

Policies and Procedures of Student Support in IBS

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1. Rationale and Mission Statement

These *Policies and Procedures*, in line with Paragraph (fa) in Section (3) of §12 of the Act on National Higher Education, lay out the strategies, procedures and policies that are used in order to identify students who may be struggling personally or academically, or may pose a risk to themselves, other students or members of faculty. These policies and procedures are the central driver behind IBS' retention strategy, with the aim of supporting students as best as possible so that they can continue with and complete their programme of studies successfully. These measures are designed to support students on all IBS programmes through the provision of guidance to both students and IBS teaching staff. All of the measures below are in place in order to ensure that IBS Wellbeing, Faculty and Senior Management can pro-actively address the needs of individual students as well as the wider student body. Central to this is the Mission Statement of IBS Wellbeing which reads:

The IBS Wellbeing's mission is to improve the wellbeing of students in order to ensure that they reach their intellectual, physical, emotional, social and civic potential. By offering a confidential space to discuss academic or private issues, IBS Wellbeing will help individual students through difficult personal situations as well as address the needs of the student community as a whole.

2. Identifying students in need of support

2.1. Identification of need for support by students

The IBS Wellbeing service provides a private and confidential space for students across all programmes to discuss matters they believe to be having a negative impact on their studies at IBS, be they personal or academic. Students are encouraged to see IBS Wellbeing as and when they need to discuss any issues they believe are affecting their studies. Such issues include but are not limited to the following:

- Academic confidence / self-confidence / lack of motivation
- Alcohol abuse
- Drug abuse
- Bereavement
- Health issues
- Domestic violence
- Addictions (including gambling)
- Family matters
- Feeling victimised by peers
- Financial issues
- Homelessness
- Learning support matters
- Mental health issues
- Sexual health matters (such as STDs)
- Sexual harassment or abuse
- Struggles with workload / time management
- Poor grades
- Wanting to leave the course

Depending on the nature of the matter, IBS Wellbeing may decide to help the student in his/her own capacity or refer the student to the appropriate service at IBS, e.g. International Assistance, Career Office, etc.

IBS Wellbeing is available throughout the day from Monday to Friday for students to drop-in as and when it is convenient, as and when a problem occurs and also by arranged appointment. IBS Wellbeing can see students on a one-to-one basis and also in groups whenever required.

Apart from face-to-face meetings, contact can be made via email and telephone. Online appointments are also offered on demand.

Students will be informed of this support and availability via as many means as possible, including Moodle, posters, leaflets, email, orientation week and other modes of mass communication.

2.2. Identification of need for support by tutors and peers

Identifying and referring a student to IBS Wellbeing for additional help can be a sensitive and difficult task. This section serves as guidance for teachers and all staff who are concerned about the wellbeing, health, level of engagement or motivation of any student at IBS. At all times, staff and teachers are welcome to discuss any matters of concern in confidence with IBS Wellbeing.

2.2a Notifying after a staff member's or teacher's own observation

If any teacher or member of faculty through their own observation develops concerns about a student for whatever reason, they should flag (either in person or via email) the student in question to IBS Wellbeing as early as possible. IBS Wellbeing will then make contact with the student, arrange a meeting and decide on the appropriate course of action. IBS Wellbeing will not disclose to the student in question which teacher or member of faculty has raised concern, if the tutor or staff member so wishes. Reporting such concerns in this way does not go against confidentiality.

2.2b Notifying after a student disclosure

If a student confides directly with a teacher or member of faculty about an issue of concern, the staff member can either encourage the student to contact IBS Wellbeing themselves or should obtain the written permission of the student to bring the matter to the attention of IBS Wellbeing. IBS Wellbeing will then arrange a meeting and decide on the appropriate course of action. If the student does not agree, the staff member should contact IBS Wellbeing (without disclosing the student in question) and discuss how to proceed.

If there are serious concerns about a student, namely that they have expressed the intent to harm themselves or others, then usual confidentiality rules do not apply. (Please see Fitness to Study Policy).

