

Principles and Practices of Wellbeing at IBS

Purpose

The purpose of this framework is to outline the work and practice that IBS Wellbeing equitably devotes to students who form the IBS student population across all programmes and in all locations. The practices and methods outlined below whilst as flexible as possible are inherently context-based, (defined below) and practiced with the belief that they will support IBS students as attentively and as personally as possible.

Scope

This framework covers specifically the pastoral care work undertaken by IBS Wellbeing. Other activities that also form the work of the unit, such as the Peer Mentor Programme, coordination of Student-Led Clubs, and sport activities sit outside this framework. The work related to Disability support matters are covered separately in the **Provisions for Disabled Students**.

A Context-Based Approach

IBS Wellbeing adopts a context-based approach to this work. It is an approach that is specific to IBS, taking into account the blend of characteristics that make the institution such as but not limited to its:

- built environment(s),
- geographical locations,
- infrastructure,
- socio-economic makeup of the student population,
- language of instruction
- working culture
- accessible resources

It means that the care and practices applied within this context are both shaped for and shaped by the experiences of our students. It allows Wellbeing to work with understanding and discernment. Therefore, it is shaped by its own internal locality rather than external or global practices.

Wellbeing Care Approaches

IBS Wellbeing utilizes various approaches, so students are supported and tended to in as many ways as possible. As such, the work is based on four fluid approaches identified in the table below. These approaches comprise a variety of activities aimed at enhancing student wellbeing. All approaches play important roles, and no approach is emphasized above another.

| Approach | Intention | In-Practice Example |
|-------------------|---|---|
| Pre-active | To prepare for specific events that occur in the IBS student cycle and ensure that students know and understand that Wellbeing is here and available to offer support. | Welcome on arrival during Orientation Preparation for the Examination Period and Results publication Helping students deal with exclusion / Re-assignment |
| Re-active | To provide care to students when they self-refer through their own conscious autonomy and reacting to emerging situations that present themselves directly or from elsewhere (via another student, Faculty, Staff or Management) | Booking System for Appointments Red Button |
| Pro-active | To make use of available IBS data (such as student absences) opportunistically whenever relevant in order to make queries of choice that will enable caring interventions to support a student. | Attendance Monitoring |
| Passive | To wait for situations to evolve without direct Wellbeing action, <i>not doing anything immediately</i> , allowing a situation to develop, change or occur with patience but still staying with the student, the situation and the autonomous choice(s) made along the way. | Case-by-Case practice |

Student matters on Arrival or Emergence

IBS Wellbeing recognises that students may arrive to IBS with personal or academic related concerns or such concerns may emerge whilst at IBS. In all instances, Wellbeing are the first responders. Such matters include but are not limited to the following:

- Academic confidence / self-confidence / lack of motivation
- Alcohol or drug abuse
- Bereavement
- Health issues (physical, mental, sexual)
- Domestic violence
- Family matters
- Feeling victimised by peers
- Financial issues
- Learning support matters
- Sexual harassment or abuse
- Struggles with workload / time management
- Poor grades
- Wanting to leave the course

Depending on the nature and severity of the concern, Wellbeing may provide ongoing support through follow-up conversations or refer students to the most appropriate internal or external services.

Day-to Day Services

Operatively, Wellbeing offers a private and confidential space for all students to discuss any matter both in person and online. Wellbeing is available throughout the day from Mondays to Fridays for students to make formal appointments. And if staff are available, students can drop in via the Centre for Student Services and seek support. Wellbeing can see students on a one-to-one basis and also in groups whenever required. Correspondence and consultations by various means of communication are also possible. Records are kept of all meetings and follow-ups are provided if required.

Guiding Faculty, Staff and Third Parties

Wellbeing works collectively with Faculty and Staff, guiding them through situations or circumstances that, when they occur, cause them concern about the wellbeing, health, safety, and level of engagement of any member of the IBS student population. Faculty can discuss any matter with Wellbeing in strict confidence, be it a situation that arises through a) their own self-observation or b) a personal disclosure to them by a member of the student population. In matters such as the latter, Faculty and staff must seek consent from the student before discussing it with Wellbeing. This is covered further in the **IBS Tutors' Guide**.

This Document was adopted by the Senate by virtue of its resolution No. 10/2025 at the session held on 28 November 2025.