

gsu

Check-inⁱ

s e r v i c e

student-to-student support and information

Term 3 Business Summary Report 24/25

reliable



scan to learn more

friendly

helpful

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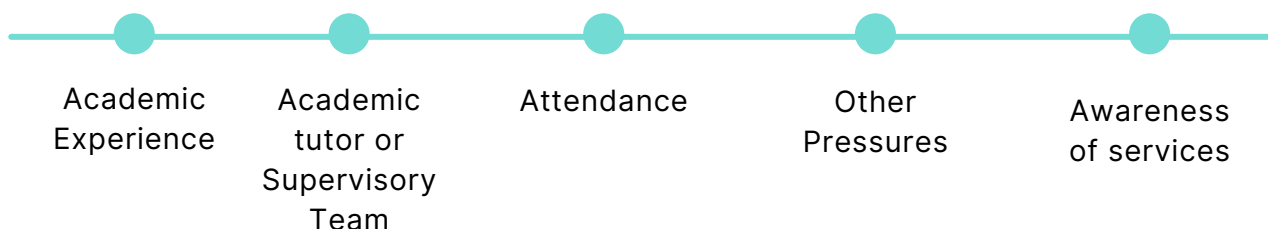
greenwich
students'
union

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 contact?

We prioritise reaching out to students who are most at risk of being withdrawn due to nonattendance and students at risk of withdrawing or interrupting themselves.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

- New April Starters
- Students not in attendance
- PGT students
- Students on an interruption
- All other students
- Iranian students
- Indian and Pakistani students (via email)
- Select Nursing and Paramedic students on placement (via WhatsApp)

This term, the Check-in Service reached over 1,255 students, supporting 69 with further interventions and helping retain over £85,000 in tuition income. 98% of students contacted remained on their programme. We saw continued high course satisfaction, excellent experiences with personal/academic tutors, and continuing challenges with financial stress, timetabling and placements.

WhatsApp Outreach pilot

This term we piloted our WhatsApp outreach programme. We chose to contact students who are on placement (Nursing and Paramedic students), as we know from various colleagues that these students often feel disconnected from the university. Their schedules also mean that they may not be able to answer an unplanned phone call. For more information on the WhatsApp pilot and the leanings from this, please see the WhatsApp Outreach Pilot report which can be found here: <https://www.greenwichsu.co.uk/gsuhub/wrproject/>

Executive Summary

KPI overview



352
Check-ins
completed with BUS
students



11,252
Calls Made
Overall



13
BUS students had a
follow up with further
support

Our Impact



99%
of BUS students
continued on their
programme



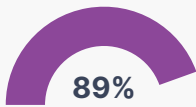
95%
of BUS students said
they found the call
useful



85%
of BUS students who
received follow up
support continued to
the end of the
academic year

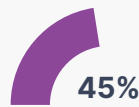
What are Business students saying?

Course Satisfaction



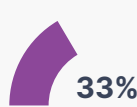
89%
Felt positive about
their programme

Personal Tuition



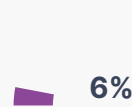
45%
Have met their
personal tutor

Pressures



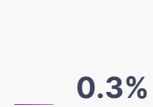
33%
Of students reported
difficulties outside of
university

Loneliness



6%
21 students feel
lonely at least once a
month

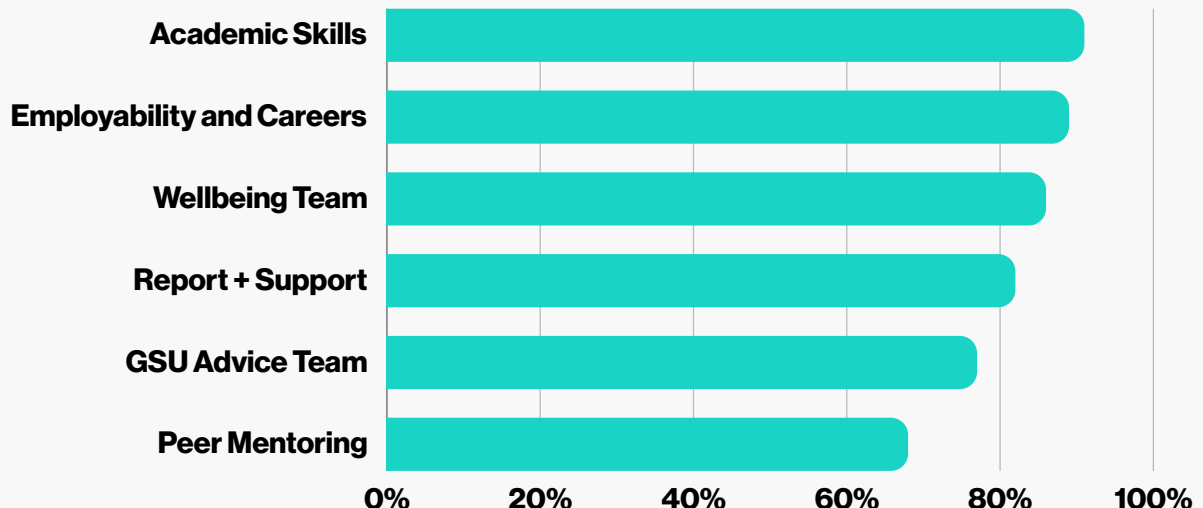
Considering Withdrawing



0.3%
1 student was
considering
withdrawing or
interrupting

Support Service Awareness

Awareness of Services



Term 3 Overview

This report gives a summary of the key findings, themes and recommendations from the Check-in Service in term 3 of 2024/25.

