

LUNEX - Approach and Policy for Student Support

Identifying Students at Risk

Student Support and Identifying Students at Risk of Failure or those Falling Behind in their studies:

LUNEX commits to supporting students throughout their period of study to enable as stress-free, enjoyable, and successful a time as possible.

Students may approach Student Experience Services, lecturers, their program leader, the module coordinator, or the Student Support Officer in the first instance who will guide them as to the correct path of action for their issue or query (usually via the Student Support Officer).

The student support officer will liaise regularly with the program leaders and module coordinators where necessary.

Management of student support is addressed in stages:

Stage One: Supporting Student Engagement: Students are given every opportunity and encouragement to engage, participate and succeed in their studies.

Measures include timely information regarding timetables and module outlines, thorough induction in the first week, support officer available, information available on how to get support and communicated to students.

Stage Two: Monitoring Student Engagement: Lecturers monitor as best possible student attendance in modules and report serial or frequent absences to the module coordinator. The module coordinator will inform the student support officer who will take further action as in Stage Three.

Stage Three: Monitoring Student Module Performance: The exam office will inform the student support officer that the student is underperforming i.e., has failed a module. The exam office will also inform the student support officer regarding the performance of the student over the last year.

The student support officer will examine the relationship between poor performance and attendance. The student support officer will contact the student to discuss the reasons for poor performance and help the student access the correct help. The exam office will help the student organize an individual timetable to catch up their studies in a realistic time frame. The student support officer will monitor the student's progress and record the case and the case evolution formally from initial notification to conclusion.

Should there be no response after several attempts by the student support officer by way of several different communication avenues to contact the student, or, after the student, despite every attempt by the student support officer to find the student help, there is no improvement in the student's performance, the case will go to the Exam Board.

Stage Four: Monitoring Programme Performance (Exam

Board): The Exam Board will discuss the student's case against the assessment regulations. The Exam Board examines the student's progression in the program as a whole and will make the decision whether the student may continue their studies, considering any extenuating circumstances. If after the period stated in the regulations, a student has not achieved the required ECTS, or cannot show extenuating circumstances as set out in the regulations as to why this is the case, they may not be allowed to progress with their program. The decision to deregister the student from the program is taken by the Exam Board.

Identification of Students at risk of failure, and mitigation measures:

Qualitative Measures:

Identification of Students at risk of failure at the module level, especially in large cohorts, becomes quantifiable only at the completion of that module with the performance (pass/ fail) in the module exam. Therefore, to offer students the best chance at success within a module, several measures have been proposed, namely:

1. Facilitating student engagement with module materials: Student is receiving an email notification from CANVAS when the module is published by the module coordinator around two weeks before the start of the module. Students are automatically enrolled to all modules of their current semester before the start of the semester.

This measure is based on the premise that students who do not engage with and use the study materials in a module have a lesser chance of success.

2. Promoting a culture in which lecturers actively note student engagement in a module. This would include attendance in classes on campus or on-line. Although formal checking of student attendance is not conducted currently, the serial absence of some students, especially those who are struggling correlates with performance in the exams. Student non-attendance is reported to the student support officer who contacts the students about this. Non-attendance might be no, or partial, attendance.

This measure is based on the premise that students who do not attend and actively take part in lectures have a lesser chance of success.

3. Assigning an Individual Academic Guidance Tutor to each student who meets with the student individually or in larger student groups once or twice a semester (a check-in) in person to discuss any issues and offer academic help.

This measure is to engage with students personally, build a rapport, so that students find it easier to ask for academic help should they need it.

4. Providing a trained member of staff, a Student Support Officer, who can be contacted by any student who is struggling with non-academic issues that affect their academic process. This staff member can refer the student on to e.g., an external health professional or advisor if necessary.

This measure is to engage with students personally, build a rapport, so that students find it easier to ask for non-academic help should they need it.

5. Partnering with the LUNEX Student Union to identify students who are struggling for whatever reason and who may have approached a fellow student for help in the first instance, or a student who has been identified by their peers as struggling where this has not yet come to the attention of a staff member.

This measure is to identify students who are struggling earlier than may have been the case if a student had not been identified by a staff member or who is perhaps not on campus in a module at the time.

