes carried out inside the microbial cell during energetic performance. Assisted by practical sessions, this module allows the development of useful abilities that would help the students to separate and recognise different types of microorganisms by phenotypic and molecular methods, serving as a powerful tool for biotechnological applications.

### **HUMAN MORPHOPHYSIOLOGY I**

Credits: 2 Code: MEDG2018

In this professional training course, the structure and organization of the human body are studied, as well as the medical terminology related to principles of support, movement and maintenance of the body. The physiology of the regulation mechanisms of the organs is also addressed with a basic clinical approach for the understanding of the pathophysiological processes present in clinical entities secondary to the alteration of the fulfillment of their vital functions.

### **HUMAN MORPHOPHYSIOLOGY II**

Credits: 2 Code: MEDG2019

This professional training course addresses the study of structure and function of regulatory organs of digestion and body balance necessary for the identification of clinical alterations during professional practice.

### **CLINICAL NUTRITION I**

Credits: 3 Code: NUTG2032

This professional course provides knowledge related to origins, diagnostic criteria, pathophysiology, medical-nutritional treatments about chronic noncommunicable diseases that affect the individual's health status for the application of the nutritional care process.

### **CLINICAL NUTRITION II**

Credits: 2 Code: NUTG2033

This professional course provides the knowledge necessary for the training of future

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professionals who need to understand the role of foods and its involvement in pathological processes of diseases. Also the contribution of foods to the nutritional treatment, and complementing other therapeutic measures, involved in different processes that may alter the well-being of the individual

### **CLINICAL NUTRITION III**

Credits: 2 Code: NUTG2034

This theoretical and practical professional training course provides knowledge on medical and nutritional management in clinical and surgical pathologies. Likewise, it places special emphasis on the integration of the integral evaluation of individuals and the use of appropriate scientific evidence sources for the application of the basic principles of metabolic support in the implementation of nutritional strategies and the design of an enteral or parental support plan in specific clinical conditions that affect the nutritional status through active participation in a multidisciplinary health team.

### **NUTRITION THROUGH THE LIFE CYCLE I**

Credits: 3 Code: NUTG2036

In this course aimed at nutrition and dietetics students, food consumption standards and nutritional recommendations are studied based on the physiological changes that occur in the stages of school age, puberty, adolescence, adulthood, and old age. Additionally, the factors that influence the pattern of food consumption are addressed, as well as the impact of malnutrition on the health of the individual.

### **NUTRITION THROUGH THE LIFE CYCLE II**

Credits: 3 Code: NUTG2037

In this course, it is presented to the students of Nutrition and Dietetics, the dietary and lifestyle factors that affect nutritional health in the life cycle such as pregnancy, postpartum, breastfeeding, infancy and childhood up to 5 years of age. In addition, it covers national and international maternal and child health care guidelines.

### **TRENDS IN NUTRITION**

Credits: 2 Code: NUTG2038

The Trends in Nutrition course is professional-oriented and addresses the evaluation criteria of scientific evidence in the field of health applied to human nutrition. In addition, it is discussed the importance of evidence-based practice for making relevant clinical decisions in professional practice. As well as, the epistemological horizons towards which human nutrition and related sciences are directed.

### **FOOD SERVICES**

Credits: 3 Code: NUTG2039

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Food Services is a professional training subject that imparts knowledge to offer healthy food services by the application of quality standards. In addition, this subject studies the administrative process, menu planning, economic management, infrastructure and installation standards, GMP, and HACCP.

### **FOOD AND NUTRITIONAL TOXICOLOGY**

Credits: 2 Code: NUTG2040

The subject of Nutritional and Food Toxicology is professionally oriented and covers the principles of toxicology in the absorption, distribution, metabolization, and excretion of toxic agents present in ingested food. Finally, it discusses the toxicity of contaminants in food and the safety analysis involved.

### **COMMUNITY HEALTH**

Credits: 2 Code: MEDG2020

This professional training course addresses the general concepts related to community health. In addition, it studies the phases for the elaboration of a community health project for the design of programs and participatory strategies for health and nutritional intervention in Ecuador.

### **HUMAN NUTRITION AND METABOLISM**

Credits: 3 Code: NUTG2041

In this course aimed at nutrition and dietetics students, the necessary knowledge is taught to understand the scientific bases of nutrition and its relationship with health. Additionally, macronutrient and micronutrient metabolism processes that allow the homeostatic balance of the human body are analyzed.

### **DIETETIC TECHNIQUES**

Credits: 2 Code: NUTG2042

The subject of Dietary Techniques belongs to the professional training unit in which the different food groups are studied based on their structure and nutritional composition. Including the bioavailability of nutrients and the conditions required for their increase. In addition, the appropriate preparation and cooking methods for each food group are studied, as well as the physical-chemical changes that these generate in food, in order to preserve and enhance the nutritional and organoleptic properties of the food preparations that are made.

### **CULINARY TECHNIQUES**

Credits: 2 Code: NUTG2043

The Culinary Techniques course is the first professional training subject that provides students with a theoretical and practical approach to food handling and preparation. This course covers general aspects of food and its classification based on origin and food groups. It also reviews basic food handling standards and their importance in the preparation of safe (wholesome)

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food. Finally, theoretical knowledge is applied in the laboratory, where basic culinary techniques are reproduced, and the physical and organoleptic changes in food are observed.

## **COMMUNICATION**

Credits: 2 Code: IDIG2012

In this subject, we study the development of the academic prosumer profile of the students, which should be consolidated throughout each individual's life, based on the processing of complex, holistic, and critical thinking. We aim to foster understanding and the production of academic knowledge through rigorous analysis of realities and readings from various academic/scientific sources.

## **STATISTICS**

Credits: 2 Code: ESTG2004

The Statistics course provides students with the basic knowledge that will help them convert a data set into useful information for making decisions in scenarios of uncertainty. It encompasses different methods of tabulation and data analysis, the introduction of the concept of probability as a measure of uncertainty and mathematical models of discrete and continuous random variables. Additionally, analysis techniques such as regression and hypothesis testing of population parameters are included.

## **MATHEMATICS**

Credits: 3 Code: MATG2007

Mathematics is a basic course aimed at the training of professionals in Archeology, Nutrition and Tourism. His program comprises four units: logic and sets, real numbers, and systems of equations, real variable functions, and plane and space geometry. Each unit analyzes the theoretical foundations and their application in problem solving.

## **ENGLISH I**

Credits: 2 Code: IDIG1006

This basic and general education subject presents grammatical structures to produce a simple paragraph based on a writing program. Additionally, it allows the identification of a specific argument in oral and written communication. It also considers learners' personal opinions about different topics related to social, academic, and professional aspects. It includes the necessary vocabulary to make comparisons between present and past, books or movies description, creation of simple students' profile, opinions about inventions, formal apologies and tell past events.

## **ENGLISH II**

Credits: 2 Code: IDIG1007

This subject of basic formation and general education presents the grammatical structures for

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the production of an academic paragraph, through the development of the writing program in a transversal way. In addition, it allows the identification of specific arguments in oral and written communication, considering the production of one's own criteria on different topics of a social, academic or professional nature. The necessary vocabulary is also applied to refer to the different forms of communication, share work experiences and the use of digital technology, tell short stories about interpersonal relationship and personalities, and comment on the future of the environment.

### **ENGLISH III**

Credits: 2 Code: IDIG1008

This subject of basic instruction and general education presents grammatical topics for the elaboration of an outline and a structured composition, through the development of the writing program in a transversal way. In addition, it allows the identification of arguments in oral and written communication on contemporary and academic topics. Additionally, appropriate vocabulary is applied to discuss issues related to different cultures, places where we live, everyday news, entertainment media, and past and future opportunities.

### **ENGLISH IV**

Credits: 2 Code: IDIG1009

This subject of basic formation and general education, presents the grammar structures to produce a persuasive essay, through the transversal development of the writing programme. In addition, it allows students to identify specific arguments in the oral and written communication, as well as, to express their own opinions about different topics of social, academic, or professional fields. It also includes the necessary vocabulary to establish a conversation, narrate situations of their environment, activities to reach their goals, analyze cause and effect and personal and professional opportunities.

### **ENGLISH V**

Credits: 2 Code: IDIG1010

This general education and foundational course provides students with the necessary structures for producing a persuasive essay through a cross-curricular writing program. It also enables the identification of specific arguments in both oral and written communication, fostering the development of personal viewpoints on social, academic, or professional issues. In addition, students apply the appropriate vocabulary to engage in discussions about decision-making, daily life and household changes, financial challenges, as well as moral dilemmas and achievements throughout their personal, academic, and professional lives.

### **GENERAL CHEMISTRY**

Credits: 3 Code: QUIG1032

General Chemistry is a theoretical-practical course aimed at the basic training of professionals

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in the areas of Engineering and Natural Sciences, which provides a scientific basis of the matter and its interactions, and seeks to develop in students the ability to solve problems related to the content of the subject. It begins with an Introduction to Thermochemistry, then the analysis of the physicochemical properties derived from the state of aggregation of matter: liquids, solids and solutions, the study of the Kinetics and Equilibrium of reactions and solubility.

### **ORGANIC CHEMISTRY**

Credits: 2 Code: QUIG1035

Organic Chemistry is a course for Biology, Nutrition and Dietetics, Food, Agriculture, and Aquaculture students. This course studies the principal rules of IUPAC nomenclature for the naming of organic compounds; also includes the study of the structures, properties, and reactions of organic compounds with a wide interest in several industries. Active learning, discussion, and problem-solving in the laboratory are part of the course teaching methodology, which contributes to the development of skills for the design and execution of laboratory tests.

### **SUSTAINABILITY SCIENCE**

Credits: 3 Code: ADSG1026

This transversal training course for all students of the institution has five chapters. It introduces the key principles of sustainability and the path to sustainable development. Addresses ecological principles by deepen into biodiversity, ecosystems, human population and ecosystem services. Study the fundamentals of renewable and non-renewable resources as well as the alternatives for sustainable use. Analyzes environmental quality specifically in the air, water and soil components, delving into issues such as climate change, eutrophication and deforestation. Finally, it emphasizes on the economic axis with topics such as circular economy and on the social axis on topics such as governance and urban planning.

### **SUPERVISED PRACTICE**

Credits: 43 Code: -

Is a comprehensive supervised practice experience composed of four clinical and public health nutrition rotations: Clinical Nutrition, Hospital Food Service Management, Community Nutrition, and Food and Nutrition Promotion. Students integrate and apply advanced knowledge in medical nutrition therapy, foodservice operations, nutrition education, and public health nutrition. Each Supervised Practice is designed to develop competencies in real-world settings through direct patient care, management projects, community interventions, and educational programming.

## **ACEND Knowledge Requirements (KRDN)**

Student performance in ESPOL courses will be monitored throughout the student's academic career to promote retention and successful completion of DPD knowledge requirements (KRDN). Students must meet established learning outcomes associated with each KRDN. The knowledge requirements (KRDN) are listed below.

### **Domain 1. Scientific and Evidence Base of Practice: Integration of scientific information and translation of research into practice.**

KRDN 1.1 Demonstrate how to locate, interpret, evaluate and use professional literature to make ethical, evidence-based practice decisions.

KRDN 1.2 Select and use appropriate current information technologies to locate and apply evidence-based guidelines and protocols.

KRDN 1.3 Apply critical thinking skills.

### **Domain 2. Professional Practice Expectations: Beliefs, values, attitudes and behaviors for the nutrition and dietetics practitioner level of practice.**

KRDN 2.1 Demonstrate effective and professional oral and written communication and documentation

KRDN 2.2 Describe the governance of nutrition and dietetics practice, such as the Scope of Practice for the Registered Dietitian Nutritionist and the Code of Ethics for the Profession of Nutrition and Dietetics.

KRDN 2.3 Assess the impact of a public policy position on the nutrition and dietetics profession.

KRDN 2.4 Discuss the impact of health care policy and different health care delivery systems on food and nutrition services.

KRDN 2.5 Identify and describe the work of interprofessional teams and the roles of others with whom the registered dietitian nutritionist collaborates.

KRDN 2.6 Demonstrate cultural humility, awareness of personal biases and an understanding of cultural differences as they contribute to diversity, equity and inclusion.

KRDN 2.7 Describe contributing factors to health inequity in nutrition and dietetics including structural bias, social inequities, health disparities and discrimination.

KRDN 2.8 Participate in a nutrition and dietetics professional organization and explain the significant role of the organization.

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KRDN 2.9 Defend a position on issues impacting the nutrition and dietetics profession.

**Domain 3. Clinical and Client Services: Development and delivery of information, products and services to individuals, groups and populations.**

KRDN 3.1 Use the Nutrition Care Process and clinical workflow elements to assess nutritional parameters, diagnose nutrition related problems, determine appropriate nutrition interventions, and develop plans to monitor the effectiveness of these interventions.

KRDN 3.2 Develop an educational session or program/educational strategy for a target population.

KRDN 3.3 Demonstrate Advancing and education methods to facilitate behavior change and enhance wellness for diverse individuals and groups.

KRDN 3.4 Practice routine health screening assessments, including measuring blood pressure and conducting waived point-of-care laboratory testing (such as blood glucose or cholesterol).

KRDN 3.5 Describe concepts of nutritional genomics and how they relate to medical nutrition therapy, health and disease.

KRDN 3.6 Develop nutritionally sound meals, menus and meal plans that promote health and disease management and meet client's/patient's needs.

**Domain 4. Practice Management and Use of Resources: Strategic application of principles of management and systems in the provision of services to individuals and organizations.**

KRDN 4.1 Apply management theories to the development of programs or services.

KRDN 4.2 Evaluate a budget/financial management plan and interpret financial data.

KRDN 4.3 Demonstrate an understanding of the regulation system related to billing and coding, what services are reimbursable by third party payers and how reimbursement may be obtained.

KRDN 4.4 Apply the principles of human resource management to different situations.

KRDN 4.5 Apply safety and sanitation principles related to food, personnel and consumers.

KRDN 4.6 Explain the processes involved in delivering quality food and nutrition services.

KRDN 4.7 Evaluate data to be used in decision-making for continuous quality improvement.

**Domain 5. Leadership and Career Management: Skills, strengths, knowledge and experience relevant to leadership potential and professional growth for the nutrition and dietetics practitioner.**

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KRDN 5.1 Perform self-assessment that includes awareness in terms of learning and leadership styles and cultural orientation and develop goals for self-improvement.

KRDN 5.2 Identify and articulate one's skills, strengths, knowledge and experiences relevant to the position desired and career goals.

KRDN 5.3 Practice how to self-advocate for opportunities in a variety of settings (such as asking for support, presenting an elevator pitch).

KRDN 5.4 Practice resolving differences or dealing with conflict.

KRDN 5.5 Promote team involvement and recognize the skills of each member.

KRDN 5.6 Demonstrate an understanding of the importance and expectations of a professional in mentoring and precepting others.

## **Transfer Students**

At least one course previously completed must be eligible for credit transfer to the new program. This change is permitted only once. If no course can be transferred, the student will lose eligibility for tuition-free status.

The Escuela Superior Politécnica del Litoral (ESPOL) permits the transfer of academic credits through a formal recognition process, applicable both to studies completed at other higher-education institutions and within ESPOL itself

### ***Main Mechanisms***

- **Comparative Content Analysis:** Requires a minimum of 80 % equivalence in both course content and contact hours.
- **Knowledge Validation via Assessment:** Evaluates the student's mastery of subject-matter through an exam or practical demonstration.

### ***Restrictions***

- Credit recognition **does not** apply to graduation projects or theses.
- Requests **must** be submitted at the time of first enrollment in the course for which recognition is sought

See more Appendix P



# **Resources for Students**

## ESPOL Student Support Services

ESPOL provides a range of student support services to all students currently enrolled, including health services, Advancing and testing services, and financial aid resources. See the listing below for detailed information about each resource.

### ***Library Information Center (CIB)***

Website: <https://www.cib.espol.edu.ec/>

The Library Information Center (CIB) provides essential resources to support teaching and learning across the institution. Each year, it subscribes to high-impact electronic scientific journals, acquires both physical and electronic books, and licenses tools that enhance the use of virtual resources. All acquisitions are governed by the policy of prioritizing materials that are directly related to course content.

### ***Polytechnic Welfare Management (GBP)***

Website: <https://www.bienestar.espol.edu.ec/>

The Polytechnic Welfare Management can help students work through many questions and concerns. Students often land in the Polytechnic Welfare Management when they are not clear about where to turn for help. The staff is focused on problem solving and can help when:

- Students become ill or have an emergency situation causing them to miss class for more than two class periods. Students have to eventually contact their professors, but Polytechnic Welfare Management staff can help students work through this process in a timely manner.
- Students feel like they are not getting answers to their questions. Staff can refer students to appropriate resources and help students connect with the appropriate university staff or faculty members.
- Students need a place to problem solve and work through complex issues with a professional staff member.
- Students feel mistreated and want to find out about their rights and due process.
- Students need a neutral person to mediate or work through issues they are facing on campus.

The Polytechnic Welfare Management guarantees the comprehensive well-being of ESPOL's community—students, faculty, and staff—by coordinating and implementing services, programs, and projects focused on:

- Medical and psychological care
- Scholarship allocation and financial aid
- Rights promotion and legal guidance
- Addiction prevention and treatment

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- Oversight of food-service quality
- Promotion of sports and healthy lifestyles

Additionally, it analyzes socioeconomic factors affecting academic performance to inform strategies for supporting the institution's most vulnerable groups

### ***The International Relations Office***

Website: <https://www.relacionesexternas.espol.edu.ec/en/international-office-team>

If you are interested in studying abroad, participating in a student exchange, or are an international student, contact this office.

### ***Food Service***

ESPOL's Food Service is provided by 21 authorized concessionaires—dining halls, cafeterias, bars, and kiosks—distributed throughout the Gustavo Galindo Velasco campus, and regulated by the Polytechnic & Student Welfare Unit. During periods of predominantly virtual instruction, only one cafeteria remains operational on campus, strictly adhering to current biosafety protocols

### ***Transportation Service***

ESPOL's Transportation Service is managed by the General Services Directorate and provides mobility solutions for administrative, academic, and service personnel between the Gustavo Galindo Velasco campus and other points. It includes:

- Shuttle Buses: Multiple routes operating on scheduled timetables for daily commuting and internal campus circulation during face-to-face activities.
- BICIESPOL: A complimentary bicycle-loan program with over 130 bicycles and two stations (main entrance and Rectorate), covering a 2 km circuit within campus grounds.

## **Scholarships Available**

**Limited Economic Condition:** Aimed at students with ISE 1, the student must be regular and must not have failed more than one subject during the two immediately preceding semesters taken.

**Academic Distinction:** Awarded to those with the highest grade point average in their degree program and who have not failed any subjects in the previous semester. Applies once students have completed their first academic semester at ESPOL.

**Scholarships for scientific, technical, or innovation merit:** Aimed at regular students who have excelled in the aforementioned activities during the previous academic term and who have not failed any subjects during the previous academic term. Applies once students

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have completed their first academic semester at ESPOL.

**Scholarships for Cultural, Artistic, or Sports Achievement:** Aimed at regular students who have excelled during the previous academic term in the aforementioned areas and who have not failed any subjects during the previous term. In the case of the sports scholarship, it is for being selected for ESPOL or representing the country in national or international events.

**Disability Scholarship:** Aimed at students who have a disability card from CONADIS or the MSP, it can be awarded starting in the first semester.

**Equity Scholarship:** With the goal of promoting the inclusion of women in technical studies, the student must belong to one of the institution's engineering programs where the proportion of women is below 30% of the total student body in that program. This scholarship is intended for regular students who have not failed any subject in the previous academic term.

**School's Best High School Graduate Scholarship:** Aimed at regular students in their first academic term at ESPOL who have a certificate of "Best High School Graduate" of their class.

**High vulnerability scholarship:** If the student certifies that he or she has a catastrophic, orphan, rare, high-impact, and/or long-term illness categorized by the Ministry of Public Health (MSP) and declared on the Student Form. The student must not have failed more than one (1) subject during the immediately preceding semester.

## **Teacher Assistant Opportunities**

If you are interested in being a Teacher Assistant (TA) for any of your classes, ask your professors when registering for classes. These positions are reserved for upper level students who have already successfully completed the course. Many professors will allow you to help plan projects, bring in guest speakers, and hold review/study sessions. This opportunity will help you build a stronger relationship with your professor as well as gain leadership experience.

## **Continuing Education Courses**

You are able to take Continuing Education Courses for free or for a small fee online. These will help you gain knowledge in more specific areas and give you a chance to further your education out of the classroom.

Websites: <https://virtual.espol.edu.ec/courses>

<https://www.eatrightpro.org/practice/professional-development/distance-learning/online-learning>

## **Research Opportunities**

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If you are interested in doing research, you can work with a professor to develop a plan. Some professors are already working on research projects and may be open to working with students. You can gain academic credit for doing research.

## **Conferences**

In Ecuador, numerous nutrition-related conferences are organized each year by professional associations such as ASENPE (Ecuadorian Association of Nutrition and Dietetics Professionals), SAN (Society of Food and Nutrition) and ASEP (National Association of Nutrition Students). These events are typically held in university auditoriums—such as those at ESPOL or other universities—and in major conference centers in Quito and Guayaquil.

Attending them will help you expand your network and deepen your knowledge in specific areas of practice. Stay informed by checking your professors' emails, subscribing to ASENPE, SAN and ASEP newsletters, or searching for upcoming conferences on their official websites.



# **Supervised Practice (Dietetic Internships)**

## What is Supervised Practice (the nutrition and dietetic Internship)?

Think about supervised practice as hands-on schooling and the gateway to becoming a Bachelor of Science in Nutrition and Dietetics. During supervised practice, you will have different rotations in Clinical Nutrition, Hospital Food Service Management, Community Nutrition, and Food and Nutrition Promotion, where you will apply what you learned in your undergraduate program and advance your skills and knowledge in dietetics field even further.

## Why Apply for Supervised Practice?

Information about the Ministerial Agreement 4604-2014 regarding the mandatory Supervised Practice.

The current Academic Regulations, in Articles 53 and 54, determine: 'Pre-professional internships and internships in third-level careers are learning activities aimed at the application of knowledge and/or the development of professional competencies. These internships will take place in organizational, institutional, business, community, or other environments related to the professional field of the career, whether public or private, national or international'; '(...) In careers that have a Supervised Practice, these will be considered as pre-professional internships.

## Requirements:

By Ministry of Public Health (MSP, from its acronym in Spanish):

- Bank account certificate
- ID card or passport
- Certificate of eligibility for entry into Supervised Practice
- Curriculum vitae Requirements may vary depending on the healthcare institution.

By ESPOL:

- Approved 113 credits of the program
- Not having any debts of value or non-value
- The registration for the Supervised Practice is carried out during the extraordinary academic period of the year in which the practice is to be taken, through the ESPOL academic system.

Once registered for the Supervised Practice, students will be required to submit the following documents:

Personal documents:

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- Identity card
- Voting certificate
- Personal Bank account certificate
- Curriculum vitae
- Personal information form
  - Transcript of grades\*
  - Supervised Practice enrollment certificate\*

**Note:** \*The transcripts of grades and enrollment certificates must be issued by the academic secretary of ESPOL

Additionally, as part of the internal processes of the Supervised Practices Program, students are required to complete and sign an Agreement Form in which they formally accept the assigned internship placement. By signing this document, students acknowledge their commitment to comply with the obligations established in the Faculty's Supervised Practices Regulations, as well as the policies and standards outlined by the selected hospital and the MSP.

## **Ways You Can Learn More about the Internship and Application**

- The Nutrition and Dietetics program has joined several initiatives from the Outreach Office in order to improve the employability such as: employability workshops and graduate mentoring network. The program is strengthening the Supervised Practice (Rotating Internship).
- The Community Service Coordinator is responsible for the supervision and accreditation of the Supervised Practice hours in the information system. The preceptors follow up the activities of the interns in setting. The preceptor oversees monitoring and evaluation of the performance of the activities in hospitals and health centers. The mentor should enforce the core competencies of the Supervised Practice.
- Supervised Practice - You can find more information on the individual internship programs' websites: [https://www.fcv.espol.edu.ec/sites/default/files/2024-07/supervised\\_practice\\_fls\\_eng.pdf](https://www.fcv.espol.edu.ec/sites/default/files/2024-07/supervised_practice_fls_eng.pdf)

The background features abstract green geometric shapes. A large, dark green triangle points upwards from the bottom left corner. Another dark green triangle points downwards from the top right corner. These two triangles meet at a point in the center of the page, creating a white diamond-shaped area. The word "Graduation" is centered within this white area. There are also some smaller green shapes in the top right corner.

# Graduation

## What are the Requirements for Graduation?

To attain the Bachelor of Science in Nutrition and Dietetics degree, students must complete the following requirements:

The program consists of eight academic terms, each term lasting 16 weeks.

Graduation requirements include:

1. Completing 38 credits of Basic Unit courses.
2. Completing 67 credits of Professional Unit courses.
3. Completing 8 credits of Integrative Unit in Capstone Course of 3 credits with a dedicated capstone project requiring 5 credits (equivalent to 240 hours).
4. Completing 2,080 hours of supervised practice divided into four rotations (520 hours each) in (1) Clinical Nutrition, (2) Hospital Food Service Management, (3) Community Nutrition, and (4) Food and Nutrition Promotion.

In Ecuador, there are no additional licensing or credentialing exams required to practice as a dietitian.

## What is a Capstone Project?

The Capstone Project is a culminating requirement for graduation. These projects provide students with the experience of applying acquired knowledge and skills to the needs of society, with a focus on sustainability.

The IDEAR Fair showcases all Capstone projects, offering students a valuable opportunity to showcase their work and hone soft skills such as communication and teamwork. It is also a space for students to network with potential clients and future employers.

## How can I obtain my bachelor's degree?

To request the issuance of your degree, you must complete the following steps:

### 1. Prerequisites

- Have passed the integrative course with no outstanding academic or administrative obligations.
- Submit all required documentation related to the integrative course.

### 2. Submission of Final Evaluation Request

Send an email to the Associate Dean or Deputy Director of your academic unit including:

- A OneDrive link containing your final graduation project.

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- A color scan of your national identity card.
- A color scan of your voting certificate.
- All scanned documents must be clear and of high resolution.

### **3. Request Submission Deadline**

The request must be submitted within 30 days from the start of the next regular academic term.

### **4. Evaluation Process**

Once the request is received, the evaluation will be completed within 20 business days. During this period, the following will be verified:

- Quality and format of the graduation project.
- Alignment of the submitted content with academic requirements.

### **5. Issuance of Consolidated Record and Degree**

Upon completion of the evaluation and verification of all requirements, the following will take place:

Issuance of the Consolidated Completion-of-Studies Record, which will include your identification data, grade transcript, and details of your pre-professional practice hours.

From the date of issuance of this record, a period of 45 days is granted to receive your degree, in accordance with the RRA approved by the CES.



# APPENDIX

## **Appendix A: Non-discrimination Policy Statement**

PROTOCOL FOR PREVENTION AND ACTION IN CASES OF HARASSMENT,

DISCRIMINATION AND GENDER VIOLENCE AT ESPOL

### **CHAPTER I**

#### **GENERAL ASPECTS**

Article 1.- Purpose.-The purpose of this Protocol is to preserve and guarantee normal and harmonious coexistence by adopting appropriate measures aimed at preventing situations of harassment, discrimination, and gender-based violence at the Escuela Superior Politécnica del Litoral (ESPOL) or in the institutional setting, as set forth in Article 3 of this instrument. It also, where appropriate, establishes appropriate procedures for filing the respective complaint or report; and facilitates the recovery of the personal, educational, or professional life plan of the person subjected to harassment, discrimination, or gender-based violence once the reality of the report has been proven.

Article 2.- Specific objectives. -In compliance with the purpose of the Protocol, the following specific objectives are determined:

- a. To communicate, through authorized institutional channels at ESPOL, the declaration of non-tolerance and rejection of all harassment, discrimination, and gender-based violence in the polytechnic environment, carried out within the scope of the Protocol, and to promote the dissemination of this information.
- b. To educate and raise awareness among the polytechnic community on issues of harassment, discrimination, and gender-based violence in the polytechnic environment, providing general and specific guidelines for identifying such situations, preventing them, and avoiding their occurrence in the workplace or education.
- c. Have the specific organization and necessary measures in place to address, process, and resolve any complaints and claims that may arise.
- d. Guarantee the safety, integrity, and dignity of the affected individuals, including those who testify or otherwise participate in the proceedings, and, in particular, the application of appropriate measures in each case for the protection of the alleged victims at all times, including appropriate precautionary measures.

Article 3.- Scope. -This protocol will apply to the following persons:

- a. To academic staff, academic support staff, administrative staff, and workers who provide

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services to ESPOL, under the appointment or contract modalities provided by law, as well as to the group of scholarship recipients, personnel in training, and personnel contracted for research projects and services linked to the Institution, provided that they carry out their activities within the organizational scope of the same.

b. Students (undergraduate and postgraduate) of ESPOL and other persons pursuing studies, regardless of their nature, at ESPOL.

c. All persons described in the preceding paragraphs, who are carrying out activities on the polytechnic campus, at the institution's headquarters, and other locations used by ESPOL to perform its functions, or outside of them, in the case of academic, outreach, arts, sports, or any other activities in which members of the polytechnic community participate as such or on behalf of the institution, including the respective transfers.

d. Those persons described in this article who have suffered harassment, discrimination, or gender-based violence may benefit from this protocol, even if their direct or indirect relationship with ESPOL has already ended, provided they request it within two months of the end of the relationship.

Article 4.- Principles.-The Escuela Superior Politécnica del Litoral is committed to ensuring a healthy environment, an educational and work setting free from all forms of harassment, discrimination, and gender-based violence, in accordance with the following guiding principles:

a. Every person has the right to be treated with respect and dignity and may not, under any circumstances, be subjected to degrading, contemptuous, or offensive treatment.

b. Any person who considers that they have been or are being subjected to moral harassment, sexual harassment, discrimination or gender violence, or any act or aggression of this nature, shall have the right to make a formal request (whether written or verbal, which shall be recorded in the Student Welfare Unit and Polytechnic (UBEP) for intervention, in accordance with the procedure described in Chapter III of this protocol. Any document accusing third parties must be substantiated and accompanied by all legally valid facts, data, and evidence that the applicant can provide. Complaints submitted will be processed according to the principles of priority and speed.

c. ESPOL will ensure that all persons who invoke this protocol are not subject to reprisals, threats, or coercion.

d. ESPOL shall guarantee the neutrality and impartiality of the bodies or persons involved, as well as the presumption of innocence of the accused person or persons until proven otherwise.

e. All persons who adhere to this protocol shall have the right to privacy and confidentiality of the data provided.

f.ESPOL applies the guiding principles of confidentiality, non-re-victimization, comprehensiveness, the right to defense, gender mainstreaming and a rights-based approach, and the Pro-Human Principle; action, protection, and support; referral, notification, and effective response; equal opportunity, equity and protection, participation, and non-discrimination.

Article 5.-Persons included within the scope of this Protocol may contact the UBEP and the Special Disciplinary Commission at any time, proposing improvements in the prevention of harassment, discrimination and gender violence in the educational or work environment.

The UBEP and the Special Disciplinary Commission will encourage the participation of the various units, departments, and groups through their representatives at ESPOL in developing and improving measures to prevent harassment, discrimination, and gender-based violence in the educational or workplace.

Article 6.- Legal advice.- At all stages of the implementation of this Protocol, legal counsel will be provided by a lawyer from ESPOL's Legal Department, who will be appointed by the person responsible for that area.

## **CHAPTER II**

### **STAGE ONE: DECLARATION OF PRINCIPLES**

Article 7.- Declaration of Principles.-In order to ensure that the Polytechnic Community enjoys an educational and work environment in which the dignity of the person is respected and is not affected by any conduct of harassment, discrimination and gender violence, and in the belief that this is an essential prerequisite for the proper functioning of the institution, ESPOL formally undertakes, through this Protocol, to adopt a zero tolerance policy in relation to all types of harassment, discrimination and violence, regardless of who the victim or harasser is, or what their situation within the institution is, and to also guarantee that this zero tolerance policy is followed by the respective bodies and instances established within ESPOL.

In order to comply with this formal and binding declaration of principles, ESPOL undertakes to:

- a. Promote a collective culture of prevention and eradication of harassment, discrimination, and gender-based violence through awareness-raising training and information activities aimed at the Polytechnic Community in general, as well as all those to whom this Protocol applies.
- b. Mediate and investigate, in accordance with the provisions of this Protocol, any complaint or report of conduct that may constitute harassment, discrimination, and gender-based violence, safeguarding the guarantees of objectivity, seriousness, confidentiality, speed, and immunity.
- c. Sanction anyone responsible for harassment, discrimination, and gender-based violence in accordance with the legally established terms.

d. Advise those who file a complaint or claim of harassment, discrimination or violence, support and advise those who, after following the established procedure, are proven to have suffered some of these behaviors, with the aim of recovering their personal, educational or professional life project.

e. Provide the necessary technical and legal support for the coordinated action of UBEP staff and the Special Disciplinary Commission of ESPOL, and guarantee the independent exercise of their functions, safeguarding their immunity from potential reprisals or retaliation from any person.

f. Ensure the dissemination of this Protocol through the corresponding ESPOL bodies (UBEP and Communications Management) assigned to their respective areas. It will also be publicized on the website, placing it in a visible and accessible location, and making it available for download.

g. Disseminate the institution's ethical values and principles, and consequently the Code of Ethics, by establishing awareness-raising programs aimed at creating a positive polytechnic culture, with correct ethical actions and conduct on the part of its members.

The UBEP and the Special Disciplinary Commission may jointly agree, periodically or at the time they consider appropriate, to disseminate this Protocol, in accordance with the aforementioned literal f).

## **CHAPTER III**

### **SECOND STAGE: PROCEDURE**

Article 8.- Informal settlement procedure. -The application of this procedure will be carried out in accordance with the following:

8.1.The informal resolution procedure is an instrument for the victim of harassment, discrimination, or gender-based violence, or for preventing a potential situation of harassment, discrimination, or gender-based violence. This is done to guarantee their right to a harassment-free educational or work environment in an informal, rapid, and confidential manner, without the need for disciplinary proceedings, which would inconvenience the victim as a result of secondary victimization processes.

8.2. The informal resolution procedure will not apply when the facts constitute a crime

punishable ex officio or by reporting to the State Attorney General's Office or the competent authority, involve violence, or, due to their seriousness, significance, or any other concurrent circumstances, jeopardize the proper functioning or public image of ESPOL.

8.3. Anyone who is a victim of harassment, discrimination, or gender-based violence, or who

wishes to prevent a potential situation of this nature, may file a complaint with the UBEP. The

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complaint can be filed in any form. The UBEP, considering the seriousness of the behavior, may designate the appropriate personnel to provide guidance and Advancing.

In its annual report, the UBEP will present statistics, limiting itself to the number of complaints processed and the procedures carried out, but without identifying in any way the individuals involved or the specific events involved. These statistics will be observed, as appropriate, by INEC regulations.

#### 8.4. If the facts do not constitute a crime punishable ex officio or by reporting to the Public

Prosecutor's Office or competent authority, do not involve violence, and due to their seriousness, significance, or any other concurrent circumstances, the proper functioning or public image of ESPOL is not compromised, the UBEP may, exclusively at the request of the person who filed the complaint, use this informal resolution procedure.

To make this decision, the UBEP will consult with the President of the ESPOL Special Disciplinary Committee, without identifying any of the individuals involved in the complaint. Under no circumstances will the UBEP require the person filing the complaint to provide evidence of the underlying facts, nor will it conduct investigative actions aimed at verifying those facts.

8.5. To process the complaint, the staff designated by the UBEP, alone or in the company of the person who filed it, at the latter's discretion, will personally address the person to whom the complaint is addressed, to inform him/her of the existence of the complaint, of his/her conduct and of the disciplinary responsibilities that, if the conduct that is the subject of the complaint is true and if it is repeated, the person to whom the complaint is addressed could incur, letting him/her know that the processing of the informal resolution procedure is neither a disciplinary sanction, nor does it leave a record of its processing in any administrative file, nor does it imply verification of the facts of the complaint. When At the request of the person who filed the complaint, and provided that, in the opinion of the UBEP, the facts in question do not require it, it will not be necessary to identify them in front of the person to whom the complaint is addressed. In any case, the UBEP will inform the person to whom the complaint is addressed that they may remain silent, provide any explanation they deem appropriate, or express their opposition to the complaint, without anything they say being used against them. They may decide whether they wish the response to be communicated to the person who filed the complaint.

8.6. Once the complaint has been filed, the UBEP will communicate the outcome to the person who filed the complaint, providing any explanation provided by the person to whom the complaint is addressed, thus concluding the informal resolution procedure.

Article 9.- Formal disciplinary procedure.-If the incidents cannot be resolved through the informal resolution procedure, or even if they can, if the alleged victim decides not to use it, or if, having used it, the behavior has continued, the alleged victim may contact the UBEP, where

they may request that a formal disciplinary procedure be initiated through the Special Disciplinary Commission, in order to enforce disciplinary responsibility for any alleged aggressor. The enforcement of disciplinary responsibility will be in accordance with current higher education regulations, the ESPOL Statute, its Disciplinary Regulations, the corresponding internal rules, and other applicable regulations.

All of the above is understood without prejudice to the responsibilities arising from the commission of the crimes of harassment, discrimination, and gender violence, as defined in the Comprehensive Organic Criminal Code (COIP), or the crime in question according to the facts.

Article 10. Common guarantees. -Without prejudice to the provisions regarding the formal disciplinary procedure described in the ESPOL Disciplinary Regulations, both in that procedure and in the informal resolution procedure, the following guarantees will be respected in cases of harassment, discrimination, and gender-based violence:

a. Guarantee of objectivity: All those involved will act in good faith, seeking, in the case of informal resolution procedures, a genuine educational or work environment free from harassment, and, in the case of formal disciplinary procedures, clarification of the facts. The procedures will be conducted with fair treatment for all involved.

b. Guarantee of seriousness: It is necessary to proceed with the necessary discretion to protect the privacy and dignity of those affected. Actions or procedures must be carried out with the utmost caution and with due respect for the dignity and rights of all involved.

c. Confidentiality Guarantee: Individuals involved in both the informal resolution procedure and the formal disciplinary procedure shall maintain strict confidentiality and shall never transmit or disclose information about the content of any complaints or claims filed, under investigation, or resolved, of which they are aware.

d. Speed Guarantee: The processing of procedures will be carried out with due professionalism, diligence, and without undue delay, so that the procedure, whether informal or formal, can be completed in the shortest possible time while respecting the due safeguards.

e. Guarantee of immunity: Retaliation against anyone who makes a complaint or report, appears as a witness, or otherwise participates in a formal or informal procedure on harassment, discrimination, and gender-based violence is expressly prohibited under the terms provided for in the applicable regulations. ESPOL will ensure that individuals who file a complaint because they believe they have been subjected to harassment, discrimination, or gender-based violence, and those who provide assistance at any stage of the process in accordance with this Protocol, are not subjected to intimidation, threats, violence, unfair or unfavorable treatment, persecution, discrimination, or retaliation of any kind. Any such action will have disciplinary effects in accordance with the applicable regulations, and its investigation (substantiation) will be the responsibility of the Special Disciplinary Commission, without prejudice to the exercise by the affected person and ESPOL of the right to initiate the

proceedings, actions that, in the investigation of possible criminal and civil liability, may be appropriate.

**Article 11.- Filing of the complaint.** -Any person within the scope of this protocol who considers themselves a victim of harassment, discrimination, and gender-based violence may file a complaint with the UBEP, which, after guidance and verification, will forward the complaint and the corresponding documents to the Special Disciplinary Commission.

The complaint may also be filed by a third party who is aware of the harassment, including unit or department heads and representatives of various university bodies. In these cases, UBEP will send a copy of the complaint to the alleged victim so that they may ratify it, if necessary.

When the victim is a minor or a person with a disability who is unable to act for themselves, or when the situation is serious and disorienting, which warrants filing a complaint with the Prosecutor's Office or the competent authority, the UBEP will notify their legal representative, closest relative or guardian, and the corresponding authority, as appropriate. However, in the case of adults, they will be consulted and advised on the importance of notifying their parents, relatives, or guardians as a preventive measure for the well-being of the person. If they give their consent, the UBEP will communicate with them as quickly as possible.

Complaints, which must always identify the person making the complaint, may be submitted in writing or verbally, and UBEP will record them on the form established for this purpose.

Complaints may be submitted through any of the means provided for in the common administrative procedure for public institutions.

In order to guarantee the right to privacy of the affected persons, the form included in Annex I to this protocol, which will contain the list of reported events with the identification of the person reported, the Psychological report and/or the report from the social work staff of the UBEP, and any other documents or supporting documents that the alleged victim or the complainant will provide, must be submitted in a sealed envelope to the Special Disciplinary Commission, within a maximum period of 72 hours, accompanied by the respective communication signed by the Director of the UBEP.

**Article 12.- Support from the Psychology area of the UBEP.** -The corresponding UBEP psychology professional will be trained to handle cases of harassment, discrimination, and gender-based violence, providing guidance to individuals who have been victims of the aforementioned acts or aggressions and who will identify a possible situation of this nature. The staff designated by UBEP will act in accordance with the protocols established by that Unit.

In the event that the victim, after being duly informed about the procedure to follow, decides not to file a complaint, the UBEP, through its Director, with the advice of the treating Psychologist, will determine the relevance of conducting periodic follow-up with the victim until one academic term after the occurrence of the event. In this case, the Psychologist will be

responsible for conducting the respective follow-up and submitting a report to the UBEP management for analysis.

Article 13.- Duty to report. -Any member of the polytechnic community has the obligation to inform the heads of the units, centers, or departments, the UBEP, and the latter will, in turn, inform the Special Disciplinary Committee, of any situation of possible harassment, discrimination, or gender-based violence of which they become aware.

The authorities and managers of the different areas of ESPOL will be required to immediately process any complaints they receive regarding any situation of possible harassment, discrimination, or gender-based violence before the UBEP or the Special Disciplinary Committee, as appropriate.

Article 14.- False Complaint.-If it is verified that the complaint is false, filed in evident bad faith by the complainant, the Special Disciplinary Commission will initiate disciplinary proceedings against the complainant.

## **CHAPTER IV**

### **STAGE III: SUPPORT AND MONITORING**

Article 15.- Support for victims of harassment or violence in the educational or work environment.-Once the existence of harassment or violence in the educational or work environment has been confirmed in an out-of-court resolution without the need for it to be final, or once a disciplinary or administrative sanction has been imposed by the competent body without the need for it to be final, ESPOL will immediately implement measures to promote the recovery of the personal, student or professional life project of the persons harmed by such conduct, including the following:

- a. It will examine with the necessary speed all applications relating to your student status and your academic activities.
- b. In the case of public servants and workers, it will examine with the necessary speed all requests regarding the granting of licenses or permits, and any other request made regarding their labor rights.
- c. It will facilitate access to training courses in the areas covered by your job in order to compensate, if applicable, for any training losses that may have occurred.
- d. It shall adopt all measures deemed appropriate to guarantee the right to comprehensive health protection of the affected person until their complete recovery, especially with regard to the psychological aspect.
- e. Advise the victim regarding the provision of health care, especially psychological care,

and help resolve bureaucratic problems.

f. The UBEP and the legal counsel will guide the victim and support them in the proceedings as appropriate.

Article 16.- Monitoring.-The staff assigned by UBEP will accompany the victim from the filing of the complaint until the conclusion of the procedure, and will follow up on any sanctions and mediation agreements, if any.

In addition, it will evaluate the effectiveness of the measures adopted to prevent reoffending, minimizing the impact of the events that occurred, and preventing further acts of violence or re-victimization.

Direct and ongoing communication must be maintained with the victim, providing psychosocial support and guidance for them and their families, with the collaboration of a psychologist assigned by the UBEP.

The follow-up will be carried out until one academic term after the resolution of the process.

The UBEP will monitor and follow up on the implementation of this protocol in order to analyze its effectiveness in preventing, detecting, and eradicating situations of harassment, discrimination, and gender-based violence at ESPOL.

The Special Disciplinary Committee must prepare an annual report on the implementation of this protocol, which it will submit to the Polytechnic Council. It may also propose modifications to this protocol if it detects any shortcomings in addressing situations of harassment, discrimination, or violence.

Article 17.- Internal Bodies Involved in the Attention of Cases of Gender Violence and Discrimination.

This scheme aims to summarize the functions of each Instance:

### **INSTANCE FUNCTION**

Unit of Welfare Student an Polytechnic Receiving cases, referring and supporting internal and external support agencies, monitoring and final registration of cases.

Emergency medical intervention, psychological crisis intervention, and psychosocial follow-up.

Legal Management, Legal Advice.

Special Commission of Discipline Establishment of the disciplinary process, substantiation, analysis and preparation of a report with the respective recommendations.

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Polytechnic Council Decision-making based on the reports and analysis of the Special Disciplinary Commission.

### **SINGLE GENERAL PROVISION**

If the situation is not within the scope of this protocol, and there are indications of the commission of acts constituting other types of infractions, the Special Disciplinary Commission, with the advice of the Legal Department, may propose the appropriate procedure to the Rector's Office.

### **FINAL PROVISION**

This Protocol will enter into force upon approval by the Polytechnic Council; please ensure that it is disseminated to the Academic Vice-Rector's Office, the Administrative Secretariat, the Student and Polytechnic Welfare Unit, the Legal Department, and the Communications Department.

## Appendix B: Guide to Academic Advisory Sessions

### Section 1: Introduction

#### 1.1 Objective of the Advancing

The Advancing process aims to provide undergraduate students with the guidance they need to make sound academic decisions. To this end, their results are monitored, allowing us to identify their strengths, academic needs, and potential factors that may affect their overall well-being. In this process, the role of professors as counselors is fundamental, as their guidance is key to supporting and accompanying students throughout their university years.

During academic advising, various aspects may be addressed depending on the student's concerns and needs. Some relevant topics include<sup>1</sup>:

- Registration/enrollment process.
- Ethical behavior.
- Study techniques and student time management.
- Internships.
- Graduation process.
- Extracurricular activities.
- Internal and external approvals.
- ESPOL services for its students.

The first Advancing session of the 2025-2026 academic year is mandatory for all undergraduate students at the Escuela Superior Politécnica del Litoral (ESPOL), except for first-time students. Its main objective is to provide guidance to students during the registration process for the First Ordinary Academic Period (PAO) for the year 2025.

This guide is based on the following documents, which the teacher recommends reviewing when necessary, prioritizing the topics the student requires:

1. Registration Instructions I PAO 2025.
2. ESPOL Degree Regulations.

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3. Pre-professional practice guidelines of the Escuela Superior Politécnica del Litoral- ESPOL.
4. Guidelines for the Approval and Accreditation of Undergraduate and Postgraduate Studies.
5. Regulations on Fees, Tuition and Rights for the Admissions and Degree Levels of ESPOL, 4336.
6. Regulations on Scholarships and Financial Aid for ESPOL Undergraduate Students.
7. Guidelines for the Planning, Execution and Evaluation of integrative subject projects.
8. ESPOL Disciplinary Regulations.
9. ESPOL Code of Ethics

These documents are available in the “Repository” tab on the Councilors’ platform.

## **1.2 Virtual or in-person Advancing?**

The Advancing process should be conducted primarily in person, as direct contact with the student allows for closer and more effective guidance. However, in specific cases where the student cannot attend the ESPOL campus during the established hours—as may occur before the start of the I PAO, with those who are not in the city of Guayaquil, face transportation difficulties, or have health problems—and provided these circumstances are evaluated by the professor, the option of conducting Advancing synchronously online may be offered.

For this purpose, the use of videoconferencing tools such as Zoom or Teams is recommended. In addition, the teacher must register the corresponding link on the Advancing platform in the scheduling box. It is important to note that asynchronous or instant messaging methods are not considered valid, as they do not guarantee the depth and reliability necessary for adequate academic guidance.

## **1.3 What does this Advancing Guide include?**

This guide provides faculty advisors with the information needed to carry out the academic advising process at ESPOL. It includes the Protocol of Advancing, which structures the process from session start to session close, addressing key aspects such as the student's academic evaluation, enrollment recommendations, and guidance on institutional support resources. Throughout the guide, relevant information for each component of the protocol is described.

Finally, this guide includes a frequently asked questions section on common student concerns and presents guidelines for evaluating the effectiveness of the Advancing process (student survey).

## **Section 2: Advancing Protocol**

1. Prior preparation. To make the most of the session time, it is important for the advisory professor to review the student's academic history before beginning the Advancing session. This will allow them to identify outstanding or critical subjects, analyze performance from previous sessions, and evaluate recommendations or observations made during previous Advancing sessions.

2. Start of Advancing. Advancing begins by greeting the student, creating an atmosphere of trust, and briefly explaining the purpose of the session. See section 1.1

3. Evaluation of the academic situation. It is recommended that the advisor ask the student about their experience during the last term, identify their academic strengths and difficulties, and determine their interests and goals for the upcoming academic term, including their enrollment plan. At this stage, the advisory professor will be able to identify factors that have affected the student's performance and assess whether any cases need to be reported to the Polytechnic Welfare Department. For a full description of this stage, see Section 3: Factors Affecting Student Academic Performance.

4. Registration recommendation. Based on the previous steps, the counselor explains to the student what his ideal academic load would be and the subjects recommended for his Enrollment. In this phase, questions about credits, requirements, and prerequisites, as well as other aspects related to your progress in the curriculum, are resolved. For more details on this stage, see Section 4: Records and Academic Considerations.

5. Guidance on support resources. As part of the Advancing process, the professor guides the student to improve their study habits and time management. They are also informed about the various support services available at ESPOL, including those provided by the Student Welfare Department, which include comprehensive medical care, student support, and other services detailed in the document. Polytechnic Welfare Services, available in the Academic Advisory System repository. For a more detailed description of this stage, see sections 5 and 6.

6. Review of doubts. A Before concluding the Advancing, it is recommended that the professor ask the student if he or she has any additional concerns about ESPOL's academic processes.

If the instructor does not have an immediate response, they should inform the student that the response will be sent through institutional communication channels, such as email. It is important not to request the student's phone number for this purpose, thus ensuring the proper use of official channels. For more information, the instructor can consult Section 10: Frequently Asked Questions from Students.

7. Closure of the ministry. It is recommended to close by summarizing the key points reviewed, ensuring the student is clear about their enrollment plan, and offering availability for future consultations. At this stage, the student is informed that to complete the advising process, they

must complete the evaluation form, which will allow the guidance provided by the faculty advisor to be assessed. Failure to complete this form will result in a registration block, which will prevent the student from enrolling in the assigned time slot. In this case, they may enroll during the last registration window, but risk not finding a spot in some courses. The aspects on which the faculty advisor will be evaluated are described in section 7.

### **Section 3: Factors affecting student performance.**

According to the literature and based on the analysis of observations and recommendations made by counselors in previous academic periods, factors that can affect student performance include:

1. Health. These are related to physical illnesses or mental health problems (psychological or psychiatric) that may represent a high risk to the student's life, or illnesses that affect their relatives up to the fourth degree of consanguinity and first degree of affinity.
2. Fortuitous situations, force majeure. These are irresistible, unforeseeable events, not attributable to the student's actions, that negatively affect them, preventing them from performing their normal academic activities, such as, for example, natural disasters, situations of violence and insecurity, among others.
3. Domestic calamity. It corresponds to those serious family events that affect the normal performance of the student, such as, for example, the death and/or accidents of family members. such as parents, siblings, grandparents, spouses, and children. This category also includes incidents that seriously affect the student's property or assets.
4. Socioeconomic factors, among them:
  - 4.1 Limited economic condition : A situation in which a severe or total decrease in family income occurs due to various causes, such as the loss of employment of the person on whom the student depends financially, which prevents the student from continuing with the normal development of his or her academic activities.
  - 4.2 Unforeseen family responsibilities, such as caring for a family member, for example, younger siblings, older adults, people with disabilities, among others.
5. Educational bases: These are skills and knowledge previously acquired and that significantly influence the student's performance, such as, for example, the training received from their school or from subjects that are a prerequisite for the subject in which they are having difficulty.
6. Factors attributable to the student's responsibility These are conditions that directly depend on a student's attitude, habits, and organization, affecting their academic performance. These may include, for example, insufficient study time despite having available time for this activity.

If the student indicates that he or she has problems associated with points 1, 2, 3, and 4, it is

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recommended the counselor, with the student's consent, may refer him or her to the Polytechnic Welfare Management, avoiding delving directly into issues that require specialized attention from professionals from the aforementioned unit.

If the student attributes his difficulties to factors associated with point 5, he may be advised to write [toacompanamiento@espol.edu.ec](mailto:toacompanamiento@espol.edu.ec) to receive guidance on personalized tutoring.

Reviewing the factors that affect student performance will allow us to reflect on the appropriateness of registering for the number of credits required to maintain regular student status, as well as the appropriate combination of subjects according to their level of difficulty, thus avoiding academic overload in the PAO.

#### **Section 4: Records and academic aspects to consider**

To learn about aspects related to regular, extraordinary, special registration and extensions, both counselors and students should review the Registration Instructions, which is sent by the Academic Information Department (DIA) via mass mail. Students are also advised to consult the academic calendar available at <https://www.espol.edu.ec/es/vida-politecnica/calendario-grado>, to identify key dates. This calendar is also available in the app My ESPOL.

The following aspects and concepts are important to consider when recommending courses for enrollment, and are described based on the main concerns expressed by students during Advancing sessions:

a. Orderly advance of the mesh. When reviewing a student's progress in the curriculum, it is important to inform them that if they let three consecutive academic periods pass without registering for a subject (as appropriate to their curriculum line), the system will automatically require their registration in that subject to enable registration in others, as shown in Figure 1. Special attention should be paid when students have pending basic science subjects or transversal subjects, such as Programming Fundamentals or English.

b. Credits and regularity. One credit corresponds to 48 hours of academic work. The number of credits is determined by the number of hours of contact time with the instructor. For example, if a course has a 2/1/3 distribution, this means it has:

- Two (2) hours assigned to contact with the teacher (HD), which define the number of credits.
- One (1) hour assigned to the practical hour (HP) component.
- Three (3) hours assigned to autonomous work (HTA).

A regular student is one who is enrolled in at least sixty percent (60%) of the credits allowed by their curriculum in each period. The maximum number of credits is fifteen (15); therefore, to maintain regularity, a minimum of nine (9) credits is required. Those taking the Curricular Integration Unit, which includes the Knowledge Integration Subject and the Integration Project,

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are also considered regular students.

c. Debts for second, third registration and extensions These debts are not generated by

not just for failing a course, but for registering for a second or third course. For example, if a student fails a course and doesn't register for it again, the debt is not accrued.

It's important to note that, until debts are settled, certain procedures, such as obtaining certificates or enrolling in the next PAO, cannot be completed unless the student requests and obtains an extension. For example, if a student takes a course during the Extraordinary Academic Period (PAE), they must pay the tuition for that period before enrolling in the next PAO.

Students have the option to request one (1) extension for the payment of their debts, which is granted only once throughout their student life. It should be noted that the extension is not granted automatically; it must be requested by the student by email to [dia@espol.edu.ec](mailto:dia@espol.edu.ec). It is recommended to use the extension if the amount of the debt is high.

For more information on tuition and fees, we recommend reviewing the Regulations on Tuition, Fees and Rights for the Admissions and Degree levels of ESPOL (4336), available in the repository of the Advancing platform.

d. Application for third registration. According to article 26 of the ESPOL Degree Regulations:

“A student will, exceptionally and automatically, obtain a third enrollment in one or more subjects, courses or equivalent, provided they meet one of the following conditions:

a. Require enrollment for the third time in subjects classified as General Education, Basic Sciences, and Mathematics, in accordance with Article 13 of this regulation.

b. If the student has a general career average equal to or greater than six and a half (6.5), as long as it is not the Curricular Integration Unit.

In the event that a student does not meet the above conditions, or if he or she fails the curricular integration unit for the second time, the student may request from the Sub-Dean of his or her respective faculty a third registration in a course or equivalent, or in an integrative subject, if he or she demonstrates with documentary evidence the occurrence of a fortuitous event or force majeure that caused the loss of the second registration.”

For more information, please review Article 26 of the ESPOL Degree Regulations.

Loss of degree due to third registration. According to article 29 of the ESPOL Degree Regulations:

“If a student fails a subject, course or equivalent for the third time, they will not be able to continue or restart the same program at ESPOL. Students who for this reason cannot continue

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their studies in a program and wish to enter another must abide by the rules of admission of the new degree, and may do so provided that the subject, course or equivalent failed for the third time is not part of or equivalent to any of the curriculum.”

f. Career change. Students may request a change of program within the same public higher education institution after completing at least one regular academic period and passing more than 50% of the courses in the first period of their curriculum. To maintain the free tuition benefit, at least one of these courses must be equivalent to the new program. This change may only be made once. If it is not possible to equivalent at least one course, the right to free tuition will be lost. Program changes are processed through an application available at <https://polimatico.espol.edu.ec/> on the dates established in the institutional academic calendar.

g. Withdrawal from one or more subjects, courses or equivalents. A student can Voluntarily withdraw from one or more courses registered in the current academic period through the system, provided that they do so within the period defined by the institutional calendar, which is 8 business days from the start of academic activities. Outside of this period, withdrawal will only be possible in the case of unforeseen circumstances or force majeure duly justified and documented before the governing council of their academic unit. Additionally, the student must take into account that, if they cancel courses during the course of the academic period, they may have less than nine (9) credits, which would cause them to be a non-regular student with the corresponding generation of debt. For more information, it is recommended to review article 28 of the ESPOL Degree Regulations.

Regarding the possibility of dropping courses, it is recommended that the counselor encourage the student to keep a responsible record, so that a possible withdrawal does not result from an excess of credits. Therefore, it is important for the student to be aware of the possible time limitations to dedicate to studying. Additionally, the student must take into account that, if he/she drops courses during the course of the academic period, he/she may have less than nine (9) credits, which would cause him/her to be an irregular student with the corresponding generation of debt.

h. Pre-professional internships. Pre-professional internships are of two types:

Guy Credits/Hours Period

Business 5 credits/240 hours They can be taken throughout the year, but it is recommended to do them during the PAE to avoid taking up credits for subjects in the PAO, unless the student requires it to obtain regular status.

Community Service 2 credits/96 hours They can be done throughout the year, depending on the planning of the community service projects developed by ESPOL. It is recommended to do them during the PAO.

Credits for pre-professional internships count toward regular enrollment, provided the student has been assigned to complete their internship from 30 days before the start of regular enrollment (registration) until the last day of special enrollment. For example, if a student is registered for 6 credits and registers for 5 credits of pre-professional business internship during the PAO, their total load will increase to 11 credits, allowing them to be considered a regular student.

For more information, both the counselor and the student are recommended to read the document Guidelines for Pre-professional Practices of the Escuela Superior Politécnica del Litoral, ESPOL, and Title 3 of the Degree Regulations of the Escuela Superior Politécnica del Litoral. These documents are available at [www.normativainterna.espol.edu.ec](http://www.normativainterna.espol.edu.ec), as well as in the the Advancing platform repository. Students may also be advised to consult with their respective internship coordinators.

i. Registration on integrative matters. The integrative subject has a total of eight (8) credits, therefore, the student may register for up to seven (7) additional credits to complete the maximum of fifteen (15) credits. To register for the integrative subject, the student must have completed their pre-professional internships, both business and community-based. It should be noted that if a student registers only for the integrative subject, the system will automatically consider them as a regular student.

For more information, both the counselor and the student are recommended to read the document Guidelines for the Planning, Execution and Evaluation of the Integrative Subject Projects, available at [www.normativainterna.espol.edu.ec](http://www.normativainterna.espol.edu.ec), as well as in the repository of the Councillors' platform

j. Registration of complementary subjects. Students may enroll, at no additional cost, in one additional supplementary subject beyond the two (2) supplementary subjects established in their curriculum. Therefore, if a student has passed three (3) supplementary subjects and wishes to enroll in one more, they must pay the corresponding amount per credit that exceeds the amount covered by the free tuition. Likewise, it is mandatory to take at least one subject in each of the following areas: a) Social Sciences and Humanities, and b) Arts, Sports, and Languages.

k. Approval of courses taken on the LinkedIn Learning platform as credits for complementary subjects. According to Resolution No. 22-05-113, approved by the Polytechnic Council on May 5, 2022, the LinkedIn Learning platform is recognized for the homologation process of complementary subjects, provided that the following requirements are met: they must be at least 28 hours long, have been approved, and address topics related to the areas of Social Sciences and Humanities, as well as Art, Sports, and Languages. It is important to note that registration in these courses does not contribute credits to the student's regular attendance. This process is coordinated by the Student Support Department of the Polytechnic Welfare Management.

For more information, students can be directed to [acompanamiento@espol.edu.ec](mailto:acompanamiento@espol.edu.ec).

l. Registration in English. All ESPOL programs include an English program consisting of five (5) subjects. To begin, students must have passed the English MOOC, which is completed during the leveling course. If students did not complete the MOOC at that stage, they may do so once admitted to ESPOL, within the established academic period. The MOOC is valid for one year. Once this requirement has been met, students have the following options to pass the English subjects:

1. Placement test This exam assesses a student's level of English reading, language, grammar, vocabulary, listening comprehension, and writing skills to determine which program subjects they should take. Students who passed the MOOC and have not registered for any English courses have the opportunity to take this placement exam once free of charge and, depending on their performance, validate one, several, or all of the program's courses. It is important to note that the grade obtained on this placement exam will be recorded in the academic system for each English course passed, as appropriate. Furthermore, if the student does not appear to take it, they must enroll in English I.

2. Knowledge validation exam: Students also have the option of passing English courses by taking the knowledge validation exam. The exam is taken individually for each subject (level), according to the dates established by the Center for Foreign Languages (CELEX). The grade obtained will be recorded on their academic record; that is, if they fail or miss the exam, the course will be considered a failed course and the grade will be recorded on their academic record. The knowledge validation exam has a fee for each subject taken, which is generated directly in the system.

3. Enroll in English subjects by level: Students also have the option of enrolling by subject, depending on their level of English.

It is important to note that neither the MOOC nor the English courses are valid for courses approved at academies, certifications, or international exams. If the student requires more information, they may be advised to contact CELEX or write to the following email: [celex@espol.edu.ec](mailto:celex@espol.edu.ec) Finally, it is recommended not to postpone registration for English courses, since if this process is not initiated, after three (3) consecutive academic periods without having taken the course, the system will automatically block registration for other courses. Unblocking will only occur once the student registers for the pending course, in this case, English.

m. Subject in e-learning mode. An e-learning course is one in which the face-to-face learning (FDL) component is taught virtually, both synchronously and asynchronously. The practical component can be delivered in person or virtually, depending on the nature of the practice, and is implemented using an active/ flipped learning methodology. If a student enrolls in a course taught in this format, it is important to inform them of the responsibilities involved, as they will be required to complete activities before, during, and after class. Likewise, students must

remain attentive during class to participate in group or collaborative activities, in which previously reviewed knowledge will be applied and the content covered by the instructor will be explored in depth. Exams may be administered in person or virtually, depending on the requirements of each course.

### **Section 5: Ethical behavior and time management.**

It is important that the advisory professor make the following recommendations to his or her students for better time management, which will allow them to achieve their academic goals:

- a. Properly manage your time to attend classes and complete independent work, planning your activities and considering your responsibilities. It is advisable to study consistently throughout the academic term, avoiding accumulating study material. This facilitates adequate learning and, consequently, the passing of courses. For example, if a course has a 3/2/4 credit distribution, the student must dedicate at least 4 hours per week to independent work.
- b. Review your Virtual Classroom, email, and other communication media used by teachers and students daily, where class materials, assignments, assessments, announcements, and other academic resources are also posted.
- c. Live the polytechnic values and always maintain ethical and responsible behavior in the development of their academic activities. To this end, they should be instructed to review the ESPOL Code of Ethics and the ESPOL Disciplinary Regulations.

### **Section 6: ESPOL Services for our Polytechnic Students**

ESPOL has made various services available to our students to improve their communication and teamwork skills, which are provided through the following centers:

CenterService/Activities Website / Contact

1 Center of Writing Academic (CEA), located in Center of

Information Librarian, (CIB) Workshops and tutoring sessions that promote the development of writing skills, facilitating effective communication. Recommended for all students, especially those enrolling in the Integrative Course. <https://www.escritura.espol.edu.ec/tutorias>

2 Academic Writing Center (AWC) located in Center of Information Librarian, (CIB) Academic writing workshops in English, personalized Advancing sessions, and an academic article review service for publications. <https://www.academicwritingcenter.espol.edu.ec/>

Mail to quotes previous: [awc@espol.edu.ec](mailto:awc@espol.edu.ec)

3 Center of Entrepreneurship and Innovation (I3lab ESPOL) Student clubs that offer students the opportunity to develop in various areas, adapt to university life, and network, among other

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benefits. <https://www.i3lab.org/formacionestudiantes>

#### 4 System of Advice to the Researcher

(SAI) Support service for undergraduate and graduate research projects. We recommend that students registering for integrative courses be informed about this service.

<http://www.sai.espol.edu.ec/Roles.do?so=miu4&link=impl.redirect&nav=0>

A virtual appointment must be requested.

#### 5 Center of Information librarian,

(CIB) The CIB provides open physical spaces for group activities and work. It offers cubicles for small work teams, as well as two (2) laboratories in the circulation area and five (5) laboratories in the laboratory building.

It also has physical and digital library materials, such as databases on communication and other topics that can be borrowed, delivered to your home, or reviewed in the library. <https://www.cib.espol.edu.ec/>

Likewise, since Polytechnic Welfare Management Students are provided with services in different areas such as:

I. Integrative medicine: Medical and nursing care, psychological care, physical therapy, among others. Appointments can be booked through the Polytechnic Wellness Management website <https://www.bienestar.espol.edu.ec/>

ii. Student support: A service that allows students to report suggestions, comments, and academic and administrative complaints. These complaints will be addressed and analyzed by a group of polytechnic professionals to provide alternative solutions. The student support service also includes the Directed Assistantship Program, LinkedIn Learning, the Mentoring Program, and Digital Badges. Students can write to the email address: [acompanamiento@espol.edu.ec](mailto:acompanamiento@espol.edu.ec).

iii. Social work: which includes services for analyzing vulnerable situations, analyzing the socioeconomic situation to change the Socioeconomic Index (ISE), student form, Dona Futuro Project, and the Padrino Plan Project.

For more information on the various services provided by the Polytechnic Welfare Department, we recommend reviewing the Polytechnic Welfare Services document available in the Advancing Platform repository.

### **Section 7: Assessment of the Advancing**

At the end of the Advancing session, the faculty advisor should remind the student to complete

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the evaluation form, which will allow them to understand their experience and identify opportunities for improvement in the Advancing process. If the student does not complete it, the Advancing process will not be considered complete, which will result in delays in completing procedures such as obtaining certificates and enrolling in the assigned time slot.

The questions that will allow the advisor teacher to be evaluated are the following:

1. Through what means was your Advancing process carried out?

- In person

- Zoom or Teams

- Other:

2. Did my counselor maintain a cordial and respectful attitude throughout the entire process? Advancing? Please rate your experience on a scale of 1 to 5, with 1 representing the lowest level of satisfaction and 5 representing the highest level of satisfaction.

3. Did my counselor keep the agreed date and time for the Advancing session? Rate your experience on a scale of 1 to 5, where 1 represents the lowest level and 5 the highest level of satisfaction.

4. What were the main topics addressed during the Advancing? You can select all that apply:

- Academic Processes (registration, free tuition, pre-professional internships, graduation, etc.)

- Polytechnic Welfare Management Services (Medical, Psychological, Sports, etc.)

- Study habits and time management.

- Academic monitoring and guidance in academic decision-making

- Others:

5. Did my counselor provide me with the guidance I needed to make academic decisions? correct in my university life? Please rate your experience on a scale of 1 to 5, with 1 representing the lowest level of satisfaction and 5 representing the highest level of satisfaction.

6. If you had the opportunity, would you recommend your counselor to other colleagues?

Please rate your experience on a scale of 1 to 5, with 1 representing the lowest level of satisfaction and 5 representing the highest level of satisfaction.

7. What suggestions do you have for improving the academic advising process? (Open question)

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optional)

## **Section 8: How and to whom should I report through the advisory platform?**

On the Advisory platform you will find the following boxes:

1. **Observations:** This box records the information that the student has shared with the counselor, such as factors affecting their academic performance or other information that the counselor considers relevant. This information will be recorded in the student's history and will be analyzed globally through the reports that the system provides to the authorities and coordinators. If the counselor considers that the information recorded here should be urgently known by the program coordinator, because it involves important academic aspects that are affecting the student, the counselor has the option of checking the box that says "Send observations by email to the coordinator" as seen in Figure 2. It is important to note that the information recorded in "Observations" can only be viewed by the advisor professor and by the authorities (career coordinator, sub-dean and dean) through the corresponding report.

2. **Recommendations:** This box records the recommendations and agreements reached between the counselor and the student based on the causes that may be affecting their academic performance, among others. This information is also recorded in the student's record and will be sent to the student via email once the Advancing session is completed.

3. **Student Welfare Notification.** If the counselor, during the appointment, observes that the student needs help or services from the Polytechnic Wellbeing areas, such as social work, medical or psychological care, he or she may recommend that the Polytechnic Wellbeing Management analyze his or her situation by sending a message to this unit through this box shown in Figure 3.

## **Section 9: General recommendations**

1. If during the Advancing period, the student does not attend the scheduled appointment and it expires, the professor has two options for the student to schedule a new appointment:

i. Cancel the expired appointment to create a new appointment for the student, or for the student to schedule another appointment at a convenient time.

ii. If the professor does not cancel the appointment, the student will be able to schedule a new appointment after 24 hours, and this may be done only once during the advising period. If the student misses another appointment, they will no longer be able to schedule another one independently. In this case, the professor must cancel the last expired appointment so the student can schedule a new one.

2. If the Advancing period has already ended and the student could not attend due to a fortuitous event or force majeure, and communicates this to his/her advisor professor, the latter may instruct him/her to send an email to the Dean's Office ([deanatodegrado@espol.edu.ec](mailto:deanatodegrado@espol.edu.ec)),

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explaining the reason for their absence and attaching supporting documentation to substantiate their justification. The Dean's Office will assess the situation and determine whether the block is appropriate. If the request is approved, the block will be removed, allowing the student to register for their assigned time slots.

3. It is important to encourage students to stay informed, and to do so, they should regularly check their ESPOL email and other official communication channels, such as Twitter, Facebook, and ESPOL and faculty websites. On this point, students should be clear that any questions they may have should be directed via email to their program coordinator or the appropriate department, depending on the type of concern. Social media is for informational purposes only. Furthermore, all communication directed by students must be respectful and assertive.

4. If the advisor professor has any technical questions, such as problems accessing the advisory portal, he or she can write to [toconsejer@espol.edu.ec](mailto:toconsejer@espol.edu.ec). If you have academic questions not addressed in the Advancing guide, you can write to the program coordinator and/or use the communication channels established by your faculty.

## **Section 10: Frequently Asked Questions**

In this section, you will find a collection of frequently asked questions from students to counselors in previous sessions. The questions have been grouped by content into the following sections: credits, debts, internships, English, and miscellaneous questions.

### **Section A: Credits**

1. How many subjects can a student take per academic period?

Enrollment is not determined by the number of subjects, but by the number of credits. The maximum number of credits a student can enroll in is fifteen (15). To be a regular student, the minimum number of credits is nine (9).

2. What is the formula to obtain the number of credits per subject?

The number of credits is equal to the number of hours of in-person learning (IPL). For example, if the subject is listed as 2/1/3, then the distribution of hours is as follows:

- Two (2) hours correspond to the learning component in contact with the teacher (HD), and, therefore, this subject has two (2) credits.
- One (1) hour corresponds to the development of experimental practical learning, that is, practical hours (HP).
- Three (3) hours correspond to the development of autonomous work (HTA)

### 3. How many credits does the Integrating Subject have?

It has a total of 8 credits, and if a student only enrolls in the Integrative Subject, the academic system automatically considers them a regular student.

### 4. What happens if a student does not have the nine (9) credits to be regular? Do they have to pay any fees?

A student is considered non-regular if he or she has registered for fewer than nine (9) credits, which will generate a debt based on his or her Socioeconomic Index (ISE). Additionally, the student must take into account that if he or she cancels courses during the academic period, he or she may have fewer than nine (9) credits, which would cause him or her to be considered a non-regular student with the corresponding generation of debt.

### 5. If a student has fewer than 9 credits, can they take an extra supplementary subject to become a regular student even though they have already had their supplementary subjects credited?

Students have the option of taking, at no additional cost, an extra complementary subject, in addition to the two complementary subjects established in their curriculum (one in Social Sciences and Humanities, and one in Arts, Sports, and Languages). Therefore, they can take up to a third complementary subject free of charge throughout their studies to be considered a regular student. Likewise, if a student has not taken any complementary subjects and is enrolling in three complementary subjects in this PAO to become a regular student, these three are covered by free tuition. However, if a student decides to enroll in a fourth complementary subject, it will have a per-credit value, other than free tuition.

## **Section B: Debts**

### 6. Can a student register if they have debt?

Until the debts are settled, certain procedures, such as obtaining certificates or enrolling in the next PAO, cannot be completed unless the student requests and obtains an extension.

### 7. Can I request an extension of payment?

Yes. Students may request one (1) debt extension during their student life, which is valid for a single PAO. For example, if the extension is requested for debts that must be paid before enrollment in the I PAO 2025, payment may be postponed until the II PAO 2025 (prior to registration). It is important to note that the extension is not granted automatically; the student must request it by sending an email to [dia@espol.edu.ec](mailto:dia@espol.edu.ec). It is recommended to use the extension if the amount of the debt is high.

### 8. Where can the student check the value of the subject he/she is going to take for the second time?

This information will be provided to the student when they register for the course they are repeating. Payment can be made up until the start of the next PAO or PAE.

### **Section C: Pre-professional Practices**

9. How many credits are allocated for pre-professional business internships, and when can they be registered?

Pre-professional business internships are worth 5 credits, equivalent to 240 hours, and can be completed during regular academic terms or during vacations. If a student decides to complete them during a PAO, they should keep in mind that these credits will be added to their academic load, which could help them maintain their regular student status, if needed. For example, if a student is registered for 6 credits and during the PAO registers to complete their pre-professional business internship for a total of 240 hours, their total load will increase to 11 credits, allowing them to be considered a regular student. Business internship credits will be counted toward the PAO if the student has been assigned to complete them from 30 days before the start of regular enrollment (registration) until the last day of special enrollment.

10. Can a student enroll in the integrative subject even if they have not completed a pre-professional business internship?

No, students must have completed both their pre-professional business internship and community service to enroll in the Integrative Subject program.

11. Will there be pre-professional community service internships on Saturdays?

This depends on the planning of the approved community service projects. Students should contact their program's community service internship coordinator directly via email.

### **Section D: English**

12. What is the English MOOC?

It is a massive open online course, which is mandatory to register for the English I subject.

13. How do I register for the English MOOC?

The CELEX MOOC team will be responsible for registering all students who are in the admission process or who have a pending MOOC. Once registration is complete, they will receive a notification from the Technology Department to your email, informing you that you can access the course through the link [virtual.espol.edu.ec](http://virtual.espol.edu.ec).

14. Why is it necessary to pass the English MOOC?

You must pass the English MOOC, as it is a prerequisite for taking English I. Otherwise, you will

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not be able to enroll in any English courses.

15. What is the minimum grade to pass the MOOC?

The minimum average grade required for the three MOOC modules is 70 out of 100. If you do not achieve this grade in any of the modules, you will need to retake the entire MOOC.

16. What happens if I don't register for English classes?

After the third consecutive academic period of not taking English courses, the system will block your enrollment in the remaining courses.

17. Can I validate the English MOOC or the English subjects?

No. The MOOC and no English subject can be validated with academy courses or international certifications.

18. Can I take an exam that allows me to pass all my English subjects at the same time?

To validate English subjects, students have two options: the placement exam and the knowledge validation exam.

Students who passed the MOOC and have not registered for any English courses have the opportunity to take the placement exam once for free and, depending on their performance, validate all the courses in the program. The knowledge validation exam must be taken for each English course. CELEX schedules and offers three dates per academic period for this exam. If you choose this option to pass a course, your grade will be recorded in the academic system. Please also note that if you cancel the exam and do not show up, a grade of 0 will be recorded in the academic system.

19. Where can I get more information on English-related topics?

You can contact the CELEX secretary, located on the ground floor of block 8I of the FCSH, or communicate by email to [celex@espol.edu.ec](mailto:celex@espol.edu.ec).

20. What happens if I have an international exam such as TOEFL, IELTS, etc.? Even if you have taken an international exam like the TOEFL, IELTS, etc., you must validate your knowledge by first completing the English MOOC. Once this is done, you will be added to the list of applicants for the free placement test.

21. Can I take the knowledge validation exam in an English subject that I failed?

No, the knowledge validation exam is taken using your first registration.

22. How many times can I take the knowledge validation exam?

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The exam may be taken only once per subject. The grade obtained will be recorded on the student's academic record. If the student fails or does not show up for the exam, the subject will be considered failed.

23. Is there a cost for the knowledge validation exam?

Yes, the cost is in accordance with the regulations for fees, registration, and rights for admissions and undergraduate levels at ESPOL.

### **Section E: Miscellaneous Questions**

24. What is the procedure to follow when the student wishes to resume his or her studies? If the student appears as "active" in the system, they must wait until the enrollment period begins to register. If they are listed as "inactive," they must contact the DIA at [dia@espol.edu.ec](mailto:dia@espol.edu.ec) to request the resumption of studies. You can also contact your academic coordinator, who will review your case.

25. What are the subjects included in the program?

Professors can access the faculty portal <https://www.profesor.espol.edu.ec/> and consult the tab corresponding to the curriculum by program.

26. How does a student register for track subjects?

Students can view the available program courses online and may only register if they meet the prerequisite of having passed 30 courses.

27. Can students request to take subjects without a prerequisite?

No. It is not possible to register for a course without meeting its prerequisites.

28. What should a student do to request a change of major?

All changes are made online and managed by the DIA. Students, according to the specific dates published in the ESPOL academic calendar, must submit their application for a change of program directly through the Academic Online platform. To begin this process, students must have passed at least 50% of the courses in their first line of study and have passed at least one course in their target program. Students should be reminded that they can maintain tuition-free tuition with up to a single program change.

29. Where can I find information about applications for career changes?

This information can be consulted at the DIA via email at [dia@espol.edu.ec](mailto:dia@espol.edu.ec).

30. Can a student be a management or academic assistant and complete a pre-professional

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community service internship at the same time?

Yes, you can apply for an assistantship under the ESPOL Regulations for Scholarships and Financial Aid for Undergraduate Students.

31. What happens if a student wants to register, but there is a schedule overlap?

It is not possible to register for courses with overlapping schedules. The counselor must confirm whether the courses are at the same level. If so, the student must contact the academic coordinator to find a solution. If the courses are at different levels, the student must find another convenient alternative.

32. Can you take a higher-level course if you have passed the prerequisite, but it is at a lower level in your curriculum?

It is possible, as long as the subject is available at the time of registration.

33. If a student drops out of school, when will they be able to return without any problems?

The student remains active for five years, counting from the last registration, after that period he enters the system as inactive and must restart his studies by requesting the DIA at the email [dia@espol.edu.ec](mailto:dia@espol.edu.ec).

34. How can I register for a third license plate?

Based on the ESPOL Degree Regulations, registration can be done online and through the system, as long as the student meets one of the following conditions:

a. Requires enrollment for the third time in subjects classified as General Education, Basic Sciences, and Mathematics, in accordance with Article 13 of the ESPOL Degree Regulations.

b. If the student has a general career average equal to or greater than six and a half (6.5), as long as it is not the Curricular Integration Unit.

In these cases, the student will not need to submit a request, as registration can be done directly in the system. If the student does not meet the above conditions, or if he or she fails the Curricular Integration Unit for the second time, he or she may request from the assistant dean of his or her faculty a third enrollment in a course or equivalent, or in an integrative subject. To do so, he or she must provide documentary evidence that the loss of the second enrollment was caused by an unforeseen event or force majeure.



34. Can a student cancel an academic period or subject? Yes. According to article 28 of the Degree Regulations, the following must be done:

“A student pursuing a degree may voluntarily withdraw from one or more subjects, courses, or

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equivalents during a regular academic term, within the period defined in the institutional academic calendar, which in no case may exceed eight working days from the start date of academic activities. During extraordinary academic terms, the deadlines established in the academic calendar will apply. A student may request the Governing Council of their academic unit to withdraw from one or more subjects, courses, or equivalents outside the timeframe defined in the institutional academic calendar, only in the case of unforeseeable circumstances or force majeure, providing documented proof of inability to continue their studies. The declared cause or event must be unforeseeable, irresistible, and not attributable to the student's negligence. The maximum deadline for submitting the request in the cases established in the preceding paragraph shall not exceed two academic terms following the academic term for which the withdrawal request applies, provided that it was not registered in the immediately preceding academic period. In exceptional cases, the Polytechnic Council may resolve requests submitted outside of the maximum deadline indicated. If the withdrawal is made from one or more subjects for which registration was made during the extraordinary enrollment period, the fee paid will not be refunded.

## Appendix C: Procedure for Academic Advisory Session

	<b>PROCESS</b>	<b>Version</b>	03
	<b>PRO-GRA-010</b>	<b>Date</b>	04/07/2025
	<b>ACADEMIC ADVISORY OFFICES</b> <b>RESPONSIBLE</b> DEAN OF UNDERGRADUATE DEGREE		
<b>AIM</b>	Determine the guidelines, requirements, and activities for ESPOL students to access and develop academic advising services.		
<b>SCOPE</b>	From the moment the undergraduate dean's analyst reviews the academic calendar and creates a schedule for advising sessions until the student completes the advising satisfaction survey.		
<b>CUSTOMER REQUIREMENTS</b>			
<ul style="list-style-type: none"> <li>That the Dean of Undergraduate Studies clearly and completely communicate the requirements so that students can be assigned to their advisors and carry out their advising according to their academic planning.</li> </ul>			
<b>DEFINITIONS</b>			
<ul style="list-style-type: none"> <li>Academic counseling: Academic guidance and monitoring of program results are provided through academic advising, which is conducted by a counselor who will provide appropriate guidance to students who require it due to their academic status and performance.</li> <li>Counselor: Professor with a counseling academic load, designed to guide students at different levels in the aspects necessary for their proper development during their academic career.</li> <li>Students on probation: These are students who have exceptionally obtained a third grade in one or more subjects.</li> <li>Advisory System: System that supports management and facilitates allocation activities, planning and recording of academic counseling.</li> <li>DG: Dean's Office.</li> <li>DAY: Academic Information Directorate</li> <li>GTSI: Information Technology and Systems Management.</li> <li>GBP: Polytechnic Welfare Management.</li> <li>PAO: Ordinary academic period.</li> <li>UA: Academic Unit.</li> </ul>			
<b>REFERENCE DOCUMENTS</b>			
Documents used in the process: <ol style="list-style-type: none"> <li>Request for artwork design for dissemination by the Councils via email.</li> <li>Proposal of arts for dissemination by the Councils.</li> <li>Supporting documents for counseling may include: <ul style="list-style-type: none"> <li>Recommendations on the current situation in the country.</li> <li>Recommendations for health issues.</li> <li>Other supporting documents.</li> </ul> </li> <li>Approval of updated supporting documents.</li> </ol> Related internal documents: <ol style="list-style-type: none"> <li>Degree Regulations.</li> <li>GUI-GRA-001 Counselor's Guide.</li> </ol>			
APPROVED BY	 irmado electrónicamente por: <b>MARCOS NICOLAJEEF BUESTAN BENAVIDES</b>		
	MARCOS BUESTÁN BENAVIDES, PH.D.		
	DEAN OF UNDERGRADUATE DEGREE		

**ACADEMIC ADVISORY OFFICES**

PRO-GRA-010

VERSION: 03

DATE: 04/07/2025

**APPROVED BY:**

MARCOS BUESTÁN BENAVIDES, PH.D.

**External documents:**

1. Organic Law on Higher Education.
2. Regulations of the Academic Regime.

**POLICIES**

1. ESPOL officials or employees involved in this process are responsible for carrying out the activities defined in this flowchart with competence, honesty, and efficiency, taking into account the policies established by the institution for the development of the process and complying with applicable internal and external regulations. The positions defined in this process are generic and are held by officials or employees who may have a position with another title. This difference in the title of the positions does not relieve them of their responsibility in carrying out the activities defined in the flowchart.
2. ESPOL officials or employees are responsible for the organization, conservation, use and management of documents and indicators.
3. Email notifications and decisions cannot be archived in the institution's document management systems. These documents will serve solely as communications and will be managed according to their operational lifecycle, without being incorporated into administrative or historical records. Emails considered documents used in the process are exempt from this policy.
4. Counseling will be provided for the purpose of providing academic guidance and monitoring the results achieved by students throughout their studies, ensuring they acquire the skills necessary for an effective transition to the workforce.
5. The analyst of the Dean of Degree (DG) will be responsible for updating the relevant supporting documents for subsequent approval by the Dean of Degree
6. The Director General will train teachers through in-person or online courses when deemed necessary to develop a refresher or training process, in addition to disseminating guidelines or information required prior to the development of the Advisory Councils.
7. Program coordinators must verify that the professors scheduled to be assigned academic advising duties have the approval of the Vice-Rectorate for Teaching, or request it at least one week prior to the start of the advising period.
8. For the automatic assignment of advisors, efforts should be made, based on availability, to ensure that a student's advisor is retained from the beginning to the end of their degree.
9. If it is not possible to automatically assign an advisor to a student, the UA program coordinator will be responsible for doing so. The assignment must ensure a balanced number of advisors per professor and take into account the hours devoted to the advisory services.
10. Program coordinators may manually reassign students to advisors only when strictly necessary. For example, if a faculty member is approved as an advisor after automatic assignment and does not appear on the initial list, students must be assigned manually.
11. Counselors and students will be notified via their institutional email and/or official communication channels about the start of academic advising sessions, using the Advising System.
12. The Counseling System will be open 72 business hours (3 days) before the start of the counseling period so that the teacher can plan his or her counseling schedules in advance.
13. The counselor must consider the following aspects for counseling:
  - Review the academic history of assigned students, as well as previous observations and recommendations, if any, in order to properly follow up on them.

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- For novice students, provide information resources specially developed for them by the DG, such as the virtual induction video for novices.
- Conduct in-person counseling sessions, as this ensures more effective interaction and comprehensive support for students. When in-person sessions are not possible, virtual and synchronous counseling sessions can be conducted using platforms such as Zoom or Microsoft Teams, ensuring fluid and direct communication. However, other asynchronous or instant messaging methods will not be considered valid, as they do not provide adequate and reliable academic guidance.
- During the counseling session, the counselor must monitor the student's academic performance and provide the necessary guidance regarding study techniques, time management and organization, and other recommendations specific to their program to improve their academic performance.
- The counselor must provide basic information regarding the main academic processes, such as: enrollment, course validation, program changes, pre-professional internships, second and third enrollments, graduation projects, among others as applicable, and provide the necessary resources and guides where students can obtain more complete information on these and other academic topics.
- If during the counseling session the student reports any management issues or problems with a teacher, the counselor may refer the case to the program coordinator of the academic unit and/or the Vice- Rector's Office for Teaching for further attention.
- If, during counseling, the counselor detects or identifies factors that affect the student's academic performance, such as physical illnesses, health problems, or others mentioned in the GUI-GRA-001 guide, they may report them to the GBP.


14. The information required for the counselor to carry out counseling appropriately and address student concerns according to the PAO will be detailed in the Academic Counseling Guide and other documents uploaded to the Counseling System repository.

15. All students must complete Counseling sessions according to the following established schedule:

<b>First Session prior registration (PAE) (April)</b>	<b>After the first evaluation of the I Term (July)</b>	<b>After second evaluation of the first term (September)</b>	<b>After the first evaluation of the II Term (December)</b>
Mandatory for all the students	Mandatory for novice students and students on probation	Mandatory for students with: - Average below 6.5 - Repeating two or more subjects - Students on probation - Newbies	Mandatory for novice students and students on probation

16. For an extraordinary counseling session, the student may request an appointment outside of regular sessions via email to his or her counselor and agree on the day and time of the session through that means.

17. If a student, who is required to attend counseling, fails to do so within the established timeframe, a block will be placed on the system. This block will prevent the student from registering for the assigned time. Additionally, the DIA will block the generation of certificates.

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18. If the advising period has ended and the student was unable to attend due to unforeseen circumstances or force majeure, they must notify their advisor. The advisor may instruct them to send an email to the Director of Education ( decanatodegrado@espol.edu.ec ) in which they explain in detail the reason for their absence and attach supporting documentation to justify their situation.

Once the request is received, the Director of Education will evaluate the case and, if deemed appropriate, will unblock the application. If approved, the block will be removed from the system, allowing the student to register during their assigned time slots.

19. Once the student has completed the Counseling Satisfaction Survey, the non-value debt will be automatically released by Academic Counseling.

20. The report of the academic counseling sessions conducted by the counselor will be used for the comprehensive evaluation process of the professor, taking into account that only the regular counseling periods will be evaluated.

21. At the end of the Counseling process, a report will be sent by the Counseling System to the authorities of each unit.

PROCESS MEASUREMENT AND CONTROL		
Indicator Name:	Satisfaction with academic counseling	
Indicator Description:	Average scores obtained by counselors in the counselor satisfaction survey.	
Calculation Method:	<div></div>	
Measurement Frequency:	PAO	
Report Frequency:	PAO	
Unit of Measurement:	Survey scale number	
Responsible:	Head of the Academic Unit	
Performance range:	Under Control:	> 8
	Out of Control, Not Critical:	7 to 8
	Out of Control, Critical:	<7
Goal:	9	
Source of information:	Advisory System	

## Appendix D: Student Support Process

### Article 1. Objective

Provide support and follow-up on academic and administrative requests submitted by ESPOL undergraduate students, ensuring timely resolution or referral to the appropriate unit

### Article 2. Scope

Covers all steps from the moment a student submits a request via any official channel until the Student Accompaniment Analyst communicates the resolution to the student or escalates the case to the competent area

### Article 3. Student Requirements

- Endorsement by Academic Unit authorities for the accompaniment process.
- Collaboration from faculty to address academic-type requests.
- Submission of requests in a respectful manner, with supporting evidence if available.
- Article 4. Definitions
- GBP: Polytechnic Welfare Unit (Gerencia de Bienestar Politécnico).
- Student Accompaniment: Activity of attending to academic and administrative requests from students to facilitate their teaching-learning process.
- Analyst: Staff member responsible for receiving and managing student requests.
- Sub-Dean: Academic authority involved when requests require pedagogical or attitudinal intervention

### Article 5. Communication Channels

- Students may submit requests through:
- Online Accompaniment System on the GBP website
- Email: [acompanamiento@espol.edu.ec](mailto:acompanamiento@espol.edu.ec)
- WhatsApp Line: 096 848 1047

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- Microsoft Teams channel for freshmen
- Article 6. Reference Documents
- Student request form
- Notifications to faculty and Sub-Dean
- Sub-Dean intervention request
- Satisfaction survey form
- Relevant institutional regulations (Degree, Discipline, Scholarships)

#### Article 7. Policies

All involved personnel shall perform duties with competence, honesty, and efficiency, abiding by institutional and legal norms.

- Documents must be organized, preserved, and securely managed.
- Analysts must acknowledge receipt and referral of requests within 24 hours.
- Competent areas have 48 hours to respond to referred requests.
- Unresolved or attitudinal issues are escalated to the Academic Unit's Governing Council, with psychological support if needed.
- Persistent pedagogical concerns are notified to the Academic Unit, Dean's Office, and CISE for further management.
- Upon closure, students complete a satisfaction survey

#### Article 8. Process Measurement and Control

##### Indicator 1: Request Resolution Rate

Calculation:  $(\text{Number of student requests managed} \div \text{Total requests submitted}) \times 100$

Frequency: Per Academic Period

Targets:  $\geq 85\%$  (In Control); 70–85 % (Warning);  $< 70\%$  (Critical)

Responsible: Student Accompaniment Analyst

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## Indicator 2: Student Satisfaction Index

Calculation:  $(\text{Sum of satisfaction scores} \div \text{Number of respondents})$

Frequency: Per Academic Period

Targets:  $\geq 7$  (In Control); 6–7 (Warning);  $< 6$  (Critical)

Responsible: Student Accompaniment Analyst

## Appendix E: Assessment of Learning Outcomes

### SCOPE

Establish the guidelines, requirements, and activities necessary to carry out the process of evaluating student learning outcomes in accordance with the measurement path established by the program and the continuous assessment criteria.

From the moment the DAR Analyst requests to load the learning paths into the SAAC application, until the Presentation of the summary to the authorities, managers and personnel involved.

### CUSTOMER REQUIREMENTS

- That the necessary information to plan or enter the learning outcomes to be measured, as appropriate, be provided to the International Accreditation Coordinator of the degree program/Degree Coordinator before the start of the academic period.
- That the evaluation of student learning outcomes is evident according to the measurement routes established.
- That the development of career improvement actions be evident.
- That the courses achieve the established goals of the learning outcomes as appropriate.

### DEFINITIONS

- DAR: Accreditation and Rankings Directorate
- GTSI: Information Technology and Systems Management.
- Academic staff: Academic staff are considered to be tenured and non-tenured professors at ESPOL.
- Academic support staff: Academic support staff are considered to be teaching technicians, laboratory technicians, research and art.
- SAAC: Academic Administration System.
- CTP: Polytechnic Workload.
- Undergraduate program advisory committees: This body supports the evaluation and continuous improvement process for the institution's undergraduate programs,

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comprised of representatives from the professional or labor sector.

- **Evaluation cycle:** A period established for measuring learning outcomes, facilitating rapid interventions and timely adjustments.
- **Learning Outcomes:** These are clear and measurable statements of what a student is expected to achieve at the end of a learning period. Learning outcomes are aligned with competencies and must be measurable to ensure compliance with academic standards.
- **Cross-curricular Learning Outcomes:** These are learning outcomes that are applicable across multiple disciplines and contexts. Cross-curricular learning outcomes are aligned with institutional competencies.
- **Competence:** In relation to the E2021 educational model, a competency is the ability to integrate information, skills, values, and technology to act effectively in diverse contexts of the 21st century, seeking individual and global well-being. Unlike "soft" skills, a competency comprehensively encompasses several components of diverse nature. It should be emphasized that competencies are constantly developing processes, not final achievements.
- **Program Learning Outcomes:** These are the specific learning outcomes of a program. These outcomes are aligned with the graduate profile and the competencies required in their professional field. This category includes Program Learning Outcomes (PLOs) and any other classifications indicated by an accreditation agency.
- **Achievement of learning outcomes:** Successful achievement of a learning outcome or competency requires that all the criteria associated with said result are met during the evaluation.
- **Measurement route:** It is the assignment of the subjects that measure the corresponding Learning Outcome, for each specific level of the mesh.
- **Rubric:** This is the instrument that defines an assessment system by breaking down criteria and performance levels. It should be clear and aligned with learning outcomes, providing a framework for both formative and summative assessment. It also serves as a guide for students and assessors regarding the expected achievements at different levels.
- **Measurement instrument:** These are activities designed by teachers to measure the achievement of learning outcomes, applying the corresponding rubric for assessment. The validation and reliability of these activities are crucial to ensure that the assessment is effective both quantitatively and qualitatively. For example, reports or results reports for laboratory practices, projects, oral presentations, logs, case studies, workshops,

among others.

## **REFERENCE DOCUMENTS**

1. Documents used in the process:
2. Measurement route FT-01-V01/PRO-DAR-004
3. Presentation of the learning outcomes measurement route.
4. Rubrics for learning outcomes.
5. Evidence of socialization.
6. Report on measurement and improvement actions for learning outcomes. FT-02-V01/PRO-DAR-004
7. Continuous improvement report on learning outcomes. FT-03-V01/PRO-DAR-004
8. Measurement and improvement actions report FT-04-V01/PRO-DAR-004
9. Measurement summary of all races. FT-05-V01/PRO-DAR-004

## **Related internal documents:**

1. ESPOL Statute.
2. Statutory structure of organizational management by processes.
3. ESPOL learning outcomes.
4. Guidelines for the formation of advisory committees for ESPOL undergraduate programs.
5. Guidelines for ESPOL online courses.
6. Guidelines of the ESPOL E-learning Strategy.

## **EXTERNAL DOCUMENTS:**

1. Organic Law on Higher Education (LOES)
2. from various associations and accreditation agencies in force in the institution.

## POLICIES

1. ESPOL officials or employees involved in this process are responsible for carrying out the activities defined in this flowchart with competence, honesty, and efficiency, taking into account the policies established by the institution for the development of the process and complying with applicable internal and external regulations. The positions defined in this process are generic and are held by officials or employees who may have a position with another title. This difference in title does not exempt them from their responsibility in carrying out the activities defined in the flowchart.
2. ESPOL officials or employees are responsible for the organization, conservation, use and management of the documents.
3. Notifications and decisions sent via email will not be subject to archiving in the institution's document management systems. These documents will serve solely as communications and will be managed according to their operational life cycle, without being incorporated into administrative or historical records. If their archiving is required, temporary conservation, specific guidelines will be established for its safekeeping and disposal according to current institutional guidelines.
4. The International Accreditation Coordinator is responsible for planning the measurement path for the learning outcomes of professional- level courses. In situations where the program does not include this activity assigned according to the CTP, the Program Coordinator will assume this role. For cross-curricular courses, those responsible will be designated by the Assistant Dean of the corresponding Academic Unit.
5. The evaluation cycle is established by the International Accreditation Coordinator in conjunction with the DAR, through annual interim reviews that assess the effectiveness of the measurement pathways, the relevance of the evaluation instruments, and their alignment with institutional competencies.
6. The measurement routes for professional subjects must have at least 3 subjects to carry out the measurement.
7. In the case of cross-curricular subjects, there must be at least one subject in the learning outcomes measurement path.
8. To ensure a balanced workload, a maximum of two learning outcomes may be established per subject. (In exceptional cases, a third learning outcome may be assessed, provided it is adequately justified in terms of academic relevance and pedagogical need.)
9. The number of Learning Outcomes to be measured per teacher will be defined by the Accreditation Coordinator. International, seeking to balance the teacher's workload.

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10. The measurement rubrics are available on the DAR website. You must log in with your credentials. institutional to access resources.
11. Academic support staff may assist in carrying out measurements of the practical component of the subject, following the established guidelines of the process.
12. Academic staff must submit the report on the measurement and evaluation of student learning outcomes before the end of the regular and/or extraordinary period in which the measurement is carried out.
13. The academic staff must carry out the Report on the measurement and improvement actions of the learning outcome, available on the DAR website.
14. The Subject Coordinator for Measuring Learning Outcomes is responsible for planning, together with the faculty members of their program, the measurement instruments to be applied during the semester, verifying consistency between the measurements and the findings obtained. They must also define specific actions aimed at the learning outcomes of the course, the program, and/or the measurement instruments. They are also responsible for sharing the findings with the program's International Accreditation Coordinator and ensuring the implementation of improvements focused on the quality of the measurements. If there is no Subject Coordinator assigned according to the CTP, these functions will be assumed by the International Accreditation Coordinator.

### **Compliance with the Learning Outcome**

Determine whether a learning outcome is a career or transversal learning outcome evaluated at each learning level has met the established goal.

It is based on the evaluation of the criteria associated with the result of learning, considering that the percentages of students at the levels of the "Exemplary" and "Satisfactory" rubrics for each criterion meet or exceed the established goal.

- Meets the goal: If all criteria associated with the learning outcome meet the goal of the corresponding level.
- Does Not Meet Goal: If one or more criteria does not meet the goal for the corresponding level.
- According to what is established by the race According to what is established by the race

Qualitative: "Meets the goal" or "Does not meet the goal" International Accreditation Coordinator

## Appendix F: Supervised Practice Regulations

The National Development Plan, in its objective 3, establishes the following: Improve the population's quality of life. In accordance with this objective, the Escuela Superior Politécnica del Litoral (Higher Polytechnic School of the Coast) offers a Nutrition and Dietetics program within the Faculty of Life Sciences as part of its third-level undergraduate academic offerings. This program contributes to strengthening this objective, given that it aligns with the institution's mission by providing society with excellent professionals with ethical principles capable of improving the quality of life through nutritional education, healthcare, and dietary planning for the prevention and treatment of problems related to the nutritional status of our environment.

The academic training of students in the Nutrition and Dietetics program includes the practical application of the skills acquired during the undergraduate level in the Rotating Internship program, such as executing the Nutritional Care Process and using standardized nutritional language for individuals, groups, and populations of different ages and health statuses, in a variety of settings.

To be eligible for the Rotating Internship program, students must have passed all subjects, modules, or equivalents of the current curriculum, up to level 400-2. The requirements are detailed in the section on requirements for enrollment in the Rotating Internship.

Finally, the completion of the Rotating Internship includes compliance with minimum requirements, rules and standardized provisions established in these regulations and other regulations applicable to the Internship.

### **WHEREAS:**

That, Article 355 of the *ibid.* rule determines in the pertinent part: “The State will recognize the Universities and polytechnic schools have academic, administrative, financial, and organizational autonomy, in accordance with the objectives of the development regime and the principles established in the Constitution (...) Universities and polytechnic schools are recognized the right to autonomy, exercised and understood in a supportive and responsible manner. This autonomy guarantees the exercise of academic freedom and the right to seek the truth, without restrictions; the government and management of themselves, in accordance with the principles of alternation, transparency, and political rights; and the production of science, technology, culture, and art. (...)”;

The current Academic Regime Regulations, in Articles 53 and 54, determine: “The Pre-professional practices and internships in third-level programs are learning activities aimed at applying knowledge and/or developing professional skills. These practices will be carried out in organizational, institutional, business, community, or other settings related to the professional field of the program, whether public or private, national or international. "(...) In programs that have rotating internships, these will be considered pre-professional practices."

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Article 142 of the aforementioned regulation determines: "Tuition for Rotating Internship. - In the case of careers in the specific field of health that require a Rotating Internship, the tuition for this stage of training will be annual":

That, The Technical Standard for Teaching Assistance Units was issued by the Ministry of Public Health through Ministerial Agreement 4604, published in the Official Registry Supplement 377 of November 18, 2014, the last modification was made on June 23, 2015. This standard aims to: "To regulate aspects related to the care-teaching relationship between HEIs and healthcare establishments, and thus facilitate the training of excellent professionals who are relevant to the reality of healthcare in our country";

The Technical Standard for Rotating Internships in Health Establishments was issued by the Ministry of Public Health through Ministerial Agreement 5286, published in the Official Registry Supplement 690 of February 15, 2016, whose last modification was made on September 5, 2019. This rule in its Art. 1 establishes: "The purpose of this Standard is to establish the regulatory, technical and procedural basis for the connection of students of health sciences courses at institutions of the higher education system in health establishments of the Comprehensive Public Health Network and the Complementary Private Network, through an individualized Rotating Internship agreement";

That, Article 1 of the current ESPOL Statute states: "The High School The Polytechnic School of the Litoral (ESPOL) is a higher education institution, a legal entity under public law, non-profit, autonomous in academic, administrative, financial, and organizational aspects. Its duty is to seek the truth in the different areas of knowledge within the framework of the Constitution, the trends of science and technology, and the values of secular ethics. It is governed by the provisions of the Constitution of the Republic of Ecuador, the Organic Law of Higher Education (LOES) and its General Regulations; where applicable, by Executive Decree No. 1664 of October 29, 1958, which created the Polytechnic School of the Litoral; and by this Statute and the internal regulations of the institution. Article 4 of the Law of Universities and Polytechnic Schools published in Official Gazette 243 on May 14, 1982, named it the "Polytechnic School of the Litoral."

(ESPOL). Its registered office is in the city of Guayaquil, where its headquarters are located.; That, The *ibid.* rule in its article 2 establishes that: "The Polytechnic School of Litoral is a public institution governed by the principles of responsible autonomy and quality, co-governance, equal opportunity, democracy, relevance, integrity, and self-determination for the production of thought and knowledge within the framework of the dialogue of knowledge, universal thought, and global scientific and technological production. Furthermore, as part of the System of Inclusion and Social Equity, it is also governed by the principles of universality, equality, equity, progressiveness, interculturality, solidarity, and non-discrimination, enshrined in the Constitution of the Republic of Ecuador and the Organic Law of Higher Education.

Its activities are directed toward the comprehensive development of human beings, contributing to the country's development, the achievement of social justice, the strengthening

of national identity, the affirmation of democracy, peace, human rights, and the defense and protection of the environment.

The Escuela Superior Politécnica del Litoral is a community made up of authorities, professors, students, employees and workers.

That, The ESPOL Statute, in its articles 3 and 4, determines the mission and vision institutional, respectively: “Article 3.- Mission.- To cooperate with society to improve the quality of life and promote sustainable and equitable development through comprehensive and competent professional training, research and innovation.”

“Article 4.- Vision.- To be a consolidated academic community, with high international standards, of creative and innovative leaders who respond promptly to the needs of society.”; That, The Polytechnic School of the Coast considered it necessary to regulate the practices Pre-professional programs that students of the Nutrition and Dietetics program at ESPOL will undertake through a Rotating Internship in both public and private Teaching Assistance Units in Ecuador. The aforementioned Regulations govern the academic activities that students and faculty will carry out, and the responsibilities of all institutional stakeholders involved in the different phases of the Rotating Internship; That, The Teaching Commission in a session held on November 10, 2020, learned and analyzed the draft "Regulations for the Rotating Internship program of the Nutrition and Dietetics Degree of the Faculty of Life Sciences", considering the Official Letter ESPOL-FCV-OFC-0206-2020, dated October 7, 2020, signed by Julia Nieto Wigby, Ph.D., Dean of the Faculty of Life Sciences, which details the Draft Regulations for the Rotating Internship of the Nutrition and Dietetics Degree Dietetics of the FCV, after which, the Teaching Commission, through recommendation No. C-Doc.2020-251 sends the draft regulations to the Polytechnic Council for approval; that, in the session of November 19, 2020, Paul Herrera, Academic Vice-Rector, made the reading and explanation of the project of “Regulations for the Rotating Internship Program of the Nutrition and Dietetics Degree of the Faculty of Life Sciences” FCV.

Therefore, the full Polytechnic Council discusses the document and in accordance with the provisions of article 23, letters e) and k) of the Espol Statute, empowered legally, statutorily and by regulation, RESOLVES: To issue the following Regulations for the Rotating Internship program of the Nutrition and Dietetics Degree of the Faculty of Life Sciences, FCV:

## **CHAPTER I GENERAL ASPECTS**

Art. 1.- *Purpose.* -The purpose of these regulations is to regulate the pre-professional internship activities that students of the Nutrition and Dietetics program at the Escuela Superior Politécnica del Litoral will undertake through the Rotating Internship program, to be held in health facilities within the Comprehensive Public Health Network or the Complementary Private Health Network.

Art. 2.- *Scope.* -This instrument will be applicable to students of the Nutrition and Dietetics

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program at the Faculty of Life Sciences at ESPOL, who must complete a Rotating Internship (Pre-professional Practice) in their field of training, duly monitored, as a prerequisite to obtaining their degree.

Art. 3.- *Specific objectives.* -The specific objectives of this instrument are the following:

- a. Establish the requirements and guidelines necessary for students of the Nutrition and Dietetics program to access the Rotating Internship program.
- b. Regulate the performance evaluation process of inmates in the Rotating Internship program for their respective approval.
- c. Establish the guidelines for the activities of the academic tutors of the Rotating
- d. Internship program to achieve the learning objectives.

Art. 4.- *Objectives of the Rotating Internship.* -The main objectives of the Rotating Internship are the following:

- a. To consolidate the disciplinary competencies of students in the Nutrition and Dietetics program in a hospital and community setting under the supervision of the respective academic unit tutors.
- b. Contribute to the comprehensive promotion of the population's health according to the locations assigned for the Rotating Internship program.

Art. 5.- *Terminology.* -For the application of this regulation, the following terms shall be considered:

- a. Assistance-teaching agreement: It is the agreement of wills signed between the institutions participating in the care-teaching relationship, regarding the conditions, commitments, and responsibilities of each of the parties, formalized in a document.
- b. Rotating Internship Coordinator: Responsible for the planning and execution of the Rotating Internship in conjunction with the Nutrition and Dietetics Program Coordinator and academic tutors.
- c. Academic Director of Rotating Internship: Responsible for teaching academic tutoring during rotations and for the academic evaluation of the Rotating Internship.
- d. Community Service Coordinator: Responsible for attendance and accreditation of hours in the linkage system, completed in each rotation of the Supervised Practice.

e. Academic tutors of the Rotating Internship: Faculty members responsible for monitoring and evaluating the performance of Rotating Internship activities in hospitals and health centers. The

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tutor faculty member must enforce the learning outcomes of the Rotating Internship program.

f. Regular student: The status of regular student is acquired in the respective ordinary academic period, after enrolling in at least sixty percent (60%) of all subjects, courses or equivalents or hours and/or credits that the curriculum allows in the corresponding period, and will maintain that status until the beginning of the new ordinary academic term.<sup>1</sup>

g. Comprehensive Public Health Network (RPIS): It is the union or organized group of public institutions designed to provide a continuous and coordinated service to the Ecuadorian population. It includes: the Ecuadorian Social Security Institute (IESS), the Armed Forces Social Security Institute (ISSFA), the Ministry of Public Health (MSP), and the National Police Social Security Institute (ISSPOL).

h. The Rotating Internship program can be established in any of the establishments that depend on the institutions mentioned above, or others, if the Ministry of Public Health deems it appropriate.

i. Complementary Private Network: It is made up of health entities or establishments that provide their services privately and are for-profit.

j. Teaching hours during the Rotating Internship: Period of time established to develop teaching and learning processes in teaching care units, concomitantly with clinical practice.

k. Rotating intern: A regular ESPOL student in their final year of the Nutrition and Dietetics program (third level) and who, after being declared eligible, is completing the Rotating Internship program at one of the Comprehensive Public Health Network or Complementary Private Health Network facilities to acquire practical skills and/or abilities under qualified supervision. Rotating Interns will not lose their regular student status during the Rotating Internship.

l. Rotating Internship in the Nutrition and Dietetics career: A program in the area of teaching and care integration for the Nutrition and Dietetics program at ESPOL, which aims to apply and deepen students' knowledge, skills, and abilities.

m. To achieve its objective, the Rotating Internship program lasts one calendar year and will be offered to students who have completed their curriculum, including the core course. It will begin and end on the dates established in the Ministry of Public Health's program and will be offered on a mandatory basis, under the internship program, in health facilities of the Comprehensive Public Health Network and the Complementary Private Network.

n. Patient: Noun used to refer to people who require medical attention from a doctor or other medical professional due to some type of illness or discomfort. It is also the person who receives the services of a doctor or other health professional and undergoes an examination, treatment, or intervention.

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ñ. Training practice in health: An educational strategy planned and organized by ESPOL that seeks to integrate academic training with the provision of health services, with the goal of strengthening and generating competencies, capabilities, and new knowledge among students and faculty members in health training programs. All of this is within a framework that promotes respect for patient rights, quality of care and the autonomous, responsible and ethical practice of the profession.

o. Rotation: The time during which a student trains in a specific service at a healthcare facility. This is related to the facility's service needs, educational programming, and the students' learning needs.

p. Assistance-Teaching Coordination Committee (ComCAD)): Administrative unit formed between the health establishment and ESPOL, whose functions are coordination, monitoring and evaluation of the healthcare-teaching activity carried out in the respective Healthcare Teaching Unit.

q. Teaching assistance unit (UAD): A public or private healthcare facility designed to integrate teaching and healthcare to strengthen competencies, knowledge, and practices that promote the healthcare component of future healthcare professionals, within a framework focused on health promotion, disease prevention, treatment, and rehabilitation. It has a participatory structure and specific designated responsibilities, as contemplated in the Technical Standard for Teaching Healthcare Units and within the framework for the implementation of the Comprehensive Healthcare Model (MAIS) at all levels of care.

Art. 6.- pre-professional internships in the Nutrition and Dietetics program. -Pre- professional internships in the Nutrition and Dietetics program correspond to the Rotating Internship program, with its hospital and community rotations. These internships are governed by these regulations, ESPOL's internal rules, and the regulations of the relevant education and health systems.

## **CHAPTER II**

### **ACTORS AT THE ROTATING BOARDING SCHOOL**

Art. 7.- Actors in the Rotating Internship process. -The following individuals are responsible for developing the pre-professional internship process through the Rotating Internship:

a. Technical Standard for Teaching Assistance Units

b. Academic Unit Council

c. Career Coordinator

d. Rotating Internship Coordinator

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e. Academic Director of Rotating Internship

f. Community Service Coordinator

g. Academic tutor

h. Rotating Interns.

*(Article amended by Resolution No. 22-11-427 adopted by the full Polytechnic Council, in session held on November 24, 2022)*

Art. 8.- Powers of the Career Coordinator. - The responsibilities of the Career Coordinator are as follows:

a. Submit to the Subdean's Office the hiring needs for academic tutors, if necessary, for the development of rotating internship practices.

b. Recommend the academic tutors' workload in the polytechnic program according to the needs of the program and the Rotating Internship.

*(Article amended by Resolution No. 22-11-427 adopted by the full Polytechnic Council, in session held on November 24, 2022)*

Art. 9.- Powers of the Rotating Internship Coordinator. -The responsibilities of the Rotating Internship Coordinator are as follows:

a. Comply with and enforce the ESPOL Statute and other institutional and national regulations inherent to its function and in relation to the Rotating Internship.

b. Prepare the annual planning of the Rotating Internship and submit it to the Academic Unit Council for approval through the corresponding regular body.

c. Review compliance with the entry requirements for Rotating Interns.

d. Organize teaching-assistance coordination activities for the Rotating Internship between the program and the UADs.

e. Coordinate the process of assigning places to students who register for the Rotating Internship.

f. Assist or delegate to an academic tutor in the ComCAAd of the UADs.

g. Strengthening the well-being of students in the rotating boarding school.

h. Submit to the Career Coordination at the end of the rotations, or when the case requires it, a

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report regarding the development of the Rotating Internship.

- i. Communicate in writing to the Career Coordination about the activities and developments that occur during the Rotating Internship on an ongoing and permanent basis.
- j. Share with the tutors the schedule for the Rotating Internship and the hospital and community rotation areas.

**Monitor and evaluate academic tutors.**

Art. 10.- Powers of the Academic Director of the Rotating Internship. -The powers of the Academic Director of the Rotating Internship are as follows:

- a. Participate in the development, review and updating of the course content corresponding to each rotation.
- b. Teach in-person or virtual classes, theoretical or practical, at the UAD or ESPOL.
- c. Review the care activities performed by inmates in health units according to the established academic tool.
- d. Develop and update the evaluation instrument.
- e. Evaluate the theoretical component of the corresponding rotation. The percentage is 65% according to the established rubrics.
- f. Evaluate student performance based on the learning outcomes of the program in coordination with academic tutors.
- g. Prepare teaching materials, teaching guides or course content, in coordination with academic tutors.
- h. Participate and organize academic groups for debate, training, or exchange of teaching experiences every 6 months among rotating interns.
- i. Review the portfolio corresponding to the theoretical component of each student's final assessment. This portfolio must be uploaded to the linking platform and must include the platform's rubric and assessment.
- j. Coordinate the entry of transcripts into the corresponding system and share them with the program and rotating internship coordinators.

Art. 11.- Powers of the Community Service Coordinator. -The responsibilities of the Community Service Coordinator are as follows:

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- a. Determine the demand for students who need to enter the Rotating Internship, considering that rotations begin once a year. Validate the list of students who will be admitted to the Rotating Internship in conjunction with the Rotating Internship Coordinator. Admitted students must meet the established entry requirements for enrollment in the Rotating Internship.
- b. Provide guidance to academic tutors and rotating interns in managing the placement system. This guidance should include assignment creation, final assessment, and the uploading of rubrics into the system for accreditation of hours.
- c. Generate a semiannual report (Nutrition Outreach Plan). The report must include the history of allocations based on the MSP lottery and the outreach activities generated during the rotations.
- d. Manage the creation of positions for each rotation with the Society Links Unit (UVS) and the Information Technology and Systems Management (GTSI). Positions must be created in the linkage system to admit students to the four rotations that run during the Rotating Internship year.
- e. Assign students to each rotation in the placement system. Once the schedule with the scheduled dates has been received from the Rotating Internship Coordination, the students and their respective academic advisors must be assigned according to the corresponding start dates in the placement system.
- f. Approve and accredit community service internship hours. Once the academic advisor has evaluated the student's rotations, the Community Service Coordinator reviews the evidence generated during the process to approve and accredit the internship hours in the placement system. This accreditation must be completed for each rotation.

Art. 12.- Profile of academic tutors. -Academic tutors must meet the following requirements:

- a. Third-level degree in the area of nutrition or medicine duly registered with Senescyt.
- b. Be a teacher hired by ESPOL.

Art. 13.- Powers of academic tutors. -The responsibilities and activities of academic tutors are aimed at developing competencies for the comprehensive professional development of their students. According to the current Technical Standard for Teaching Assistance Units, It is established that the maximum ratio between tutors and Rotating Internship students is 1 tutor for every 10 students.

The powers of the academic tutors are as follows:

- a. Monitor and evaluate each inmate's progress, ensuring practical learning opportunities within the assigned centers. Communication should be via email, phone, WhatsApp, and other means.

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b. Conduct appropriate contact with the heads of each assigned institution to ensure compliance with inmate activities.

c. Supervise the activities of interns through on-site visits to the facilities and other locations where Nutrition and Dietetics interns' activities are carried out. ESPOL supervision accounts for 90% of the total hours of intern supervision, taking into account current ESPOL regulations and other regulations of the higher education system and the corresponding health system.

d. Monitor the care activities performed by inmates in health units according to the academic tool (Excel).

e. Support and participate in the development, review, and updating of the course content corresponding to each rotation in conjunction with the Academic Director of the Rotating Internship.

g. Evaluate the practical and experimental component of the corresponding rotation. The percentage is 35% according to the established rubrics.

h. Provide feedback to the rotating intern after each rotation evaluation.

i. Collect semiannual evidence of the development of the Rotating Internship rotations through a teaching portfolio that must be submitted to the Rotating Internship Coordinator for the academic tutor's quality assessment.

j. Determine the hours per activity for each rotation by creating tasks in the assignment system, assuming each rotation has a total of 520 hours and must not exceed ten tasks per rotation. Any concerns arising from this function will be resolved by the Community Service Coordinator.

k. Review the portfolio corresponding to each student's final evaluation. This portfolio must be uploaded to the engagement platform and must include the platform's rubric and evaluation. Any concerns raised by this function will be addressed by the Community Service Coordinator.

*(Article amended by Resolution No. 22-11-427 adopted by the plenary session of the Polytechnic Council, in a session held on November 24, 2022).*

### **CHAPTER III OF THE LICENSES**

Art. 14.- Enrollment in the Rotating Boarding School. - For the Rotating Internship, registration will be done annually at ESPOL, prior to the start of the internship at the May, once the Ministry of Public Health assigns hospital places. The maximum number of students enrolled in the Rotating Internship program will be 45 students per cohort.

Art. 15.- Requirements for enrollment in the Rotating Internship. -In order to enroll in the Rotating Internship, students in the Nutrition and Dietetics program at ESPOL must meet the following requirements:

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- a. Having passed the entire curriculum, English levels and the integrative subject.
- b. Not have any debts of value or worthlessness.

Additionally, to assign places, the student must submit to the Rotating Internship Coordination:

- c. The certificate of qualifications.
- d. The Rotating Internship registration certificate issued by the Technical Academic Secretariat.

If necessary, the Academic Unit may establish other requirements, depending on the demands and needs that the Rotating Internship Coordination establishes in accordance with ESPOL's internal or external regulations regarding the Rotating Internship.

## **CHAPTER IV**

### **ADMISSION, PLACE ASSIGNMENT AND INTERNSHIP PLAN TRAINING OF THE ROTATING INTERNSHIP**

Art. 16.- Entry into the Rotating Boarding School. -In accordance with current health regulations, The process to enter the Rotating Internship is as follows:

- a. From the requirement. -This process is based on coordination between ESPOL and the health facilities of the Comprehensive Public Health Network and the Complementary Private Network, within the framework of the agreements that will be signed between them for this purpose. ESPOL will make the requests for the allocation of places to the health facilities of the Comprehensive Public Health Network and the Complementary Private Network, according to the planning approved by the Ministry of Public Health and in accordance with the regulations issued by said entity.
- b. From the process of allocating places. -The process of assigning Rotating Internship positions will be carried out based on the current regulations for the Rotating Internship program issued by the Ministry of Public Health.
- c. From the interinstitutional agreement on Rotating Internship. -Once the Ministry of Public Health has assigned the number of places, a framework agreement for inter- institutional cooperation will be signed between each health facility in the Comprehensive Public Health Network and the Complementary Private Network and ESPOL for the Rotating Internship.
- d. From the individualized Rotating Internship agreement- Based on the framework agreement for interinstitutional cooperation on Rotating Internships, ESPOL will sign individual agreements with the legal representatives of the corresponding health facilities to connect students with healthcare facilities in the Comprehensive Public Healthcare Network and the Complementary Private Healthcare Network.

Rotating Interns are required to adhere to these regulations, the Statute, Code of Ethics and other internal regulations of ESPOL and the internal policies and standards of the health establishments of the Comprehensive Public Health Network and the Private Complementary Network that receive them, as applicable.

Art. 17.- On the allocation of places. -The allocation of places will be carried out in accordance with the following:

1. Procedure for the allocation of places- For the Rotating Nutrition and Dietetics Internship, placements will be assigned in an open session with enrolled students. They will be provided with the list of UADs selected by the Ministry of Public Health, subject to availability by the competent authority.

2. Allocation of places by priority. - The allocation of places will be carried out according to the guidelines issued by the Ministry of Public Health, according to the following priorities:

a. Priority one: Considers the 10% of students with the best grades obtained during the training process and recognition of academic merit.

b. Priority two: Students who demonstrate a disability greater than 30% issued by the competent body, rare catastrophic illnesses, or orphans that limit the fulfillment of their activities or their geographical movement.

This priority will include students who have a relative up to the second degree of consanguinity and first degree of affinity, in the health conditions established in the previous paragraph and who are under their direct care, according to the technical report issued; in these cases, the student must present the legal enabling documents, including mandatory Medical certificates issued or endorsed by the Ministry of Public Health or the Ecuadorian Social Security Institute that justify their condition to the Rotating Internship Coordination.

c. Priority three: Pregnant students who present a medical certificate certifying their pregnancy status, issued by a physician at a health facility of the Ministry of Public Health; and

d. Priority four: Students in charge of children under 5 years of age, up to the date of entry to the Rotating Boarding School, attaching the legal document that proves the affiliation (father or mother) or custody of the minor, delivered by the competent authority.

Students who do not meet the priorities detailed in the previous paragraphs of this article will be subject to the selection and placement process based on their academic performance average from level 100-I to level 400-II of the Nutrition and Dietetics program and the availability of places at each of the participating UADs. If there is more than one student with the same average, a lottery will be held to designate them.

3. Requirements for enrollment in the Rotating Internship at the Teaching Assistance Units (UAD). - Students prior to enrolling in the Rotating Internship at the University of Agrarian

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Development (UAD) must submit the documentation requested by the Rotating Internship Coordination for the Nutrition and Dietetics program, the Comprehensive Public Health Network, and the Complementary Private Health Network.

Art. 18.- Rotating Internship Training Practice Plan. -Rotations and academic content will be governed by the course content and annual plans approved by the Academic Unit Council of the Faculty of Life Sciences.

Coordination will be established between the UAD Teaching Department and the Nutrition and Dietetics Rotating Internship Coordinator to establish the rotation areas based on the skills or competencies the interns wish to develop.

The rotation schedule, course content, and the enrollment process for the Rotating Internship will be shared through official channels established by the Faculty of Life Sciences.

*(Article amended by Resolution No. 22-11-427 adopted by the plenary session of the Polytechnic Council, in a session held on November 24, 2022).*

## **CHAPTER V**

### **DURATION AND GENERAL ACTIVITIES OF ROTATING INTERNS**

Art. 19.- Duration of the Rotating Internship. -Students in the Nutrition and Dietetics program will complete a one-year rotating internship. This internship will be equivalent to 52 weeks, 40 hours per week, or 2,080 hours, divided into 40% academic activities and 60% tutor-assisted practical activities. These activities must be planned progressively in terms of complexity.

Art. 20.- Assistance activities in the Rotating Internship. -Care activities include presentations of clinical cases, scheduled medical visits to patients, performance of procedures, patient support, monitoring of critically ill patients, case studies, preparation of medical-nutritional documents, among other activities required by the state of the art in each nutrition rotation area.

Art. 21.- Academic activities in the Rotating Internship. -Academic activities include theoretical and/or practical tutoring, presentation of clinical cases, review of technical protocols and scientific literature, preparation of technical documents, among other similar activities.

*(Article amended by Resolution No. 22-11-427 adopted by the plenary session of the Polytechnic Council, in a session held on November 24, 2022).*

## **CHAPTER VI**

### **RIGHTS AND OBLIGATIONS OF ROTATING INTERNS**

Art. 22.- Rights. -In addition to those established in the Organic Law on Higher Education, ESPOL  
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students completing Rotating Internships at the University of Almería (UAD) are entitled to supervised training that guarantees the development of practical training activities, in accordance with the provisions of this legal instrument.

Art. 23.- Leave due to illness or domestic calamity. -In the event of a duly verified illness and/or domestic disaster that does not exceed 10% of the total rotation time, the respective permission must be obtained from the UAD Director and the Nutrition and Dietetics Rotating Internship Coordinator. If the permission exceeds 10% of the total rotation time, the rotation will be forfeited.

Art. 24.- Compliance with the boarding school day in special cases. -The student who is a Rotating Intern, with prior authorization and coordination with the Rotating Internship Coordinator, may propose a special schedule of activities assistance-academic at the UAD which, without implying a reduction in the established weekly number of hours, allows you to work reduced daily hours in the following cases:

- a. During pregnancy, high-risk pregnancy, and breastfeeding, Rotating Internship students will be entitled to the mandatory leave hours established by law.
- b. For reasons of legal guardianship, someone who has direct care of a person with a physical, mental or sensory disability and who does not generate paid activity.
- c. When it is necessary to take direct care of a family member, up to the first degree of consanguinity or affinity, who, due to age, accident, illness, or disability, cannot care for themselves and who does not generate paid employment.
- d. For all the aforementioned purposes, the student must present the respective medical or legal document that justifies the organization of the required schedule or permit.
- e. Due to the nature of the Nutrition and Dietetics program and the pre-professional practice that corresponds to the health field, the time that the Rotating Intern does not attend the Rotating Internship must be made up considering the requirements of the UADs.

Art. 25.- Obligations of Rotating Inmates. -The following are the obligations of Rotating Interns:

- a. Demonstrate a high level of academic competencies through the satisfactory development of the activities established in the different UAD.
- b. Complete all academic activities established in Nutrition and Dietetics Program at ESPOL, through the Rotating Internship program, and the tasks established by the respective UADs, and other health services, where they are doing the internship.
- c. Comply with the schedule established for the different assistance and academic activities.
- d. Respect the hierarchical levels of the Rotating Internship established by the Faculty and [Back to Table of Contents](#)

those of the service and operational unit where they have been assigned in each rotation, and maintain due consideration and respect for the officials of the UAD.

e. Compulsory attendance at the meetings and training sessions planned in each service and at the tutorials of the Rotating Internship teachers assigned to the rotation area.

f. Attend the different practice areas with the complete uniform and properly identified.

g. Be informed about the procedures to be applied in different situations of user support and consult teachers and other UAD officials when there are doubts about them.

h. Permanently apply biosecurity standards.

i. Promote and encourage activities to promote health, prevent disease, and promote health recovery and rehabilitation in individuals, families, and the community.

j. Comply with the rules and procedures of the operating unit and service to which they have been assigned; and,

k. Comply with the obligations that apply to them as students and rotating interns, as established in the Organic Law on Higher Education; the Statute, these regulations, and other ESPOL standards; the regulations of the Health System; the Code of Ethics; and UAD standards.

## **CHAPTER VII EVALUATION METHODOLOGY**

### **FROM THE ROTATING INTERNSHIP PROGRAM**

Art. 26.- Of the evaluation. -The evaluations for each of the Rotating Internship rotations will be graded out of 100 points.

The evaluation mechanisms for subjects, courses or equivalent (rotation) established in the ESPOL Degree Regulations will be considered.

Art. 27.- Components of the evaluation. -The components to consider are the following:

a. Teacher Contact Assessment (TCA).

b. Assessment of practical-experiential learning (EHP) Self-Helped Learning Assessment (EHTA).

Learning activities must be averaged according to the component to which they belong and will have the following equivalences:

c. The EHD and EHTA components will be assessed by the Academic Director of each rotation and will be weighted 65% of the grade, while the EHP component, corresponding to the [Back to Table of Contents](#)

remaining 35%, will be assessed by the academic tutor using a rubric.

d. The assessment for the EHP component (35%) will consist of two care assessments: one formative and one summative. The formative assessment will be conducted midway through the rotation and will not be graded toward the component. The summative assessment will be conducted at the end of the rotation, and its grade will count toward the 35% assessment component. The minimum passing grade for each rotation, taking into account all assessment components, will be 70/100.

e. Every rotating intern shall be entitled to a second academic and attendance evaluation, coordinated by the Rotating Internship Academic Director and the intern's Academic Tutor. If the grade obtained in the second evaluation is higher than the grade from the first evaluation, the grade will be substituted.

f. If you fail a rotation, you may continue to the following rotations and take the missed rotation in the next cohort of the Rotating Internship. Students may enroll a maximum of two (2) times in each rotation. For the second enrollment, you will not have the option of a financial stipend, and you will be charged tuition and fees for each rotation, as established in the Regulations on Fees, Registration, and Rights for the Admissions Level and Degree Level at ESPOL.

g. If the minimum grade is not achieved in two rotations, the Rotating Internship will be failed, and the University Administrations (UADs) that comprise the Public and Private Complementary Health Networks will be notified. The student must pass the Rotating Internship in the following year prior to applying, subject to available places for that cohort. If a student fails any of the rotations for a second time, they will lose the Rotating Internship, their degree, and will not be eligible to graduate from ESPOL.

All cases not covered by these regulations will be reviewed by the Academic Unit Council. For any matters not covered by these regulations, the provisions of the LOES and its General Regulations; the Academic Regulations; the ESPOL Statute and Internal Rules; and other relevant regulations will apply as appropriate.

Art. 28.- Assistance. -The attendance required to pass each rotation is 100%, except for special cases in accordance with Article 23 of these regulations. All absences must be made up. Making up absences must be coordinated according to the requirements of the UAD.

## **CHAPTER VIII PROHIBITIONS**

Art. 29.- Prohibitions. -Rotating Interns are expressly prohibited from:

a. Sign prescriptions, certificates, test orders, operating protocols, epicrisis and other hospital-use documents for which they are not expressly authorized.

b. Request or receive remuneration or any type of financial compensation from patients or their families.

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c. Providing information about the patients' condition to people not directly involved in their health care.

d. Abandoning or being absent from your workplace without justification and/or authorization from your superior and the Rotating Internship Coordinator in accordance with current regulations.

e. Attending your workplace while intoxicated or under the influence of narcotic or psychotropic substances.

f. Drinking alcoholic beverages or consuming narcotic and psychotropic substances in the facilities of the hospital or health service.

g. Performing acts contrary to morality.

h. Other prohibitions contemplated in the national health regulations, Statute and Regulations of ESPOL, as applicable.

## **GENERAL PROVISIONS**

FIRST.– DISCIPLINARY REGIME.-Students, academic staff, and academic support staff who provide services to ESPOL under the appointment or contract modalities provided for by law, and who are engaged in or responsible for the Rotating Internship, as indicated in these regulations, are subject to ESPOL's disciplinary regime, in accordance with the provisions of the Organic Law on Higher Education; the Statute, Disciplinary Regulations, and other internal regulations of the Institution, in accordance with the other applicable standards of the higher education system.

In the event of misconduct or infractions by students or staff mentioned in the previous paragraph while at the UAD in the exercise of healthcare services, they will be subject to the respective hospital or health service regulations, within the scope of their powers.

## **SOLE REPEALING PROVISION**

All internal rules and provisions of ESPOL that contradict the provisions of this instrument are hereby repealed.

## **FINAL PROVISION**

These regulations will enter into force upon approval by the Polytechnic Council; the Administrative Secretary is responsible for notifying the Academic, Administrative, Financial Units, and other ESPOL bodies.

## Appendix G: ESPOL Affirmative Action Policies

### AFFIRMATIVE ACTION POLICIES

#### ESPOL

##### Introduction

Affirmative action policies arise from the ongoing concern and interest of ESPOL authorities for people in vulnerable situations. Vulnerable status is defined as population groups that, due to their nature or certain circumstances, are more exposed to abuse that violates their fundamental rights or require additional efforts to integrate into development.

Affirmative action is a public policy whose objective is to compensate for conditions that discriminate against certain social groups in the exercise of their rights. It is also known as "positive action," "positive measures," "reverse discrimination," and "positive discrimination."

