

Wellbeing 2020+

Student Wellbeing Team Strategic Plan

Overview and Background

Wellbeing 2020+ is the Strategic Plan of the Student Wellbeing Team. This was devised and written in deliberate connection to the institutional **IBS 2020** strategy first devised in 2012 and revised in April 2018.

The Student Wellbeing Team (SWT) was formed in October 2017, consisting of two roles, the Student Support Manager and Academic Counsellor. In February 2018, a new role, International and Communities Office was created in the team. The role of Career Support Services currently sits independently of the SWT within the Centre for Student Services but this strategic plan has been devised to accommodate this role and any new future roles created to the SWT. As recently as August 2016, none of the roles in the team existed and it is in their newness, the imagination of possibilities, potential of innovation and the revised **IBS 2020** Strategic Plan that this plan is being written.

The newness of the Student Wellbeing Team so close to the end of the current decade has also shaped the name of this strategic plan. **Wellbeing 2020+** was chosen as the SWT is looking not just up to 2020 but beyond and into the next decade. Apart from feeding into the IBS 2020 Strategic Plan¹ (as in supporting student retention and helping to create an appealing IBS experience for prospective students, thus enhancing student intake) the plan contains its own, new goals. The aim is ensure that the SWT and its plans are embedded in the coming 18 months in order to solidify and institutionalise practices by the year 2020 thus providing a stronger a platform to support needs for well into the future but also remain flexible to the organisational, societal and environmental changes of the present. Additionally the word student is absent as **Wellbeing 2020+** serves for the whole of IBS, students, staff the various built environments.

To meet the challenges of **Wellbeing 2020+**, it is essential that the SWT skills are maintained and developed through continuous staff development and both internal and external training opportunities.

Student Wellbeing Team Values (The 5Cs+)

The SWT values are built in alphabetical order on 5 C's and define how we conduct work with each other, with students, with other parts of IBS and with external partners. These qualities seek to enhance wellbeing within and beyond the SWT. Wellbeing and Wellness, are active processes that signify the relation to self, relation to others and relation to the world.

- **Collaboration** – to develop an involved community where all voices count
- **Commitment** – to continuously support individuals and represent IBS principles
- **Communication** – to enable authenticity and assist collaboration
- **Compassion** - to help heal and develop
- **Creativity** – to find alternative approaches
- **Diversity** – to contribute and learn
- **Honesty** – to empower integrity
- **Inclusivity** – to enrich communities
- **Kindness** – to show respect and positivity
- **Learning** – to flourish individually and collectively

¹ IBS 2020 (2012 Version), Strategic Goal 5: *Cultivate Diversity Within Our Community*

Vision

The SWT envisions by 2020 and beyond an IBS where each and every single student arrives to an inclusive environment where individual needs are nurtured, communication is clear and the collective health of the school is sustained and interconnected with that of the wider environment and society. The five areas identified below represent how the SWT wishes to be a part of this through the core activities of their work.

Student Wellbeing Team Strategic Focus Areas

Section 1: 'Wellcoming'

Strategic Goal

To improve the transition to IBS of all new students and create a truly welcoming environment.

Introduction and Context

The first week, the first semester, the first winter, the first year of University. The transition process of undergraduate students and any new student at IBS is a great challenge. In many ways, this transition phase is the hardest that the SWT will face and getting this right is the key to all ensuing work. The word *wellcoming* is deliberately created portmanteau of the words 'well' and 'coming'. Its emphasis is to ensure that new students who arrive at IBS are 'welcomed' in every respect of the word, to cater and attend to the practical, emotional, psychological and academic transition that all students face when starting at University. The SWT believes that this *Wellcoming* is something that goes beyond the Induction Week and extends through and beyond the whole first semester which is a much broader transition process. *Wellcoming* allows and supports the depth of interrelationships, connection, reassurance, belonging and guidance to blossom more fully between students, SWT and IBS as a whole.