Further measures to examine and mitigate student success or failure are as follows:

1. Examining the module report, based on student module feedback, produced by the module coordinator at the end of the module to determine how the teaching methods or delivery might have influenced the student's success in the module.
2. Examining the marks, number of PECS applications, tutoring requests, statistics from the Exam Board review to determine whether these had any influence on student performance or success and approaching students with help if they are deemed to need it.
3. Feedback from students who have failed or dropped out or are at risk of doing so:
 - 3.1. Students who have failed or dropped out despite all attempts to provide them with the necessary support are called for feedback as to the possible drop-out reason. As in-depth a conversation as possible is held to capture the most thorough reply.
 - 3.2. Students are contacted several times. If after reasonable attempts at contact via different methods, they cannot be reached or do not respond to a request for contact, the effort to contact them is determined to be adequate but unsuccessful and the case closed.
 - 3.3. Students who are at risk of leaving the institution within the first two semesters are encouraged to transfer to another program if their first program of choice was not found to be what they were expecting or enjoy.
 - 3.4. If, after examination, the student's success might have been negatively influenced by their level of English or science, they may be offered a place on the Pre-Bachelor Foundation Program.

4. Recruitment of high-quality students with the interest, motivation, and aptitude to succeed in the programs taught at LUNEX. This is achieved by screening the students on application on their science and English competencies using industry wide recognized tests and offering them a place on the pre bachelor program if their level is not yet adequate. Feedback is given by the bachelor teaching staff to the pre bachelor teaching staff which enables them to adapt and improve the program. All applicants attend an application day where they are interviewed to establish their interest and motivation in their chosen program.
5. Support the LSU and students in facilitating peer to peer support e.g., a buddy system, or check-in for all students.

Technical Measures in Place:

1. LUNEX provides each bachelor student with an iPad, a Microsoft Office for iPad license and access to the online learning platform, CANVAS, and their Student Portals.
2. Via the Student interface to the Institution's Student management application, students can see information about their study program such as class and exam timetables, important documents, upload and download documents, amend personal details, see exam results amongst others.

Technical Support:

1. Technical Support for Students for devices or access to systems supplied by LUNEX the Student Experience Offices.

Library Access:

1. Students have access to a small on-campus library.
2. Students also have access through LUNEX's collaboration with the Luxembourg National Library, to a comprehensive database of online resources – eBooks, journals, scientific databases.

Access to Study Areas:

1. Students have access to the use of classrooms for study groups.

Language Lessons:

1. All students wishing to learn another language have access to the online language application, Altissia. (This is important for students who do not speak any of the three official Luxembourgish languages: French, German, or Luxembourgish, and who plan, ultimately, to work in Luxembourg).

Events at LUNEX:

1. Various events organized by the institution and the LUNEX Student Union to welcome students take place during the semester.

Orientation to Life in Differdange and Luxembourg:

1. Tour of Differdange – Shops & Services
2. Tour of Luxembourg City – history and culture
3. Transportation – costs and routes

Activities of the LSU:

1. During the first week: Visit to the library to register, games evening
2. Weekend away
3. Fundraising
4. Parties
5. Sports and access to sporting facilities

Support for international students:

LUNEX assists International Students with (amongst other things) opening a Luxembourg bank account, registering as a resident at the local Commune, navigating public transport, assisting them with accommodation and any other questions they might have.

Support for Students with Special Needs:

LUNEX has a staff member with the appropriate training appointed as a champion for students with special needs. This staff member monitors operations around such students, liaising with Study Services and the Exam Office, ensuring that any extra measures necessary to support these students' success are put in place.

[LU:NEX]

Actions for Student Academic Progression:

The regulations for academic progression state generally that at least 50% of the allocated ECTS must be passed in an academic year to progress to the next year. Some programs have a higher requirement per year or a special requirement e.g., specific modules passed to be eligible to attend a student placement. The details can be found in the assessment regulations for the specific program and accreditation.

The communication process with students who are at risk of not achieving the required ECTS in any year is as follows:

(Actions to support students at risk of or making unsatisfactory academic progress)

Trigger for Action	Actions to support student non engagement	Reviewable action?
Stage Two: Students at risk of non-engagement		
1. Student has been serially absent or not attending whole lecture sessions	Module coordinator informs student support officer who contacts the student to find out underlying reason and offer support.	Yes
2. Student has not accepted the invitation to the module on CANVAS (and is not making use of module study materials)	Module coordinator informs student support officer who contacts the student to find out underlying reason and offer support.	Yes

[LU:NEX]