The Ecuadorian Constitution defines the different vulnerable groups: older adults, pregnant women, children, adolescents and young people, people with disabilities, people with catastrophic illnesses, people of African descent, and those who are disadvantaged due to their ethnic, cultural, or gender origin.

ESPOL defends the right of all people to live in a society in which all its members enjoy equal opportunities, with health, education, and safety as the fundamental foundation upon which each member, based on their efforts and merits, develops their personal, social, and professional life plans.

#### **Affirmative action policies**

1. Ensure, among all members of the polytechnic community, compliance with affirmative action policies.
2. Raise awareness within the polytechnic community about the responsibility, empathy, and cooperation that guarantees the labor and academic integration of vulnerable groups for their personal and intellectual development.
3. Implement plans, programs, and/or projects, in addition to other activities aimed at reducing or, ideally, eliminating discriminatory practices in order to improve equal opportunities and equity for members of the polytechnic community.
4. Manage complaints related to the non-application of affirmative action policies.
5. Promote the quality of life of all members of the polytechnic community by establishing strategic alliances, agreements, or institutional arrangements with national and international

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organizations to foster equal opportunities and personal and professional advancement.

6. Promote progressive improvements in physical and service access for the entire polytechnic community, especially for people with disabilities or special needs, through equality programs and plans, adequate physical and technological infrastructure, as well as the support and guidance of the Polytechnic Welfare Unit and other relevant academic bodies.

7. Implement actions, plans, or programs within the framework of constitutional and legal norms that prioritize and propose the improvement of equal opportunities for the entry, development, and permanence of members of the polytechnic community.

8. Ensure the continued availability of students from vulnerable groups, from the beginning to the end of their studies, through scholarship programs and financial support.

9. Assist in the employment of ESPOL graduates, especially those with disabilities, in public or private organizations, and in the institution when possible.

10. Ensure respect and non-discrimination in all employment processes for academic, academic support, and administrative staff, within the framework of compliance with the regulatory provisions applicable to vulnerable groups.

11. Promote activities to improve the work environment that fosters harmonious coexistence among all members of the polytechnic community.

12. Implement relevant curricular adaptations to ensure the inclusion of vulnerable groups, based on student responsibility and without detriment to the academic quality they maintain in our program.

13. Support teachers in the progressive development of pedagogical skills in the teaching process for students with disabilities.

14. Implement current regulations regarding the equal and equitable participation of all individuals at all levels and in all academic, administrative, and polytechnic government bodies.

## **Appendix H: Scholarship and Financial Aid Regulations**

### **SECTION 2 SCOPE AND DEFINITIONS**

#### **CHAPTER 1**

##### **SCOPE**

Art. 1.- This Regulation, issued by the Polytechnic Council of the Escuela Superior Politécnica del Litoral (ESPOL), governs the granting of scholarships and financial aid to regular students enrolled in all programs that grant third-level degrees at the institution and specifies their definition, selection process, granting, evaluation, renewal, termination and restitution.

For the purposes of defining regular students, the provisions of Article 80 of the Organic Law on Higher Education, the Academic Regulations issued by the CES, and the provisions of the ESPOL Academic Regulations are considered.

Art. 2.- Definition of Scholarships.- These are grants awarded by ESPOL to students who demonstrate academic excellence, have limited financial resources, excel in scientific, technological, innovative, cultural, artistic, or sports activities ; are the highest-achieving high school graduates in compliance with institutional requirements; have disabilities, or belong to various social groups that the institution wishes to integrate into engineering and science learning, such as women's groups seeking gender equity, historically excluded groups, or special cases.

Students may not receive two types of benefits (scholarship or financial aid) at the same time as those specified in these Regulations.

Art. 3.- Definition of Financial Aid. - These are awarded exclusively for academic purposes to ESPOL students, with the aim of enhancing the skills of students who have a vocation or preference for one or more of these fields, which are a high priority for ESPOL: teaching, research, innovation, knowledge transfer, management, or entrepreneurship.

### **SECTION 3.**

#### **REGULATIONS**

##### **CHAPTER 1**

Recipients of scholarships and financial aid

Art. 4.- The Escuela Superior Politécnica del Litoral will provide scholarships and financial aid to at least 10% of its legally enrolled students to support their education, based on the following

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criteria:

a. Lack of sufficient financial resources to guarantee academic success; b) Have high academic averages and distinctions; e) Have excelled in scientific, technological, innovative, cultural, artistic or sports.

b. Have a disability.

c. Have achieved the position of valedictorian and/or school's top student.

d. Study a science or engineering program where the proportion of women is below 30% of the total number of students in those programs. g) Be in a highly vulnerable situation, due to the illness of the student or a member of their family group, who has a support or maintenance relationship with the student, in accordance with the conditions determined in Article 28 of these Regulations. This information must be declared to the Polytechnic Welfare Unit through the means it establishes, without prejudice to the academic responsibility that ESPOL defines as a condition for being a beneficiary of this scholarship.

To be eligible for a scholarship or financial aid, a student must accept it through the means established by the institution. If a student is selected for a scholarship or financial aid and for any reason declines it, they must submit their resignation through the means determined by the institution.

In cases where a student renounces the scholarship, he or she will not be selected again as a scholarship recipient unless he or she submits an application to the UBP Directorate.

Art. 5.- The Polytechnic Council will annually establish in the institutional budget the amounts to finance the scholarships and financial aid determined in these regulations.

Art. 6.- The execution of the scholarship program is the responsibility of the Academic Vice-Rectorate through the Polytechnic Welfare Unit, and its annual evaluation will be the responsibility of the Polytechnic Council.

The Rector of the institution will be responsible for ensuring that the allocation provided for in the preceding article is incorporated into ESPOL's annual budget, an instrument programmed and executed by the Financial Management.

## **CHAPTER 11**

### **INTEGRATION OF THE SCHOLARSHIP QUALIFYING COMMITTEE**

Art. 7.- The Scholarship Qualification Committee for ESPOL students will be composed of:

a. The Rector or his delegate

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- b. The Financial Manager
- c. The Director of Polytechnic Welfare
- d. The Director of the Academic Technical Secretariat
- e. The Dean of Degree.

Art. 8.- The procedures governing the granting of scholarships or financial aid, as well as the approval of their procedures, shall be the responsibility of the Scholarship Qualification Committee, following a report from the Polytechnic Welfare Unit .

## **CHAPTER 11**

### **CLASSIFICATION OF SCHOLARSHIPS AND THEIR ITEMS**

Art. 9.- The Escuela Superior Politécnica del Litoral will offer its regular students the following types of scholarships:

- a. Due to limited economic status
- b. Due to academic distinction
- c. Due to scientific-technical, innovative, cultural, artistic, or athletic merit
- d. Due to disability
- e. Due to gender equality
- f. Due to being the best high school student and/or school 's flag bearer
- g. Due to a situation of high vulnerability

Art. 10.- The amount of the scholarship may be used for:

- a. Food expenses, which are those that cover the costs of: breakfast, lunch and/or snack, during the school period considered.
- b. Expenses for the purchase of essential supplies for academic work, such as books, textbooks, stationery, and supplies for degree projects.
- c. Daily transportation costs for access to the ESPOL Campus.

## **CHAPTER IV**

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## LIMITED ECONOMIC CONDITION SCHOLARSHIPS

Art. 11.- The Scholarship Qualification Committee will annually define the maximum value of the Socioeconomic Indicator (ISE), by which the scholarships will be assigned.

Art. 12.- The requirements to qualify for a scholarship are: Have a Socioeconomic Indicator (ISE) less than or equal to that defined annually by the Scholarship Commission.

Art. 13.- In the event that the number of students with a Socioeconomic Indicator (ISE) lower than that established is greater than the scholarship quota established by the Scholarship Commission for this purpose, the student's general average will be taken into consideration to establish their priority.

For the first grant award for limited financial status, the student's academic record will not be considered. Scholarships will be awarded from the moment regular students begin their studies at ESPOL and submit a proper application.

Art. 14.- For scholarship contracts based on limited economic conditions, it will be considered that the beneficiary does not have more than one repetition of subjects during the two immediately preceding semesters of the respective program in which he or she is enrolled, from the date the scholarship is granted . In the event that the student loses the scholarship due to duly verified illness or domestic calamity, he or she may submit a request only once to the Polytechnic Welfare Unit for investigation and submission of a report to the Academic Vice-Rector, who will decide whether or not the scholarship should be renewed.

Scholarships will be awarded according to the attached table, which shows the established values.

## CHAPTER V

### ACADEMIC DISTINCTION SCHOLARSHIPS

Art. 15.- In order for a student to be eligible for an academic distinction scholarship, he or she must meet the following requirements:

The available scholarships will be awarded to the highest GPA per degree program.

Art. 16.- These scholarships will be awarded after regular students have passed the first academic semester at ESPOL.

## CHAPTER VI

### SCHOLARSHIPS FOR SCIENTIFIC, TECHNICAL OR INNOVATION MERIT

Art. 17.- These scholarships will be awarded to those regular ESPOL students who have excelled

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in scientific, technological, or innovation activities and must not have failed any subjects in the previous academic term.

Art. 18.- To grant a scholarship for scientific, technical or innovation merit, the academic unit to which the student belongs must issue a report that supports the relevance of the activities that the applicant is carrying out in the area for which this scholarship is granted, in the previous academic term, which will be validated by the Dean of Research.

## **CHAPTER VII**

### **SCHOLARSHIPS FOR CULTURAL, ARTISTIC OR SPORTS PERFORMANCE**

Art. 19.- To award scholarships for cultural, artistic, or athletic achievement, the Student Welfare Department must issue a duly substantiated report on the student's activities during the previous academic term to qualify for the scholarship. The student must not have failed any subjects during the previous academic term.

Art. 20.- The requirement to be eligible for a sports performance scholarship is: being selected by ESPOL in university and polytechnic tournaments or having participated on behalf of ESPOL in federation events, or representing a province in national tournaments, or representing the country in international events in the previous academic term.

The student must not have failed any subject in the previous academic term.

Art. 21.- Recipients of these scholarships must regularly attend training sessions in the sports disciplines practiced at ESPOL and within their jurisdiction, and must also represent ESPOL in university championships when called upon.

## **CHAPTER VIII**

### **SCHOLARSHIPS FOR STUDENTS WITH DISABILITY**

Art. 22.- The requirement to qualify for a scholarship of this type is to present to the Polytechnic Welfare Unit the disability card issued by CONADIS and/or the MSP.

Scholarships will be awarded according to the attached table, which shows the established values.

Art. 23.- These scholarships may be awarded upon students' entry to ESPOL.

## **CHAPTER IX**

### **EQUITY SCHOLARSHIPS**

Art. 24.- In accordance with the provisions of the Organic Law on Higher Education and with the [Back to Table of Contents](#)

objective of promoting the inclusion and greater participation of women in the study of technical careers, ESPOL offers Equity Scholarships.

Art. 25.- The requirement to be eligible for an equity scholarship is to be a woman, a regular student, must not have failed any subject in the previous academic term and belong to one of the institution's engineering programs where the proportion of women is below 30% of the total number of students in that program.

Art. 26.- These scholarships will be awarded upon students' entry to ESPOL.

## **CHAPTER X**

### **SCHOLARSHIPS FOR THE BEST HIGH SCHOOL GRADUATES**

Art. 27.- The requirement to qualify for this type of scholarship is to be a regular student in the first academic term of their studies at ESPOL and to demonstrate, through certification from the secondary education institution where they attended, that they are the "top graduate" of their class or "flagship bearer." This type of scholarship will be awarded only once.

If the number of students applying for this scholarship exceeds the scholarship quota established by the Scholarship Committee, priority will be given to the "Best Bachelor" and the Scholarship Qualification Committee will analyze the scholarship.

## **CHAPTER XI**

### **SCHOLARSHIPS FOR HIGH VULNERABILITY**

Art. 28.- In order for a student to be eligible for a scholarship for high vulnerability, he or she must present the following:

- If the student presents a catastrophic, orphan, or rare disease, it must be recorded on the Student Form along with documentation of the corresponding medical diagnosis. This requires categorization by the Ministry of Public Health (MSP) and validation by the UBP medical department.
- Since this is a high-impact and/or long-term illness presented by the student, they must submit documentation with the corresponding medical diagnosis.

And, after prior validation by the UBP medical area, as well as the report from the Social Work Department that validates the student's vulnerability with documentation evidencing this condition.

- If the illness is catastrophic, orphan, or rare (as categorized by the Ministry of Public Health), a high-impact, or long-term illness must be presented by the student's family

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members, as declared on the Student Form, who have a supporting or maintenance relationship with the student. They must submit documentation with the corresponding diagnosis. This requires prior validation by the UBP medical department, as well as a report from the Social Work department validating the student's vulnerability, along with documentation evidencing this condition.

Art. 29.- For the awarding of this scholarship for High Vulnerability Condition, if the student is not regularly enrolled, his/ her situation will be considered by the Scholarship Qualification Committee.

*(Amended by Resolution No. 22-05-125 adopted at the Polytechnic Council meeting of May 12, 2022, typo correction)*

Art. 30.- For the assignment of the scholarship for High Vulnerability Condition, the beneficiary must not have more than one (1) failed subject during the last immediately preceding semester of the respective career in which he/she is registered, from the granting of the scholarship,

Art. 31.- In the event that the situation of high vulnerability due to catastrophic, orphan, rare, high-impact and/or long- term illness, presented by the student or by the members of the student's family group declared in the Student Form, continues, the scholarship for High Vulnerability Condition.

## **CHAPTER XII**

### **LOSS OR SUSPENSION OF THE SCHOLARSHIP**

Art. 32- ESPOL establishes that scholarships will be lost or suspended for the following reasons:

a. By submitting false information, duly verified. In this case the beneficiary must return to the Institution all amounts received from the scholarship.

b. For having been disciplined.

c. For the loss of the status of regular student.

d. When the student's economic situation.

improves, in the case of a scholarship based on current situation. economic.

TITLE. - ON FINANCIAL AID

## **CHAPTER XIII**

### **FINANCIAL AID FOR TEACHING, RESEARCH OR ASSISTANTS MANAGEMENT**

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Art. 33. Teaching, research, or management assistants must be regular ESPOL students who have passed at least 25% of the credits in their respective program, have a grade point average of 7.50 or higher, and have not failed any courses in the previous academic term. Teaching assistants must also have a grade of 8.00 or higher in the subject or related subjects, as defined by the unit. Their main functions will be to prepare and conduct exercise classes, develop laboratory practices, provide support in administrative management, and assist research in data collection and processing activities.

Professors may grant the authority to grade assignments and workshops to teaching assistants whose overall grade does not exceed 10% of the grade for the subject or laboratory exercises.

Art. 34.- Subjects requiring teaching assistants will be recorded in the Annual Academic Planning. Research assistantships will be channeled through the Dean of Research and will be granted to support research projects upon a duly substantiated request from the Project Director, for the information of the Vice-Rector for Teaching.

The planning should include those positions that will be filled by honorary assistants.

## **CHAPTER XIV**

Art. 35.- The selection of teaching assistants will be made by the Assistant Dean or Director of the corresponding Academic Unit and the Coordinator of the subject in question. In the case of research assistants, it will be made by the Project Director, and in the case of management assistants, it will be made by the Director of the respective unit.

The selection of teaching assistants will be carried out through a Merit-Based Competition before the start of the Academic Term. The top management of the requesting unit will establish the guidelines for the selection of assistants, in accordance with this Regulation.

Art. 36.- The list of winners of the Teaching, Management, and Research Assistantship competitions will be sent to the Vice-Rector's Office for Teaching during the first training week of the academic period. The Deputy Dean or Director will be responsible for compliance with the provisions of this article and the respective deadlines. The Vice- Rector's Office for Teaching will request the payment of these assistantships

## **CHAPTER XV**

### **RECOGNITION FOR ASSISTANCES**

Art. 37.- Students receiving financial aid will receive a fee according to the attached table. The weekly hours for teaching and administrative assistantships will be 5 and 10 hours; and for research, up to 15 hours.

In the case of Extraordinary Academic Periods, the number of hours for management  
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assistantships may be up to 20 hours per week.

Financial aid will be awarded during the current academic term and deposited into a bank account designated by the student. The amounts will be deposited at the beginning and end of each academic term in percentages equivalent to 50% of the total amount, respectively. Final payment requires prior approval of the corresponding report by the assigned academic, research, or administrative unit. Approval of the report requires a grade of at least 6 out of 10.

Art. 38.- Once the assistantship evaluation period has concluded, students selected for Teaching, Management, or Research assistantships who receive an evaluation lower than the established minimum grade, or who are found to be absent or fail to complete assigned activities, will not be eligible for credit for the remaining amount (50%). The amount credited at the beginning of the period will be considered outstanding. Furthermore, they will not be permitted to apply for an assistantship in the following term.

Art. 39.- Students who serve as ad honorem assistants and assistants funded by research projects will not receive financial recognition from the funds allocated by ESPOL for assistantships.

#### **SECTION 4. GENERAL PROVISIONS**

FIRST. - ESPOL 's Student Welfare Department may verify the information and documentation provided by scholarship recipients at any time.

SECOND. - If the overall amount of scholarships and financial aid does not meet at least the percentage established in Article 4 of these regulations, the Scholarship Qualification Committee will meet and arbitrate the necessary measures to favor a greater number of ESPOL students. To this end, it must take as a priority factor those students who have a Socioeconomic Indicator

THIRD. - Teaching assistants may not have an average of less than 8.0 in the subject of the competition; and they must not have failed the subject in contest.

(Third general provision eliminated in accordance with the provisions of Resolution No. 22-05-125 adopted at the Polytechnic Council session of May 12, 2022; and the other provisions are listed in the corresponding order)

FOURTH. - Management assistantships must be requested with due support by the highest authority of the unit to the Academic Vice-Rector's Office. The Vice-Rector will award them based on the budget allocated by ESPOL. Each assistantship must have a detailed description of its duties and workload, ensuring that it does not interfere with the student 's academic schedule. This information must be validated and signed by the applicant 's Academic Advisor.

FIFTH. - If in one or more cases the selection of Academic or Research Assistants is not made, the competition will be declared void and may be re -opened in the following Academic Term.

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However, if the competition has been declared void and the needs for the Assistantship remain, the unit 's top manager will request the respective authorization from the Academic Vice-Rectorate to fill the need during said Term by direct assignment.

SIXTH. - All cases not covered by these Regulations will be resolved by the Rector of ESPOL.

SEVENTH. - All information provided or submitted by the student to apply for a scholarship or financial aid in accordance with these regulations will be subject to verification by ESPOL authorities and /or their delegates at any time, through the relevant mechanisms. If the information provided is proven to be false, the student will be subject to the respective disciplinary processes and sanctions provided for in ESPOL regulations.

EIGHTH. - The amounts of the scholarships or financial aid granted by ESPOL, pursuant to these Regulations, shall be in accordance with the provisions of ANNEX 1 of this legal instrument.

NINTH. - In the event of serious situations generated by unforeseen circumstances, force majeure, or chance , in which ESPOL is forced to carry out its academic activities on Campus, remotely , through the use of interactive technologies, multimedia , and virtual learning environments , via digital platforms , the provision of food and transportation assistance to ESPOL teaching , research , and management assistants will be suspended for the period ( s) in force under the aforementioned modality.

During extreme situations, recognized as such, exceptional requirements could be motivated.

TENTH. - The allocation of scholarship or financial aid amounts is subject to budget availability.

ELEVENTH. - For the first regular academic term of each year, the activities carried out in the two previous academic terms will be considered, that is, the second regular academic term of the previous year and the extraordinary term of the current year.

TWELFTH. - For any type of scholarship or financial aid to be awarded, only students enrolled for less than 10 years at the current term will be considered.

THIRTEENTH. - In the case of assistantships during the Extraordinary Academic Period (PAE), the directors of each academic or administrative unit will convene and conduct an internal assistant selection process and request the award of the assistantship from the Vice-Rector's Office for Teaching.

Payment will be proportional to the duration of the PAE established in the academic calendar.

## **SECTION 5.**

### **SOLE REPEALING PROVISION**

Repeal the Regulations for Undergraduate Scholarships at ESPOL (4284), issued by the [Back to Table of Contents](#)

Polytechnic Council in a session held on July 7, 2011, and any provision that opposes this regulation.

Given in the meeting room of the Polytechnic Council of the Escuela Superior Politécnica del Litoral in the city of Guayaquil, on the 19th day of June 2014 .

## **SECTION 6.**

### **FINAL PROVISION**

These regulations will enter into force upon approval by the Polytechnic Council of the Escuela Superior Politécnica del Litoral. The Administrative Secretariat is responsible for notifying the Academic, Administrative, Financial Units, and other ESPOL entities for their respective compliance .

The Administrative Secretariat of ESPOL is responsible for coding the Regulations on Scholarships and Financial Aid for ESPOL Students (4310), with the reforms introduced by this Resolution.

## Appendix I: Health and Safety Regulations

Art. 1.- Approve the hygiene and safety regulations of the ESCUELA SUPERIOR POLITECNICA DEL LITORAL ESPOL company, domiciled in the Province of GUAYAS, Canton of GUAYAQUIL.

Art. 2.- The provisions of the Labor Code are incorporated into the hygiene and safety regulations of the ESCUELA SUPERIOR POLITECNICA DEL LITORAL ESPOL company, which will prevail in all cases, as well as what is agreed in the Collective Agreement, if any;

Art. 3.- Anything that contradicts the Constitution of the Republic of Ecuador, international labor treaties, and the Labor Code shall be deemed void.

Art. 4.- This Resolution together with the Health and Safety Regulations must be permanently displayed in visible places in the workplace.

Art. 5.- It is hereby stated that the Regional Directorate of Labor and Public Service disclaims any liability for the veracity and authenticity of the information and documentation attached for the approval of this regulation.

With a feeling of distinguished consideration, Health and Safety Regulations The health and safety regulations of ESCUELA SUPERIOR POLITECNICA DEL LITORAL ESPOL have been approved by the Ministry of Labor. Company employees can scan the following QR code to download the approved health and safety regulations. Post this document in a visible location in the workplace.

FOR THE QR TO WORK CORRECTLY, IT SHOULD ONLY BE SCANNED WITH DEVICES THAT HAVE AN ANDROID OPERATING SYSTEM.

### 1. SINGLE TAXPAYER REGISTRY (RUC)

0960002780001

### 2. COMPANY NAME

"ESCUELA SUPERIOR POLITÉCNICA DEL LITORAL ESPOL", established as a corporate name, is constituted and operates in accordance with the laws of the Ecuadorian state.

### 3. ECONOMIC ACTIVITY

The economic activity of the "ESCUELA SUPERIOR POLITÉCNICA DEL LITORAL ESPOL" consists of the development of higher education activities in general.

### 4. SIZE OF THE INSTITUTION

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The ESCUELA SUPERIOR POLITÉCNICA DEL LITORAL ESPOL is a "LARGE" institution, with approximately 1,600 employees distributed among the following regimes: the Organic Law on Higher Education (LOES), the Organic Law on Public Service (LOSEP), and the LABOR CODE. Similarly, in line with its economic activity, its activities generally have a "LOW RISK" level.

## 5. WORK CENTERS

## 6. ADDRESS

7. Matrix: The ESPOL LITORAL POLYTECHNIC HIGHER SCHOOL is located in the Guayas Province, Guayaquil Canton, Tarqui Parish, Prosperina Neighborhood, Number 100, Km 30.5 Perimetral Road.

8. CENAIM-ESPOL is located in the Santa Elena Province, Santa Elena Canton, Manglaralto Parish, San Pedro Neighborhood.

## 9. NUMBER OF JOBS

10. The ESPOL LITORAL POLYTECHNIC HIGHER SCHOOL has 158 jobs.

# PURPOSE AND SCOPE OF APPLICATION

## 1. OBJECTIVES

The general objective of this regulation is to establish occupational health and safety standards applicable to all employees and contractors who work at the ESCUELA SUPERIOR POLITÉCNICA DEL LITORAL ESPOL, for the prevention of occupational accidents and illnesses at the ESCUELA SUPERIOR POLITÉCNICA DEL LITORAL ESPOL.

As specific objectives, we have the following:

- a. Establish preventive measures to control and/or minimize the identified risks.
- b. Promote the participation of public servants and workers in the prevention of occupational risks and health care.
- c. Promote compliance with current national and international regulations regarding occupational health and safety.

# REGULATION OF HYGIENE AND SAFETY

## 2. SCOPE OF APPLICATION

These regulations will apply to workplaces where activities related to the ESCUELA SUPERIOR POLITÉCNICA DEL LITORAL ESPOL are carried out; they are strictly enforced by all employees

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working under the Organic Law on Higher Education (LOES), the Organic Law on Public Service (LOSEP), and the Labor Code (CT), as well as by students, contractors, and visitors.

## **WORKPLACE HEALTH AND SAFETY POLICY OF THE ESPOL LITORAL POLYTECHNIC HIGHER SCHOOL**

The ESCUELA SUPERIOR POLITÉCNICA DEL LITORAL (ESPOL) is a public higher education and scientific and technological research institution that declares its commitment to protecting the physical and mental integrity of its employees through a culture of occupational health and safety in its activities, safe work procedures, training, and good labor practices, promoting safe and healthy working conditions and complying with technical requirements regarding occupational health and safety.

The ESCUELA SUPERIOR POLITÉCNICA DEL LITORAL (ESPOL) will allocate the necessary means and resources to build, maintain, and improve a safe working environment. It also undertakes to disseminate and communicate this policy to the polytechnic community. The policy will be made available to its stakeholders and will be periodically reviewed for continuous improvement.

### **CHAPTER I: REGULATORY PROVISIONS**

#### **1. GENERAL OBLIGATIONS OF THE HIGHER SCHOOL LITORAL POLYTECHNIC ESPOL.**

Art. 1. The ESCUELA SUPERIOR POLITÉCNICA DEL LITORAL ESPOL, in its capacity as employer, has the obligation to comply with and enforce the rights and obligations of the servants and workers, enshrined in the Constitution of the Republic of Ecuador, International Conventions ratified by Ecuador, Organic Law of Higher Education (LOES), Organic Law of Public Service (LOSEP), Labor Code, Social Security Law, and other applicable regulations.

Art. 2. The general obligations of the HIGHER POLYTECHNIC SCHOOL OF THE COASTAL are: ESPOL:

- a. Comply with the provisions of this regulation and other current safety regulations and occupational health.
- b. Identify hazards, evaluate and control risks in the initial activities of the SCHOOL SUPERIOR POLYTECHNIC SCHOOL OF THE LITORAL ESPOL.
- c. Provide for objectives and resources in the area of occupational health and safety.
- d. Control risks at their source, transmission medium, and at the server and employee level, prioritizing collective protection over individual protection. Similarly, the ESCUELA SUPERIOR POLITÉCNICA DEL LITORAL ESPOL will plan the gradual replacement of hazardous activities and materials with less hazardous ones.

e. Provide its employees and workers with appropriate work clothing and the necessary personal and collective protection equipment free of charge. For this purpose, ESCUELA SUPERIOR POLITÉCNICA DEL LITORAL ESPOL will assign the corresponding budget certification through the institution's Financial Management or its representative.

## **REGULATION OF HYGIENE AND SAFETY**

f. Investigate work accidents and suspected occupational diseases.

g. Inform the servers and workers in writing, signs or any other means about the risks to which they are exposed.

h. Maintain the facilities and materials in good working order for safe work within the ESCUELA SUPERIOR POLITÉCNICA DEL LITORAL ESPOL.

i. Organize and facilitate occupational health surveillance, joint and responsible bodies of safety and health at work, subject to current legal regulations.

j. Carry out periodic occupational medical examinations of employees according to the risks identified by job position.

k. Instruct the server and/or worker who enters to work at the ESCUELA SUPERIOR POLITÉCNICA DEL LITORAL ESPOL, on the risks of the different jobs, and the way and methods to prevent them.

l. To train the employees and workers of the company in matters of safety and health at work.

## **ESPOL LITORAL POLYTECHNIC HIGHER SCHOOL.**

m. Adopt the necessary measures to comply with the recommendations given by the joint bodies and the Occupational Health and Safety Directorate (DSSO).

n. Provide each server and worker with a copy of this Regulation and the standards on occupational health and safety that govern the ESCUELA SUPERIOR POLITÉCNICA DEL LITORAL ESPOL.

o. Instruct the server and worker on the specific risks of their job and the preventive measures to be adopted. The ESCUELA SUPERIOR POLITÉCNICA DEL LITORAL ESPOL will establish the necessary mechanisms to ensure that only trained employees and workers can access high-risk areas.

p. Facilitate during working hours the carrying out of inspections in this matter, both by the DSSO and by the joint body of the HIGHER POLYTECHNIC SCHOOL OF COASTAL ESPOL.

q. Manage the adaptation of jobs to the capabilities of its employees and workers. Also, [Back to Table of Contents](#)

specifically guarantee the protection of priority and/or vulnerable groups.

r. Relocate employees and workers to another area of the ESCUELA SUPERIOR POLITÉCNICA DEL LITORAL ESPOL, with the prior consent of the employee or worker, without reducing their remuneration, when as a result of work, they suffer injuries or may contract an occupational disease, within the practice of their ordinary work activity, according to the opinion of the Disability Evaluation Commission of the Ecuadorian Social Security Institute (IESS).

s. Monitor and analyze working and health conditions, in order to control or maintain the optimal possible values of noise, ventilation, lighting, temperature and humidity in the workplace.

t. Prohibit or stop work in which imminent risks of accidents are observed, when it is not possible to use appropriate means to avoid them.

u. Implement control measures related to occupational risks that, due to the consumption of alcohol, tobacco or drugs, result in accidents that may affect the server, worker or third parties.

v. The workplaces of the ESPOL LITORAL POLYTECHNIC HIGHER SCHOOL They will follow prevention, safety and hygiene measures and facilitate the proper movement of people with disabilities.

w. Ensure its employees and workers have working conditions that do not present a danger to their health or your life.

x. Install and implement an emergency response system arising from natural threats and risk anthropometric.

y. Maintain records, documentation and reporting of safety and health information in the work.

z. Ensure compliance with the rehabilitation, recovery and reintegration into the workforce process, workers who suffered an accident at work or occupational disease.

## **2. GENERAL OBLIGATIONS AND RIGHTS OF SERVERS AND**

Art. 3. The servers and workers of the ESCUELA SUPERIOR POLITÉCNICA DEL LITORAL ESPOL must comply with the following:

a. Respect the safety rules defined by the POLYTECHNIC HIGHER SCHOOL FROM THE ESPOL COAST.

b. Correctly use the personal and collective protective equipment provided by the ESCUELA SUPERIOR POLITÉCNICA DEL LITORAL ESPOL, take care of its maintenance, and when necessary, return the previously used equipment. In the event of damage or loss, the server must justify this situation.

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- c. Attend talks, workshops, and seminars on occupational risk prevention organized by the Occupational Health and Safety Directorate or the Institution.
- d. Participate in the calls for the formation of emergency brigades carried out by the ESCUELA SUPERIOR POLITÉCNICA DEL LITORAL ESPOL.
- e. Participate in disaster control, risk prevention and hygiene maintenance in the workplaces in compliance with current regulations.
- f. Take care of your personal hygiene, to prevent the spread of diseases and undergo the medical examinations scheduled by the POLYTECHNIC HIGHER SCHOOL FROM THE ESPOL COAST.
- g. Participate in evacuation and emergency response drills.
- h. Report to your immediate supervisor any breakdowns and unsafe conditions that may cause work accidents.
- i. Inform the immediate supervisor and the Occupational Health and Safety Department of ESCUELA SUPERIOR POLITÉCNICA DEL LITORAL ESPOL of any work-related accidents that may occur, as soon as possible without exceeding 3 working days.
- j. Collaborate in the investigation of accidents they have witnessed or of which they have knowledge.

Art. 4. The employees and workers of the ESCUELA SUPERIOR POLITÉCNICA DEL LITORAL ESPOL have the following rights:

- a. Receive free induction, education, and training in occupational health and safety, with an emphasis on the occupational risks associated with the activities they perform and the potential consequences for their health.
- b. Carry out their work in a suitable and favorable work environment for the full exercise of their physical and mental faculties, which guarantees their safety and health.
- c. Servers and workers have the right to be informed.
- d. Request the competent authority to carry out an inspection of the workplace, when it is considered that there are no safety and health conditions at work.
- e. Participate in education and training programs on safety and health in the workplace. job.
- f. Interrupt their activity when there is imminent danger that endangers their safety or that of other servers, or material damage may occur. In such cases, they may not suffer any harm, unless they have acted in bad faith or committed gross negligence.

g. Servers and workers have the right to change their job or task for reasons of health, rehabilitation, reintegration and/or retraining.

h. Be aware of the provisions issued by those responsible for occupational health and safety, the Comprehensive Public Health Network, and entities of the National Social Security System regarding temporary or permanent changes in the job, tasks, or activities in order to safeguard their safety and health at work.

i. Request and know the results of medical examinations, laboratory tests, or special studies performed in connection with the employment relationship. They also have the right to the confidentiality of said results and protection of data related to their health status, with access to these results limited to medical personnel and without them being used for discriminatory purposes. nor to their detriment. Information regarding their health status may only be provided to the employer when the employee gives their express consent.

j. Receive first aid in case of emergency; as well as to be transferred to a health facility where you can continue your care.

k. Receive the benefits from the National Social Security System to which you are entitled right.

l. Receive rehabilitation, recovery and reintegration into the workforce, due to a work accident or occupational disease with the aim of recovering their ability to work.

m. Receive incentives or recognition from the employer when they have distinguished themselves by acts of defense of life or health in the workplace, outside of their daily duties and within the framework of occupational health and safety management.

n. Have job security if you have suffered a work-related accident during the period in which you receive temporary disability benefits. You must also have job security during the period in which an occupational disease is suspected.

o. Pregnant people will have the right to be absent during working hours, without no deduction from their remuneration for prenatal examinations, following the established permit process.

p. Receive the same level of protection in occupational health and safety, without any differential treatment due to type of contract, special working hours, or other contractual conditions at the workplace and/or center.

### **3. PROHIBITIONS OF THE EMPLOYER AND THE SERVANTS OF THE ESCUELA SUPERIOR POLITÉCNICA DEL LITORAL ESPOL.**

Art. 5. The ESCUELA SUPERIOR POLITÉCNICA DEL LITORAL ESPOL is prohibited from doing the following:

a. Require its employees and workers to work in unhealthy environments due to dust, gases,

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and/or toxic substances, unless the necessary preventive measures are previously adopted to safeguard their health and well-being.

b. Enable its servants and workers to perform their duties without the use of clothing work and personal protective equipment according to the task.

c. Allowing work on machines, equipment, tools or premises that do not have the necessary defenses, protective guards or other safeguards to guarantee the physical integrity of employees and workers.

d. Transporting employees and workers in vehicles that are in poor working condition or that do not comply with the preventive and safety measures established in the current regulations on the matter.

e. Disobeying the recommendations contained in the certificates issued by the competent authority regarding temporary or permanent changes in employees and workers in activities or tasks that may aggravate their injuries or illnesses.

f. Allowing the server and worker to perform a risky task for which he was not trained previously.

g. Impose fines that are not provided for in the respective internal regulations, legally approved and other applicable legal regulations in force.

h. Obstruct, by any means, visits or inspections by state labor authorities to establishments or work centers and the review of documentation relating to employees and workers carried out by said authorities.

i. Request approval for eviction or dismissal of workers due to their health status who are living with HIV-AIDS.

Art. 6. The following are prohibited for servants and workers:

a. Endanger your own safety, that of your coworkers or other people, as well as that of the workplace.

b. Carry out work without proper prior training for the task to be performed.

c. Working while intoxicated or having consumed any toxic substance, drug or substance psychotropic.

d. Market, store, distribute or consume alcoholic beverages, drugs or substances psychotropic drugs at work.

e. Smoking or lighting fires in designated hazardous locations, especially fuel storage areas, areas with weeds and any material that could cause structural or forest fires, explosions or

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damage to facilities.

f. Use machines and equipment without their protective elements and safety guards.

g. Remove, modify or render non-functional safety and hygiene elements placed on machines, equipment and electrical installations.

h. Distract attention from work with games, fights, discussions, which may cause accidents.

i. Sleeping during working hours.

j. Alter, change, repair or operate, installations of machine engines, systems electrical, etc., without technical knowledge or prior higher authorization.

k. Failing to observe the regulations implemented to promote measures of risk prevention.

l. Perform any act that represents a risk to your own physical integrity or health and the polytechnic community.

m. Use flammable liquids to wash machinery parts in closed or poorly ventilated places or near heat sources.

n. Throwing tools or objects, particularly from different heights of buildings, for example, from a balcony or terrace, at your workplace that poses a risk to your safety.

o. Destroy or damage signs, visual or other advertising material intended to promote risk prevention.

p. Wear loose or unbuttoned clothing in areas where there is moving equipment, machinery or parts.

q. Working in dangerous environments without the respective personal protection equipment and appropriate clothing.

r. Use inappropriate tools, clothing, footwear and accessories at work, agreement with the hazards of the site.

s. Transporting yourself unsafely in vehicles within the ESCUELA SUPERIOR POLITÉCNICA DEL LITORAL ESPOL.

t. Carrying weapons during working hours, unless authorized by the authority. respective.

u. Carry out high-risk work without authorization (work permit) and safety measures. corresponding security.

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v. Using manual ladders in poor or inappropriate conditions or in violation of work safety measures.

#### 4. FUNCTIONS OF THE HEALTH AND SAFETY MANAGERS IN THE JOB

##### Art. 7. Occupational Health and Safety Technician.

The following are the obligations and responsibilities of the technician responsible for occupational health and safety:

a. Identify hazards and evaluate the risks present in all processes that the company complies with. ESPOL LITORAL POLYTECHNIC HIGHER SCHOOL.

b. Carry out periodic inspections of workplaces.

c. Report on the status of health and safety conditions in the workplace. d) Present technical justifications for the immediate, temporary or permanent suspension of activities when unsafe conditions and/or acts exist that could cause damage to the workplace.

d. Integrity of servers and workers.

e. Keep track of occupational risk factors.

f. Execute the Training Plan on occupational health and safety issues.

g. Investigate, analyze and report any work accidents that have occurred.

h. Conduct or manage occupational health studies to prevent and control occupational risks through elimination, substitution, engineering, administrative or worker controls, prioritizing collective criteria over individual ones.

i. Propose programs that encourage compliance with safety and health standards in the workplace. job.

j. Maintain and safeguard the technical reports and records of the management carried out.

k. Manage the purchase of materials, tools and equipment that meet the technical specifications required for the prevention and control of occupational risks.

l. Collaborate in the prevention of risks carried out by the competent authorities.

m. Ensure compliance with these Health and Safety Regulations.

n. Design and execute emergency and contingency plans, as well as carry out drills.

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- o. Develop safe work procedures.
- p. Inform about prevention and protection measures to safeguard the safety and health of employees and workers.
- q. Supervise the activities of external services in occupational safety and health.
- r. Provide technical advice on matters of safety, hygiene and health at work.
- s. Any other unspecified activity that, due to its nature or objective, requires knowledge of safety and hygiene at work.

#### Art. 8. Of the Medical Professional.

The obligations and responsibilities of the Occupational Physician are the following:

- a. Advise on occupational health, occupational medicine, bioethics, legal implications of medical practice and its application to the working and health conditions of employees and workers.
  - b. Participate in the identification of hazards, risk assessment and propose controls in the jobs.
  - c. Manage health conservation plans as required.
  - d. Manage the Epidemiological Monitoring (PME) programs of the place and/or workplace.
  - e. Implement programs for the management of rehabilitation, recovery and reintegration cases labor
  - f. Propose occupational epidemiological research studies.
  - g. Investigate and prepare reports of suspected occupational diseases.
  - h. Prevent and promote the health of employees and workers in the activities inherent to the work they carry out within the ESCUELA SUPERIOR POLITÉCNICA DEL LITORALES POL.
  - i. Determine the suitability of servers and workers, collaborating with the selection process of personnel from the Human Talent Department.
  - j. Prepare occupational medical records and coordinate the execution of pre-occupational or initial, periodic, reinstatement, special and post-occupational medical examinations with the required frequency and develop programs according to the specific risks to which the employees are exposed and organize the corresponding file.
  - k. Analyze and classify jobs for the selection of personnel, according to the assessment of the
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psychophysiological requirements of the tasks to be performed and in relation to the risks of work accidents and occupational diseases.

l. Monitor environmental conditions at the workplace through job inspections of work.

m. Participate in the investigation of work accidents.

n. Organize health care training programs.

o. Advise the institution on the rational distribution of servers according to job positions and the aptitude of the servant and worker.

p. Manage the Comprehensive Program for the Prevention and Reduction of the Use and Consumption of Alcohol, Tobacco and other Drugs in the Workplace, in accordance with the legal and technical requirements established by the Ministry of Labor.

q. Report occupational health management data on the platform defined by the national health authority for this purpose.

r. Coordinate preventive immunization campaigns by vaccinating public servants and workers according to the availability of the Ministry of Public Health.

s. Any other unspecified activity that, due to its nature or objective, requires knowledge of health and/or occupational medicine.

Art. 9. The ESCUELA SUPERIOR POLITÉCNICA DEL LITORAL ESPOL registers the occupational technician and doctor on the computer platform issued by this labor rector and the national health authority.

## **5.OBLIGATIONS OF CONTRACTORS, SUBCONTRACTORS, INSPECTORS, OTHERS FROM THE LITORAL POLYTECHNIC HIGHER SCHOOL ESPOL.**

Art. 10. Contracting companies, subcontractors and in general any natural or legal person who provides services or constructs civil works within the ESCUELA SUPERIOR POLITÉCNICA DEL LITORAL ESPOL, must comply with the following:

a. Register all persons who receive income from the execution of a project or the provision of a service with Social Security, from the first day of work to the last day actually worked. This requirement applies to contractors, subcontractors, and inspectors.

b. Comply with all current regulations regarding labor, health and safety at work; risk prevention plans and affiliation with the Ecuadorian Social Security Institute; the endorsements. Security management and membership records must be submitted before starting work or activities and kept current for the duration of the work.

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c. Plan and execute prevention and protection programs regarding work risks in the different progress processes of the work. d) Allocate the corresponding resources for the development of prevention and protection programs.

d. Protection and will hold those responsible accountable for compliance.

e. Register intermediaries, contractors and subcontractors with the Ministry of Labor.

f. In applicable cases, they must present the current work competency certifications detailed in article 63 of this regulation before starting work.

g. Inform the worker about the risks arising from the performance of his or her work, as well as provide the corresponding protective and preventive measures, tools and equipment.

h. Deliver to the ESCUELA SUPERIOR POLITÉCNICA DEL LITORAL ESPOL the Health and Safety Regulations or the Minimum Plan for the Prevention of Occupational Risks, as applicable, approved by the Ministry of Labor, upon signing the Contract, pursuant to the provisions of articles 64 and 434 of the Labor Code.

i. Be clear about their responsibilities to prevent occupational risks and monitor the health of all its workers, regardless of their number.

j. Understand that the obligations indicated for the ESCUELA SUPERIOR POLITÉCNICA DEL LITORAL ESPOL are also applicable to the Complementary Services Companies or Civil Works (construction) that are contracted.

k. Comply with the legal requirements outlined in Agreement No. 174 "Safety and Health Regulations for Construction and Public Works" of the Ministry of Labor.

l. Inform the Contracting Unit and the Occupational Health and Safety Directorate of ESCUELA SUPERIOR POLITÉCNICA DEL LITORAL ESPOL, of accidents caused by work-related accidents that may occur, as soon as possible, but not exceeding three working days. Submit a report on the accident investigation along with supporting documentation of the corrective and preventive measures taken.

Art. 11. The ESCUELA SUPERIOR POLITÉCNICA DEL LITORAL ESPOL has a Safety Management Guide for Contractors, which will be disseminated prior to the start of work for compliance.

## **6. RESPONSIBILITIES AND OBLIGATIONS IN SHARED SPACES BETWEEN COMPANIES OR INSTITUTIONS**

Art. 12. Companies that carry out activities within the facilities of the ESCUELA SUPERIOR POLITÉCNICA DEL LITORAL ESPOL must comply with their legal responsibilities and obligations regarding occupational health and safety. To guarantee all obligations to the worker, the ESCUELA SUPERIOR POLITÉCNICA DEL LITORAL ESPOL will comply with the provisions of

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current regulations regarding the Joint Liability of Employers.