Who we reached out to this term

- New April Starters
- Students not in attendance
- PGT students
- Students on an interruption
- All other students
- Iranian students
- Indian and Pakistani students (via email)
- Select Nursing and Paramedic students on placement (via WhatsApp)

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

Emails to Indian and Pakistani students

Over 9/05 & 10/05 this year, we sent an outreach email to almost 8000 students from India and Pakistan to ensure that they were aware of the support available to them as the conflict between the two countries increased. We received 17 direct email responses to this communication;

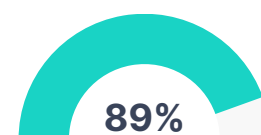
- 3 thank you emails
- 4 asking for support for academic issues (e.g. results, extenuating circumstances etc.)
- 2 visa issues
- 8 finances and fee payment issues

Analysis of General Check In Calls

Course Satisfaction

89% of BUS students felt positively towards their course and only 1% negatively, with the remaining 10% offering a neutral response.

83% of students cited 'quality of teaching' as a positive aspect of their course, and this was the most frequently given response. The areas that drew the most negative response was 'career guidance' and 'placements', which is a shift from the previous focus on timetabling. Students spoke about wanting more practical experience and guidance on employment after graduation. Overseas students also ranked greater course satisfaction (90%) than their home counterparts (75%).



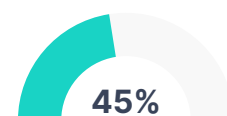
Felt positive about their programme

My teachers were excellent and motivating and made lots of friends during my studies!

PGT Executive Business Centre student

Personal Tutoring

45% of BUS students know and have met their personal tutor and 40% 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.



Have met their personal tutor

We also ask those who had met their personal tutors how the experience had been for them. 96% said that meeting their personal tutor had been an overall good experience.

It was a fantastic experience with my tutor. He helped me throughout the study period and was very supportive and motivating.

PGT Management and Marketing student

Co-Curricular Experience

Loneliness

21 BUS students we spoke to reported feeling lonely in Term 3 equating to 6% of respondents, which is the same percentage as this time last year. 71% of those told us that they felt lonely sometimes, and 19% said rarely.

Cost of Living Concerns

6% of BUS students are concerned about supporting themselves financially or paying their fees. Of those students concerned about their finances and fees, 38% 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.



13

BUS students had a follow up with further support



4

BUS students were sent personalised follow up support

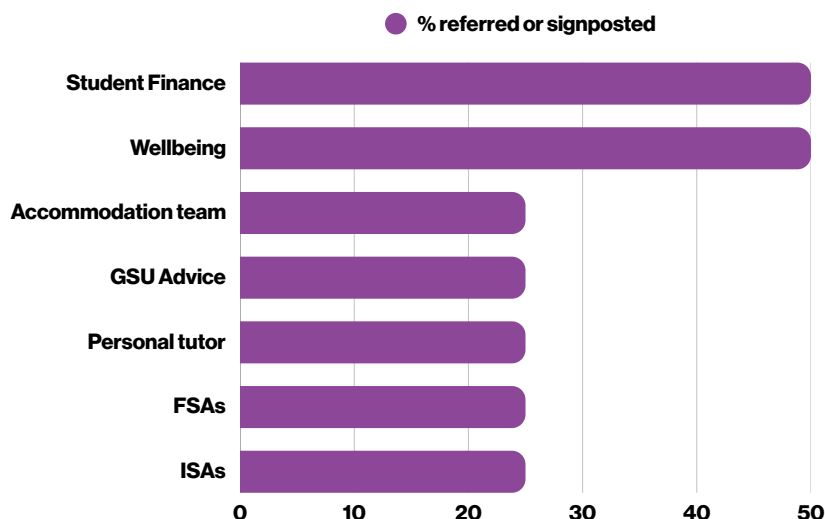
Referrals to other services

4 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.



85%

of BUS students who received follow up support continued to the end of the academic year



In addition to those students who were directly referred for support, 9 BUS students told us about financial concerns, social support, and course issues. We sent these students additional information in support packs. 5 students received a finance support pack, 3 students received a social support pack and 1 received a course support pack.

Final Year Students

292 BUS students that we spoke to were in their final year of their studies. 209 were feeling overall positive about life after graduation, 15 felt overall negative and 68 felt neutral. 163 students mentioned being worried about employment after they graduate, and 31 spoke about being worried about their finances.

Programme Reps

54% of BUS students knew who their programme reps were. Of those who knew who they were, 91% rated them a 4 or 5/5 for supporting students on their course. Students commented that reps are very reachable, communicative and engaging. However, some students commented that they were reactive rather than proactive.

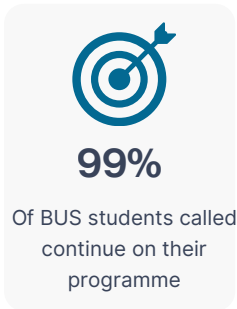
Absences

9 BUS students who completed the survey were called due to non-engagement. As this is a very small sample size, it is hard to draw any generalisations about the reasons for non-engagement.

Continuation Rate

98% of all students called continued on their programme.

This was fairly consistent across faculties.



Faculty	Continuation %
Faculty of Education, Health and Human Science	98%
Greenwich Business School	99%
Faculty of Engineering and Science	98%
Faculty of Liberal Arts and Science	99%

Those considering withdrawing

Only 1 BUS students told us they were considering withdrawing or interrupting this term. They were a home PGT 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. This student has continued on their programme until the end of term.



*1 x UG home

Themes, