

gsu

# Check-in<sup>+</sup>

s e r v i c e

student-to-student support and information

## Term 2 Business Summary Report 24/25

reliable



scan to learn more

friendly

helpful

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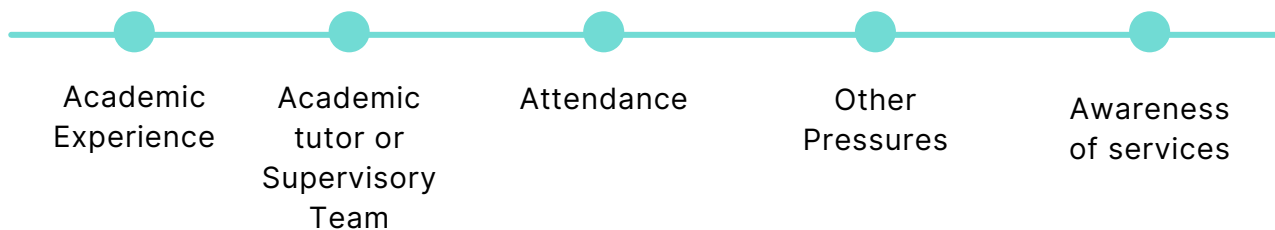
greenwich  
students'  
union

# The Check-in Service

## What is the Check-in Service?

The Check-in Service is run by Greenwich Students' Union, previously referred to as The Retention Project. It is a peer-to-peer wellbeing service, which aims to contact students who are vulnerable to withdrawing from their studies, and provide them with early intervention support to help them to stay at Greenwich and thrive.

Our student-staff reach out, primarily through phone calls at the moment, and lead students through a structured conversation. We make it clear we're calling from the SU, that we hold their confidentiality unless they consent for us to share information, or they disclose anything that breaches our confidentiality or safeguarding policies, and that students can be open with us about issues they are facing. We ask questions about the following things:



If at any stage during the call we identify an additional support need we'll ask the student for permission to refer their case to the relevant service

## How do we decide who to call?

We prioritise calling students who are most at risk of being withdrawn due to nonattendance and students at risk of withdrawing or interrupting themselves. This term we called:

- New January Starters
- Students not in attendance
- All other students

## Brand Refresh

This term we launched our brand refresh for the service, moving away from The Retention Project, as this often caused confusion between the Retention team in the university, and rebranded as The Check-in Service. As well as the name change, we have refreshed the webpages and have new branding for posters, social media and screens around the university. We will be tracking the awareness of the service over the next academic year to see if the refresh has had the intended consequence of raising the profile of the service to students.

# Executive Summary

## KPI overview



**165**  
Check-ins  
completed with BUS  
students



**8,782**  
Calls Made  
Overall



**24**  
BUS students had a  
follow up with further  
support

## Our Impact



**94%**  
of BUS students  
continued on their  
programme



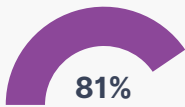
**96%**  
of BUS students said  
they found the call  
useful