## **CHAPTER II: RISK PREVENTION MANAGEMENT IN THE WORK**

### **1. JOINT ORGANIZATIONS, COMPOSITION AND FUNCTIONS**

Art. 13. In each work center that has fifty (50) or more servers and workers, a Joint Committee on Safety and Health at Work will be formed; in each work center that has ten (10) or less than forty-nine (49) servers and workers, a Joint Committee will be elected.

Occupational Health and Safety Delegate; in the workplace with a number between one (1) and nine (9) workers and employees, all will exercise their right to actively participate in matters related to occupational health and safety.

Art. 14. The Occupational Health and Safety Committee and the Occupational Health and Safety Delegate have the objective of improving working conditions, protection, and labor productivity.

Art. 15. The Occupational Health and Safety Committee:

a. It will be composed equally by three (3) representatives of the workers elected by simple majority, and three (3) representatives designated by the employer, from among its main members the president and the secretary will be elected. If the president represents the employer, the secretary will represent the servers and workers and vice versa. Each representative will have an alternate chosen in the same way as the owner and who will be the main one in case of absence or impediment of the latter.

b. To be a member of the Occupational Health and Safety Committee, you must work at the place or work center of ESCUELA SUPERIOR POLITÉCNICA DEL LITORAL ESPOL, and pass the training established by the labor entity.

c. All resolutions of the Occupational Health and Safety Committee shall be adopted by simple majority. If a majority is not available to define resolutions, the deciding vote of the Occupational Health and Safety Officers shall be used, depending on the issue at hand.

d. bodies will be registered in accordance with the guidelines established by the entity rector of work.

e. The Occupational Health and Safety Committee will meet every two months and Extraordinarily when an accident at work occurs, a presumed occupational disease occurs, following an inspection process by the competent authority or at a reasoned request that is related to safety and health at work.

f. The members of the Committee will remain in office for two (2) years and may be re-elected.

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Art. 16. The Joint Bodies of the ESCUELA SUPERIOR POLITÉCNICA DEL LITORAL ESPOL will have the advice of those responsible for Safety and Health at work and will have the following functions:

- a. Cooperate in the implementation of occupational health and safety policies, plans, programs, projects and activities.
- b. To learn the results of research conducted by specialized agencies on occupational accidents and diseases, and to propose preventive and corrective actions.
- c. Convene and listen to workers on aspects related to safety and health in the workplace. job.
- d. Carry out the general inspection of buildings, facilities, equipment, tools and other items. workplaces, identifying and reporting unsafe acts and conditions.
- c. in the prevention of occupational risks.
- e. To be aware of the reports relating to working conditions prepared by those responsible for occupational health and safety.
- f. Prepare an annual management report with the main issues discussed in the sessions of the Health and Safety Committee, which will be made known to the highest authority and the employees and workers.
- g. Report to the competent authority any cases of alleged violation of occupational health and safety rights.

Art. 17. The ESCUELA SUPERIOR POLITÉCNICA DEL LITORAL ESPOL will keep the documents generated by its joint bodies as proof of its management in occupational health and safety.

## **2. MANAGEMENT OF OCCUPATIONAL RISKS SPECIFIC TO THE SCHOOL SUPERIOR POLYTECHNIC OF THE LITORAL ESPOL**

Art. 18. The ESCUELA SUPERIOR POLITÉCNICA DEL LITORAL ESPOL maintains its commitment to adopting the necessary measures to prevent risks that may affect the health and well-being of its employees and workers in the workplaces under its responsibility.

Art. 19. In its occupational health and safety management, the ESCUELA SUPERIOR POLITÉCNICA DEL LITORAL ESPOL will apply the necessary safety and hygiene techniques and methods to prevent occupational hazards. Priority will be given to controlling occupational risk factors according to the hierarchy for implementing prevention and protection measures: elimination, substitution, engineering control, administrative control, and worker control.

Risk management will seek continuous improvement of processes and follows the following steps:

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- Identification
- Measurement
- Evaluation
- control.

Art. 20. The Institution identifies its hazards based on applicable technical procedures recognized nationally and internationally. The institution's health and safety management is based on the development of a hazard identification matrix, risk assessment, and risk control through the implementation of preventive and protective measures. The main preventive and protective measures implemented for relevant risks are described below.

### **CAL RISKS**

#### **Art. 21. PREVENTIVE MEASURES FOR VENTILATION, TEMPERATURE AND HUMIDITY AT THE LITORAL POLYTECHNIC HIGHER SCHOOL ESPOL**

- Maintain, by natural or artificial means, ventilation, temperature, and/or humidity conditions that ensure a comfortable and healthy environment in work areas. Air renewal to and from the outside of buildings will be encouraged.
- Hydrate staff in the workplace, exposed to high temperatures and outdoor.
- Apply standard protection methods when the temperature values permitted by the technological process or environmental circumstances are exceeded.

#### **Art. 22. PREVENTIVE MEASURES FOR LIGHTING AT THE LITORAL POLYTECHNIC HIGHER SCHOOL ESPOL**

- Provide sufficient lighting to the work areas, in accordance with the standards established for the type of activity they perform.
- clean and, if necessary, renew the lighting surfaces (lampshades, translucent sheets) to ensure their constant transparency.
- Use adequate artificial lighting (300 to 500 lux) when work areas lack natural lighting or when it is insufficient, or when shadows are cast that hinder activities. Furthermore, lighting levels that cause discomfort to staff and workers or pose a risk of fire or explosion must not be exceeded.
- Prohibit the use of light sources that produce oscillations in the emission of flow luminous, except for the warning lights.

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e. Install anti-explosive devices in premises where there is a risk of explosion or fire, due to the activities carried out there or due to the flammable materials or substances stored therein.

f. Install emergency lighting devices in workplaces where night work is carried out or where, due to their characteristics, they require permanent artificial lighting. Their energy source will be independent of the normal lighting source and will have a minimum intensity sufficient to identify the most important and dangerous parts of the facility, as well as to identify the exit doors to be used in cases of emergency.

#### Art. 23. PREVENTIVE MEASURES FOR ENVIRONMENTS WITH NOISE AND VIBRATIONS AT THE LITORAL POLYTECHNIC HIGHER SCHOOL ESPOL

a. Apply structural isolation or anti-vibration mounts to anchor machines and devices that produce noise or vibrations, using techniques that allow for optimal static and dynamic balance.

b. Locate machines or equipment that produce noise or vibrations in isolated areas, if the process allows it, and they will be subject to an appropriate maintenance program that reduces the emission of such physical risk as much as possible.

c. Firmly anchor machines or devices that produce noise or vibrations to walls or columns, excluding alarm devices or acoustic signals.

#### Art. 24. PREVENTIVE MEASURES FOR NON-IONIZING RADIATION

a. Use a portable screen or protective screens when performing welding work, to avoid and/or limit the radiation of the electric arc to other personnel at a distance.

b. When outdoor work is required, suitable clothing will be worn (e.g., long-sleeved shirt) and head and neck protection through the use of caps.

c. The permanent location of workstations next to non-ionizing radiation sources shall be avoided, unless the spaces for such equipment are adequately confined or protected.

d. Servers and workers who perform work outdoors perform welding and/or

Use equipment that generates non-ionizing radiation sources (which generate infrared light and significant heat) and they will have the necessary hydration and breaks.

e. Personal protective equipment such as goggles, welding helmet and gloves are required.

### **CHEMICAL RISKS**

#### Art. 25. PREVENTIVE MEASURES FOR HANDLING AND STORAGE OF CHEMICAL PRODUCTS AT THE LITORAL POLYTECHNIC HIGHER SCHOOL ESPOL

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Employees and workers who handle or transport hazardous chemicals must comply with the following:

- a. Identify chemical products and keep safety instructions updated in the workplace for the safe handling and storage of chemical products, ensuring their safe handling and storage.
- b. Use appropriate personal protective equipment when handling chemicals. Respirators, gloves, eye protection, and body protection are mandatory.
- c. Immediately clean up any chemical spills with absorbent material.
- d. Immediately wash the affected area with plenty of water if the chemical spills on the body, hands, or splashes on the face or eyes, using the shower or eye wash and seek medical attention.
- e. Wash your hands and/or body and avoid contact with your skin after handling chemicals.
- f. Clearly identify all containers containing chemicals and dispose of them according to established procedures.
- g. Use appropriate personal protective equipment when handling toxic chemicals, as their harmful effects can occur through inhalation, absorption or ingestion of the product.
- h. Mark with a prohibition and/or warning sign the sites where pesticides are applied and which by their nature are open areas such as gardens, patios, crops.
- i. Chemical storage areas for the treatment of the disease must be provided with absorbent material. combating potential spills.
- j. Comply with and enforce the provisions of applicable regulations.
- k. Receive training in the safe handling of hazardous chemicals.
- l. Prohibit the introduction, preparation or consumption of food and beverages where there is a risk derived from chemical substances due to storage and/or handling.
- m. Have and know the “Safety Sheets” of the chemical products, which must be be available in the workplace in Spanish.
- n. Keep containers properly labeled. o) Use adequate ventilation in areas where hazardous chemicals are handled.
- p. Dispose of hazardous waste with authorized managers in accordance with the provisions of the applicable environmental legislation.

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## Art. 26. PREVENTIVE MEASURES FOR THE STORAGE AND HANDLING OF FLAMMABLE AND COMBUSTIBLE LIQUIDS IN THE POLYTECHNIC HIGHER SCHOOL

- a. Store flammable liquids in premises other than work premises and, if possible, in completely isolated enclosures.
- b. Deposit the amount strictly necessary for use in the positions or workplaces.
- c. Slowly fill tanks with flammable liquids or substances, avoiding free fall from the holes at the top, to prevent the mixing of air with explosive vapors.
- d. Label, indicating the contents of containers of flammable liquids or substances, danger and precautions necessary for its use.
- e. Check the hermetic closure of the containers of packaged flammable products, with prior to storage and if they have suffered deterioration or breakage.
- f. Carry out the packaging and packing of flammable substances, always with the necessary precautions and care. appropriate personal protective equipment in each case.
- g. Do not smoke in places where flammable substances are stored or handled.
- h. Do not wear any object or clothing that could produce a spark or flame.
- i. Store diesel fuel liquids in suitable containers on an impermeable surface and in a bucket to facilitate the collection of any spillage.

## **BIOLOGICAL RISKS**

### Art. 27. PREVENTIVE MEASURES FOR THE PREVENTION OF BIOLOGICAL RISKS AT THE LITORAL POLYTECHNIC HIGHER SCHOOL ESPOL

To prevent biological risks, the following must be done:

- a. Keep the work area in good clean conditions.
- b. Follow good hygiene practices, ensuring proper handwashing.
- c. Restrict access and designate only authorized personnel in laboratories where there is exposure to biological hazards.
- d. Observe good manufacturing practices in food handling in kitchen areas, dining rooms and food technology workshops.
- e. Dispose of both inorganic and organic waste from offices, laboratories, classrooms, and

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warehouses using suitable, identified containers. The containers must have lids.

f. Regularly clean windows and skylights in the SCHOOL facilitiesSUPERIOR POLYTECHNIC SCHOOL OF THE LITORAL ESPOL.

g. Protect the servers and workers in the manner indicated by medical science and technology in general (vaccines).

h. Provide servers and workers in charge of cleaning facilities with protective clothing. suitable work, personal protective equipment (masks, gloves and goggles).

i. Prohibit spitting on the floors in order to contribute to maintaining hygiene in the facilities.

j. Apply regulatory procedures in the management of biological waste in research laboratories and in the Medical Dispensary.

k. Establish and implement an annual preventive maintenance program for the air conditioning duct systems at the ESCUELA SUPERIOR POLITÉCNICA DEL LITORAL ESPOL facilities, in order to provide breathable air quality to the employees; air quality monitoring must also be carried out.

l. Periodically carry out pest and vector control.

## **SECURITY RISKS**

Art. 28. PREVENTIVE MEASURES FOR ELECTRICAL WORK AT THE LITORAL POLYTECHNIC HIGHER SCHOOL ESPOL.

a. Electrical work will be performed only by competent and authorized employees and workers. The Maintenance Department will authorize and supervise the electrical supply to all projects and works that require it.

b. Every electrical room, power room, capacitor bank, transformer and The electrical substation will have restricted access and will have signs warning of electrical hazards.

c. Electrical installations will be maintained in good condition.

d. Machines and equipment shall have a ground connection.

e. Use insulated tools for work in energized areas.

f. To work without voltage, the following steps must be followed: 1) Disconnect the installation in a visible or effective manner, 2) Block it using padlocks and signal that it is under maintenance, 3) Verify the absence of voltage, measuring in each of the phases and neutral, 4) Short-circuit and ground, 5) Signal the work area, delimiting access to authorized personnel

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only.

#### Art. 29. PREVENTIVE MEASURES IN THE USE OF EQUIPMENT, MACHINES AND Laboratory and workshop tools at the Litoral Polytechnic School (ESPOL).

Operators of equipment, machines and tools must comply with the following:

- a. Check that safety devices such as guards and emergency stop buttons or devices are operational.
- b. Mandatory use of personal protective equipment defined for each task.
- c. Check that the equipment, machines and tools, under normal working conditions, do not present risks.
- d. Ensure that the necessary maintenance of equipment and machinery is carried out, through maintenance plans, so that they maintain the required safety conditions.
- e. Keep the workplace, equipment, machines, floors and walls clean and tidy. free of waste.
- f. Do not wear any kind of jewelry on fingers, hands, necks, or long loose hair when operating or maintaining machines and equipment, which can cause injuries by getting caught in moving parts.
- g. Personally inspect the machinery or equipment before putting it into motion, verifying that there are no operational restrictions or personal or collective danger.
- h. Notify the responsible supervisor before starting a machine or equipment as an accident prevention measure.
- i. Lock out all power sources that feed machinery and auxiliary equipment before performing unlocking, cleaning and maintenance activities.
- j. The machines and equipment will be located in areas of sufficient size to allow their use. correct assembly and safe operation.
- k. Ensure the stability of the machine and that vibrations due to its anchoring do not affect the structure of the building, nor pose risks to workers.
- l. Comply with the rules indicated in the machine's installation and operation manual.

#### Art. 30. PREVENTIVE MEASURES FOR VEHICLE TRAFFIC AT THE LITORAL POLYTECHNIC HIGHER SCHOOL ESPOL

Vehicle drivers must comply with the following:

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- a. Allow random security inspection by security personnel of the vehicle entering or leaving the facilities, whether or not it belongs to the ESCUELA SUPERIOR POLITÉCNICA DEL LITORAL ESPOL.
  - b. Respect the signs on the floor, in parking spaces and vehicle parking areas, and in pedestrian zones.
  - c. Vehicles must be parked in the exit position.
  - d. Do not exceed the posted speed limit on the Campus.
  - e. Do not block exit routes in any area of the SCHOOL facilities
  - f. Wear your seat belt at all times.
  - g. Do not drive under the influence of narcotics and psychotropic substances
  - h. Give priority to pedestrians in zebra crossings.
  - i. Wear a motorcycle helmet when riding a motorcycle.
  - j. Comply with traffic regulations
  - k. Keep floors, stairwells, pedestrian walkways, emergency exits, and fire equipment clear of obstacles. Remove all slippery materials.
  - l. Keep the toilets completely clean.
  - m. Maintain in operational conditions the facilities, walls, floors, ceilings, floors, air ducts, controlling the risks they may generate.
  - n. Assess the potential risks associated with any cleaning task. The worker will request clear and safe instructions and information for its execution.
  - o. Remove and transport the waste bins or containers from your sector to the area of storage.
  - p. Store work implements and personal protection in the place assigned for such purposes.
- purposes at the end of each day.

#### Art. 32. PREVENTIVE MEASURES FOR THE USE OF HAND TOOLS AND STAIRS.

- a. Select and use hand tools and ladders appropriate for the activity to be performed.
- b. Do not use hand tools or ladders in poor condition; these must be repaired or replaced.

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If the employee is discharged, immediately inform the supervisor or person in charge.

- c. Do not throw hand tools or ladders when passing them to another user.
  - d. Do not leave sharp or hot tools in places where they represent a danger or interrupt free transit.
  - e. Clean hand tools and ladders after use and put them away.
- complete their task, in the place that corresponds to them.

## **PSYCHOSOCIAL RISKS**

### **Art. 33. PREVENTIVE MEASURES FOR THE PREVENTION OF PSYCHOSOCIAL RISKS AT THE LITORAL POLYTECHNIC HIGHER SCHOOL ESPOL**

- a. Train public servants and workers by providing information on psychosocial risk prevention and the importance of HIV/AIDS prevention.
- b. Promote good communication practices at all hierarchical levels.
- c. Develop mediation or correction systems, based on the resolution of conflicts of the servers and workers.
- d. Understand the ethical standards that govern the ESCUELA SUPERIOR POLITÉCNICA DEL LITORAL ESPOL, which must be assumed and accepted by all employees.
- e. Promote the reporting of all situations of harassment, discrimination and violence to the relevant agencies. specialized in the institution.
- f. Properly manage the facilities to maintain adequate working conditions.
- g. Facilitate internal group cohesion through the application of principles and values institutional in all its activities.

## **ERGONOMIC RISKS**

### **Art. 34. PREVENTIVE MEASURES FOR RISK PREVENTION**

#### **ERGONOMICS AT THE LITORAL POLYTECHNIC HIGHER SCHOOL ESPOL**

- a. Ergonomic principles will be taken into account, especially with regard to the design of the workplace, the provision of furniture, and the position of employees and workers when using equipment, machines, and tools.

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b. Reduce or minimize repetitive work time by restructuring methods, alternating different muscle groups to increase the variety of tasks, and/or providing breaks to allow for muscle recovery or relaxation.

c. Provide, maintain and supervise the use of mechanical aid tools in accordance with the work to be performed.

d. Train and promote the use of safe methods for manual handling of loads, ensuring that force is distributed, encouraging alternative use of limbs and/or postural changes.

e. Plan the routes and resources required for manual load handling, minimizing walking on slippery surfaces, ramps, or stairs, especially when the load obstructs visibility. Likewise, ask for assistance and use hand transporters if the load is large and obstructs normal walking.

### **3. SPECIAL WORKS**

Art. 35. For those high-risk jobs, such as: work at height, hot work, Electrical work, confined spaces, work with pesticides, excavation, etc. where there is a high risk of harm to the health, physical integrity of the server and worker and/or the facilities, the activities to be carried out must be reviewed and planned by issuing the Safe Task Analysis (ATS) form and the Work Permits (PT) as applicable.

Safety measures must be communicated to all involved parties, i.e., participating employees, workers, and/or contractors, before the start of the task. The employee, worker, or participating contractor must register their name and signature in both the ATS and the PT to demonstrate awareness of and commitment to the measures to be followed. Failure to comply with the preventive requirements for special work will result in suspension of the work.

Art. 36. The ESCUELA SUPERIOR POLITÉCNICA DEL LITORAL ESPOL applies, among others, the following work permits:

- Height work permit. Any work performed at a height of 1.80 meters, with a high risk of the worker or materials falling. Examples: roof or deck repairs, use of ladders, and scaffolding.
- Confined space work permit. Any work performed in areas with low oxygen levels or concentrations of gases not designed for habitation.

Example: interior painting of water storage tank.

- Hot work permit. Any work that generates sparks, flames, or excessive heat. Example: electrical welding work.
- Electrical work permit. All work performed on electrical installations in rooms

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transformation and medium and high voltage lines.

- Excavation work permit. All work performed to create an excavation, trench, or depression in the ground greater than 0.80 meters by removing earth. If necessary, a confined space work permit must also be used.
- Pesticide work permit. Any work that requires the application of pesticides in offices, warehouses and green areas.

## **5. PREVENTION OF NATURAL THREATS AND MAN-CREATED RISKS**

### **a) Emergency Plan**

Art. 38. Regarding potential risks, special consideration should be given to those that may cause a catastrophe, resulting in injury to servers and considerable damage to the Facilities, equipment, and machinery of the ESCUELA SUPERIOR POLITÉCNICA DEL LITORAL ESPOL. For this purpose, an Institutional Emergency and Contingency Plan is in place, which will be especially applicable in the event of fire, explosions, earthquakes, spills, floods, among others.

The most important points in the Institutional Emergency Plan are described below and Contingency:

- The security protocol for each of the possible emergencies is described.
- The resources and organization that the institution has to provide care are described. emergencies.
- All unwanted events are reported to the SCHOOL Monitoring Center SUPERIOR POLYTECHNIC SCHOOL OF THE LITORAL ESPOL.
- Evacuation drills will be conducted within the facilities of the ESCUELA SUPERIOR POLITÉCNICA DEL LITORAL ESPOL, in coordination with the members of the Joint Organizations and the Physical Security area.
- In case of emergencies the ESCUELA SUPERIOR POLITÉCNICA DEL LITORAL ESPOL It has a Medical Dispensary for primary medical care.
- In case of emergencies the ESCUELA SUPERIOR POLITÉCNICA DEL LITORAL ESPOL

It has an ambulance contract for transporting injured patients to public or private medical clinics, as appropriate, for specialized medical care. The ambulance service is available to the entire polytechnic community.

Art. 39. All facilities shall be provided with the most appropriate fire protection equipment, in

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accordance with the type of risk that may arise. The provisions of the Fire Protection Law and its regulations shall be followed.

#### b) Brigades and Drills

Art. 40. The ESPOL COASTAL POLYTECHNIC HIGHER SCHOOL, based on the risk level and job distribution, will train and educate Emergency Brigade Members. This training will be comprehensive; they will receive training in first aid, firefighting, and evacuation. Additionally, since the polytechnic campus is located within a forested area, the ESPOL COASTAL POLYTECHNIC HIGHER SCHOOL maintains Forestry Brigade Members.

Art. 41. Emergency drills will be coordinated and planned annually,

will have the participation of the Emergency Brigades and/or Forestry Brigades of ESCUELA SUPERIOR POLITÉCNICA DEL LITORAL ESPOL, with the accompaniment of the Occupational Health and Safety Department of the ESCUELA SUPERIOR POLITÉCNICA FROM THE ESPOL COAST.

#### c) Contingency plans

Art. 42. The ESCUELA SUPERIOR POLITÉCNICA DEL LITORAL ESPOL has contingency plans as a component

of the Institutional Emergency and Contingency Plan, which contains specific procedures for a prompt response in the event of an emergency. The ESCUELA SUPERIOR POLITÉCNICA DEL LITORAL ESPOL Emergency and Contingency Plan will be disseminated annually to the Institution's employees and staff.

## **6. OCCUPATIONAL HEALTH MANAGEMENT**

#### a. Occupational medical checks and examinations

Art. 43. In accordance with the risk factors at work, the ESCUELA SUPERIOR POLITÉCNICA DEL LITORAL ESPOL monitors the health of its employees and workers through medical examinations, which include:

- Opening of the occupational medical record at the time of entry of the servers to the company,
- Pre-occupational or initial medical examination
- Periodic medical examination,
- Medical examination for reinstatement,

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- Special medical examination in the case of employees whose work involves high health risks, as needed,
- Recommendations for assistance to specialist consultations or auxiliary examinations diagnosis,
- Retirement or post-occupational medical examination

#### b) Medical fitness for work

Art. 44. The occupational physician assesses the suitability of the employee and worker for the requirements of the job and in relation to the risks of work accidents and occupational diseases.

#### c) Provision of first aid

Art. 45. The ESCUELA SUPERIOR POLITÉCNICA DEL LITORAL ESPOL will have emergency first aid kits in strategic locations for providing first aid to employees and workers during the work day.

Likewise, the ESCUELA SUPERIOR POLITÉCNICA DEL LITORAL ESPOL has a Primary Care Medical Clinic that provides primary health care, nursing, social work, and psychology services to students, civil servants, and employees. For emergency patient transfers to medical units, when specialized medical care is required, the ESCUELA SUPERIOR POLITÉCNICA DEL LITORAL ESPOL has an ambulance service contract for the benefit of the polytechnic community.

#### d) Protection of priority care groups and vulnerable groups

Art. 46. In compliance with the Organic Law on Disabilities, the ESCUELA SUPERIOR POLITÉCNICA DEL LITORAL ESPOL promotes the right to work of people with disabilities, with deficiencies or disabling conditions, promoting their equal treatment and non-discrimination.

discrimination applicable to its selection, hiring, training, and compensation processes, among others. Furthermore, the ESCUELA SUPERIOR POLITÉCNICA DEL LITORAL ESPOL provides the necessary facilities in its facilities for work adaptation.

The ESCUELA SUPERIOR POLITÉCNICA DEL LITORAL (ESPOL) protects its employees and workers who, due to their disability, may be especially sensitive to work-related risks, taking this condition into account in risk analyses and preventive measures.

#### e) Protection and surveillance for the adequate maintenance of health services general

Art. 47. The ESCUELA SUPERIOR POLITÉCNICA DEL LITORAL ESPOL carries out inspections of general health services, such as: dining rooms, toilets, drinking water supplies and others to

promote their proper maintenance.

f) Internal records of health at work

Art. 48.- All health information will be subject to current regulations, taking into account that,

Under no circumstances may such information be disclosed to third parties without the express authorization and consent of the employee or worker. The occupational physician maintains a clinical-statistical record of activities related to the health surveillance of employees and workers, such as: medical records, occupational medical certificates, single medical history, and other records designated by the competent authorities.

### **CHAPTER III: PREVENTION PROGRAMS**

#### **1. DRUG USE AND CONSUMPTION PREVENTION PROGRAM IN WORKSPACES**

Art. 49. The ESCUELA SUPERIOR POLITÉCNICA DEL LITORAL (ESPOL) maintains the Comprehensive Drug Use and Consumption Prevention Program in Public and Private Workplaces, in accordance with the provisions of the Organic Law on the Comprehensive Prevention of the Socioeconomic Phenomenon of Drugs and the Regulation and Control of the Use of Scheduled Substances Subject to Control. This Program consists of the following phases:

a. Dissemination of the Program is carried out through social media during the occupational health appointment. In addition, related talks are held and dissemination is carried out through mass media within the polytechnic community.

b. Initial Diagnosis, with the objective of identifying potential cases and establishing the most frequent situations, the Occupational Physician updates the information on the servers through occupational medical appointments.

c. Program development. Based on the information collected, the main prevention actions are established. This includes referral and care of cases to the Ministry of Public Health.

d. Health promotion, prevention and action protocol, the Polytechnic Welfare Management of the ESCUELA SUPERIOR POLITÉCNICA DEL LITORAL ESPOL

This protocol is implemented with the aim of establishing strategies for health promotion and prevention of drug use and courses of action in cases of drug use within the facilities of the ESCUELA SUPERIOR POLITÉCNICA DEL LITORAL ESPOL, providing guidance, establishing urgent health measures if necessary and supporting community members in the event of drug use during their rehabilitation process, which will be carried out by the Ministry of Public Health.

Art. 50. The ESCUELA SUPERIOR POLITÉCNICA DEL LITORAL (ESPOL) reserves the right, to the extent permitted by applicable law, to randomly and without prior notice conduct the necessary

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checks to ensure that no consumption, possession, or distribution of drugs and psychotropic substances is taking place within its facilities, in order to prevent occupational hazards that could lead to work-related accidents. These checks may include tests to detect alcohol, among other drugs. The checks will not be discriminatory and will be aimed at preventing risks to employees and workers from performing work under the influence of drugs and psychotropic substances.

## **2. PSYCHOSOCIAL RISK PREVENTION PROGRAM**

Art. 51. The ESCUELA SUPERIOR POLITÉCNICA DEL LITORAL ESPOL in compliance with applicable regulations, for the eradication of discrimination in the workplace, maintains a Psychosocial Risk Prevention Program, based on the parameters and formats established by the labor authority, in collaboration with the Human Talent Directorate of the ESCUELA SUPERIOR POLITÉCNICA DEL LITORAL ESPOL. In this sense, each year psychosocial risk assessments are carried out anonymously, informative material is disseminated and/or talks are given on the subject, and if required, an action plan is established.

Art. 52. The ESCUELA SUPERIOR POLITÉCNICA DEL LITORAL ESPOL, based on the Ministerial Agreement Protocol for the Prevention and Attention of Cases of Discrimination, Harassment The Office of Labor and Violence Against Women in the Workplace will establish mechanisms to assist with the program to prevent discrimination, harassment, and violence against women, or any type of harassment affecting employees and workers. To this end, the ESCUELA SUPERIOR POLITÉCNICA DEL LITORAL ESPOL has implemented the Protocol for the Prevention and Response in Cases of Harassment, Discrimination, and Gender-Based Violence at the ESCUELA SUPERIOR POLITÉCNICA DEL LITORAL ESPOL. This Protocol establishes various mechanisms to preserve and guarantee normal and harmonious coexistence, adopting appropriate measures to prevent situations of harassment, discrimination, and gender-based violence. This protocol establishes, among other elements, the disciplinary procedure, principles and guarantees, as well as the reporting, support, and follow-up procedures. In general terms, it has been established that anyone who is a victim of harassment, discrimination, or gender-based violence, or who seeks to prevent a possible situation of this nature, may file a complaint with the Polytechnic Welfare Management. The ESCUELA SUPERIOR POLITÉCNICA DEL LITORAL ESPOL guarantees due process and the right to privacy and confidentiality of the data provided.

## **CHAPTER IV: REGISTRATION, INVESTIGATION AND NOTIFICATION OF WORK ACCIDENTS, OCCUPATIONAL DISEASES AND INCIDENTS**

Art. 53. The provisions of the regulations for the investigation process of occupational accidents, occupational diseases and work-related incidents contained in Resolution CD 513 Regulations of the General Occupational Risk Insurance of the IESS shall be followed.

### **1. REGISTRATION AND STATISTICS**

Art. 54. Once the Occupational Health and Safety Directorate becomes aware of an undesirable event, whether a work-related accident, occupational disease, or incident, it will pre-qualify the event and begin the investigation process. If applicable, the corresponding supervisory bodies will be notified.

Accident statistics are kept annually. The ESCUELA SUPERIOR POLITÉCNICA DEL LITORAL (ESPOL) will keep

the following reactive indicators in its records: the Accident Rate, Severity Rate, and Risk Rate. These indicators will be submitted annually to the General Workers' Compensation Insurance Company.

## **2. PROCEDURE IN CASE OF WORK ACCIDENT AND OCCUPATIONAL DISEASES**

Art. 55. The ESCUELA SUPERIOR POLITÉCNICA DEL LITORAL ESPOL follows a protocol for the care and investigation of occupational accidents and illnesses through

the processes of Occupational Accident Management, Occupational Disease Management and Occupational Incident Management.

## **3. RESEARCH**

Art. 56. The investigation of occupational accidents, occupational diseases, and work-related incidents is carried out by the Occupational Health and Safety Directorate in accordance with the provisions of CD 513, Regulations of the General Workers' Risk Insurance of the IESS (Spanish Social Security Institute). The investigation of accidents will be conducted to identify their causality, implement an improvement plan with technical and legal corrective measures to improve working conditions, and prevent the same accident from recurring.

## **4. NOTIFICATION**

Art. 57. Notification of work accidents and occupational diseases is made through the Work Accident Notice Form and the Occupational or Professional Disease Notice Form, as appropriate, on the IESS web portal, within ten (10) working days from the date of the accident.

Art. 58. The following shall not be considered occupational accidents with the right to compensation and in accordance with what is provided for in the IESS legislation, among these: injuries that occur to the employee due to being in a state of intoxication or under the influence of any narcotic and/or psychotropic substance, or when intentionally by himself or herself or through the use of other persons, he or she causes disability or if the accident is the result of a crime for which the employee himself or herself has been charged.

## **5. RE-ADAPTATION, RE-LOCATION AND RE-INSERTION OF, SERVERS**

Art. 59. In compliance with the provisions indicated in Resolution CD 513 "Regulations of the [Back to Table of Contents](#)

General Insurance of Occupational Risks of the IESS" in Chapter XII of the Readaptation and Labor Reintegration, the ESCUELA SUPERIOR POLITÉCNICA DEL LITORAL ESPOL will comply with the provisions of the aforementioned Resolution.

## **CHAPTER V: INFORMATION, TRAINING, CERTIFICATION OF COMPETENCES AND RISK PREVENTION TRAINING LABOR**

Art. 60. The processes of information, training, certification of competencies and training in occupational health and safety are the responsibility of the Human Talent Directorate of the ESCUELA SUPERIOR POLITÉCNICA DEL LITORAL ESPOL with the coordination of the Occupational Health and Safety Directorate of the ESCUELA SUPERIOR POLITÉCNICA DEL LITORAL ESPOL.

### **1. INFORMATION**

Art. 61. The ESCUELA SUPERIOR POLITÉCNICA DEL LITORAL ESPOL will keep employees and workers informed about the relevant risk factors of their jobs.

### **2. TRAINING**

Art. 62. With respect to training in Occupational Health and Safety, the ESCUELA SUPERIOR POLITÉCNICA DEL LITORAL ESPOL will develop the following:

- a. Carry out the general and specific training program in Safety and Health in accordance with the risks that are determined as priority, directed at the servers of the ESCUELA SUPERIOR POLITÉCNICA DEL LITORAL ESPOL.
- b. Provide induction to the servers and contractors who enter the Institution with respect to the occupational health and safety standards of the POLYTECHNIC HIGHER SCHOOL OF COASTAL ESPOL.
- c. Include in the annual training planning, specific topics that cover the technical management of safety and health for the employees of the ESCUELA SUPERIOR POLITÉCNICA DEL LITORAL ESPOL.

### **3. CERTIFICATION BY WORK COMPETENCIES**

Art. 63. Regarding certification by labor competencies, the ESCUELA SUPERIOR POLITÉCNICA DEL LITORAL ESPOL will comply with the following:

- a. Servers, workers, and contractors who perform work related to electrical installations must have specific training and current certification of occupational risk prevention competencies, in accordance with applicable law.
  - b. The servers and contractors who carry out construction work, including those who hold
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positions of responsibility and supervision, and especially those who carry out dangerous activities such as: mining activities, handling of explosives, assembly of scaffolding, operators of lifting equipment, operators of cargo transport vehicles and handling of Earthmoving operators, heavy machinery operators, and road equipment operators (tractors, motor graders, backhoes, forklifts, mechanical shovels, and others) must have a valid occupational risk prevention competency certification, in accordance with applicable law. Additionally, those who operate motor vehicles within the aforementioned activities must have a Type G Professional License.

#### **4. TRAINING**

Art. 64. With respect to training, the ESCUELA SUPERIOR POLITÉCNICA DEL LITORAL ESPOL will develop the following:

- a. In accordance with the risk matrix, training will be provided to the servers in matters of occupational health and safety.
- b. Emergency brigade members and forestry brigade members will receive training according to their functions.

### **CHAPTER VI: NON-COMPLIANCE AND PENALTIES**

#### **1. NON-COMPLIANCE**

Art. 65. All employees and workers of the ESCUELA SUPERIOR POLITÉCNICA DEL LITORAL ESPOL must comply with all the rules and safety measures that are issued, those determined in this Occupational Health and Safety Regulations and the applicable related regulations. Failure to comply with these constitutes an offense, even in the event that no injury or damage to the facilities or infrastructure occurs.

Art. 66. Reported non-compliance must be substantiated, respect due process and be validated in accordance with the internal regulations of the POLYTECHNIC SUPERIOR SCHOOL.

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Art. 67. To determine non-compliance, the following general criteria will be followed:

- a. Minor Offense: These are those that contravene the Health and Safety Regulations, but do not endanger the integrity of the server, third parties or the Institution's facilities.
- b. Serious Offense: The following are considered serious offenses: repeating more than 3 minor offenses during the same calendar month, ignoring any of the prohibitions established in Chapter I, article 6 of these regulations, knowing the risk, or with bad intentions, the server or worker endangers his/her safety and/or that of third parties, or the security of the Institution.

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## 2. SANCTIONS

Art. 68. The ESCUELA SUPERIOR POLITÉCNICA DEL LITORAL ESPOL will comply with the provisions of Article No. 436 of the Labor Code, in which the Ministry of Labor and the Directorates may order the suspension of activities or the closure of places or collective means of work, in which the health, safety and hygiene of the servers and workers are threatened or affected or the safety and hygiene measures dictated are contravened.

Art. 69. Sanctions to employees and workers will be applied in accordance with the provisions of the internal regulations of employees and workers of the ESCUELA SUPERIOR POLITÉCNICA DEL LITORAL ESPOL, as well as in the Organic Law of Public Service (LOSEP) and its Regulations, the Organic Law of Higher Education (LOES) and its regulations, and the Labor Code, in reference to Occupational Health and Safety, which will be given based on the seriousness of the violation of this regulation and the recurrence of the same, according to the following:

- Verbal warning.
- Written warning.
- Fine.
- Dismissal after completing the relevant process.

## DEFINITIONS

*Work accident:* Any unforeseen and sudden event that occurs due to, as a result of, or as a result of work-related activity, resulting in bodily injury or functional disturbance, disability, or immediate or subsequent death to the worker.

*Unsafe acts:* These are negligent actions in non-compliance with procedures or standards of safe work.

*Competent authority:* Minister, government department and other public authority empowered to make regulations, orders or other provisions having the force of law.

*Safe Task Analysis, STA:* A written form used to review and plan activities to be performed safely, identifying existing hazards and defining the controls to be implemented.

*Working conditions and environment:* Those elements, agents or factors that have a significant influence on the generation of risks to the safety and health of workers.

*Unsafe conditions:* These are characteristics of the work environment, including the physical space, tools, structures, equipment, and materials in general, that do not meet established

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safety requirements and therefore pose a risk to the safety and health of workers.

*Administrative control:* These are the provisions, instructions, guidelines, prohibitions or obligations to follow certain procedures, as well as to observe a provision issued by means of a signal or a precise instruction in order to detect and anticipate deviations in order to establish the necessary corrective measures.

*Engineering control:* is the control technique that generates, transforms, or develops new proposals and actions to reduce the risk levels involved in the redesign of equipment or the work organization process.

*Control over the worker:* is the technique applied to workers, in which the collective and personal protection equipment that is required is detailed.

*Discrimination:* Discrimination shall be understood as any unequal treatment, exclusion or preference towards a person, based on gender identity, sexual orientation, age, disability, living with HIV-AIDS, ethnicity, having or developing a catastrophic illness, language, religion, nationality, place of birth, ideology, political opinion, immigration status, marital status, judicial past, aesthetic stereotypes, being pregnant, breastfeeding or any other, which has the effect of annulling, altering or preventing the full exercise of individual or collective rights, in selection processes and during the existence of the employment relationship.

*Employer:* The person or entity, of any kind whatsoever, on whose behalf or by whose order the work is carried out or to whom the service is provided.

*Occupational disease:* A medical condition contracted or injury suffered as a result of exposure to risk factors inherent to the work activity carried out by the worker on behalf of another person.

*Ergonomics:* This is the technique that deals with adapting work to human beings, taking into account their anatomical, physiological, psychological, and sociological characteristics in order to achieve optimal productivity with minimal effort and without harming their health.

*Personal Protective Equipment (PPE):* Any equipment intended to be worn or held by the person server and worker to protect you from one or more risks that may threaten your safety or health, as well as any complement or accessory intended for this purpose.

*Occupational Health and Safety Specialist:* Professional with specific postgraduate training and expert in occupational health and safety.

*Preventive medical examinations:* These are those that are planned and carried out on workers according to the characteristics and requirements of each activity. The main ones are: reemployment, periodic, return to work, and retirement.

*Risk factor or agent:* This is the aggressive or contaminating element subject to assessment, which, by acting on the worker or the means of production, makes the risk possible. This is the

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element we must focus on to prevent risks.

*Occupational hygiene:* This is the technique that prevents the occurrence of occupational diseases by studying, assessing and modifying the physical, chemical or biological work environment.

*Incident:* An event that may result in or has the potential to cause an accident.

*Workplace accident investigation:* A set of actions aimed at establishing the real and fundamental causes that led to the incident in order to propose solutions to prevent its recurrence.

*Workplace or center:* These are all the places where workers must remain or go due to their work and which are under the direct or indirect control of the employer.

*Occupational medicine:* It is the science that deals with the study, research and prevention of the effects on workers caused by the exercise of their occupation.

*Work Permit, PT:* Written form used to verify the implementation of controls for risks in jobs that have been deemed potentially hazardous.

*Emergency plans:* Documented actions resulting from the organization of businesses, institutions, educational centers, recreational facilities, and the community to address special risk situations such as fires, explosions, spills, earthquakes, eruptions, floods, landslides, hurricanes, and violence.

*Occupational risk prevention:* The set of actions in the biomedical, social, and technical sciences aimed at eliminating or controlling risks that affect workers' health, business economics, and environmental balance.

*Accident and incident registration and statistics:* A company's obligation to document events occurring over a period of time, in order to provide feedback for preventive programs.

*Risk Prevention Manager:* Person responsible for coordinating health and safety actions at construction sites where the establishment of a specialized unit is not required by law. Must have proven training in the subject.

*Occupational risk:* This is the possibility of harm to people's health due to accidents, illnesses, and states of dissatisfaction caused by risk factors or agents present in the production process.

*International classification of risk factors:* Six groups are described:

- Physical: those due to exposure to physical agents, caused by extreme temperatures (cold or heat), noise, vibrations, lighting, ionizing radiation, non-ionizing radiation, relative humidity, among others.

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- Chemicals: those that are produced due to exposure to chemical agents, whether as elements or compounds, natural or synthetic, alone or mixed, that can cause harmful effects on the safety and health of the server and worker.
- Biological: those that occur due to exposure to biological agents that can use harmful effects on the safety and health of the server and worker. These agents are: viruses, bacteria, parasites, fungi, including genetically modified ones, vectors, among others.
- Safety: These are the factors or circumstances of the environment, present in a work activity, inside and outside a location, with the probability of causing damage or injury to the server and worker.
- Locational: those derived from the facilities and their physical conditions, which under inappropriate circumstances, have the possibility of causing harm to the health of the worker and the workplace.
- Mechanical: that set of factors that can cause harm or injury to the worker due to exposure and the mechanical action of machine elements, tools, work pieces or projected materials, solid or fluid.
- Electrical: any possibility of contact between the electric current and the body human.
- Major industrial: those derived from the use of energy, as well as failures in the storage or transformation processes of hazardous substances with the possibility of causing harm to the worker, the workplace, the environment and the surrounding population
- Ergonomic: These are caused by excessive effort, repetitive movements, or unnatural postures that can cause fatigue, errors, accidents, occupational diseases, or musculoskeletal disorders as a result of inadequate design of facilities, machinery, equipment, tools, or workstations. • Psychosocial: These are derived from deficiencies in the design, organization, and management of work, as well as a poor social context for work, which can produce negative psychological, physical, and social outcomes for the worker and their relationship with their environment.

**Intolerable risk:** A risk that has a high probability of occurring and is extremely harmful to health. Work should not begin or continue until the risk is reduced.

**Health:** This refers to a complete state of physical, mental, and social well-being, not merely the absence of disease.

**Security:** Legal, administrative, and logistical mechanisms designed to provide protection against certain physical or social risks or dangers.

**Occupational safety:** The set of techniques applied in work areas that make it possible to

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prevent accidents and incidents at work.

*Occupational health and safety management system:* This is the set of interrelated and interactive elements that aim to establish an occupational health and safety policy and objectives and how to achieve them.

*Occupational risk prevention system:* This refers to the technical organization within the company or construction site responsible for implementing preventive programs commissioned by the builder and employers. *Work:* It is any human activity that has as its purpose the production of goods and services.

*Occupational Safety and Health (OSH):* This is the multidisciplinary science and technology that deals with the assessment of working conditions and the prevention of occupational risks, promoting the physical, mental, and social well-being of employees and workers, boosting economic growth and productivity.

*Worker:* The person who is obliged to provide the service or carry out the work, It is called a worker, server or civil servant and can be an administrative or operational employee.

*Qualified or competent worker:* A worker who, in addition to knowledge and experience in their specific field of activity, has knowledge and experience in risk prevention within their performance. A certificate from an authorized entity will be provided to demonstrate competence.

*Worker health surveillance:* This is a set of preventive strategies aimed at safeguarding the physical and mental health of employees and workers, enabling the detection of injuries that are, in principle, reversible and resulting from occupational exposure. Its purpose is the early detection of health problems and is achieved through preventive medical examinations.

## **GENERAL PROVISIONS**

FIRST. This Regulation will be valid for two years.

SECOND. The ESCUELA SUPERIOR POLITÉCNICA DEL LITORAL ESPOL will disseminate the Health and Safety Regulations to each employee and worker through various means.

THIRD. For matters not covered by these Regulations, the provisions of the Labor Code and its annexes, Executive Decree 255, Ministerial Agreements, the Organic Law of Public Service (LOSEP), the Organic Law on Higher Education (LOES), and Regulations and Resolutions issued by the Ministry of Labor in the area of Occupational Health and Safety shall apply.