Action Points

To ensure that students come well, the SWT will:

Objective	Lead/Co-Coordinators	Estimated Completion
Support Induction Week	Anna/Gabriella/Kenneth	Continuous
Provide and facilitate social integration through IBS Athletic Club and Induction Week Club Fair	Anna	Continuous
Ensure affective Peer Mentoring through the first semester and beyond	Kenneth/Anna/Gabriella	Continuous
Enhance the IBS built environments with encouraging visual messages and sensory stimulations to foster wellbeing and a positive atmosphere	Anna/Gabriella/Kenneth	Continuous
Deliver a Late Arrivals Information Session for students who miss induction	Anna/Gabriella/Kenneth	Continuous
Create a <i>Your First Semester at IBS Booklet</i> to guide students through the new academic terminology they face	Gabriella	2018
Establish a formal mechanism to connect students from the same nationality if they wish	Anna/Gabriella	2019

Section 2: Student Capabilities Development

Strategic Goal

To pro-actively support the school-wide effort of student capabilities development.

Introduction and Context

The natural progression from *Wellcoming* is student development and the soft skills which form the hidden curriculum. The creation of the IBS Talent Network (Badge System), the Talent Assessment and Differentiated Development Differentiation (TADD) system and Achievements, Recognition and Celebration (ARC)², provide the SWT with the opportunity to transition away from merely attempting to save struggling students but to work with them to develop their capabilities and foster their personal and academic development in order to equip them more fully for the challenges of the 21st century. All IBS students have talents and ability and TADD, ARC and IBS Talent Network is a means to support the development of their talents at different speeds. The SWT will strive to ensure that any student, regardless of their grades, attendance or current academic standing is not only supported as much as possible but understood and given every opportunity to develop their individual capabilities, thus enhancing their potential and employability. The SWT does not believe in and rejects terms such as “problematic student” or “hopeless case” and will strive to make all students more resilient, emotionally intelligent, resourceful and more skilled. Through active care, the SWT encourages hopefulness within individual students and the institution as a whole. By building these capabilities the hope is that wellbeing, self-confidence and self-respect is enhanced and our young adults will become not only more employable but also possess the means to demonstrate their employability and confidence in their abilities to change and transform their localities. This cannot be achieved in isolation and effective work with the teaching staff and Centre for Academic Services is essential in this process.

Action Points

To ensure that student capacities are developed the SWT will:

Objective	Lead/Co-Coordinators	Estimated Completion
Develop the Peer Mentoring Programme from beyond its current existence to a proper, skills based and capacity building mentoring programme	Kenneth/Anna/Gabriella	Continuous
Support ARC, TADD and the IBS Talent Network	Kenneth/Anna/Gabriella	Continuous
Expand and develop IBS Athletics Club (IBSAC)	Anna/Kenneth	Continuous
Create a Badge System for the Student Clubs and their activities	Anna	2018
Establish a Clubs Forum to share best practice	Anna	2018
Deliver Academic Group Activities for struggling students	Gabriella	2019
Trial a range of student-focused workshops	Kenneth/Anna/Gabriella	2019
Petition for the creation of an Academic Skills Coach role to give extra help for essay writing and referencing skills to CY students	Gabriella/Kenneth	2019

² IBS 2020 (2018 Version), Revised Strategic Goal 2: *Spot talents and implement differentiated talent development*

Section 3: Strategic Wellbeing Collaborations

Strategic Goal

To find strategic collaborators who will enhance student wellbeing beyond the classroom and across communities.

Introduction and Context

IBS has successfully cultivated a network of strategic business partners³ in the past few years in regards to real world teaching, guest lecturers, careers and the newly created IBS Talent Network which will give employers direct access to students from the 2nd year. As such, there is scope and vast potential in expanding these strategic partnerships into new areas including student wellbeing, reflecting the pro-active and open approach towards all aspects pertaining to the work of the SWT and the two identified strategic goals above. These potential collaborations can either be formed via soft link informal relationships or hard link contractual partnerships. The value in such collaborations lies in increasing the nature and scope of student support and wellbeing beyond the physical parameters of IBS, deepening the reach quality of student care and lastly raise the profile of its flagship wellbeing provision in the region and beyond.