**75%**  
of BUS students who  
received follow up  
support continued  
into Term 3

## What are Business students saying?

### Course Satisfaction



**81%**  
Felt positive about  
their programme

### Personal Tuition



**37%**  
Have met their  
personal tutor

### Pressures



**34%**  
Of students reported  
difficulties outside of  
university

### Loneliness



**4%**  
6 students feel lonely  
at least once a  
month

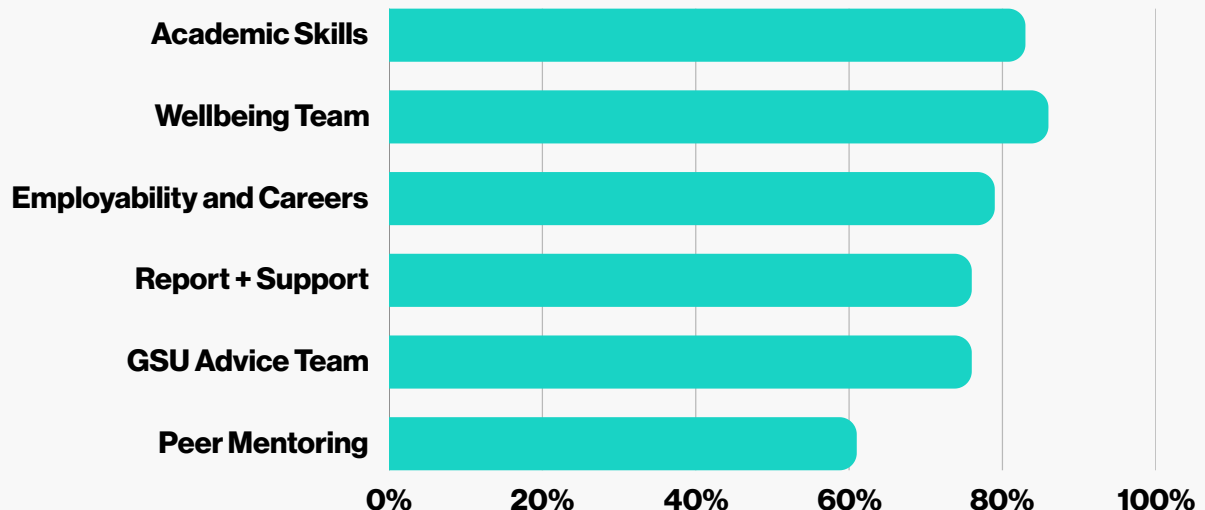
### Considering Withdrawing



**3%**  
5 students were  
considering  
withdrawing or  
interrupting

## Support Service Awareness

### Awareness of Services



# Term 2 Overview

This report gives a summary of the key findings, data and themes for BUS faculty from the Check-in Service in term 2 of 2024/25.

## Who we called this term

- New January Starters
- Students not in attendance
- All other students

These groups are therefore over-represented in the findings below.

### Social Prescribing Spotlight: Avery Connect

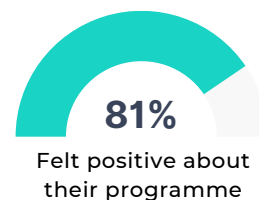
We launched our peer-to-peer buddy scheme, Avery Connect, in Term 1 and have so far had 51 sign ups and 46 students successfully matched together. We are in the process of gathering feedback, which has so far been positive, with students saying that it is a “great service” and that it was “great to match with people”.

## Analysis of General Check In Calls

### Course Satisfaction

81% of BUS students felt positively towards their course and only 1% negatively, with the remaining 18% offering a neutral response.

81% of students cited 'quality of teaching' as a positive aspect of their course, and this was the most frequently given response. The area that drew the most negative response was 'timetabling', which is in line with previous reports from other cohorts. As previously, students mentioned big gaps in timetables and a lack of flexibility with the timetabling. Overseas students also ranked greater course satisfaction (88%) than their home counterparts (77%).

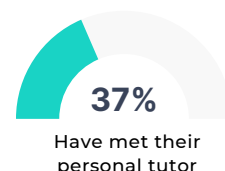


**“Thank you so much for the call today, I needed to speak to someone”**

2nd year student,  
Accounting, Finance and  
Economics

### Personal Tutoring

37% of BUS students know and have met their personal tutor and 35% know, but have not met them. This is lower than previous years, and may be due to the launch of the new framework, and how students understand the delegated responsibilities of the Academic tutors and Faculty Student Advisors.



We also ask those who had met their personal tutors how the experience had been for them. 82% said that meeting their personal tutor had been an overall good experience.

**“I feel that my tutor is helpful and [they make me] feel that my voice is heard”**

Year 0 student, Business, Operations and  
Strategy

# Co-Curricular Experience

## Loneliness

6 BUS students we spoke to reported feeling lonely in Term 2 equating to 4% of respondents, 7% less than this time last year. As this is a very small sample size, it is hard to draw any specific conclusions about the nature of loneliness within the faculty.

## Cost of Living Concerns

13% of BUS students are concerned about supporting themselves financially or paying their fees. Of those students concerned about their finances and fees, 57% identified financial pressures affecting their studies, such as cost of living or work commitments.

## Linking students with support

We aim to link students with the right support at the right time. We believe if we support students with the underlying issues they are facing they will be more likely to continue on their course of study.

This is why we prioritise making contact with students who are likely to be withdrawn because of poor attendance or who we know are more likely to withdraw because of their personal circumstances.



24

BUS students had a follow up with further support

## Referrals to other services

9 BUS students were sent personalised follow up support based on their specific circumstance. Some of this support includes direct referrals to other services, as well as more complex signposting and ensuring students have the information about support that they need.



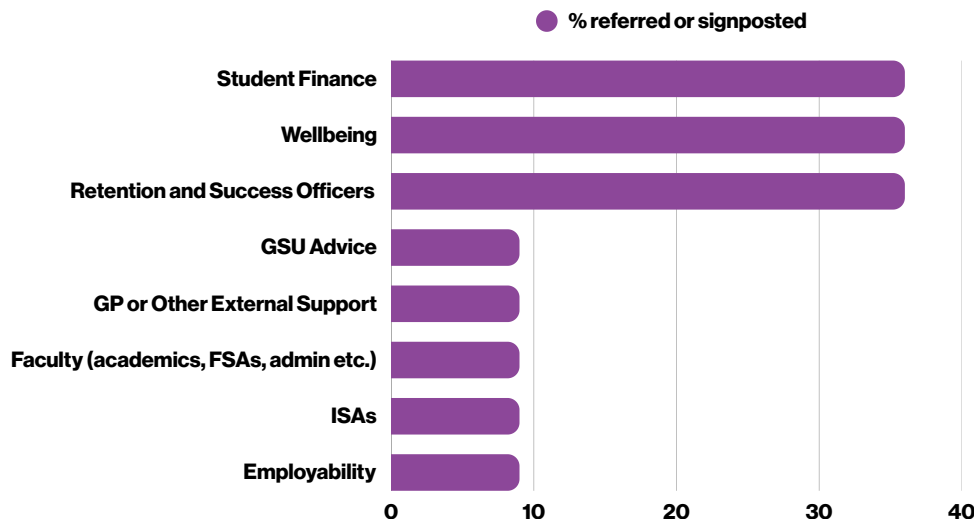
9

BUS students were sent personalised follow up support



75%

of BUS students who received follow up support continued with their studies into Term 3