FOURTH. The ESCUELA SUPERIOR POLITÉCNICA DEL LITORAL ESPOL will display a copy of these regulations, approved by the Labor Authority, in a visible place within its facilities for the information of all employees and workers, without prejudice to providing a copy to each employee.

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## Appendix J: Technical Standard for Teaching Assistance Units

The Technical Standard for Healthcare-Teaching Units is a flagship project for Ecuador, developed jointly by the Ministry of Public Health (MSP) and the Council of Higher Education (CES), institutions that collaborate to improve the quality of healthcare education and organize healthcare services. The National Directorate of Standardization and the National Directorate of Human Talent Standardization participated in the development of this standard on behalf of the MSP, while the process was carried out by the Occasional Commission on Health Issues on behalf of the CES.

This standard primarily responds to objectives 3 and 4 of the National Plan for Good Living 2013 and 2017. The first promotes the improvement of quality in the provision of care services that make up the National System of Inclusion and Social Equity (objective 3), and the second strengthens the capacities and potential of citizens (objective 4).

This standard was developed in working groups with Higher Education Institutions (HEIs) and healthcare facilities of the National Health System (NHS). Representatives from Ecuador's medical schools and faculties, as well as representatives from the Comprehensive Public Health Network, a network comprised of the MSP, IECS, ISSFA, and ISSPOL, participated in the discussion panels. Representatives from the Complementary Network, comprised of private healthcare facilities, also participated.

The standard was revised 23 times over a two-year period, from January 2012 until its publication in November 2013. During this process, documents and models developed in other countries, which followed similar processes to the one implemented in our country, were used as international references. This process was multidisciplinary and inter-institutional. The principles considered were the preeminence of public interest, respect for patients' rights, respect for the principles of bioethics, quality control, respect for institutional autonomy, inter-institutional participation, the incorporation of an open-door public policy, equal opportunity, and the principle of relevance.

This technical standard transforms the NHS to enhance quality, both in healthcare and in the teaching process, and represents a milestone in the pursuit of academic excellence in our country.

### 1. Introduction

The healthcare-teaching relationship is based on the need for professional training to be integrated with healthcare work at all levels and throughout the national territory where the Ecuadorian National Health System (SNS) operates.

The current Comprehensive Health Care Model (MAIS) integrates and consolidates the Renewed Primary Health Care strategy at all three levels of care, reorienting health services

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toward health promotion and disease prevention. It strengthens the recovery, health rehabilitation, and palliative care processes to provide comprehensive, high-quality care with profound respect for people in their diversity and their environment, with an emphasis on the organized participation of social actors.

The MAIS requires excellent professionals, committed to this management model and capable of operating competently in different realities, settings, and with diverse resources. Eventually, all healthcare facilities could potentially be teaching-care units (TCUs).

The healthcare-teaching relationship is the strategic, long-term link that unites the health and higher education sectors, pursuing the goal of training and providing competent professionals and technicians to meet the health needs of the population, generating benefits for the quality of care received by users of the Comprehensive Public Health Network (RPIS) and other SNS institutions.

The Higher Education Council (CES) is currently incorporating processes to consolidate the Higher Education System, which have a decisive impact on achieving excellence in academic and professional training and contribute to solutions to the country's problems. For this reason, it has issued this technical standard in conjunction with the Ministry of Public Health (MSP).

## **2. Background and justification**

The State exercises oversight of the health system through the National Health Authority, which is responsible for regulating, regulating, and monitoring all health-related activities, as well as the operation of the sector's entities. This necessarily involves health facilities where educational activities are carried out.

The incorporation of the MAIS into the RPIS defines the need to establish a system of consultation between the public sector and the Institutions of

Higher Education (HEI). Therefore, Higher Education Institutions (UEIs) facilitate the learning process thanks to their structure and governing bodies, physical facilities, healthcare resources and service portfolio, minimum standards for a proper student-bed-patient ratio, teaching indicators, library, quality control, research structure, participation bodies, among others.

To fulfill the constitutional and legally assigned responsibilities of the MSP, it is important to have properly trained and qualified human talent in the various fields of health. There are various public and private entities dedicated to the training and development of human talent in the country, which is why it is necessary to have a UAD (Administrative Unit of Health) in the RPIS. It is therefore necessary to regulate clinical care activities, the assignment of UADs, and the various entities responsible for training human talent, in order to protect and safeguard patient rights, good public service, institutional assets, and academic excellence.

The requirements defined for carrying out teaching and research activities in a University of Agrarian University (UAD) must be precise. The current management of these units focuses on [Back to Table of Contents](#)

healthcare, but not on teaching or research, which are much less regulated and, therefore, lack a clear role.

University teaching in these units is often perceived as a marginal function because the organizational model does not incorporate it at the same level as healthcare, and the hospital budget does not include teaching activities.

Therefore, it is a mistake to think that having a physical structure, meeting certain needs, and having been approved by a health facility can be sufficient for a health facility to be considered a UAD, when in reality this does not guarantee that the teaching provided there will meet the required excellence.

This technical standard aims to address the current need for an integrated higher education system within the country's healthcare system. The MSP's leadership in this area is a key element for this to happen, with public healthcare facilities being the first to benefit from this change.

The State exercises oversight of the higher education system through a public body for planning, regulation, and internal coordination. One of the main responsibilities of the CES is to approve and formulate the regulations required for the operation of the Higher Education System. This agreement, issued jointly by the CES and the MSP, regulates the healthcare-teaching relationship applicable to the training of health professionals.

### **3. Legal framework**

The Constitution of the Republic of Ecuador of 2008, in Article 32 mandates: “Health is a right guaranteed by the State, the realization of which is linked to the exercise of other rights, including the right to water, food, education, physical culture, work, social security, healthy environments and others that support good living.

The State will guarantee this right through economic, social, cultural, educational, and environmental policies, as well as permanent, timely, and inclusive access to programs, actions, and services for the promotion and comprehensive care of health, sexual health, and reproductive health. The provision of health services will be governed by the principles of equity, universality, solidarity, interculturality, quality, efficiency, precaution, and bioethics with a gender and generational perspective.

Article 350 of the same Supreme Law establishes that the Higher Education System's purpose is academic and professional training with a scientific and humanistic vision; scientific and technological research; innovation, promotion, development, and dissemination of knowledge and culture; and the development of solutions to the country's problems in relation to the objectives of the development regime. Article 352 organizes the Higher Education System, which will be comprised of universities and polytechnic schools; technical, technological, and pedagogical higher institutes; and duly accredited and evaluated music and arts

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conservatories. These institutions, whether public or private, will be non-profit.

Article 361 of the aforementioned Constitution orderthat: "The State will exercise the leadership of the system through the National Health Authority, will be responsible for formulating the national health policy, and will regulate and control all activities related to health, as well as the operation of the entities in the sector.."; and

Article 362 establishes that: "Health care as a public service will be provided through state, private, autonomous, and community entities, as well as those practicing ancestral alternative and complementary medicine. Health services will be safe, high-quality, and caring, and will guarantee informed consent, access to information, and confidentiality of patient information. State public health services will be universal and free at all levels of care and will include necessary diagnostic, treatment, medication, and rehabilitation procedures."

Article 4 of the Organic Law on Health mandatesThat: "The National Health Authority is the Ministry of Public Health, the entity responsible for exercising the functions of health authority, as well as for the implementation, control, and oversight of compliance with this Law; and the regulations it issues for its full validity shall be binding.";

The Organic Law on Higher Education (LOES) in its Article 15 states that the public bodies that govern the Higher Education System are: The Higher Education Council (CES); and, The Council for the Evaluation, Accreditation and Quality Assurance of Higher Education (CEAACES)". Article 12 states that the Higher Education System will be governed by the principles of Responsible autonomy, co- governance, equal opportunities, quality, relevance, comprehensiveness and self- determination for the production of thought and knowledge within the framework of the dialogue of knowledge, universal thought and global scientific and technological productionThese principles comprehensively govern the institutions, actors, processes, standards, resources, and other components of the system, in accordance with the terms established by this Law.

Art. 93 of the same law states that the principle of quality consists of the Constant and systematic search for excellence, relevance, optimal production, transmission of knowledge and development of thought through self-criticism, external criticism and continuous improvement; and Art. 107 speaks about the principle of relevance which consists in that higher education respond to the expectations and needs of society, to national planning and the development regime, to the prospects for global scientific, humanistic and technological development, and to cultural diversity. To this end, higher education institutions will articulate their teaching, research and community outreach activities with academic demand, local, regional and national development needs, innovation and diversification of professions and academic degrees, local, regional and national job market trends, local, provincial and regional demographic trends, links with the current and potential productive structure of the province and region, and national science and technology policies.

The Higher Education Council (CES) has issued the following resolutions related to third and

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fourth level medical education.

1. CES, Resolution No. 14-2012, of January 18, 2012, regulations for the presentation and approval of projects for undergraduate and postgraduate programs of universities and polytechnic schools.
2. CES, resolution RPC-SE-02-05-2012, February 25, 2012, on professors and researchers who are not under a dependency regime.
3. CES, Resolution No. 82-2012, of April 25, 2012, on the implementation of the merit-based and competitive examination to access medical specialty programs.
4. CES, resolution No. 93-2012, of May 30, 2012, on the academic recognition of the professional practice of de facto medical specialists.
5. CES, Resolution No. 115-2012, of June 6, 2012, transitional regulations allowing the creation and one-time access to academic programs for medical specialization in universities or polytechnic schools to incorporate attending physicians with at least two years of professional practice.
6. CES, Resolution No. 165-2012, of July 18, 2012, reform to the regulations for the presentation and approval of projects for undergraduate and postgraduate programs of universities and polytechnic schools.
7. CES, resolution No. 265-2012, of October 31, 2012, Regulations of the Career and Ranking of Professors and Researchers of the Higher Education System.

On the other hand, there are several resolutions related to teaching staff at the University of Agrarian Development (UAD). Resolution MRL-2011-000033 of the Ministry of Labor Relations, dated February 2, 2011, stipulates that health professionals must work eight hours a day, effectively and continuously.

The Regulation to enable the Establishment of Special Work Days in the Operational Units of the Comprehensive Public Health Network (RPIS) issued by Ministerial Agreement No. 1849 of the Ministry of Public Health, dated September 10, 2012, in article 8 establishes that 20% of the weekly work day of health professionals may be used for tutorial activities in the scientific research service, participation in committees, case review, administrative activities and will be duly authorized by the Medical Directorate of Hospitals.

Resolution No. 380 of the Ecuadorian Social Security Institute, dated September 1, 2011, which reforms the Codification of the Regulations on Affiliation, Collection and Contributory Control, establishes the mandatory affiliation of interns, rotating interns and scholarship holders, during their period of study, considering that interns and scholarship holders are those who carry out an activity without an employment relationship, therefore, for the purposes of affiliation, the entire contribution will be personal, and will not include the payment corresponding to the [Back to Table of Contents](#)

general unemployment insurance and the reserve funds.

#### **4. Objective**

To regulate aspects related to the care-teaching relationship between HEIs and healthcare facilities, thereby facilitating the training of excellent professionals who are relevant to the healthcare situation in our country.

#### **5. Scope**

This standard is mandatory for all establishments within the Comprehensive Public Health Network (RPIS), the Complementary Network, other providers within the National Health System (NHS), and all Higher Education Institutions (HEIs).

The licensing process for obtaining the operating permit for the UADs will be carried out by the National Health Authority, through its decentralized structure.

The NHS is the set of healthcare institutions in the country and is implemented through the provider network, through the concerted coordination of actions among the entities comprising the system. To this end, the legal status, autonomy, and nature of each institution, its respective governing bodies, and the administration of its resources will be respected.

#### **6. Definitions**

**Areas of training practice:** These are spaces where healthcare training practices are developed within teaching and care units. These can be institutional and community spaces, as well as national and international.

**Training capacity of the care-teaching unit:** It is the number of students who can carry out their training practices simultaneously in a practice setting, ensuring quality in the student training processes and in the provision of services specific to the setting.

**Committee for the Coordination of Assistance and Teaching (ComCAD):** Administrative unit formed between the health establishment and the HEI, whose functions are to coordinate, monitor and evaluate the healthcare and teaching activities carried out in the respective UAD, activities that are described in the respective agreement.

**Assistance-teaching agreement:** It is the agreement of wills signed between the institutions participating in the care-teaching relationship, in relation to the conditions, commitments and responsibilities of each of the parties, formalized in a document.

**Medical Specialist:** A graduate or licensed medical student who, after completing his or her postgraduate studies, acquires a set of specialized medical knowledge, skills and abilities related to a specific area of the human body, surgical techniques or a specific medical diagnostic method.

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**Student:**regular student of a Higher Education Institution (HEI), undergraduate, graduate or postgraduate.

**Graduate or postgraduate student:**A duly recognized professional with all the rights and duties inherent to his or her degree, who completes the postgraduate academic program of a higher education institution with the aim of obtaining a specialist degree, is a postgraduate student in medical specialties.

**Student in training:** Regular student of a Higher Education Institution (HEI), undergraduate or graduate, who is carrying out practical activities to acquire skills and/or practical abilities under qualified supervision.

**External:** Regular undergraduate student of a Higher Education Institution (HEI) who does supervised observation practices in special sessions, with the approval of the HEI and without any employment relationship with the health establishment.

**Teaching hours:** period of time allowed to an RPIS official or health science professional to develop teaching and learning processes in the teaching-care units, concurrently with clinical practice.

**Rotating intern:** Student in the health field (medicine, nursing, obstetrics, nutrition, medical technology or related fields) who is in the final year of their university studies and who performs care-teaching work in the establishments assigned according to the university's schedule.

**General physicians in hospital settings:**General practitioners under the labor regime who work 40-hour days and, who carry out medical care activities defined by each health establishment.

**Patient:** noun to designate those people who must be treated by a doctor or medical professional due to some type of illness or discomfort. It is also the subject who receives the services of a doctor or other health professional and undergoes an examination, treatment, or intervention. The word *patientis* is beginning to be replaced by the word *user*, since it is essential that the person attending a consultation with a health professional shows interest in both their body and their symptoms and actively participates in this process, as a first step towards finding the path to good physical and mental health.

**Teaching-care improvement plan:** It is the set of planned and articulated activities and interventions, aimed at correcting or remedying the weaknesses and deficiencies of the care-teaching relationship.

**Training practice in health:** An educational strategy planned and organized by a Higher Education Institution (HEI) that seeks to integrate academic training with the provision of healthcare services, with the goal of strengthening and generating competencies, capabilities, and new knowledge among students and faculty members in healthcare training programs. All of this is within a framework that promotes respect for patient rights, quality of care, and the autonomous, responsible, and ethical practice of the profession.

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**Professor/teacher:** A teacher is someone who is professionally dedicated to teaching, either in a general capacity or specialized in a specific area of knowledge, subject, academic discipline, science, or art. In addition to transmitting values, techniques, and general or specific knowledge of the subject taught, part of the teacher's educational function is to facilitate learning so that the student achieves it in the best possible way.

**Program:** planning of content, methodology and schedule for undergraduate or postgraduate training leading to advanced professional training or scientific and research specialization.

**Care-teaching relationship:** Functional link established between HEIs and health establishments, with the purpose of training human talent in health, or between educational institutions when at least one of them has training practice areas in health. This link is based on a long-term academic, administrative and research planning process, agreed upon between the parties in the teaching-care relationship.

**Rotation:** The period of time during which a postgraduate student trains in a specific service at a healthcare facility. This rotation is related to the facility's service needs, the educational program, and the student's learning needs.

Each rotation must be justified in the curriculum and, in the case of postgraduate programs, must last no less than three months.

**Types of teachers:** Professors and researchers may be tenured, visiting, occasional, or honorary. Full professors may be principal, associate, or assistant professors. The regulations for the professor and research career system will govern the requirements and their respective competitions. The dedication time may be exclusive or full-time, that is, forty hours per week; semi-exclusive or part-time, that is, twenty hours per week; or part-time, with less than twenty hours per week.

**Teaching and Care Unit (UAD):** An institutional system of technical relations between the NHS and academia, characterized by the pursuit of academic excellence, reducing patient risk, achieving a balance between healthcare and teaching, implementing processes, and complying with agreed-upon regulations. It has a participatory structure and specific designated responsibilities.

## **7. General provisions**

### **1. Nature**

This standard governs healthcare and teaching activities between HEIs and healthcare facilities, at the undergraduate, graduate, and postgraduate levels. Its purpose is to guarantee patients' rights to privacy, intimacy, quality, and the quality of healthcare services, and to ensure that these rights are taken into account in the teaching and learning process of healthcare professionals. This standard aims to ensure the training of healthcare professionals with quality, a high sense of ethical responsibility, and social commitment.

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## 2. Regarding the care-teaching relationship

The MSP, in its capacity as the authority responsible for public health in Ecuador, will regulate health facilities that qualify as UADs, both public and private, nationwide.

Careers and higher education programs in the health field require a favorable report from the Council of Higher Education (CES), according to resolution RPC-SO-23 No. 165-2012 and RPC-SO-03 No. 14-2012, which reform the regulations for the presentation and approval of projects for undergraduate and postgraduate programs at universities and polytechnic schools.

The care-teaching relationship must:

- a. Promote collaboration between healthcare and teaching tasks;
- b. Promote a culture of public service and respect for patients' rights;
- c. Promote scientific research according to the portfolio of health research priorities;
- d. Promote the principles of Bioethics in healthcare practice;
- e. Optimize the use of resources of the Comprehensive Public Health Network (RPIS);
- f. Promote scientific and technological development;
- g. Develop sectoral strategic planning;
- h. Recognize the roles and autonomy of the different actors: healthcare facilities, through their structure and their staff, collaborate in the training of professionals and technicians; and HEIs contribute to ensuring the quality of their academic activities.

## 3. Principles of the care-teaching relationship

- a. Preeminence of social interest: The training of healthcare professionals, which occurs within the framework of the healthcare-teaching relationship, has a social purpose that must prevail over other considerations and serve as a limit and guide for the design, implementation, and evaluation of training practices. Education is a public good.
- b. Respect for the rights of users/patients: The care-teaching relationship will be developed ensuring respect for the rights of the users of the institutions and services involved in said relationship.

In particular, it must be ensured that the quality of services and patient safety are not negatively affected by the development of training practices. All healthcare activities performed by students in training will be carried out under the strict supervision of teaching staff and/or the person responsible for providing services.

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c. Respect for the principles of Bioethics: In all aspects related to the care- teaching relationship, the four principles of bioethics must be respected: autonomy, non-maleficence, beneficence, and justice.

d. Quality: The care-teaching relationship will be developed by ensuring quality in the activities carried out both in the academic field and in the provision of services

e. Institutional autonomy: The care-teaching relationship will be developed within the framework of the autonomy of the participating institutions.

f. Interinstitutional participation: The care-teaching relationship is built through cooperation and consensus among the institutions participating in the process.

g. Open doors : The care-teaching relationship guarantees, through the Ministry of Public Health (MSP) and the RPIS, access to its care units for university professors and lecturers, academics, and researchers who are not public officials, so that they can carry out academic activities within the University of Autonomous Universities (UADs). It is emphasized that access is for teaching and research activities within the scope of their responsibilities.

h. Equal opportunities: The teacher-assistance relationship will guarantee all stakeholders the same opportunities for access, permanence, mobility, and exit from the system, without discrimination based on gender, creed, sexual orientation, ethnicity, culture, political preference, socioeconomic status, or disability.

i. Relevance: The teaching assistance relationship will respond to the expectations and needs of society, to national planning, and to the development regime, to the prospects for scientific development, and to cultural diversity.

j. In dubio pro hominem: In case of doubt about the scope of the legal provisions, these shall be applied in the sense most favorable to those involved. It is emphasized that education and health are a public good.

#### 4. Patient rights

Without excluding other rights, the care-teaching relationship must guarantee compliance with the following rights:

**Informed Consent:** The UAD must inform each patient about the clinical teaching practice being carried out in that unit. The patient will authorize their participation in that practice using the form "Informed consent for teaching at the Institution "signed by patients upon admission. During teaching activities in the outpatient clinic, the responsible teacher must request the patient's consent for students in a course to participate in teaching and care activities.

Informed consent or assent must be used for children and/or adolescents. In the case of minors and persons with mental disabilities, informed consent must be signed by the representative or [Back to Table of Contents](#)

legal guardian, as established by the Ecuadorian Civil Code.

**Ethics:** Within the teaching activity, teachers and students must respect and encourage the exercise of patients' rights, maintaining professional secrecy, in accordance with the principles of bioethics and the regulations applicable to professionals in the corresponding area.

**Self-determination:** The patient has the right to refuse to participate in research or teaching in health-related careers.

**Dignity:** The dignity of the patient must be respected at all times, throughout the medical care process and in the teaching of health-related careers.

**Equality:** All patients are equal and have the right to benefit from health care without any discrimination.

## 5. Actors in the care-teaching relationship

The following may participate in the care-teaching relationship for training in health education programs:

- a. Higher education institutions (HEIs);
- b. Health facilities at all levels;
- c. Health research institutions.

## 6. Objectives of the care-teaching relationship:

The following objectives will be sought to be achieved:

- a. Ensure partnerships and long-term plans among HEIs, health facilities, and health research institutions for the development and strengthening of practice centers based on shared educational objectives, principles, and strategies;
- b. Ensure the training of competent and quality human talent in health, with a high sense of ethics, responsibility and social commitment;
- c. Ensure adequate spaces and opportunities for teaching, research, knowledge generation, and the development of solutions to the population's health problems.
- d. Harmoniously articulate the actions of HEIs and health facilities to fulfill their social function through community health care and the training of human resources pursuing an undergraduate or graduate degree in the health field.

## 7. Duration of the care-teaching relationship

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Two types of agreements are recognized: framework agreements and specific agreements for the development of a program.

The framework agreements Inter-institutional agreements that formalize the inter- institutional relationship must be signed for a term of no less than ten (10) years.

In the case of the MSP, all agreements, both framework and specific, must be signed directly with the National Directorate of Human Talent Standardization.

The specific agreements that formalize the assistance-teaching relationship must be signed for a term of no less than five (5) years. These must provide mechanisms to guarantee the completion of the training practices of the students who have begun them while the assistance-teaching relationship is in force, in the event of a possible termination of the same.

The MSP's Regulations for the Subscription of Agreements, issued on March 14, 2012, Ministerial Agreement No. 433, establishes the basic guidelines for drafting an agreement.

#### 8. Agreements that govern the care-teaching relationship

The care-teaching relationship is institutional in nature and cannot be established without the formalization of a framework agreement, as well as a specific agreement for each degree program or postgraduate program that complies with the provisions of this standard. The framework agreements establish the powers and limits of each entity.

Prior to signing the agreement, the MSP's National Directorate of Human Talent Standardization will issue a technical report defining and specifying the settings in which the students will be trained, ensuring that the space is suitable and has sufficient infrastructure, equipment, and human talent for the teaching activities.

Without prejudice to the provisions of the MSP Agreement Subscription Regulations, issued on March 14, 2012, Ministerial Agreement No. 433, in addition to the provisions of the aforementioned regulations, each specific agreement must contain at least the following items:

1. Purpose of the agreement;
2. Validity of the agreement;
3. Place of execution;
4. Degree to be obtained by the students;
5. Description of the specific training needs for the National Health System;
6. Obligations of the parties in the academic, scientific, service, financial and administrative areas;

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7. Training capacity, number of students and teachers per program, schedules, shifts and rotations;
8. Supervisory mechanisms;
9. Criteria and procedures for evaluating the obligations acquired by the parties;
10. Guarantees for users, students and teachers and responsibilities of the parties involved in relation to them;
11. The forms of compensation or consideration arising from the care-teaching relationship, if agreed upon;
12. Conditions under which UAD staff may carry out teaching activities, and those under which IES teachers provide assistance services;
13. Description of costs and budget, if necessary;
14. Reasons for termination of the care-teaching relationship;
15. Instances, mechanisms and processes for coordination, control and dispute resolution;
16. Certification of the academic program approved by the CES;
17. Certification of the accreditation of the HEI involved granted by SENESCYT;
18. In the case of postgraduate students and rotating interns, include a description of the scholarship stipend, financial compensation or remuneration in accordance with Resolution MRL-2012-0021 of January 27, 2012;
19. In the case of postgraduate students and rotating interns, their respective affiliation with the IESS must also be included, in accordance with IESS Resolution 380, dated September 1, 2011. In no case does this imply an employment relationship.
20. The employment obligations of UAD or IES professionals must be established in their respective employment contracts.

## **Appendix K: Personal Accident Insurance Application for Students**

### **Article 1. Objective**

To apply personal accident insurance for all ESPOL students—undergraduate and postgraduate—who suffer an insurable event, ensuring indemnification under the terms of the institutional policy from notification through receipt of the signed settlement document

### **Article 2. Scope**

This process covers every step from the moment a claim is reported to the Polytechnic Welfare Unit (GBP) until the student delivers the insurer's signed indemnity receipt.

### **Article 3. Client Requirements**

Student must be actively enrolled in an ESPOL program, verifiable in the "Coverage" section of the GBP system.

All necessary information and documentation must be provided by the student or authorized representatives to initiate the insurance claim.

### **Article 4. Definitions**

Accident: An external, violent, unforeseen event requiring medical attention.

Direct Credit: Treatment at an affiliated care center where the student pays only the deductible.

Reimbursement: Student initially covers medical expenses and later requests repayment up to policy limits.

Emergency: A situation demanding immediate medical care.

SPPAT: Public Service for Transit Accident Payments.

Insured Student: Any undergraduate or postgraduate student registered for the current academic term.

### **Article 5. Reference Documents**

Claim notification form to the insurer ESPOL Insurance Application Form Original expense receipts (for reimbursements) GBP Emergency Care Process (PRO-GBP-006)

Higher Education Free Tuition Regulation

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## Academic Regime Regulation of the Higher Education Council

Current insurance policy under SERCOP guidelines

### **Article 6. Policies**

All staff involved must perform duties with capacity, honesty, and efficiency in accordance with institutional and legal norms.

Documentary evidence must be organized, preserved, and handled securely by ESPOL personnel.

Email communications serve solely operational purposes and are not archived in the institutional document management system.

Coverage applies only to incidents classified as accidents by the insurer.

Claims must be reported within 30 days of the incident; reimbursements or direct-credit services apply only if initiated within five days of the event.

Students follow GBP-published instructions and insurer-affiliated care pathways for treatment.

If a student is incapacitated, family members may submit the claim on their behalf.

ESPOL automatically enrolls all matriculated students in the personal accident insurance; the final student roster is sent post-enrollment.

Insurance certificates may be requested via the GBP website.

GBP social workers or medical staff must verify enrollment status, inform students of coverage options, and notify the Financial Unit's Insurance Coordinator with full incident details.

Students must submit the ESPOL Insurance Application Form regardless of treatment modality.

The insurer communicates claim status and required documentation to students, social workers, and reporting medical staff.

Vehicular accidents on or off campus must first use SPPAT coverage before applying ESPOL insurance within 30 days.

Deductibles are paid by the student; expenses beyond policy limits or unsupported by documentation remain the student's responsibility.

For reimbursements, the insurer specifies supporting documents and may request additional evidence.

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Complete claim documentation is delivered to the Financial Unit's Insurance area for insurer processing.

If a student opts for non-affiliated care, reimbursement is permitted provided the 30-day notification rule is met.

If the insurer denies coverage or finds documentation insufficient, GBP archives the case after notification.

Additional expenses incurred after initial submission can be reported via a supplemental submission to the insurer.

GBP updates coverage details on its website in accordance with the active insurance contract.

Any procedures not covered herein follow the GBP emergency care process (PRO-GBP-006).

## **Article 7. Performance Measurement and Control**

Indicator: Percentage of claims processed

Calculation:  $(\text{Total student submissions} \div \text{Total insurer notifications}) \times 100$

Frequency: Semiannual measurement and reporting

Target:  $\geq 90\%$ ; Warning at  $70\text{--}80\%$ ; Critical if  $< 70\%$

Responsible: Insurance Coordinator, Financial Unit

This extended version structures the Appendix M process into key articles, facilitating incorporation into institutional manuals and ensuring clarity on roles, requirements, and controls.

## Appendix L: ESPOL Disciplinary Regulations

### CHAPTER I: GENERAL ASPECTS

Article 1. - Purpose. -The purpose of these Regulations is to preserve and guarantee normal and harmonious institutional coexistence in all activities carried out on the polytechnic campus, at the institution's headquarters, and in places used by ESPOL to perform its functions, or outside of them, in the case of academic, outreach, artistic, sports, or any other activities in which students, professors, researchers, and academic support staff participate in their respective capacities or on behalf of the Institution, including their respective transfers. It also aims to protect at all times and under all circumstances the people, the institution, and the assets of the polytechnic community, especially its students, professors, researchers, and academic support staff, as well as the institutional prestige as a whole.

Article 2. - Scope. -This regulatory instrument applies to the following persons:

- a) professors, researchers and academic support staff who provide their services at ESPOL in the modalities of appointment, contract or any other form of connection provided by law;
- b) Those who are beneficiaries of a scholarship or financial aid granted by ESPOL to carry out studies or other academic activities abroad and are in use of said benefit;
- c) Students (third-level undergraduate and fourth-level or postgraduate) at ESPOL. Students remain eligible until they obtain their degree;
- d) Applicants to ESPOL courses in the leveling course or in the admission process, and other persons pursuing studies, regardless of their status at ESPOL;

and) All persons described in the preceding paragraphs, who are carrying out activities on the polytechnic campus, the institution's headquarters, virtual platforms that ESPOL uses or makes available for the proper delivery of classes or other activities of the Institution, and other places used by ESPOL to perform its functions, or outside of them in the case of academic, outreach, artistic, sports or any other activities in which members of the polytechnic community participate as such or on behalf of the Institution, including the respective transfers.

The system, procedure, and sanctions for administrative personnel (public servants) will be those provided for in the Organic Law of Public Service, and the Labor Code will apply to workers.

In the case of violations committed by ESPOL authorities, the sanctions, as well as the procedure for their application, will be subject to the provisions of the Sanctions Regulations issued by the Higher Education Council.

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Article 3. - Norms, principles and values. -Disciplinary procedures carried out will comply with constitutional and legal norms, including, among others, the Organic Law on Higher Education (LOES), its General Regulations and other regulations of the Higher Education System, as well as the ESPOL Statute, its Code of Ethics, its internal regulations, the Protocol for the prevention and action in cases of harassment, discrimination and gender violence, and the principles, ethical values and guarantees enshrined in the aforementioned regulations and other relevant regulations applicable in the disciplinary field.

Article 4. - Liability. -Members of the polytechnic community, in accordance with the provisions of article 2 of these regulations, who fail to fulfill their duties or incur in any of the prohibitions provided for in the LOES, its General Regulations and other regulations of the Higher Education System, as well as the ESPOL Statute, these regulations and in general in those rules that regulate their conduct in the institution, whether by action or omission, will incur disciplinary offenses that will be sanctioned, without prejudice to any civil or criminal actions that may be appropriate.

Article 5. - Prescription. -Minor offenses expire in one (1) year, serious offenses in three (3) years, and very serious offenses in five (5) years, counted from the date of their commission, whether or not the accused are students, academic staff or academic support staff.

In the case of a hidden fault, the period will be counted from the day following the day on which the Institution becomes aware of the facts.

In the case of a continuing offense, the penalty shall be counted from the day following the cessation of the events constituting the infraction.

Article 6. - Expiration. -The sanctioning power of the bodies of the disciplinary regime of ESPOL operates in six (6) months from the date of issuance of the order to initiate the process.

The sanctioning authority expires when the Institution has not concluded the disciplinary sanctioning procedure within the period established by these regulations. This does not prevent the initiation of another procedure until the statute of limitations expires.

## **CHAPTER II: BODIES OF THE DISCIPLINARY REGIME**

Article 7. - Bodies of the Disciplinary Regime. -According to the ESPOL Statute, the following disciplinary bodies are established:

The Polytechnic Council and the Teaching Commission are the competent bodies to resolve and sanction disciplinary infractions, in the instances established in this regulation, in accordance with the provisions of the LOES.

Only in the case of disciplinary offenses that are not the exclusive jurisdiction of the Higher Collegiate Body as provided by the LOES, the Teaching Commission, following the report of the Disciplinary Commission on the disciplinary processes, will hear and issue the resolution

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imposing the sanction or absolving the students, professors, researchers, and academic support staff.

The Polytechnic Council It has exclusive jurisdiction over offenses sanctioned with permanent dismissal from the Institution, as well as the resolution that deals with acts or omissions of harassment, discrimination and gender violence, in accordance with the provisions of the LOES and these Regulations, following the report of the Disciplinary Commission on the disciplinary processes.

The Teaching Commission It has jurisdiction over the resolution of other violations that are not the exclusive jurisdiction of the Polytechnic Council, in accordance with the provisions of the ESPOL Statute.

Article 8. - Powers and functions of the secretaries of the Disciplinary Regime Bodies. -

Within the scope of their powers, they will perform the following duties and functions:

- a) Draft the minutes of the sessions;
  - b) Organize, safeguard, manage, archive and keep the files and sanctions of disciplinary processes duly paginated, both in physical and digital form, in the corresponding instances;
  - c) Manage correspondence of the disciplinary process;
  - d) Guide and inform the President and Members of the Disciplinary and Teaching Committees, and the Polytechnic Council, about the content of the disciplinary files under their custody and management;
  - and) Provide legal advice to the Polytechnic Council, the Teaching Commission and the Disciplinary Commission within the scope of their competence, when their training is that of a lawyer;
  - F) Notify the parties of all actions carried out within the disciplinary process, at the addresses indicated for this purpose or in the forms established in these Regulations;
  - g) Verify compliance with the deadline for the execution of the disciplinary process, in accordance with the provisions of the LOES and these regulations, and inform the members of the Disciplinary Commission, the Teaching Commission and the Polytechnic Council, as appropriate;
  - h) Notify the parties with the order of initiation of the process and supporting documents, as well as the suspension and lifting of the suspension of the process in accordance with the provisions of this legal instrument;
  - i) Notify the parties of the expert reports so that they can exercise their right to defense and
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contradiction and any other appropriate actions, in accordance with this standard.

j) Attest to the actions of the decision-making and instruction bodies of disciplinary proceedings, as appropriate;

k) Provide certified copies of documentation for the processes under its responsibility to interested parties upon formal written request; and

l) Other powers and functions within the scope of their competencies or those assigned to them by the Presidents of the disciplinary bodies or the Polytechnic Council.

Article 9. - Disciplinary Commission- The Commission's function will be to conduct disciplinary proceedings, ensuring due process and the right to defense. It will be composed of the following members:

a) Four (4) members of the academic staff, who will have been full professors at ESPOL for at least five years. The professors who make up the Disciplinary Commission will be appointed by the Polytechnic Council for a period of two (2) years, and may be reappointed for an equal period and only once; and,

b) A regular student enrolled in the last three levels of a program and their respective substitute, duly appointed by the Polytechnic Council based on a shortlist presented by the FEPO. If the designated student loses their regular status, they will cease to be a member of the Board and will be replaced by their substitute. The student member and their substitute will be appointed annually.

The Disciplinary Committee will address and review cases of harassment, discrimination, and gender-based violence. For this purpose, the following members will be incorporated into the Committee: a representative from the Gender Roundtable; a representative from the Ethics Committee; the Director of the Polytechnic Well-being Unit (UBP) or his/her delegate; and an external specialist representative (psychologist).

Article 10. - Quorum. -A quorum for holding a session of the Disciplinary Committee shall be constituted by the presence of at least three (3) of its members, and the President must always be present. Decisions shall be made by a roll-call vote of more than half of those present. In the event of a tie in a vote, the President's vote shall be decisive.

Article 11. - Absence of the Members of the Disciplinary Commission. -When one of the members of the Disciplinary Commission is permanently absent, the Polytechnic Council will appoint a replacement to complete the term for which he or she was appointed.

In the event of the temporary absence of any member of the Disciplinary Committee, the Polytechnic Council will appoint a replacement from a shortlist sent by the Academic Vice-Rectorate for the duration of the absence.

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Article 12. - Powers and obligations of the Disciplinary Commission. -The Disciplinary Commission shall have the following powers and obligations:

- a) Process the complaint by exercising their functions autonomously;
- b) To order, in a reasoned manner, the corresponding protective or precautionary measures, either ex officio or at the request of a party;
- c) Carry out actions prior to the start of the disciplinary investigation process, in accordance with the provisions of this Regulation;
- d) Open the case for evidence;
- and) Arrange for the notification of the expert reports to the parties, so that they may exercise their right to defense and contradiction;
- F) Carry out the corresponding investigation procedure;
- g) Listen to the parties to gather the information necessary for the execution of the respective disciplinary procedure;
- h) In cases of harassment, discrimination, or gender-based violence, the Commission may recommend any necessary protective measures to guarantee the confidentiality, integrity, security, and right to education and work of the person attacked;
- i) Prepare a duly reasoned report, including details of the background, the research carried out, analysis, conclusions, and any recommendations deemed relevant; and
- j) Others within the scope of their competence.

Article 13. - Incompatibility. -The role of member of the Disciplinary Committee is incompatible with the role of:

- a) Member of the Polytechnic Council;
- b) Member of the Teaching Commission;
- c) Rector;
- d) Academic Vice-Rector;
- and) Member of the Board of Directors;
- f) Director of Academic Unit;

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g) Center Director (Institutional in the academic area, in connection with society, in academic units, etc.);

h) Director of Support Organization;

i) Members of the Board of Directors of a trade union recognized by ESPOL; and,

j) Members of the Boards of Directors of Student Associations.

Article 14. - Of the President of the Disciplinary Commission. -The Disciplinary Committee will elect its Chair from among its members, who must be a full professor. In the event of the Committee Chair's temporary absence, he or she will designate one of the Committee's professor members to replace him or her.

Article 15. - Of the Secretary of the Disciplinary Commission. -The Secretary of the Disciplinary Committee will be one of the institution's lawyers recommended by ESPOL's Legal Department, appointed by the Polytechnic Council.

Once the disciplinary process has been concluded, the Secretary of the Disciplinary Committee must forward to the Teaching Committee or the Polytechnic Council, as appropriate, the report signed by the Committee Members and the originals of all documentation supporting the disciplinary process (file).

### **CHAPTER III: DUE PROCESS**

Article 16.-In any process in which rights and obligations of any kind are determined, the corresponding authority shall ensure the right to defense and due process established in the Constitution of the Republic of Ecuador, observing the following basic guarantees:

a) Principle of Legality-No one may be disciplined for an action or omission that has not been previously and precisely described as a fault and its corresponding sanction determined in the LOES, the ESPOL Statute, the Code of Ethics and these Regulations.

b) Right to Defense- Guarantee the right to defense for the application of sanctions, in order to ensure the possibility of making allegations throughout the entire process,

test them and challenge the opposing ones, with the assurance that they will be assessed in the resolution, in accordance with the law.

c) Right to Information- Inform the person against whom a disciplinary procedure is initiated by providing notification of the proceedings.

d) Concentration Principle- Speed up the process by eliminating unnecessary procedures in order to resolve the case under consideration as quickly and thoroughly as possible.

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e) Principle of Proportionality- In imposing the sanctions provided for in these regulations, the severity of the damage caused, the intentionality, the repetition of the disciplinary offenses, and other conditions under which the offense was committed must be taken into account.

f) Principle of Motivation- Substantiate or support decisions based on the relevant legal norms invoked, considering the background and evidence available in the case.

g) Principle of Contradiction- The parties in the procedural process shall have the right to challenge the evidence and actions of the other party.

h) Centrality of the Victim- In cases of sexual and gender-based violence, victims are the central subject of constitutional rights and guarantees; therefore, they must enjoy comprehensive care and protection at every stage of the process to exercise their full autonomy. Attention must focus on the vulnerability of the party involved (the victim) in the face of the judicial architecture.

i) Right to Comprehensive Reparation- Comprehensive reparation will seek a solution that objectively and symbolically restores the victim's rights to the state they were in prior to the harm being committed. This will include acknowledgment of the truth and the restitution of rights. The determination of the commission of a minor, serious, or very serious offense entails a violation of rights, and for this purpose, comprehensive non-material reparation measures appropriate to each case must be established.

j) Right to Appeal. - Individuals have the right to appeal the decision in all proceedings in which their rights are affected.

k) Principle of Restorative Justice- A process in which the victim, the accused, and, where appropriate, any other person or community member affected by a misdemeanor, actively participate together in resolving the issues arising from the misdemeanor through qualified facilitators.

l) Principle of Typicality. - This translates into the urgent need for regulatory predetermination of illicit conduct and the corresponding sanctions.

Article 17. - Of the Polytechnic Campus. -For the purposes of this regulation, a Polytechnic Campus is understood to mean any place designated, permanently or temporarily, for any administrative, academic, teaching, research, outreach, recreational, sports, or service activity, whether carried out in person or virtually.

The sanctions provided for in this instrument will be applicable for offenses committed on the polytechnic campus or outside of it, when professors, researchers, support staff academics and students are carrying out activities related to their position or status in or for ESPOL.

Article 18. - Terms and deadlines. -Terms shall be counted in business days and deadlines in calendar days. Setting deadlines or periods in hours is prohibited.

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## **CHAPTER IV: DISCIPLINARY PROCESS AND RESOLUTIONS OF THE BODIES OF DECISION**

### **SECTION I: INSTRUCTIONAL STAGE OF THE DISCIPLINARY PROCESS: COMMISSION OF DISCIPLINE.**

Article 19. - Nature of complaints.-A disciplinary process may be initiated, ex officio or at the request of a party, for those professors, researchers or academic support staff and students who have incurred in disciplinary infractions established by the LOES, the ESPOL Statute, the Code of Ethics, these Regulations, the internal regulations of the institution and other standards of the Higher Education System.

a) Ex officio.-The Disciplinary Committee may initiate disciplinary proceedings ex officio when it becomes aware of the commission of an offense as defined in the LOES, the Statute, the Code of Ethics, and these Regulations.

b) At the request of a party.-It begins with the filing of a complaint about events or actions that constitute disciplinary offenses. It may be filed by any member of the polytechnic community against ESPOL professors, researchers, fellows, academic support staff, and students. For the purposes of the disciplinary process, these individuals will be referred to as complainants.

Article 20. - Filing of the complaint- Individuals who are aware of an offense committed by a student, professor, researcher, or academic support staff member may file a complaint with the Disciplinary Committee Secretariat, either physically or digitally, with the complaint duly signed by the complainant, or submit it through the Document Management System (Quipux).

In cases of harassment, discrimination, and gender-based violence, complaints will follow the procedure established in the Protocol for Prevention and Action in Cases of Harassment, Discrimination, and Gender-Based Violence at ESPOL. Once the complaint is forwarded by the Polytechnic Welfare Unit to the Disciplinary Committee, the subsequent process is as established in these regulations.

Article 21. - Contents of the complaint. -The complaint must contain:

to) The names and surnames of the complainant and their email address for future notifications;

b) A clear and precise relationship between the offense and the reported event(s), and the place and time at which it was committed;

c) The identification of the alleged person(s) responsible and the person(s) affected by the event, if possible;

d) All indications, circumstances or evidence that the complainant may provide in relation to the reported fact or facts; and, Signature of the complainant.

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All documents required to be indexed to the complaint must be submitted in originals or copies duly certified by the appropriate authority.

Article 22. -Qualification of the complaint and initiation of proceedings. -In order for the Disciplinary Committee to initiate proceedings, once it has received the respective complaint, it must assess it and verify whether it falls within its jurisdiction and whether it is clear and complete. After this, it may classify the alleged offense in accordance with the provisions of current higher education regulations, the Statute, Code of Ethics, these Regulations, and other internal rules of the Espol.

If the complaint is not within the jurisdiction of the Disciplinary Committee, does not meet the requirements established in these Regulations, or the offense is not classified, the Disciplinary Committee may, as appropriate, request that the complaint be completed or dismiss it and close the case.

Article 23. - False Complaint. -If it is verified that the complaint is false and/or filed in bad faith by the complainant, the Disciplinary Committee will initiate the disciplinary process established in these Regulations.

Article 24. - Preliminary actions. -The Disciplinary Committee may, prior to the initiation or establishment of the disciplinary process, carry out preliminary actions at the request of the complainant or ex officio, in order to understand the circumstances of the specific case and the appropriateness or inconvenience of initiating the procedure.

Preliminary proceedings will be aimed at determining, as precisely as possible, the facts likely to motivate the initiation of the procedure, the identification of the person or persons who may be responsible, and the relevant circumstances surrounding the proceedings.

Only the Disciplinary Committee may order an investigation, inquiry, audit, or inspection in this matter. Preliminary actions may be carried out by direct or delegated management, in accordance with the provisions of the law.