Trigger for action	Actions to support students at risk of or making unsatisfactory academic progress	Reviewable action?
Stage Three: Students at risk of unsatisfactory progress		
1. A student has failed a module after the second time	The student will be notified that they are at risk of making unsatisfactory academic progress and • The Exam Office will inform the Student Support officer • The Exam Office will assist the student with a timetable for repeating and catching up the module • Student Support officer will assist the student to prepare a plan to address any factors affecting their academic performance	No
2. A student has failed two modules in a row	The student will be informed that they are at critical risk of making unsatisfactory progress • The Exam Office will inform the Student Support officer • The Exam Office will assist the student with a timetable for repeating and catching up the module • Student Support officer will action a stronger, more intensive intervention, assisting the student to prepare a plan to address any factors affecting their academic performance. The student will be monitored more closely	No

[LU:NEX]

3. A student has failed 50% or more of their enrolled credit points in the study period under review	The student will be notified that they have made unsatisfactory academic progress and • The Exam Office will inform the student on behalf of the Exam Board on the deregistration. • If the right to appeal is given, the student can submit an appeal letter within 14 days to the Exam Board. • In case of successful appeal, the student will be provided with an individualized study plan by the Program Leader. • Exam Office will inform the Student Support Officer and the Officer will continue to support students who are still registered to address any factors affecting their academic performance	No
4. A student is unlikely to complete the course within the maximum period of study	The Exam office will notify the on the case of the students that they are at risk of making unsatisfactory progress and the Program Leader will offer to assist the student to plan the remainder of their course. The Student Support officer will continue to support the student to address any factors affecting their academic performance	No

[LU:NEX]

Trigger for action	Actions when students have made unsatisfactory academic progress	Reviewable action?
Stage Four: Students with unsatisfactory academic progress		
5. A student has failed 50% or more of their allocated credit points by the end of the first year of studies	The Exam office will notify the student that they have made unsatisfactory progress, and that they will be deregistered.	Yes
6. A student has failed a module for the second time (after 4 times)	The Exam office will notify the student that they have made unsatisfactory progress and that they will be deregistered	Yes
7. It is apparent that the student cannot complete the course within the maximum study period	The Exam office will notify the Program Leader who will specify the study plan a student must take (which may include intermission), and support services the student must engage with.	Yes

[LU:NEX]

8. A student fails a compulsory placement for the first time	The Placement Office or internship coordinator will notify the student that they have made unsatisfactory academic progress and will: • assist them to prepare a plan to address the factors affecting their performance if this has not already been done, and/or • put a condition/s on the student's enrolment in the next study period, such as requiring the student to repeat the placement.	Yes
Continuing unsatisfactory academic progress		
9. The student: a. continues to make unsatisfactory academic progress and/or b. has not met the conditions that were placed on their enrolment during a previous study period and/or c. has exceeded the maximum period of study and/or has failed a placement for the second time.	In line with the decision with the Exam Board, the Exam office notifies the student that they have continued to make unsatisfactory progress or have not met conditions placed on their enrolment during a previous study period and excludes the student for up to one year. For a student who has exceeded the maximum period of study, Exam Office may extend the maximum period of study instead if it considers this a more appropriate outcome. International students are notified that the institution intends to report them for unsatisfactory progress.	Yes

[LU:NEX]

Variation to action	Actions to support students at risk of or making unsatisfactory academic progress	Reviewable action?
10.The Exam Board finds that there are compassionate or compelling reasons that conditions on the student's enrolment would not be appropriate given the student's circumstances	The Exam Board will: • require the student to attend a meeting with the student support officer and/or the Exam Office or other relevant staff member as soon as practicable. • assist them to prepare a plan to address the factors affecting their performance if this has not already been done • modify the conditions that would normally apply. The Exam Board may also require the student to access certain support services.	N/A
11. The Exam Board finds that there are compassionate or compelling reasons that excluding the student would not be appropriate given the student's circumstances	The Exam Board may put conditions on the student's enrolment in the next active study period or the study period in which specified modules are available. The Exam Board may also require the student to access certain support services.	N/A
12.A student would have had conditions or exclusion proposed, except that one or more of their results was finalised late	The Exam Board will decide based on the student's performance to date, whether to: • apply the proposed actions retrospectively, or • allow the student to continue in their current modules, being advised that their performance will be reviewed at the end of the study period over the three preceding study periods. The Exam Board may also require the student to access certain support services and meet with a course adviser.	Yes No No

[LU:NEX]