2.2c Notifying the concerns of a fellow student

If a situation occurs where a student expresses concern about a fellow student to a teacher or member of faculty, the teacher or member of staff should either notify IBS Wellbeing or encourage the student who is concerned to do so.

2.2d Notifying via a third party

If any other party discloses information about the wellbeing of a student to IBS such as the parent of a student, Halls of Residence staff etc. then IBS Wellbeing should be notified. IBS Wellbeing will decide on the appropriate course of action.

2.3. Identification of need for support by data from institutional databases

Alongside the measures listed above, all the institutional databases (particularly Moodle, Request and Neptun) are used to ascertain information regarding attendance and academic performance to uncover signs of student struggles. The monitoring of attendance and academic performance detailed below is solely to obtain information to be used in a manner which expresses concern for the student and not as a means to punitive measures.

2.3a Monitoring status changes

All students who fail to check-in by Mid-February/Mid-October and become passive will be contacted by IBS Wellbeing. Students who check in as passive may also be contacted by IBS Wellbeing to ascertain their wellbeing during their break from their studies. Students checking in late will also be contacted in order to ensure that they are catching up.

2.3b Monitoring class attendance

- **BSc Year 1:** Attendance data are extracted from Moodle in Week 3, Week 6, Week 9 of each semester.
- **BSc Years 2 & 3:** There is no formal attendance monitoring. Teachers should notify IBS Wellbeing about students who are not attending classes as early and often as required.
- **MSc Budapest:** There is no formal attendance monitoring. Teachers should notify IBS Wellbeing about students who are not attending classes as early and often as required.
- **MSc Vienna:** There is no formal attendance monitoring. Teachers should notify IBS Wellbeing about students who are not attending classes as early and often as required. IBS Wellbeing will arrange online meetings with students and a Vienna visit as and when required.

2.3c Monitoring academic performance

Coursework marks early February/July: all Year 1 students with 3 or more grades below 40% will be contacted, with priority given to students whose attendance is also especially poor. IBS Wellbeing will meet with students and discover if the problem is academic, personal or both and will deal with each situation on a case by case basis.

Summary table of Pro-active Monitoring

	Semester 1	Semester 2
Status changes (all students)	students who fail to check in by mid-September or request a passive semester will be contacted by IBS Wellbeing	students who fail to check in by mid-February or request a passive semester will be contacted by IBS Wellbeing
Attendance monitoring (year 1 students)	Year 1 students: weeks 3, 6, 9 students with an absence rate of 45+ per cent will be contacted by IBS Wellbeing	Year 1 students: weeks 3, 6, 9 students with an absence rate of 45+ per cent will be contacted by IBS Wellbeing
Performance monitoring (all students)	early February: students who have received 3 or more failing CW marks will be contacted IBS Wellbeing	early July: students who have received 3 or more failing CW marks will be contacted IBS Wellbeing

3. Procedures of Student Support

3.1. Day to Day informal workings of Student Support

The most crucial element of student support is how the information gathered is interpreted and used to nurture and advise students in order to aid their wellbeing, academic confidence and ultimately retention on their respective programmes of study.

The day to day work of IBS Wellbeing is built on personal interaction, attentive listening and active compassion. Once a student is identified as in need of support, IBS Wellbeing will contact the student by email/phone/mail to offer both face-to-face meetings and telephone consultations. Such meetings and consultations will be of an informal nature, where the aim is to first ascertain an understating of the situation before offering practical advice and reassurance.

In practical terms, tools used by IBS Wellbeing will include

- providing guidance to teachers on how they can identify students at risk and how they should proceed
- liaising with teachers about particular students
- supporting Requests and mitigating circumstances
- devising study plans in order to help students with academic deadlines
- exploring alternative ways for students to achieve module learning outcomes and
- where necessary, guiding students to appropriate avenues of professional support outside of IBS.

4. Closing provisions

These Policies and Procedures should be subject to review from time to time, upon evaluation of their effectiveness and feasibility.

These Policies and Procedures were accepted as an annex to the International Business School's amended Organisation Regulations by Resolution number 6/2016 of the Senate at its meeting of 12th December 2016.

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