As a conclusion of the preliminary proceedings, the Disciplinary Commission will issue a report which, when it deems that the information or documents obtained give rise to the initiation of disciplinary proceedings, may serve as evidence and must be notified to the parties and attached to the initial order of the disciplinary proceedings in a certified copy, so that the person(s) involved may express their opinion.

The interested party's opinion will be evaluated by the Disciplinary Committee and fully incorporated into the corresponding report concluding the preliminary action.

Article 25. - Establishment of the disciplinary process. -The date on which the Disciplinary Commission issues the initiation order will be considered as the start or establishment of the disciplinary process. From this date, the Disciplinary Commission will have thirty-five (35) days to investigate, prepare and deliver its final report to the Polytechnic Council or the Teaching [Back to Table of Contents](#)

Commission, as appropriate.

Article 26. - Initial order. -The disciplinary process begins when the Disciplinary Commission issues the initial order, which will contain:

- a) Identity of the accused;
- b) Fundamentals of Law;
- c) The relationship of the facts subject to the disciplinary process;
- d) Classification of the alleged disciplinary offenses being investigated;
- and) The evidence available and the request for the performance of the required procedures;
- F) Establish the summons to the parties involved and to those whom the Disciplinary Commission deems pertinent; and,
- g) The warning of the obligation of the accused to respond within the term of five (5) days, indicate an email address for future notifications, announce and request the practice of tests.

Article 27. - Notification. –Institutional email is the only valid means of summoning or notifying students, academic staff, or academic support staff of the start of a disciplinary process, its outcome, or any other related circumstance.

In the event that students, professors, researchers, or academic support staff are not in an active relationship with Espol, the Disciplinary Committee may resort to alternative means of notification.

The Secretary of the Disciplinary Commission will proceed to notify the person(s) reported with the order initiating the disciplinary procedure.

For the purposes of notification of the aforementioned ruling, a copy of the documentation that forms part of the disciplinary file, as well as any prior actions, must be attached.

The notification will be sent to the institutional email address of the person reported. This constitutes proof of the initiation of the disciplinary procedure. The Secretary of the Commission will record the reason for the notification.

The notification will indicate the start date and duration of the test.

Article 28. -Response to the order initiating the disciplinary process.The response to the notification of the order initiating the disciplinary process must be submitted within five (5) business days following the date of notification. The response must include all the evidence used to support the defense, specifying all necessary information and attaching supporting

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documentation, if available.

If a statement is required from a party, a list of the persons who must give their oral version must be included, indicating the facts on which they must testify. The commission will ensure that the questions asked are not unconstitutional or illegal. These questions may not exceed ten, and the same number will be used for cross-examination.

Likewise, if applicable, the specification of the objects or documents that will be the subject of the proceedings such as inspection, exhibition, reports and other similar matters.

If you do not have access to documents, their contents will be described, indicating precisely where they are located and requesting the appropriate measures for their incorporation into the process.

Failure to respond to the complaint or report does not prevent the disciplinary process from continuing.

Article 29. - Suspension of the calculation of deadlines and terms in the procedure. -The terms and deadlines provided for in a procedure are suspended, only for the time initially granted for the action, in the following cases:

- 1) The interested party must be required to correct deficiencies and provide documents or other necessary evidence, within the time between notification of the request and the expiration of the period granted for its effective compliance. In this case, the period granted may not exceed ten days, unless a specific provision specifies a shorter period;
- 2) Reports must be requested, for the time between the request, which must be communicated to the interested parties, and the period granted for the receipt of the report, which must also be communicated;
- 3) Technical tests or contradictory or decisive analyses must be carried out during the time allowed for the incorporation of the results into the file;
- 4) Negotiations to reach a conventional termination of the procedure are initiated. The date of initiation of negotiations shall be recorded in the file; and
- 5) In the event of a fortuitous event or force majeure.

In the cases provided for in numbers 2, 3, and 4, when the competent body has not expressly granted a period for action or negotiation, the disciplinary procedure will be suspended for up to three months.

Incidental issues arising in the procedure do not suspend its processing, except for those relating to excuses and recusals.

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Article 30. - Evidence. -The Disciplinary Commission may request evidence ex officio, order, and reject unconstitutional, inappropriate, or unnecessary evidence. Facts relevant to the decision in a proceeding may be proven by any means of evidence admissible under law.

Article 31. - Means of proof. -The Disciplinary Commission must guarantee due process and the right to defense. To this end, during its investigation, it will request and receive all documentary evidence and verbal and written statements from those involved in the disciplinary process and, where applicable, from witnesses.

The following will be evidence:

- a) The version that surrenders;
- b) Public or private instruments;
- c) Witness statements;
- d) The personal inspection of the Commission;
- e) The report of experts or experts in the academic field; and,
- f) Any other established in the regulations applicable to this type of disciplinary process.

Article 32. - Costs of carrying out the test. -The costs of providing and producing the evidence are the responsibility of the applicant.

The following are exceptions to the preceding rule: evidence requested by the interested party and in the possession of the institution.

Article 33. - Opening and processing of the case for evidence. -Once the five (5) day period corresponding to the time the accused has to respond to the notification of the order to initiate the process has expired, with or without the accused's response, the case will be opened ex officio for evidence for a period of ten (10) days, during which time the evidence requested or that provided by the parties, as appropriate, must be attended to.

Article 34. - Rule of contradiction. -Evidence submitted in the disciplinary process will only be valid if the interested party has had the opportunity to challenge it during the proceedings. For this purpose, the interested party will be notified of the proceedings ordered by the Disciplinary Committee so that they may exercise their right of defense within five days of the date of notification.

Article 35. - Report of the Disciplinary Commission. -All evidence must be considered by the Disciplinary Committee for analysis and final decision, which must determine the level of the offense: minor, serious, or very serious.

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Once the discharges have been formulated or the evidence has been presented, the Disciplinary Commission must issue its report within a maximum period of fifteen (15) days.

The report of the Disciplinary Commission shall contain the following:

- a) The factual and legal grounds;
- b) The motivation of the facts investigated with the determination and qualification of the disciplinary fault(s);
- c) The individualization of the accused(s) and their degree of participation in the events;
- d) The aggravating or mitigating circumstances that determine the liability that proceeds;
- and) The acquittal or recommendation of the type of sanction, as appropriate; and,
- f) Any other recommendations that the Commission considers relevant.

Once this has been done, the Disciplinary Committee will send the report and the complete file to the Polytechnic Council or the Teaching Committee, as appropriate.

The expiration of the deadlines provided for resolution does not exempt the competent body from its obligation to issue the administrative act.

## **SECTION II RESOLUTION STAGE OF THE DECISION-MAKING BODIES**

Article 36. - Resolution of the Polytechnic Council or the Teaching Commission. –Once the report of the Disciplinary Commission has been sent to the Polytechnic Council or the Teaching Commission, as appropriate, the decision-making body must issue its opinion through a resolution within fifteen (15) days from the day following the delivery of the report by the Disciplinary Commission, imposing the corresponding sanction or, if applicable, acquittal. During this time, the Polytechnic Council or the Teaching Commission, as appropriate, may request any clarifications or explanations it deems pertinent regarding the report of the Disciplinary Commission, for a clearer and more comprehensive analysis.

The period referred to in the previous paragraph may be extended without exceeding the sixty (60) periods established in the LOES to resolve disciplinary processes.

Article 37. - Obligation to resolve. -The competent body will resolve the procedure by means of an administrative act.

Article 38. - Termination of the disciplinary procedure. -The procedure ends with:

- a) The resolution adopted by the Teaching Commission or by the Polytechnic Council in accordance with the provisions of these regulations;

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b) Express withdrawal submitted by the complainant;

c) Abandonment, once the five-day period has elapsed, counting from the day following the filing of the complaint electronically, without the complaint having been filed physically;

d) Expiration of the disciplinary procedure, once more than six (6) months have passed since the day following notification with the initial order of the process, without the reported fact having been resolved;

and) By prescription at the request of the interested party, once the deadlines established in these regulations for minor, serious and very serious offenses have been met in accordance with the provisions of these regulations;

f) Due to the material impossibility of continuing it due to unforeseen causes, duly justified by the corresponding body;

g) By mediation, as an alternative dispute resolution mechanism to which the parties may submit by mutual agreement, in accordance with the provisions of Title II of the Arbitration and Mediation Law, where applicable and in cases where the Disciplinary Commission deems appropriate; and,

h) By conventional termination in relevant cases

Article 39. -Notification of Resolutions. -Resolutions adopted by the Polytechnic Council or the Teaching Commission must be notified by the Secretaries within a maximum period of ten

(10) days from their issuance. They shall be considered final once the deadline for exercising the right of appeal has expired, starting on the day following their notification.

The implementation of the resolutions will be the responsibility of the bodies determined by the Polytechnic Council or the Teaching Commission in the resolutions they issue.

## **CHAPTER V: DISCIPLINARY OFFENSES AND PENALTIES**

Article 40.-Disciplinary Offenses. – Any action or omission sanctioned by current higher education regulations, the Statute, Code of Ethics, these Regulations, and other internal rules of Espol is considered a disciplinary offense.

Disciplinary offenses occur both through the actual performance of the conduct defined in the aforementioned legal instruments, as well as through attempts to perform them. A disciplinary offense is committed by both the direct perpetrator of the conduct, his accomplice, or anyone who fails to report it in a timely manner or for convenience.

Any violation of the regulations or provisions issued by the competent authority of ESPOL will constitute a disciplinary offense.

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ESPOL will apply the appropriate sanctions to students, professors, researchers, and academic support staff when they commit any of the following offenses:

a) Obstruct or interfere with the normal development of the institution's academic and cultural activities;

b) Disrupting peace, harmonious coexistence and disrespecting morality and good customs;

c) Attacking the institutionality and autonomy of the university;

d) Committing any act of violence, whether verbal or physical, against any member of the educational community, authorities, citizens and social groups;

and) Engaging in acts or omissions of gender-based, psychological or sexual violence, harassment, stalking or threats, dissemination of intimate content, which result in abusive conduct aimed at persecuting, blackmailing and intimidating with the purpose or effect of creating an unequal, offensive, humiliating, hostile or shameful environment for the victim;

f) Violating private data and information. - When intimate images of another person are shared without their consent, violating their integrity, freedom, privacy, or any human rights;

g) Engaging in digital violence (cyberbullying). - Digital violence carried out through the use of public, private, or community information and communication technology media, including social media, virtual platforms, or any other, through which the victim is repeatedly and hostilely harmed, seeking to damage his or her integrity;

h) Impersonating someone for the purpose of displaying personal data and/or photographs on the Internet with malicious intent (Doxing);

i) Willfully damaging, destroying, or misusing institutional facilities, environments,

equipment, information systems, email, digital platforms; ESPOL assets and services or those made available by ESPOL within or outside the polytechnic campus; and, in general, public and private property;

j) Failure to comply with the principles and provisions contained in the regulations of the Higher Education System, the Ecuadorian legal system, the ESPOL Statute, the Code of Ethics or other internal rules and provisions of ESPOL;

k) Committing fraud or academic dishonesty, as established in the regulations of the higher education system, as well as unauthorized possession of communication devices during assessment activities, which will be considered a serious offense at the undergraduate level. In the case of postgraduate students, these violations will be considered very serious;

l) Conduct partisan political proselytism within the polytechnic campus;

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m) Verbally insulting any member of the polytechnic community or any person who is in the facilities or means of transport of ESPOL, or during the development of in-person or virtual academic activities;

n) Consuming narcotic and psychotropic substances, being intoxicated, or using prohibited substances within ESPOL premises or in places or means of

transportation used by the institution; either) Expressing oneself publicly or through any means of dissemination or social network, to the detriment of ESPOL or any member of the polytechnic community;

p) Using, without authorization from ESPOL, its assets, name, email address, logo or any other distinctive sign of the institution;

q) Participate or collaborate in the planning, organization or execution of acts that cause personal or material damage, or that disrupt the normal development of ESPOL's activities;

r) Attempting to take the life of a member of the polytechnic community or against persons outside it, within the polytechnic premises;

s) Inciting or committing acts of physical or psychological violence or intimidation against any member of the Polytechnic Community;

t) Offer and deliver gifts to obtain academic benefits; or) Appropriate or attempt to appropriate property belonging to ESPOL or third parties on ESPOL premises or in places it uses;

v) Bringing into, transporting, distributing, selling or providing narcotics or psychotropic substances defined as such by current legislation, on the polytechnic campus or in the places or means of transport used by ESPOL;

w) Carrying knives or firearms within the polytechnic premises;

x) Submitting or managing false documentation or information that is wholly or partially adulterated;

y) Impersonating or being impersonated in the performance of any academic activity; and,

z) Using the institution's facilities, equipment, or tangible and intangible resources without authorization from the competent ESPOL authority.

In cases of falsification or fraudulent issuance of academic degrees or other documents that fraudulently attempt to certify higher education, an investigation will be conducted, and the competent body will sanction those responsible with dismissal from their position or permanent dismissal from the institution. Once the offense has been verified, the Rector will file a criminal complaint with the prosecutor's office and will promptly and periodically report [Back to Table of Contents](#)

to the Higher Education Council on the progress of the proceedings.

Article 41.-Mitigating Circumstances. - The following are mitigating circumstances:

- a) The effective collaboration of the accused in determining facts of relevance to the process
- b) The confession of a party; and,
- c) Others as applicable.

Article 42.-Aggravating Circumstances. - The following are aggravating circumstances:

- a) Act with known premeditation;
- b) Committing the offense with breach of trust;
- c) Use force or violence in the execution of the acts; d)Committing the acts in public or with publicity;
- d) Committing the offense by receiving a price, reward or promise;
- e) To commit the offense with contempt or offense to the authority;
- f) Being a repeat offender in punishable offenses; and,
- g) Others as applicable.

Article 43. - Repetition of disciplinary offenses. -A repeat offense is considered to be one that has been reviewed and sanctioned, in which case it constitutes a higher offense. Repeat offenses may be of the same or different nature and severity than those sanctioned. If a repeat offense is a minor offense, it becomes a serious offense; if a repeat offense is a serious offense, it becomes a very serious offense.

Article 44. - Sanctions. -Depending on the severity of the offenses committed by professors, researchers, fellows, academic support staff, and students, they will be classified as minor, serious, or very serious; the corresponding sanctions will be as detailed below.

- a) For minor ones:Written warning.
- b) For serious cases:
  - 1. Failure or loss of one or more subjects.
  - 2. Academic Suspension:

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- Temporary suspension. In the case of professors, researchers, or academic support staff, the suspension will be without pay;

- Suspension of polytechnic services for students, professors, researchers, or academic support staff who have committed offenses while holding such positions and have subsequently been dismissed from their jobs or have obtained the status of graduate.

c) For very serious cases: Final separation from the Institution.

Article 45. - Application of Sanctions. -In accordance with the merits of the case, the Polytechnic Council or the Teaching Commission, as appropriate, will apply the appropriate sanctions, taking into account the report with the recommendations of the Disciplinary Commission and the analysis of the mitigating and aggravating circumstances that constitute the responsibility of the accused. The sanctions apply to students, professors, researchers, and academic support staff who are active at the institution or who have left Espol.

Article 46. - Of the Warning. -The warning constitutes a severe written warning due to the offense committed, with the warning that the conduct of the person warned is contrary to these Regulations or to the internal rules of ESPOL or the higher education system that apply, and that, in the event of committing the same offense or a different one again, a more serious sanction would be imposed.

Article 47.- Failure or loss of subjects. Failure or loss of one or more subjects will apply only to students.

Article 48.- Academic Suspension. Academic suspension may be temporary or through suspension of polytechnic services.

Article 49.- Temporary Academic Suspension. -It consists of the temporary suspension of all academic or employment relationships, if applicable, of the student, professor, researcher, fellow, or academic support staff, as appropriate. This suspension will be for a minimum of one regular academic period and a maximum of two years for students.

The student will not be validated or recognized for any courses he or she may have taken at other institutions or academic units during the period of this sanction.

In the case of professors, researchers, or academic support staff, the temporary suspension will be without pay and will not exceed thirty days, provided that the offense committed is not grounds for dismissal.

Article 50.- Suspension of polytechnic services. -The suspension of polytechnic services for students, professors, scholarship holders, researchers, academic support staff who have committed offenses, will be prevented from using the polytechnic services provided in the areas of polytechnic welfare, information center (library), job opportunities, technological services, access to studies leading to the obtaining of degrees in any higher education level, which will

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be valid until the completion of the sanction.

In the case of the aforementioned numerals, the resolution of the Teaching Commission in which the academic suspension measure is established will be notified to the affected person and his/her sponsoring lawyer, if applicable, at the institutional electronic address, and will take effect from the date expressly indicated in said resolution.

Article 51. - Of the definitive separation. -Permanent dismissal consists of the expulsion of the sanctioned student, professor, researcher, fellow, or academic support staff member and entails the immediate loss of all rights in the capacity invoked. Anyone who has been permanently dismissed from ESPOL will not be readmitted to studies leading to degrees at any level of higher education within ESPOL, nor will they be able to return to any academic unit of the institution.

The final separation measure will take effect from the moment the Polytechnic Council's resolution is notified to the affected person and his or her sponsoring attorney, if applicable, at the institutional email address.

## **CHAPTER VI OF RESOURCES**

Article 52. - Appeal. –Students, professors, researchers, and academic support staff may appeal to the Polytechnic Council in cases where the Teaching Commission has imposed sanctions on them for minor and serious offenses.

The appeal against the sanction for serious misconduct resolved by the Teaching Commission may be filed before the Higher Education Council (CES) after having previously appealed to the Polytechnic Council.

In cases where a sanction has been imposed by the Polytechnic Council for violations classified as very serious by students, professors, researchers, scholarship holders, or academic support staff, an appeal may be filed with the Higher Education Council.

Any appeals filed against the resolution will not suspend its execution, and must be submitted within a period of five (5) days from the day following the execution of the corresponding resolution.

Article 53. - Requirements for the Appeal. -The appeal may be submitted to the Polytechnic Council in physical or digital form, with a handwritten or electronic signature, and must contain at least:

to) The full names and surnames, identity card or citizenship or passport number, home and email address of the challenger.

b) When acting as a solicitor or legal representative, the details of the person represented must also be recorded, attaching the respective power of attorney;

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c) The narration of the detailed and itemized facts that serve as the basis for the claims, duly classified and numbered;

d) The legal grounds justifying the challenge, set out clearly and precisely;

e) The determination of the act being challenged.

The Secretariat of the Polytechnic Council is responsible for verifying that the appeal submitted meets the requirements for filing. If the appeal has not been submitted within the time limit established in these regulations, it must be rejected.

In the event of not meeting the requirements, the Administrative Secretariat will request an extension or clarification within a period of three (3) business days, which if not met will declare its inadmissibility.

Article 54. - Allegation of nullity. -In the appeal, the nullity of the procedure or the nullity of the administrative act may also be alleged.

Article 55. - Nullity of the procedure. -If, when resolving the appeal, the Polytechnic Council observes that there is a cause that vitiates the procedure, it shall be obligated to declare, ex officio or at the request of an interested party, the nullity of the procedure from the moment it arose, at the expense of the server who initiated it. This declaration of nullity shall only be admissible if the cause that led to it influences the decision in the process.

Article 56. - Nullity of the administrative act. -If the nullity refers to the administrative act, it will be declared observing the following rules:

to) When no additional actions are required that the body resolving the appeal is prevented from carrying out itself, for reasons of fact or law, the matter shall be resolved on the merits; and,

b) When additional actions are required, the competent body, prior to carrying them out, will correct the defects that cause the nullity and issue the substitute administrative act, within the framework of the provisions indicated.

Article 57. - Resolution of the Appeal. -The Polytechnic Council may resolve the appeal as follows:

to) Ratify the sanction;

b) Issue the nullity of the process or the administrative act; and,

c) Other decisions that are duly motivated.

The maximum term to resolve and notify the resolution is thirty (30) days, counted from the day following its presentation.

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## **CHAPTER VII: IMPEDIMENT TO EXERCISING DISCIPLINARY CONTROL**

Article 58. - Grounds for excuse. -Members of the Polytechnic Council, the Teaching Commission or the Disciplinary Commission shall withdraw from the knowledge and substantiation of the disciplinary procedure only when they are involved in the following causes for excuse:

to) Be a spouse or partner in a de facto union or a relative within the fourth degree of consanguinity or second degree of affinity with any of the parties, their lawyers or representatives, in accordance with the Law;

b) Being a creditor, debtor, or guarantor of any of the parties. The excuse or recusal established in this

section shall be admissible only when the credit is established by a public document or a recognized or registered private document dated prior to the disciplinary procedure;

c) Be the assignee, donee, employer or partner of the subject of the disciplinary procedure;

d) If they have a conflict of interest with the person or subject matter of the investigation; and,

and) Having provided a written opinion or advice on the judgment that gave rise to the disciplinary procedure.

## **CHAPTER VIII: PROVISIONAL AND PRECAUTIONARY MEASURES SECTION I: PROVISIONAL AND PRECAUTIONARY MEASURES IN GENERAL**

Article 59. - Provisional protection and precautionary measures in general. The Disciplinary Commission, ex officio or at the request of the interested party, may order provisional protection measures and/or precautionary measures before the initiation of the sanctioning procedure, provided that the following conditions are met:

a) That it is an urgent measure to prevent further damage;

b) That it is necessary and proportionate; and,

c) Let motivation not be based on mere statements.

The provisional and precautionary measures will be confirmed, modified or lifted in the initial order of the process, a term that may not exceed thirty-five (35) days from its adoption.

The provisional or precautionary measures ordered become void if they are not confirmed in the initial ruling of the process.

Provisional protection measures will be adopted guaranteeing the rights protected by the [Back to Table of Contents](#)

Constitution.

Article 60. - Types of measures. -The following precautionary and provisional protection measures may be adopted:

- a) Suspension of activity;
- b) Eviction of people;
- c) Limitations or restrictions on access; and,
- d) Others provided for by law.

The expiration of the procedure extinguishes the precautionary measure previously adopted.

## **SECTION II: PROTECTION MEASURES FOR CASES OF HARASSMENT, DISCRIMINATION OR GENDER VIOLENCE**

Article 61. - Protection measures. -Urgent care will be provided through the Polytechnic Welfare Unit, using its comprehensive technical care team (specialized personnel). These measures will fully guarantee the confidentiality, integrity, safety, and right to education and work of the victim.

Article 62. - Types of protection measures. -The urgent protection measures to be applied in these types of cases will be:

- a) Keep the victim away from the person reported;
- b) Psychological, social or medical assistance if necessary;
- c) In the event that the victim is a student, the appropriate administrative-academic measure will be adopted in order to avoid re-victimization;
- d) If the victim is a professor, researcher or academic support staff, appropriate administrative measures will be taken to prevent re-victimization;
- and) Prohibition of the accused person from attending certain places on the polytechnic premises;
- f) Prohibition of the accused person from approaching the victim, witnesses and certain persons, wherever they may be;
- g) Prohibition of the accused person from carrying out acts of persecution or intimidation of the victim; and,

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h) Prohibition of access to the Institution for permanently separated students or teachers.

Article 63. - Implementation of measures. -The Disciplinary Committee, immediately upon receiving the complaint, must establish the protective measures granted in each case and forward them to the ESPOLE bodies required to comply with them, based on the report from the Polytechnic Welfare Department. The protective measures are the joint responsibility of the entire polytechnic community.

Article 64. - Monitoring. -The Ethics Committee will be responsible for monitoring compliance with the issued protective measures. In the event of non-compliance with the resolutions, this committee will submit a report to the Polytechnic Council for a ruling stipulating that compliance with the agreements and protective measures is mandatory.

## **CHAPTER IX: REMEDY MEASURES IN CASES OF HARASSMENT, DISCRIMINATION OR GENDER VIOLENCE**

Article 65. - Reparation measures. -If a violation of rights is declared through a determination of liability due to the commission of some type of violation, full reparation for non-material damages will be ordered. Full reparation will ensure that the person or persons holding the violated right enjoy and exercise their rights in the most appropriate manner possible and that the situation is restored to the state prior to the violation.

Article 66. - Types of reparation measures. -The comprehensive reparation measures that may be requested are the following:

a) Satisfaction: publication or dissemination of the resolution, public act of recognition of responsibility, measures to commemorate the victims and/or the events, artistic measures, among others.

b) Guarantees of non-repetition: training and/or awareness-raising processes, campaigns to prevent rights violations, reforms of resolutions, regulations or protocols.

c) Rehabilitation: This type of measures may be medical (for physical damage that affects integrity and/or health), psychological (psychological or moral damage), social (when required) intervention and work with a course or group related to the effects) and academic (when the damage has caused detriment to the victim's academic career).

d) Restitution: In the academic sphere, all actions must be taken to restore academic rights that have been affected as a result of harassment, discrimination, or gender-based violence, providing the necessary opportunities for access to and continuation of studies.

Article 67. - Implementation of measures. -When the Polytechnic Council issues a resolution assigning responsibility for the commission of an offense, it must establish the necessary remedial measures to be granted in each case and the polytechnic bodies required to comply with them.

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Remedial measures are not the sole responsibility of the person or persons committing the offense, since, under the principle of co-responsibility, the entire polytechnic community must be involved in restoring the violated rights.

Article 68. - Monitoring. -The Ethics Committee will be responsible for monitoring compliance with the remedial measures. In the event of noncompliance with the minutes or resolutions and the remedial measures, the Ethics Committee will submit a report to the Polytechnic Council recommending appropriate action.

## **CHAPTER X: RULES OF ETHICS AND CONDUCT DURING PROCESSES**

### **DISCIPLINARY**

Article 69. - Ethics and standards of conduct in disciplinary proceedings. -In disciplinary proceedings, the parties and their attorneys will be required to observe a conduct of mutual respect and ethical intervention, having the duty to act in good faith and loyalty.

Article 70. - Measures to be applied in case of non-compliance with ethics and standards of conduct in disciplinary proceedings. In the event that disciplinary proceedings reveal behavior that infers a lack of respect and abusive or other attitudes of this nature, the following procedure will be followed:

1. Any offensive or slanderous writings, or those that include threats or infer abusive attitudes, against any of the parties involved in the disciplinary process will be returned.

To return the document, the secretary will be required to leave a copy of the filing certificate in the file and archive the copy. If the document contains an appeal, a request for clarification, extension, amendment, or revocation, or a similar request, the secretary will be required to leave a copy of the portion containing the request, and the corresponding action will be taken. Repeated improper conduct or procedures, including abuse, disrespect, threats, or insults, etc., on the part of the defense (attorney) in the proceedings, will require the Disciplinary Commission to inform the Judicial Council of these behaviors, which lead to a lack of professional ethics on the part of the defense attorneys.

If the writings, improper conduct, or offensive attitudes are from a member of the Polytechnic Community, the procedure will be in accordance with the regulations of the Higher Education System and internal rules of Espol, as applicable to these Regulations.

2. The competent authorities or bodies shall expel from the proceedings being carried out in disciplinary processes those who disrupt their progress or attempt to jeopardize their legal progress, or they may suspend the sessions or hearings.

These measures will be applied without prejudice to any legal action that may be taken if the act constitutes a violation or crime.

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## GENERAL PROVISIONS

FIRST. -Students, professors, researchers, scholarship holders, and academic support staff who have withdrawn from ESPOL and who have committed disciplinary offenses while pursuing their studies or working at the Institution, respectively, considering the prescription established in these Regulations, may be subject to the respective disciplinary process and the imposition of the corresponding sanctions in accordance with this rule.

SECOND. -The Disciplinary Committee will meet at the polytechnic campus designated by its President in the corresponding call, or through the virtual means available at ESPOL.

THIRD. -Final decisions will be compulsorily transferred to the Registry of Resolutions of the Secretariat of the Polytechnic Council or the Secretariat of the Teaching Commission.

These rulings will be considered precedents for the recommendations of the Disciplinary Commission or the resolutions of the competent bodies.

FOURTH. -Any final decision affecting a student, professor, researcher, fellow, or academic support staff must be notified to them and communicated to the following bodies, as appropriate: the Academic Technical Secretariat, Financial Management; the Dean, Deputy Dean, Program Coordinator of the respective Unit; the Human Talent Management Unit; and other relevant academic authorities and bodies.

FIFTH. -If, due to serious situations generated by fortuitous events, force majeure, or opportunity, in which ESPOL is forced to carry out its academic or administrative activities remotely, through the use of the technologies provided by the institution, the Disciplinary Committee may use these tools to conduct hearings or other actions established in this regulation, stating that they may be conducted by videoconference.

SIXTH. -In the event that due to unforeseen circumstances or force majeure, or other exceptional circumstances, duly justified, the Polytechnic Council or the Teaching Commission resolves on the disciplinary processes sent by the Disciplinary Commission or on the appeals submitted to the Polytechnic Council, the issuance of the resolution may be postponed for a maximum period of fifteen

(15) days.

SEVENTH. -Pursuant to Article 20 of the Civil Code, when a generic term is used in these regulations, it is understood to include both the masculine and feminine genders.<sup>1</sup>

EIGHTH. -The file consists of valid original documents or certified copies, and will be paginated on all useful pages, in letters and numbers in the upper right corner in chronological order. It will be formed with all statements, actions and proceedings, as they occur, and with all corresponding documents.

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1Civil Code.Art. 20. - The words man, person, child, adult, adolescent, elderly and other similar words, which in their general sense apply to Individuals of the human species, without distinction of sex, shall be understood to include both sexes in the provisions of the laws, unless, by the nature of the provision or the context, they are manifestly limited to only one.

On the contrary, the words woman, girl, widow and other similar words, which designate the female sex, shall not be applied to the other sex, unless the law expressly extends them to it.

NINTH. –In assessment activities (exams, workshops, assignments, and other academic activities), academic measures may be adopted when violations of the provisions contained in the institutional regulations or of the subject itself are observed. These measures will not be considered sanctions in any way. These academic measures will be included in the Espol undergraduate and graduate regulations.

#### TRANSITIONAL PROVISIONS

FIRST: Until the Espol Code of Ethics is amended and the Ethics Committee is established, the rectorate will appoint a representative to the disciplinary committee, who will act on behalf of the Ethics Committee representative specified in the last paragraph of article 9 of these regulations.

SECOND: Processes initiated before the current Regulations come into force will be processed in accordance with the Disciplinary Regulations – 2421, insofar as they do not conflict with these Regulations, observing the current regulations of the higher education system and other relevant rules.

#### SOLE REPEALING PROVISION

Disciplinary Regulations 2421, discussed and amended in the first discussion by Resolution No. 15-06-260, held in the session of June 25, 2015, and amended in the second and final discussion by Resolution No. 15-08-313 by the Plenary of the Polytechnic Council, held in the session of August 6, 2015, are hereby repealed. All ESPOL regulations and provisions that conflict with the provisions of these Regulations are hereby repealed.

#### FINAL PROVISION

These Regulations will enter into force upon approval by the Polytechnic Council; please ensure that they are disseminated to the Academic Vice-Rector's Office, the Administrative Secretariat, and the Communications Department.

## Appendix M: Undergraduate Degree Completion Process

### GENERAL ASPECTS

#### CHAPTER 1

### SCOPE, PURPOSE, OBJECTIVES, PRINCIPLES AND DEFINITIONS

Article 1.- Scope. - These regulations are mandatory for academic staff, academic support staff, students, and the polytechnic community in general; they apply to all academic units and other areas of the Escuela Superior Politécnica del Litoral (ESPOL), where undergraduate training activities are conducted.

Article 2.- Purpose. - The purpose of this regulation is to regulate the development of undergraduate studies, their organization and management.

Article 3.- Objectives of the ESPOL degree regulations. - The objectives of these regulations are:

a. Regulate academic activities aimed at obtaining high-quality, innovative and relevant professional, humanistic and scientific training, considering its articulation with the needs of social transformation and participation at the national, regional and global levels;

- Regulate academic management at the undergraduate level to strengthen ESPOL 's substantive activities, academic and professional training, engagement with society, and research;

. Promote the diversity, comprehensiveness and flexibility of the academic offering through its academic processes;

. Promote national and international mobility that allows the integration of our academic community with other communities at the national, regional, and global levels;

. Promote the training of professionals who are critical, creative, and deliberative citizens with ethical leadership, committed to technological, social, and economic transformations; and,

- Promote student participation in extracurricular activities, through clubs or other initiatives that complement the development of professional knowledge and learning.

Article 4.- Applicable regulations. - Academic activities at the undergraduate level at ESPOL shall be governed by the Constitution of the Republic of Ecuador , the Organic Law on Higher Education (LOES) and its General Regulations , the Academic Regime Regulations ( RRA ) issued by the Higher Education Council ( CES ), current regulations of the bodies that regulate the higher education system , the ESPOL Statute , these Regulations, and any other applicable

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internal regulations .

Article 5.- Principles and values. - These regulations are based on the principles and values of ESPOL in accordance with its Statute.

Article 6.- Definitions. - For the purposes of these regulations, the following definitions shall apply:

1. Regular Student. - The status of regular student is acquired in the respective ordinary academic period , after enrolling in at least sixty percent ( 60 %) of all subjects , courses or equivalents or hours and/or credits allowed by the curriculum in the corresponding period , and will maintain that status until the beginning of the new ordinary academic term .

- Free students. - Those not pursuing a degree will be considered free students pursuing further training, national or international academic mobility, or other possible training experiences.

The application to become a free student must be submitted prior to the regular enrollment period in accordance with established procedures. In this case, the student will be entitled to obtain a certificate for the subjects, courses, or equivalents passed. These courses will not be eligible for accreditation through comparative content analysis.

The fees or charges that independent students must pay will be established in the Regulations on fees , registration , and rights for the admissions and degree levels of ESPOL .

3. Subjects, courses or equivalents approved. - These are those taken by the student in which obtained the minimum passing grade or higher, established in this regulation.

4. Failed subjects, courses, or equivalents. - These are those taken by the student in which they did not obtain the minimum grade required for passing.

5. Approved or validated subjects, courses, or equivalents. - These are those declared approved after a homologation or validation process.

6. Accredited subjects, courses, or equivalents. - These are those declared as approved in the student's curriculum, following a process of recognition of credits or academic hours for subjects, courses, or equivalents previously approved by ESPOL. Credit recognition for these subjects will only apply in exceptional cases, such as: complementary subjects, advanced studies for undergraduate students, or others approved through academic mobility, transition processes, curricular reforms or updates, or evacuation plans, ensuring the continuity of the students ' studies.

7. Subjects, courses or equivalents, in tutoring. - These are taught in a face -to- face learning mode with the instructor, with a different planning than that of a regular course, consistent with the established objectives. This mode requires the supervision and monitoring of an assigned tutor, who will be responsible for receiving and grading the corresponding evaluations. Tutoring

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will be planned in accordance with the Guidelines for the Approval and Accreditation of Undergraduate and Postgraduate Studies of ESPOL.

8. Curricular Integration Unit. - Validates professional competencies for addressing situations , needs , problems, dilemmas , or challenges of the profession and contexts , using a reflective, investigative, experimental, and innovative approach, among others, according to the institutional educational model .

9. Academic Tutor . - The academic tutor participates in the teaching - learning process , guiding, supervising , or evaluating academic performance in one or more of the following areas : a) subjects, courses , or equivalents; b ) pre- professional , business , or networking internships ; c) the development of projects as part of the curricular integration unit .

(Article amended by Resolution No. 21-05-153, adopted by the full Polytechnic Council , in session held on May 6 , 2021 )

## TITLE 2

### **UNDERGRADUATE STUDENTS**

#### CHAPTER 1 RIGHTS AND OBLIGATIONS

Article 7.- Undergraduate Students. - Students enrolled in a program during an academic period. They will be identified by their enrollment number or ID number on ESPOL 's various academic or administrative platforms and processes.

Article 8.- Student Rights and Obligations. - In addition to the rights and obligations established in the current regulations on higher education and internal regulations of ESPOL, the following are established:

##### Student Rights:

. Receive an education that adheres to the study program of your degree and the educational model-

ESPOL pedagogical.

b. Receive at the beginning of the academic term the semester activities calendar and the content of each subject, course or equivalent.

Receive appropriate guidance and support from their professors, academic advisors, program coordinators, academic authorities, and other appropriate bodies.

##### Student Obligations:

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To respect and comply with the Statute, the Code of Ethics, these Regulations and other internal regulations of ESPOL and the higher education system, as well as the provisions issued by the Institution 's authorities and directors.

b . Keep yourself duly informed of current regulations and the provisions of ESPOL through institutional communication channels.

- Present identification documents within the institution 's premises if requested . d . Participate in activities related to institutional or career accreditation processes.

### **3 REGULATORY BODIES**

TITLE 1 .

## **INSTITUTIONAL AND ACADEMIC ORGANIZATION**

### **CHAPTER 1**

#### **INSTITUTIONAL ORGANIZATION**

Article 9.- Organizations and advisory committees involved at the undergraduate level. - The bodies responsible for ensuring the quality and functioning of undergraduate programs at ESPOL, among others, are the following:

The Polytechnic Council.

The Teaching Commission.

The Higher Education Quality Assurance Commission.

The R&D&I Commission

Article 10.- Degree Authorities and Managers. - The authorities and managers responsible for ensuring the quality and functioning of the undergraduate programs at ESPOL, among others, are the following:

The Rector

b. The Academic Vice-Rector.

c. The Dean of Degree

Programs.

d. The Dean or Director of the Academic Unit, Center, or Support Unit.

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The Subdean of the Academic Unit.

The Career Coordinator.

The Head of the Technical Secretariat for Quality Assurance.

The Head of the Academic Technical Secretariat.

The Head of the Society Liaison Unit.

Article 11.- Undergraduate Dean 's Office. - This office is responsible for the coordination, advisory services, management, support, strengthening, and coordination of ESPOL 's undergraduate programs. Its highest authority is the Undergraduate Dean.

The Dean of Undergraduate Studies reports directly to the Academic Vice-Rector of ESPOL, and his or her duties are as follows:

- a. Collaborate with the Academic Vice-Rector in the fulfillment of his duties at the level of studies of degree;
- b. Manage at the institutional level in the academic and administrative sphere of the third level or degree;
- c . Advise the Teaching Commission and the Polytechnic Council in the evaluation of proposals for the creation, redesign, updating, change of name , transfer or suspension of degree programs submitted by the Academic Units of the Institution;
- d. Propose and support the development of policies , guidelines or regulations for the management and performance of ESPOL degree processes ;
- e. Advise the various Institutional Commissions on issues related to management and performance of the third level or grade of ESPOL ;
- f. Support the evaluation and self- evaluation processes of undergraduate programs when these are carried out at the institutional level ;
- g. Promote an environment of respect for ethical values , compliance with disciplinary standards , and of academic honesty that govern ESPOL at the undergraduate level .
- h. Coordinate with the academic units on activities or topics related to cross - cutting subjects, including those not under the responsibility of a specific academic unit;
- i . Participate in ESPOL's strategic planning regarding undergraduate teaching and learning processes;

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j . Coordinate the coordination and integration of the admissions and placement levels with the ESPOL undergraduate level; the undergraduate level with the ESPOL postgraduate level; and the coordination of research and outreach for the ESPOL undergraduate level;

k. Administer and coordinate the proper functioning of the Academic Advisory Board system; and, Other powers assigned by the Polytechnic Council, Rector, Academic Vice- Rector and the Teaching Commission, in all administrative and academic aspects and activities related to the third level or degree of ESPOL.

Article 12.- Other academic-administrative support bodies. - These bodies may or may not be dependent on the Academic Vice-Rector's Office and intervene at the undergraduate level: the Library Information Center, the Polytechnic Welfare Unit, the Center for Research and Educational Services, among others.

## **CHAPTER 2**

### **ORGANIZATION OF THE TEACHING -LEARNING PROCESS**

Article 13.- Organization of Learning . - ESPOL 's undergraduate programs are organized through study plans , with curricula that include subjects , courses , or equivalents , classified into one of the following three categories: General Education , Basic Sciences and Mathematics, and Vocational Training . Additionally , each curriculum will contain information on academic activities related to Pre-professional Practices ( business or community), and the Curricular Integration Unit .

The learning activities are those determined in the RRA issued by the Higher Education Council (CES). Each subject, course, or equivalent will have a defined number of hours and its equivalent in credits, distributed among the following activities:

\* Hours for learning in contact with the teacher (teaching hours or HD),

\* Hours for the development of practical experimental learning (practical hours, which can be zero); and,

\* Hours for independent learning (independent work hours or HTA).

The sum of practical hours (PH) and HTA must always be double the HD. The total hours (TH) of a subject, course, or equivalent is the sum of HD, practical hour (PH), and HTA. The conversion to credits is obtained by multiplying HT by 16 weeks and dividing by 48, in accordance with the RRA issued by the CES.

Article 14.- Academic Term or Period. - Learning activities are planned within academic terms or periods, which may be ordinary or extraordinary. ESPOL has two academic terms or ordinary terms, each with 16 weeks of training activities, which include the first and second evaluations.

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For monitoring and evaluation purposes, each ordinary academic term or period is divided into two partial periods of 8 weeks each.

The Institution may additionally schedule extraordinary academic periods, in accordance with the academic activities calendar approved by the Polytechnic Council.

Article 15.- Equivalences of hours or credits for the purposes of student mobility or international accreditation . - ESPOL, exercising its responsible autonomy, will apply equivalence criteria with specific systems for recognizing academic activity, which facilitate the comparison of student hours or credits to achieve learning outcomes.

Article 16.- Academic Planning. - Academic planning for the degree will be conducted annually and must be approved by the bodies defined in ESPOL 's internal regulations, in accordance with the rules governing the Higher Education System.

Article 17.- Academic Advising. - Academic guidance and monitoring of program results are carried out through academic advising, which is conducted by a counselor who will

provide appropriate advice to students who, due to their academic status and performance , require it .

## **SECTION 4**

### **REGULATIONS**

#### **TITLE 1 .**

### **ORGANIZATION AND DEVELOPMENT OF ACADEMIC ACTIVITIES**

#### **CHAPTER 1**

#### **STUDY OR LEARNING MODALITIES**

Article 18.- Learning Modalities. - The study or learning modalities at ESPOL may be: in - person, blended, online, distance and dual, with their descriptions established in the RRA and other regulations issued by the CES.

Article 19.- Application of learning modalities. - Every program at ESPOL must declare the learning modality that governs its study program, without prejudice to the possibility of using other learning modalities for any subject, course, or equivalent, and must plan and publicize it in a timely manner.

Article 20.- Learning Methods and Persons with Disabilities or Special Educational Needs. - Professors who have students with these conditions in their subjects, courses, or equivalent, based on available resources, may include appropriate learning resources, media, and [Back to Table of Contents](#)

environments, subject to a report from the Polytechnic Welfare Unit.

## CHAPTER 2

### ENROLLMENT AT THE DEGREE LEVEL

Article 21.- Enrollment. - Enrollment is the academic - administrative act by which a person acquires student status, through registration in subjects, courses, or equivalents within a specific academic term and in accordance with ESPOL 's internal procedures.

A student may register for subjects, courses or equivalent, and for academic activities up to the maximum established per academic period in the RRA approved by the CES.

Article 22. - Types of registration. - The types of registration are:

a. Regular Enrollment: This is done prior to the start of classes for each academic term or period, whether regular or extraordinary, in accordance with the ESPOL academic calendar.

b. Extraordinary Enrollment: This is an enrollment that takes place after the start of the training activities for the academic term or period, within a maximum period defined in the institutional academic calendar, and in accordance with the RRA issued by the CES. This enrollment modality does not apply during extraordinary academic periods.

e. Special Enrollment: Students who, due to circumstances of unforeseen circumstances or duly documented force majeure, have been prevented from enrolling in an ordinary or extraordinary manner, may request special enrollment in their academic unit, which must be authorized by the Polytechnic Council or its delegate. This request may be made up to seven (7) days after the end of the extraordinary enrollment period and will be granted only for ordinary academic periods.

Article 23.- Enrollment Responsibility. - It is the student 's sole and exclusive responsibility to properly enroll, complying with all provisions related to the institution 's enrollment process, the rules regarding the management of their program 's curriculum, and the finalization of their enrollment.

Article 24.- Enrollment Conditions. - Any student may enroll in any subject, course, or equivalent, provided they meet the following requirements:

- a. Have passed all course level or content prerequisites;
- b. Have no outstanding debts with the institution; and
- c. The course must be offered during the term in which you apply to enroll.

If a subject, course, or equivalent has one or more corequisites, the student must enroll in all

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of them to validate their registration. If the student cancels one or more corequisites, they will automatically cancel their enrollment in the subject of the corequisites.