In addition to those students who were directly referred for support, 15 BUS students told us about financial concerns, social support, and course issues. We send these students additional information in support packs. 11 students received a finance support pack, 2 students received a social support pack and 3 received a course support pack.

# Final Year Students

59 BUS students that we spoke to were in their final year of their studies. 33 were feeling overall positive about life after graduation, 3 felt overall negative and 23 felt neutral. 27 students mentioned being worried about employment after they graduate, and 4 spoke about being worried about their finances.

## Programme Reps

51% of BUS students knew who their programme reps were. Of those who knew who they were, 86% rated them a 4 or 5/5 for supporting students on their course. Students commented that reps take initiative, they're quick to respond and good at reaching out to check in.

## Absences

106 BUS students who completed the survey were called due to non-engagement.

The most frequent reason for non attendance cited was due to illness (42%). Other significant and reoccurring reasons are personal or family circumstances, such as bereavement or childcare (33%) and issues with being attendance but not registering it, due to QR code or other issues.

## Continuation Rate

93% of all students called continued on their programme.

This was fairly consistent across faculties with the highest continuation in FEHHS and the lowest in FES.



**94%**

Of BUS students called  
continue on their  
programme

Faculty	Continuation %
Faculty of Education, Health and Human Science	96%
Greenwich Business School	94%
Faculty of Engineering and Science	90%
Faculty of Liberal Arts and Science	92%

## Those considering withdrawing

5 BUS students told us they were considering withdrawing or interrupting this term. 4 were home students, 1 was an international student. All were UG students. All students who are considering withdrawing or interrupting receive follow-up support including signposting to Retention and Success Officers, their personal tutors and to any other additional support tailored to their situation. Of those who suggested that they were considering it, 3 students withdrew or were withdrawn and 1 interrupted their studies. 1 student has continued with their studies.



**5**

BUS students told us  
they were considering  
withdrawing

**3**

students withdrew (or  
were withdrawn)

**1**

students interrupted  
their studies

**1**

students are  
continuing with their  
studies

**Approx  
£9,250**

of fee income  
retained this term\*

**Approx  
£45,770**

of fee income  
retained this year so  
far

\*1 x UG home



# Themes, Recommendations and GSU Actions

This section is changing this term! We will now be highlighting overall themes for the faculties in the faculty specific reports. In the overall term report we will include overall themes, as well as recommendations for the university. This will allow us to see where interventions affect the trends that are coming through the calls. We are also including an actions section in the overall term report which will track the actions of the Check-in Service team. This will demonstrate the practical actions taken by the team to support students and the university to seek resolutions to issues that are being raised.

## Themes

### Timetabling

As has been the case for many years and across all faculties, timetabling is often an area that students highlight as causing them difficulty. This includes large gaps in timetables, last minute changes and incorrect information on moodle. These issues particularly affect student parents, commuter students and students who are working alongside their studies.



We are aware that there will be a new member of staff joining the university soon who will take responsibility for timetabling on a university-wide scale. We are interested to see how this will filter through to the calls, and will report back on whether we see a decrease in timetabling issues over the next academic year.

### Increased requests for more online teaching

This term we have seen an increase in students asking for more online teaching in the BUS faculty. This is in contrast to some other faculties, where the request is for more in person teaching, to feel that students are getting value for money. It is possible that there are more commuter students in the BUS faculty, as this is the most common reason given for the desire for more online teaching. This relates to the increased cost of both rent and commuting for students, and the knock on impact this has on their studies.



### Placement support

Placements continue to be an issue which BUS students are requesting more support with. This is particularly regarding finding, applying for and successfully securing placements when this is the student's responsibility. Many students find this process difficult and demoralising, and talk about struggling to secure a placement within the deadlines.



# Term 3 2024/25

In the coming term we have lots of exciting developments regarding our strategy and objectives. In Term 3 our priority order will be:

1. New April Starters
2. PGT students
3. Students not in attendance
4. Students on interruption

We will be calling between 22nd April to 26 June.

We will also be moving forward with our research into WhatsApp outreach, which will reach many more students and give us a new angle for speaking to students.

As before, we will be reactive to any local or global events that may make students vulnerable to disengagement from their studies and will prioritise checking in with them where needed.

## **Want to make a referral?**

We will also check in with any students that staff have concerns for. Staff can refer a student for a check in call via email at [gsu-retention@greenwich.ac.uk](mailto:gsu-retention@greenwich.ac.uk).