Action Points

To ensure that strategic collaborations are developed the SWT will:

Objective	Lead/Co-Coordinators	Estimated Completion
Make agreements with Schools and other venues for sport activities	Anna	Continuous
Establish a network of Student Accommodation providers	Anna/Gabriella	Continuous
Secure offsite venues for club activities	Anna/Kenneth	Continuous
Secure external Training Partners for the Peer Mentoring Programme	Kenneth/Anna	Continuous
Explore with Senior Management TAO ⁴ and other funding opportunities for IBSAC and create a network of coaches	Anna	Continuous
Formalise relationships with Mental Health Professionals in areas of counselling and psychotherapy	Gabriella/Kenneth	2019
Expand relationships with external Learning Support professionals to aid students with specific learning difficulties	Gabriella/Kenneth	2020

³ IBS 2020 (2012 Version), Strategic Goal 3: *Engage with business at all levels*

⁴ Társasági Adó

Section 4: Environmental and Social Consciousness

Strategic Goal

To take the organisational lead in activities that promote, challenge and engage with, social concerns, environmental issues and transformational change.

Introduction and Context

Building on from building capacities is strategic goal 4, which centres on raising consciousness to tackle and achieve broader wellbeing objectives. Wellbeing cannot be achieved in isolation, it is enhanced through interconnectedness. Many individuals, communities and environments are not healthy, well or even able to ask the questions that are required to address the challenges both here and looming in the future. The SWT believes that it should be among the vanguard of bringing awareness to all issues connected to wellbeing. This involves challenging difficult and sensitive areas which need to be tackled at institutional level and as well as within individual students, staff and the student community. Tackling issues and stigmas related to mental health, community activities for the common good are all means to make individuals healthier and relationships and communities more resilient. We want to develop individuals more connected with themselves, with others and with their local environment as well as an organisation that mirrors this. IBS students should be **Changemakers** and we at IBS should also be embodying this. An environment where personal change and systemic change are in combination with one another allows us to be more courageous in addressing issues connected to our common planet. The SWT believes that these are deeply interconnected. For 2020 and beyond we need citizens working in partnership to face the challenges that we face on a planetary scale.

Action Points

To ensure that consciousness is promoted at IBS, the SWT will:

Objective	Lead/Co-Coordinators	Estimated Completion
Where possible, use recycled paper or alternative methods for all items produced by the SWT and advocate that this practice is adopted by the institution	Anna/Gabriella/Kenneth	Continuous
Develop CSR connections for the SWT	Anna/Kenneth	Continuous
Have regular awareness events breaking down stigmas towards mental health	Anna/Gabriella/Kenneth	Continuous
Establish SWT Volunteering Activities into our programme of activities	Anna	Continuous
Write a draft IBS Environmental Policy and send to Senior Management	Kenneth/Anna/Gabriella	2019
Create student videos encouraging others to challenge and change social stigmas	Anna/Kenneth	2019
Create Sustainability Badges for specific student activities	Anna/Kenneth	2019
Support the integration of the “special force” faculty of motivated teachers identified in IBS 2020 ⁵ and teacher training and wellbeing	Kenneth/Gabriella	2020

⁵ IBS 2020 (2018 Version), Revised Strategic Goal 1: Prioritise the inclusion of employability skills in our T&L provisions

Section 5: Digital Communication

Strategic Goal

To communicate effectively in the dissemination of mass information and interpersonally across key IBS digital platforms.

Introduction and Context

Underpinning strategic points 1-4, is strategic goal 5, the need for enhanced and outstanding digital communication. The challenge of mass communication in the 21st century is one that all organisations and all Higher Education Institutions face. The SWT is no different and while the work of the SWT functions on many levels, the personal (one-to-one), the small group and the mass, the collective digital communication required to inform and guide an ever increasing student population who are digitally literate represents an enormous challenge. The SWT's digital communication must be improved to harness the quality of service and communicate to students en masse in a manner that is concise, informative and personal. The SWT must be flexible to embrace new technologies, upskill and find the appropriate means to communicate its messages across a whole variety of digital platforms.

Action Points

To ensure effective and improved digital communication the SWT will:

Objective	Lead/Co-Coordinators	Estimated Completion
Create an Online Bookings system for appointments	Anna	2018
Create a SWT Email Address	Anna	2018
Online Academic FAQ	Gabriella	2018
Create guides and tutorial videos	Anna	2019
Create Recorded Webinars	Anna/Kenneth/Gabriella	2019
Trial an intervention via social media strategy	Gabriella/Kenneth	2019