Article 25.- Conditions for re-entry. To apply for re - entry to ESPOL and enroll in subjects, courses, or equivalent courses, in addition to meeting the requirements set forth in Article 24, you must have completed five years since your last academic activity in the program , and up to a maximum of 10 years.

Subjects, courses, or equivalents that have been passed will not be considered for approval through comparative content analysis; validation of knowledge through a theoretical and practical evaluation is mandatory.

If at the time of re-entry or resumption of studies, the program is not currently in progress at the institution, you may request a program change, adhering to the admissions rules for the respective program.

In all cases of re-entry, the student must adhere to the current curriculum. After more than ten (10) years have passed since his or her last academic activity, the student may not re-enter or graduate from the same program.

For the purposes of processing re - entry applications, any of the following will be considered academic activity carried out by the student:

- a. Enrollment in one or more subjects, courses, or equivalents offered by ESPOL.
- b. Completion of pre- professional internships duly declared through the means established by ESPOL.
- c. Passage of knowledge validation exams.
- d. Completion of online courses defined by ESPOL as requirements for the program.

Article 26.- Third enrollment. - A student will , exceptionally and automatically , obtain a third enrollment in one or more subjects, courses , or equivalent, provided they meet one of the following conditions:

- a. Requires enrollment for the third time in subjects classified as General Education, Basic Sciences and Mathematics, in accordance with article 13 of this regulation. b. If the student has a general career average equal to or greater than six and a half (6.5), always and when it is not the Curricular Integration Unit.

If a student does not meet the above conditions, or if they fail the curricular integration unit for the second time, they may request from the Assistant Dean of their respective faculty a third enrollment in a course or equivalent, or in an integrative subject, if they can provide documentary evidence of a fortuitous event or force majeure that caused the loss of the second

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enrollment. The declared cause or event must be unforeseeable , irresistible , and not attributable to the student 's negligence If this request is denied, the student will lose the program and may only submit a second application, provided that additional information that could not be submitted in the first application is expanded or attached .

When a student is required to take one or more subjects, courses, or equivalents during their third enrollment, they are required to take them. They may enroll in a maximum of three, including the subjects, courses, or equivalents during their third enrollment. If the subject(s), course(s), or equivalent(s) they are required to take during their third enrollment are not offered during a given academic period, the student may request enrollment in up to three subjects, courses, or their equivalents during that academic period.

Article 27.- Cancellation of registration. - The Institution may, ex officio or at the request of a party, declare a registration void when it has been issued in violation of the law and applicable regulations.

Article 28. Withdrawal from a Subject, Course, or Equivalent. - A student pursuing a degree program may voluntarily withdraw from one or more subjects, courses, or equivalents during a regular academic period, within the period defined in the institutional academic calendar, which in no case may exceed eight working days from the start date of academic activities. During extraordinary academic periods, the deadlines established in the academic calendar shall apply.

A student may request the Governing Council of their academic unit to withdraw from one or more subjects, courses, or equivalents outside the timeframe defined in the institutional academic calendar, only in the case of unforeseen circumstances or force majeure, providing documented proof of inability to continue their studies. The declared cause or event must be unforeseeable, irresistible, and not attributable to the student 's negligence.

The maximum deadline for submitting the application in the cases established in the preceding paragraph shall not exceed two academic terms following the academic term for which the withdrawal request applies, provided that it was not registered in the immediately preceding academic period.

In exceptional cases, the Polytechnic Council may decide on applications submitted outside the maximum deadline indicated.

If the withdrawal is made from one or more subjects for which registration was made during the extraordinary registration period, the fee paid will not be refunded.

Article 29.- Failure to Complete a Program. - In addition to what is indicated in Article 26 of these regulations, if a student fails a subject, course, or equivalent for the third time, they will not be able to continue or restart the same program at ESPOL. Students who, for this reason, cannot continue their studies in a program and wish to enroll in another program must abide by the

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admission rules for the new program and may do so provided that the subject, course , or equivalent they failed for the third time is not part of or equivalent to any of the program 's curriculum.

## **CHAPTER 3**

### **DEVELOPMENT OF ACADEMIC ACTIVITIES , RECOGNITION AND APPROVAL OF STUDIES**

Article 30.- Hours assigned to academic activities . - The hours assigned to academic activities such as teaching, internships, research, outreach, and independent work are intended for the development of the teaching - learning process in accordance with the institutional educational model.

The hours assigned to academic activities may be suspended or rescheduled , as appropriate, with the express authorization of the institutional authorities or directors of the academic units, in duly justified cases .

Article 31.- Theoretical and Theoretical-Practical Courses. - A theoretical-practical course is one that has a non - zero allocation in the practical hours component, in accordance with Article 13 of this regulation, in addition to the hours assigned for contact with the instructor (HD) and for the development of independent work (HTA). The practical hour (HP) component may include the development of activities in laboratories, simulators, workshops, practical exercises, fieldwork, project development, among other similar activities, either in contact with the instructor or with the intervention of academic support staff.

A theoretical subject is one that does not have an allocation of hours in the practical hours component, without this limiting the teacher from developing practical learning in an integrated manner within the hours assigned to the HD component.

Article 32.- Accreditation. - This is the process of recognizing credits or academic hours taken and passed, which ESPOL applies in exceptional cases , such as complementary subjects , advanced studies for undergraduate students or others approved through academic mobility , transition processes , curricular reforms or updates , or evacuation plans , to ensure the continuity of students ' studies at the Institution .

(Article amended by Resolution No. 21-05-153, adopted by the full Polytechnic Council, in session held on May 6, 2021)

Article 33.- Recognition or Approval of Studies. - Approval of studies is understood to mean the transfer of academic hours or credits for subjects, courses, or equivalents approved in the country or abroad, and of knowledge validated through the mechanisms established in the RRA approved by the CES.

Article 34.- Development of subjects, courses, or equivalents. - Every subject, course , or equivalent will have a course content approved by the Polytechnic Council or the body  
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delegated by this body , which will govern its content and must be delivered by the academic staff to the students, along with the policies that will apply during the development of academic activities .

Article 35.- Student Class Attendance. - Student class attendance may be monitored by the subject, course, or equivalent professor through mechanisms established by the institution. Students must be allowed to enter up to ten minutes after the scheduled start time of the subject, course, or equivalent, without prejudice to the policies established by each professor.

If the professor monitors class attendance, for the purposes of failing a course or equivalent, the criterion of at least 40% absence will be applied. Failure to attend a class session does not exempt the student from the responsibility of submitting assignments or completing assessments.

The professor must report the failure of the subject (s) due to non-attendance, until the last day of classes of each academic period, according to the academic calendar.

Article 36.- English proficiency. - The institution may establish training and knowledge validation mechanisms to recognize English proficiency. The minimum level of English that a student must demonstrate prior to graduation will be established by ESPOL, exercising its responsible autonomy and in accordance with the provisions of the RRA approved by the CES.

A student may pursue English language courses at an institution with which ESPOL has signed an agreement, and if they pass, their qualifications will be automatically recognized. If a student holds certificates proving the passing of internationally recognized English language exams, ESPOL may establish procedures for the recognition and approval of the corresponding English level.

Article 37.- Proficiency in Office Automation. - The institution may establish training and knowledge validation mechanisms to recognize proficiency in office automation. A student may pursue office automation courses at an institution with which ESPOL has signed an agreement, and if they pass, their approval will be automatic. If a student has certificates proving completion of office automation courses, ESPOL may establish procedures for approval and recognition.

Article 38.- Academic pathways. - Academic pathways are learning paths that delve into a specific area of vocational training, strengthening the graduate profile in relation to the subject matter of the program. Up to three (3) pathways may be planned for each program, covering the areas of professional intervention.

Through the pathways defined for each program , students will have the following options : i ) enroll in courses or equivalent subjects defined by the same program or another ESPOL program ; ii) enroll in courses or equivalent subjects at the postgraduate level , based on the RRA approved by the CES ; or iii ) opt for the research pathway , through which the student will

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conduct research activities in collaboration with a professor - researcher on a project approved by the Research Dean 's Office .

A student may complete a full program, whether offered by their program or another program offered by ESPOL. In this case, the institution will issue a certificate of completion of the program, which does not include a mention in the degree; or they may take subjects, courses, or equivalents from more than one program offered by other programs to meet their curriculum requirements.

Students who pass subjects, courses, or equivalents at the graduate level will receive accreditation for their courses once they are admitted to the graduate program that includes them as part of their program of study. Specific guidelines for accreditation will be defined by the Dean of Graduate Studies.

Only students who pass the subjects of the research itinerary in the same research project or in collaboration with the same professor -researcher will receive an honorable mention after their degree for their contribution to the scientific - academic development of ESPOL and the generation of new knowledge.

## **TITLE 2**

### **EVALUATIONS AND GRADES**

Article 39.- Assessments. - Assessment is an integral part of the teaching -learning process and, therefore, is an ongoing process. Its purpose is to measure the achievement of the specific learning outcomes of each subject, course, or equivalent, as well as the fulfillment and attainment of competencies associated with other components of the curriculum that are not subjects, courses, or equivalents, such as, for example, pre- professional internships and certain components of the curricular integration u every evaluation reported or assigned through the academic system will have a grade out of 100 points.

If a student does not attend or does not complete one or more assessment activities, the grade corresponding to the activities completed will be recorded on the grade report.

Article 40.- Evaluation and grading of subjects, courses, or equivalents.- To determine the evaluation mechanism for each subject, course, or equivalent, the following shall be considered:

- a. The learning activities defined in Article 13 of these regulations;
- b. The types of subjects, courses, or equivalents defined in these regulations;
- c. The learning assessment components, as established in the RRA

approved by the CES, which correspond to teaching hours (HD), practical- experimental hours  
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(practical hour) and autonomous work hours (HTA).

d. The possible instruments or means of evaluation for each evaluation component.

The possible instruments or means of evaluation for each learning assessment component are:

a) Teacher Contact Assessment (TCA). - Midterm exams , which are given on the dates defined in the academic calendar and correspond to the first and second evaluations ; lessons , collaborative projects , presentations , and other tasks defined by the teacher , which can be developed individually or in groups , in contact with the teacher , either in person or virtually .

b) Practical-experiential learning (PEL) assessment. - Guided exercises, practical tutorials, collaborative practical work, laboratory practices, practical lessons, field visits, among others, which can be carried out individually or in groups, in contact with the instructor or academic support staff, in person or virtually. A single grade will be entered at the end of the second partial exam of each academic period.

Self -Learning Assessment (SLA). - Exercises, lessons, progress reports, or final reports on course projects, among others, which must be related to the independent activities developed by students with the guidance of the professor or academic support staff.

According to the RRA, none of the learning assessment components may be greater than thirty - five percent (35%) of the final computation value of the subject, course or equivalent.

Article 41.- Evaluation and grading of theoretical and practical subjects. - In the case of theoretical and practical subjects, the evaluation of the HD and HTA components may not each exceed 50 % of the final grade out of 100 points in each partial exam. The HD and HTA components will be weighted at 70%, while the practical hour (PH) component will be weighted at 30 %. The final grade is obtained according to the following table:

If the student obtains 60 points or more out of 100 in the final grade, he or she passes the course.

Every student will be entitled to a third assessment, which will include an exam to be taken on the dates indicated in the academic calendar. The grade for the third assessment may also include other assessment activities, except those included in the EHP component. If the grade obtained in the third assessment is higher than any of the scores out of 100 for each part of the EHD and EHTA components, it will replace the lowest.

The second and third evaluations of subjects, courses or equivalents will be cumulative with respect to content.

Article 42.- Evaluation and grading of theoretical subjects. - In the case of theoretical subjects, the final grade is obtained according to the following table:

The grades on the midterm exams, which are taken on the dates specified in the academic

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calendar and correspond to the first and second evaluations, may not exceed 70 % of the EHD component. If the student obtains 60 points or more out of 100 on the final grade, they pass the course.

Every student will be entitled to a third assessment, which will include an exam to be taken on the dates indicated in the academic calendar. The final grade for the third assessment may also include other assessment activities. If the grade obtained in the third assessment is higher than any of the grades out of 100 for each partial assessment, it replaces the lowest.

The second and third evaluations of subjects, courses or equivalents will be cumulative.

Article 43.- Evaluation and grading of research track subjects. - Students enrolled in a research track must pass or demonstrate sufficient knowledge in certain content, courses, seminars, or similar courses related to scientific research methodologies or specific training for research development. To obtain an honorable mention, students must pass the track subjects with a minimum grade of 80 % in each, without prejudice to the conditions established in Article 38 of these Regulations. For evaluation purposes, the research track subjects will be considered practical courses with a single evaluation at the end of each academic period, with no option for regrading. A third enrollment will not be granted.

Article 44.- Equivalence of grades obtained in evaluation processes. - For the purposes of issuing certificates and other academic processes, a grade out of 100 points may be converted to its equivalent out of 10 points. The following qualitative equivalence shall be used:

Article 45.- Exam Schedule and Attendance. - The schedules for the first, second, and third exams will be established and published by each academic unit prior to the enrollment and registration period for each academic period, in accordance with the academic activities calendar approved by the Institution.

Professors must administer exams on the dates and times established in the academic activities calendar, according to the list of students enrolled in each subject. The maximum waiting time for the professor before an exam begins is 15 minutes. In the event of an excused absence or failure to attend, the Assistant Dean of the corresponding academic unit may arrange for a replacement.

Under no circumstances will requests for justification for students ' absence from exams be accepted

Article 46.- Entry of Grades. - Grades must be entered into the Academic System by each professor, using their personal username and password. Assessment grades are the sole responsibility of the professor of the subject, course, or equivalent; they cannot be delegated.

During regular academic periods, professors will have a maximum of ten (10) working days from the date of receipt of the exam to enter the grades of the first evaluation into the Academic System, as established in the academic calendar. To enter the grades of the second and third

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evaluations, they will have a maximum of five (5) working days in each case, from the date of receipt of the exam. After the normal deadlines for entering grades have elapsed, without prejudice to the corresponding sanctions, professors may enter grades and /or corrections until the end of the corresponding academic period.

During extraordinary academic periods, professors will have a maximum of two (2) working days from the date of receipt of the exams, as established in the academic calendar, to enter grades . After the normal deadlines for entering grades have elapsed, without prejudice to the corresponding sanctions, professors may enter grades and / or corrections until the end of the corresponding academic period.

Article 47.- Review and reclassification. - It will be carried out according to the following:

a. Review of all assessment tools. - Once the assessment tools or media have been graded, the teacher must show them to the students and explain the reasons for the grades assigned.

b. Grade modification by the teacher. - If there is an error or reconsideration in the grade assigned to an instrument or assessment method, the teacher must record the corresponding modification in a justified manner.

c. Regrading. - Regrading is only permitted for written exams held by the professor.

In the event that the student is not satisfied with the grade obtained in an exam , he or she may request a review of the same from the professor, who will be obligated to show the exam to the student , explaining the reasons for the grade entered. If the dissatisfaction persists , the student may request a re-grade from the Assistant Dean , within three (3) business days after the date of publication of the grade in the academic system . The Assistant Dean will appoint a panel composed of two professors, who will proceed with the requested re-grade , based on the documents in the possession of the professor. For this purpose, the professor of the subject, course or equivalent must deliver the exam, the course policies and other corresponding information.

Article 48.- Student identification. - To attend classes, take exams, or take other and assessment instruments, it is essential that the student prove their identity if required by presenting their identification document (ID, passport, or student card).

### TITLE 3

### LINKING

### CHAPTER 1

### LINKING WITH SOCIETY AT THE DEGREE LEVEL

Article 49.- Link with society in EtheSPOL Links with the rules -of the rules  
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of the third level the regulations issued by the Institution. the higher education system are developed in internal and the Outreach at ESPOL at the undergraduate level involves various activities that are properly planned and systematically and continuously evaluated. By establishing relationships with various organizations, citizens, public and private companies, both national and international, and the community, among others, we seek to develop projects and establish actions aimed at supporting and strengthening research, academic management, and teaching.

Article 50.- Operational lines of engagement with society at the third level of degree. - In accordance with the RRA issued by the CES, the planning of the engagement function with society may be determined by the following operational lines:

Pre-professional internships;

a) Execution of community service projects.

- This title regulates, for the undergraduate level, the processes and activities related to the aforementioned paragraphs, without prejudice to the relationships or integration that may be achieved with the other operational lines, as well as with activities derived from the development of the other substantive functions of ESPOL (teaching, research and management).

Article 51.- Development of community outreach plans.- The Governing Councils of the academic units will annually approve a community outreach plan for each program, which will include the planning of specific programs, projects, and activities in business, productive, and/or community sectors, with

the participation of faculty and students, based on the number of positions required for the development of pre-professional business and community service internships.

For coordination purposes, when a program, project, or linking activity is related to other operational lines as determined in the CES RRA, or with activities derived from the development of ESPOL's other substantive functions, they may also be described.

Article 52.- Outreach programs and community service projects. - The identification, planning, execution, and evaluation of outreach programs and community service projects may be carried out by an academic unit, or in conjunction with one or more ESPOL academic units, and even with academic units from other local, national, and/or foreign HEIs.

Article 53.- Articulation of the linkage activities with the other substantive functions of ESPOL. - The articulation of the linkage with research at the undergraduate level will be sought, by enabling the identification of needs and the formulation of questions that generate action projects.

Research. Likewise, we will seek to integrate the link with teaching by creating learning spaces  
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where undergraduate students can apply their knowledge, skills, and abilities, fostering excellence in their training.

Article 54.- Roles of Faculty in Outreach Activities. - Each academic unit will designate program and project directors, coordinators, and tutors, as appropriate. The responsibilities of each role will be defined by the Outreach Unit.

## **CHAPTER 2**

### **PRE-PROFESSIONAL INTERNSHIPS**

Article 55.- Pre - professional internships. - Pre - professional internships are learning activities through which undergraduate students apply the knowledge acquired in their program and develop specific skills and abilities for adequate performance in their future profession. Pre - professional internships are a prerequisite for obtaining a professional degree.

These internships will be carried out in organizational, institutional, business, community , or other settings related to the professional field of the program, whether public or private, national or international.

If, in addition to academic training, a monthly stipend is agreed upon during the pre - professional internship, it will be considered an internship and will be governed by the applicable regulations, without modifying the academic nature and effects of the internship.

For ESPOL students to complete pre - professional internships, they must be actively enrolled and not on probation.

Article 56.- Classification of pre -professional internships. - Pre -professional internships at ESPOL are classified as follows:

- a. Community service: The objective is to provide care to individuals and groups in vulnerable contexts through institutional outreach programs and community service projects.
- b. Business: Those that are developed in companies or organizations in the public or private sector national or international.

Article 57.- Other activities considered business practices. 48 hours of research assistantships may be recognized as one (1) business practice credit.

(Article amended by Resolution No. 21-02-067 adopted by the full Polytechnic Council in session held on February 18 , 2021 )

Article 58.- Development and fulfillment of hours and/or credits. - UVS will establish the guidelines for the development and recognition of hours and / or credits corresponding to pre - professional internships .

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Article 59.- Agreements . - For the development of pre - professional internships , ESPOL and public or private community institutions , companies , or organizations may sign agreements, cooperation agreements , or letters of commitment , as appropriate.

Article 60.- Business practices within pre- professional practices within ESPOL , under Link with Societies .

ESPOL. - Students will be able to carry out their procedures approved by the Unit of

Article 61.- Pre- professional internships abroad . - Students who complete pre - professional internships

abroad must comply with the provisions of these Regulations in order to accredit their pre - professional internship hours .

Article 62.- Failure to comply with commitments by the receiving institution or an breach of commitments by the host institution or the assignment of tasks that is unrelated to the activity plan linked to the intern profiles of the programs , the academic tutor will work with the host

Article 63.- Failure of the pre-professional internship . - A student will be considered to have failed a pre- professional internship when he or she finds himself or herself in the following situations:

a. Due to abandonment of pre -professional practice declared by the respective coordinator , without justification approved by the corresponding authority , which implies the existence of a fortuitous event or force majeure. b. Due to failure declared by the respective coordinator to

deliver products or services in a timely manner , or if these do not meet the established quality, affecting the project objectives and / or commitments made to the beneficiary community or institutions.

Students who fail the pre-professional internship will lose the benefits of free tuition and will be subject to the fees determined in the Regulations on Fees , Tuition , and Rights for the Admissions and Undergraduate levels of ESPOL .

#### TITLE 4

#### ASSISTANCES , CURRICULAR INTEGRATION AND COMPLETION UNIT STUDIES

#### CHAPTER 1

#### TEACHING , RESEARCH AND ACADEMIC MANAGEMENT ASSISTANTS

Article 64.- Assistantships. - Assistantships are carried out at ESPOL within the framework of [Back to Table of Contents](#)

the higher education system and the institution 's internal regulations.

The assistantships awarded at ESPOL and their functions are as follows:

a. Teaching Assistantship. - The teaching assistant will have the following responsibilities: prepare and carry out exercises, develop laboratory practices, or other activities in coordination with the professor according to the syllabus of the subject , course , or equivalent.

b. Research Assistantship. - The student will support research in data collection and processing, among other activities, as directed by the researcher and in accordance with the plan submitted to the Research Dean 's Office. Research assistantships are carried out within research projects approved by the Institution.

e. Academic Management Assistantship. - The student will provide support in the institution 's academic management, in accordance with the activities planned by the units for this purpose.

Article 65.- General aspects of assistantships. - Students may access a maximum of 10 hours of assistantships during an academic term. The Polytechnic Council will establish, annually in the institutional budget, the amounts to finance the payment of planned assistantships. The regulations for assistantships will be included in the Instructions issued for this purpose by the Rector.

## **CHAPTER 2**

### **CURRICULAR INTEGRATION UNIT**

Article 66.- Curricular Integration Unit . - Validates professional competencies for addressing situations , needs , problems, dilemmas , or challenges of the profession and contexts from a reflective, investigative , experimental , innovative, and other perspective , according to the institutional educational model , through curricular integration work .

In all ESPOL programs , the curricular integration unit consists of an integrative subject , oriented toward the implementation of curricular integration work . To pass this subject , students must have completed and presented an integrative project , in accordance with the mechanisms established by ESPOL and each academic unit .

Based on the provisions of the RRA approved by the CES , ESPOL does not offer the option of a comprehensive exam as part of the curricular integration unit .

Article 67.- Knowledge Integration Course . - To enroll in the knowledge integration course , students must have completed all pre - professional internship hours . Enrollment in this course will award the corresponding hours and / or credits defined in each curriculum , in addition to the hours defined for the development of the integration project .

In order for a student to pass the integrative subject , they must obtain at least 70 % of the grade

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for the integrative project, thereby passing the curricular integration unit . The grade obtained will not be subject to re - grading and will be individual, regardless of the mechanisms established for its implementation. It must be recorded immediately upon completion of the evaluation process , according to the academic calendar . This grade does not , under any circumstances , constitute the grade for the degree process .

While the student is enrolled in the curricular integration unit , they will be considered a regular student , regardless of the number of additional subjects they are taking, and they may not exceed the limits established in the curriculum for each program.

Article 68.- Integrative Project . - An integrative project at ESPOL corresponds to an applied project and /or research aimed at scientific, technological, social, humanistic , or artistic innovation , relevant and framed within professional knowledge . The activities of the integrative project , within the framework of agreements, conventions , or other inter - institutional instruments , may be carried out nationally or internationally .

Article 69.- Preparation of the integrative project. - For the preparation of integrative projects , and considering the level of complexity, teams of two students from the same program may be formed . In addition, teams of up to three students may be formed when one of the students belongs to a different program , whether from ESPOL or another higher education institution . Every integrative project must be delivered in a written document , without prejudice to other deliverables required by the academic units .

In multidisciplinary projects, three or more teams of students from at least three ( 3 ) careers may participate , and each team must prepare its deliverables based on the learning objectives of the career its members are taking .

Article 70.- Failure of the curricular integration unit. - A student may fail the curricular integration unit up to two times . After the second failure, the student loses the program. If the student fails the curricular integration unit for the second time due to a duly documented unforeseen event or force majeure , the student may request a third enrollment by submitting a request to the Assistant Dean of their respective Faculty, for processing by the Governing Council . If the student drops the integrative subject and the development of the integrative project , this will be considered a failure

## **CHAPTER 3**

### **COMPLETION OF STUDIES**

Article 71.- Application for issuance of the consolidated transcript and degree. - Once all subjects ( courses or equivalent) have been passed , the pre-professional internships have been completed , and the curricular integration unit has been approved , in addition to other academic and administrative requirements , the consolidated transcript of completion of studies and the corresponding degree will be issued . The consolidated transcript must contain

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the student 's identification data , the grade record , as well as details of the type and hours of pre - professional internships . The 45 - day period for issuing the degree , established in the RRA approved by the CES, will begin from the date of issuance of the aforementioned transcript .

#### TITLE 4

### **ETHICS AND DISCIPLINARY POWER AT THE DEGREE LEVEL**

Article 72.- Institutional Ethics . - The institution is governed by the ESPOL Code of Ethics , which guides the conduct, actions , and decision - making of students, faculty, staff , and employees through the principles, values , and ethical behaviors whose observance forges identity and leads to the fulfillment of the institutional mission and vision .

Failure to comply with the principles, values , and ethical behavior established in the ESPOL Code of Ethics may be subject to disciplinary proceedings to determine responsibilities and sanctions as determined by the Organic Law on Higher Education .

Article 73.- Disciplinary Power . - The regulations of the higher education system and internal regulations of ESPOL empower the Institution to determine, through a disciplinary procedure , the type of offenses identified in the LOES , the responsibilities , and the application of sanctions proportional to the severity of the offense committed by the student or professor at the undergraduate level .

ESPOL will exercise disciplinary authority in accordance with the principles and standards of due process established in the Ecuadorian Constitution , the Organic Law on Higher Education, the Statute , Disciplinary Regulations , and other applicable regulations of the Institution .

## **SECTION 5**

### **GENERAL PROVISIONS**

FIRST. - Intercultural criteria will be incorporated into the undergraduate curriculum , to the extent possible , in accordance with the provisions of the Academic Regulations issued by the CES .

SECOND. - Every ESPOL program may open a new cohort or class of new students each academic term. Each cohort may be divided into groups or parallel groups to ensure the quality of the learning process. The number and size of these groups must be consistent with their relevance, physical space, equipment, technological platform, pedagogical support, and available academic staff.

THIRD. - In cases of emergency or exception declared by a competent authority that restrict the development of academic activities at ESPOL , the Polytechnic Council may resolve exceptions to the application of these regulations , provided they do not conflict with the specific regulations issued by the country's governing bodies of higher education , or other

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governmental or institutional provisions .

FOURTH. ACADEMIC MEASURES. - Students are required to comply with academic, ethical, and disciplinary standards of responsibility in all their activities as polytechnic students.

The Institution may adopt academic measures in the cases described below:

1. The student must act with responsibility, transparency, honesty and objectivity in all evaluation processes in which he or she participates, the purpose of which is to improve the quality of his or her training. Therefore, he or she will refrain from using or cooperating in fraudulent procedures during the development of his or her evaluations. Conduct or acts that contravene the provisions of ESPOL's Code of Ethics and the provisions issued by the professor for the development of the evaluation may

result in the student being removed from the physical or virtual location where the evaluation is carried out same.

The professor may retain, without destroying, any material or digital objects involved in the incident and forward them, along with the written report, to the Coordinator of the respective program.

Regardless of any subsequent actions taken, the professor will immediately ask the student involved in the incident to hand over the evaluation instrument and leave the premises. In these cases, the numerical grade for the evaluation will be zero (0), without prejudice to any disciplinary proceedings that may be initiated against the student.

2. Except with express authorization from the professor in charge of the subject or the

person in charge of administering the evaluation or exam , the use or possession of mobile phones or any other electronic device not authorized by the professor is prohibited during the evaluation . If a student is caught failing to comply with this obligation , they will be asked to leave the physical or virtual location where the evaluation is taking place immediately , and a grade of zero ( 0 ) will be awarded . This is independent of any disciplinary measures that may apply.

The professor will inform in his or her course policies , or before or during evaluations or exams, the guidelines, conditions, or restrictions for their correct development.

#### SOLE REPEALING PROVISION

The ESPOL Undergraduate Studies Regulations , which were approved by the Polytechnic Council through resolution No. 08-12-442 of December 23 , 2008 , amended with resolutions: No. 11-01-029 of January 26 , 2011 , No. 11-06-180 of June 15 , 2011 , No. 12-06-212 of June 12 , 2012 , and No. 15-05-177 of May 21 , 2015 , and all internal rules and provisions of ESPOL that oppose what is indicated in these regulations , are hereby repealed .

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## **Appendix N: Bachelor's Degree**

### **Article 1. Objective**

Establish the necessary activities for the issuance of undergraduate degrees from the moment students complete their curricular requirements until the archiving of the awarded diploma

### **Article 2. Scope**

Covers all steps from verifying student completion of the curriculum grid (“cierre de malla”) through registration of the degree in the SNIIESE system and delivery of the printed diploma to the graduate

### **Article 3. Client Requirements**

- Degree issuance must occur within 45 calendar days from registration of the title in SENESCYT’s SNIIESE system.
- All registration activities must comply with deadlines defined in each Academic Period (PAO)

### **Article 4. Definitions**

- STA Analyst 1: Responsible for closing the curriculum grid.
- STA Analyst 2: Responsible for degree registration and issuance.
- PAO: Academic Period (Periodo Académico Ordinario).
- SNIIESE: National Higher Education Information System of Ecuador.
- SENESCYT: Secretariat of Higher Education, Science, Technology and Innovation.
- STA: Academic Technical Secretariat (Secretaría Técnica Académica).

### **Article 5. Reference Documents**

Curriculum Grid Closure Notification

Student Debt Clearance Notification

Evaluation Record (“Acta de Evaluación”)

Sub-Dean Notification of Generated Records

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Graduate Notification of Record Generation

Printing Guide for Evaluation Records

CSV File for Degree Registration

Degree Registration Receipt

Printing Request to the Press

Graduate Notification of Printing Process

Printed Diploma

Graduate Notification of Diploma Availability

## **Article 6. Policies**

All ESPOL personnel involved must perform tasks with competence, honesty, and efficiency, adhering to institutional and legal norms.

Documents must be organized, preserved, and managed securely by responsible staff.

Students must have passed all required courses, completed pre-professional internships, and passed the integration unit before curriculum closure.

STA will send notifications at key stages: evaluation record issuance, diploma sent for printing, and diploma ready for pickup.

STA Analyst 2 must verify student data against institutional records before requesting diploma printing.

ESPOL mail couriers are responsible for safe transport of diplomas.

The Dean, Rector, and STA Director must sign printed diplomas accurately and ensure physical integrity.

Students with outstanding financial or administrative obligations must resolve them prior to diploma issuance.

Printing errors or defects require reprint and re-signing before registration and delivery.

STA archives and safeguards diplomas until collection by graduates

## **Article 7. Process Measurement and Control**

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- Indicator 1 – Average Registration Time: Time from curriculum closure to SNIESE registration.

Calculation:  $(\sum (\text{Registration Date} - \text{Closure Date})) \div \text{Total Degrees Registered}$

Frequency: Semiannual measurement, annual reporting

Performance Ranges:

In Control:  $\leq 10$  days

Warning:  $> 10$  and  $\leq 20$  days

Critical:  $> 20$  days

Target: 5 days

Responsible: STA Director

- Indicator 2 – Average Printing Time: Time from SNIESE registration to diploma ready for pickup.

Calculation:  $(\sum (\text{Printing Completion Date} - \text{SNIESE Registration Date})) \div \text{Total Degrees Registered}$

Frequency: Semiannual measurement, annual reporting

Performance Ranges:

In Control:  $\leq 15$  days

Warning:  $> 15$  and  $\leq 45$  days

Critical:  $> 45$  days

Target: 7 days

## **Appendix O: Policy for Processing Personal Data in ESPOL Information Systems.**

### **Article 1. Objective**

Define the principles and guidelines for the lawful, transparent, and secure processing of personal data collected by ESPOL's Management of Information Technology and Systems (GTSI), ensuring the privacy of students, faculty, administrative staff, and suppliers

### **Article 2. Scope**

This Policy applies to all personal data obtained in academic, administrative, and technological service processes managed by GTSI, including platforms, databases, and internal systems of ESPOL

### **Article 3. Data Controller**

GTSI of ESPOL acts as the data controller and custodian, defining access roles and authorizations according to institutional profiles and functions

### **Article 4. Categories of Data Collected**

Identification Data: name, national ID number, institutional email.

Academic Data: enrollment records, courses, grades.

Contact Data: telephone numbers, addresses.

System Data: access logs, IP addresses, activity on virtual platforms

### **Article 5. Purposes of Processing**

Academic Management: enrollment, academic records, and grade administration.

IT Services: provision and maintenance of institutional email, VPN, and internal systems.

Information Security: user authentication, access monitoring, and incident response.

Institutional Communication: dispatch of notifications, alerts, and reminders to the ESPOL community

### **Article 6. Legal Basis and Consent**

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Data processing is grounded in:

Institutional Obligations: compliance with ESPOL's statutory functions.

Informed Consent: granted by data subjects upon their affiliation with the institution

### **Article 7. Data Subject Rights**

Data subjects may exercise the following rights:

Access: to know which data GTSI holds.

Rectification: to correct inaccurate information.

Erasure: to request deletion of unnecessary or outdated data.

Objection and Restriction: to oppose or limit specific processing activities

### **Article 8. Security Measures**

GTSI implements technical and organizational controls, including:

Encryption of sensitive databases.

Role-based access management.

Audit logging of user activities.

Disaster recovery and backup plans

### **Article 9. Transfers and Third Parties**

Personal data shall not be shared with external parties without the data subject's explicit authorization, except for legal obligations or pre-notified institutional agreements

### **Article 10. Term and Updates**

This Policy is effective for the period 2018–2025 and shall be reviewed annually or upon changes in regulation or GTSI processes

## **Appendix P: Guidelines For The Approval And Accreditation Of Undergraduate And Degree Studies**

### **I. Generalities.**

These guidelines establish the procedures for the recognition or approval of subjects, courses, or equivalents at the undergraduate and graduate levels (master's and specializations), except for those in the health field, at the Escuela Superior Politécnica del Litoral.

Approval of doctoral programs is governed by the regulations of the higher education system and by the internal rules for doctoral programs issued by ESPOL.

The approval for the subjects of English (foreign language) and Digital Collaboration Tools - HCD (Office Automation) will be included in the regulations issued by ESPOL for this purpose, observing the general approval rules established in the Academic Regime Regulations issued by the Higher Education Council

- CES, and the undergraduate and postgraduate regulations issued by the Institution.

#### **1.1. Mechanisms for the approval of studies.**

ESPOL will recognize the following mechanisms:

1.1.1. Comparative content analysis. - This consists of the transfer of hours and/or credits by comparing the contents of the microcurriculum, provided that the content, depth, and time load of the course, subject, or equivalent are at least eighty percent (80%) equivalent to that of the receiving entity.

This form of approval may only be carried out up to five (5) years after the approval of the subject, course or equivalent.

This homologation mechanism will only apply to studies carried out at other national or foreign higher education institutions (HEIs), located within the first thousand universities in the QS World ranking.

University Ranking, or the first 150 universities of the QS Latin American University Ranking, as of the date of submission of the application

1.1.2. Knowledge Validation. - This consists of validating knowledge of the subjects, courses, or equivalents of the respective degree or program, either individually or cumulatively, through an assessment that may be theoretical or theoretical/practical, as established by ESPOL.

Knowledge validation applies as long as the student has passed all prerequisites, both direct

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(immediately preceding subject(s)) and indirect and corequisites, to apply for the exam in the subject of interest.

Approval of knowledge does not apply to subjects, courses, or equivalents in health-related programs. It also does not apply to subjects that the student has previously failed at ESPOL.

Knowledge validation is mandatory for the validation of studies for those who have completed or completed more than five years of studies at ESPOL, upon request by the interested party.

In the case of master's degrees and specializations (except for health-related specializations, research master's degrees, and doctorates), the Academic Units will determine the subjects, courses, or equivalents that can be recognized through the knowledge validation mechanism, except for those that comprise the Degree Unit.

The subjects, courses or equivalents that make up the Integration Unit

third-level curriculum or the fourth-level Qualification Unit are not subject to approval.

1.2. Submission of Approval Applications. - Applications for approval of studies must be submitted as follows:

a) Applications for approval by validation of knowledge must be submitted to the Academic Technical Secretariat (STA) or through the electronic means established by the Institution, from the first week to the third week of training activities of each ordinary academic period, in the case of the degree level. The evaluation with its different components, in relation to the learning outcomes of the subjects and the degree, will be taken until the tenth week of training activities of the corresponding ordinary academic period.

b) Applications for approval by comparative content analysis may be submitted to the STA on any business date.”

In the case of Postgraduate programs, applications are submitted to the Academic Unit.

Applications for study validation apply only to first-time enrollment and for a single occasion in each subject, course, or equivalent.

At the undergraduate level, the Office of the Subdean of each Academic Unit will be responsible for approving or denying requested homologations and/or recognition of studies, following the respective analysis. This applies to homologations and/or recognition of complementary subjects or subjects offered by institutional centers, which will be approved or denied by the Undergraduate Dean's Office. (Repeal Resolution No. 20-05-246).

In the case of postgraduate studies, the procedure will be as indicated in the regulations for that level of study.

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1.3. Approval Fees. – The cost of the approval process for a degree is as established in the ESPOL Regulations on Fees, Tuition, and Rights, for the Admissions Level and Degree Level.

## **II. PROCEDURE FOR THE ACCREDITATION AND APPROVAL OF STUDIES IN THE UNDERGRADUATE AND POSTGRADUATE LEVEL**

2.1. Accreditation of subjects, courses or their equivalents.- During the processes of recognition of complementary subjects, advanced studies of undergraduate students or others approved by academic mobility, transitions, curricular reforms or updates, or evacuation plans, the Academic Units may incorporate the applicable guidelines for the accreditation of subjects that allow the recognition of the students' prior studies, with the aim of completing their studies in accordance with their respective progress in the original academic offer of their degree, ensuring the rights of students determined in the Organic Law of Higher Education - LOES.

For students in evacuation programs or graduate programs not yet authorized for degree registration, academic units may plan to teach subjects, courses, or their equivalents on a tutoring basis, with prior authorization from the Academic Vice-Rector's Office. At the undergraduate level, academic units must consider the conditions and deadlines detailed in their respective evacuation plans.

To meet the requirements established in the curricula, ESPOL undergraduate-level courses taken on the Coursera, EdX, and Miríadax platforms in the following categories: Social Sciences and Humanities; and Arts, Sports, and Languages, with a minimum duration of 28 hours, are eligible for accreditation as complementary subjects. Students applying for recognition must provide proof of completion of the subject to be recognized. The recognition of the subjects will be recorded in the student's academic record, without a grade.

Applications for accreditation of complementary subjects may be submitted to the STA on any business date.

The Dean's Office will be responsible for analyzing and approving accreditation requests for complementary subjects.

(Number amended by Resolution No. 20-05-246, adopted by the Polytechnic Council in a session held on May 7, 2020)

(Number amended by Resolution No. 21-05-153, adopted by the Polytechnic Council in a session held on May 6, 2021)

### **2.2. Approval of studies**

#### **2.2.1. Comparative analysis of contents.**

Comparative content analysis will be applied in the following cases:

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2.2.1.1 Approval of studies completed at other higher education institutions (HEIs).- This will apply to subjects, courses or equivalents taken in any study modality, in the following cases:

- a) Subjects passed in other national HEIs; and,
- b) Subjects passed in foreign secondary schools.

In the cases described above, the interested party may request the STA to validate their studies, detailing all the subjects, courses, or equivalents they intend to submit for analysis.

The applicant must attach the following documents:

- a) Certificate of subjects, courses or equivalents approved with the grades obtained;
- b) Contents and/or syllabus of the subjects, courses or equivalents to be analyzed for approval;
- c) Certificate of the grading system or scale used at the institution where the student comes from, which includes the minimum grade for passing the subject.

Certifications may be submitted in a single document, provided that it includes the required information.

The documents indicated in the previous paragraphs must be duly legalized and apostilled by the authorities of the country where the interested student completed their studies, if applicable. In the case of documents certifying studies at national HEIs, these must be certified by the Secretary General or the competent authority of the respective HEI.

(Number amended by Resolution No. 21-05-153, adopted by the Polytechnic Council in a session held on May 6, 2021)

2.2.1.2. Approval for change of degree at ESPOL. - When a student changes degree at ESPOL, they may request the STA to approve the subjects, courses or equivalents approved in the original degree course taken at the institution, as long as these are comparable with other similar courses included in the new degree course being applied.

Approvals will only be processed when the applicant's application for a change of degree has already been approved.

(Number amended by Resolution No. 21-05-153, adopted by the Polytechnic Council in a session held on May 6, 2021)

2.2.1.3. Direct homologation through academic mobility.- In the case of students of ESPOL's degrees and programs, who undertake academic mobility in higher education institutions in the country or abroad with which the Institution has a current agreement or are part of a national or international mobility network to which ESPOL belongs, the studies they pursue will be

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recognized or homologated directly by the homologation mechanism of comparative analysis of contents, provided that the following are met:

- a) That academic mobility is duly authorized by the authorities corresponding to ESPOL;
- b) That the studies to be taken by the student have a prior favorable report from the Academic Coordinator of the respective degree or program at ESPOL. The report must indicate whether the subject(s) to be taken are susceptible to recognition or approval with the subject(s) of the degree or program that the student is taking at ESPOL;
- c) The academic record and contents of the subject(s) taken by the student who is doing the academic mobility, must be sent by the IES directly to ESPOL, through the official channels determined for this purpose; and, it will not be necessary for them to be apostilled or legalized by consulate, unless the corresponding authority so determines;
- d) The academic record and content of the subjects taken by the student at the HEI must be sent to ESPOL in Spanish or English, or have a translation into these languages by a translator registered at the consular level or by a national or international HEI duly recognized in Ecuador; and,
- e) Any change of subject/s during the academic mobility period that the student makes at the IES must have a favorable report from the Academic Coordinator of the respective degree or program.

The recognition of the subjects will be recorded in the student's academic record, without grading.

Studies pursued by students at other HEIs that do not have the respective endorsement from ESPOL will be subject to the regular recognition mechanisms determined in the Academic Regulations issued by the CES and other internal ESPOL regulations.

(Number amended by Resolution No. 18-09-417, adopted by the Polytechnic Council in a session held on September 6, 2018)

(Number amended by Resolution No. 21-05-153, adopted by the Polytechnic Council in a session held on May 6, 2021)

2.2.2. Evaluation and percentage for comparative content analysis. - At least 80% correspondence will be required between the following aspects to be analyzed:

- a) Content; and,
- b) Hourly load of the subjects, courses or equivalents that are requested to be approved.

"The passing grade for the subject, course, or approved equivalent will be recorded, after  
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determining its equivalence with the grading scale in force at ESPOL.

In the case of direct homologations for academic mobility, the homologations will be recorded in the student's academic record without a grade.

Graduation projects or assignments are not subject to approval.

(Number amended by Resolution No. 20-05-246, adopted by the Polytechnic Council in a session held on May 7, 2020)

(Number amended by Resolution No. 21-05-153, adopted by the Polytechnic Council in a session held on May 6, 2021)

2.2.3. Knowledge Validation. - This mechanism will be carried out through the theoretical and practical evaluation established by the undergraduate or postgraduate program.

To pass a knowledge validation exam at the undergraduate level, a minimum score of 60/100 is required.

At the postgraduate level, a minimum score of 70/100 is required to pass a knowledge validation exam.

The knowledge validation exams for the subjects, courses or equivalents that are the object of homologation are not subject to regrading; the grade will be recorded in the academic history of the student as corresponding to the first enrollment, through the academic system of the institution

If a student fails to take the theoretical or theoretical-practical exam for recognition by knowledge validation, a grade of zero will be recorded on their academic record as corresponding to the first enrollment. The student may not request a new exam in the subject for which recognition is required.

If the student does not obtain the minimum grade to pass the aforementioned exam, he or she will be required to take the subject to pass it, applying for a second registration.

(Number amended by Resolution No. 18-09-417, adopted by the Polytechnic Council in a session held on September 6, 2018)

Approval by validation of knowledge does not apply to complementary subjects that contribute to the student's comprehensive training.

SOLE GENERAL PROVISION - In exceptional cases and at the request of the academic units, the Academic Vice-Rector may authorize the reception of applications for homologation by validation of knowledge from students in second registration.

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FINAL PROVISION. - This resolution will enter into force upon approval by the Polytechnic Council of the Escuela Superior Politécnica del Litoral. The Administrative Secretariat is responsible for notifying the Academic, Administrative, Financial Units, and other ESPOL entities for their respective compliance.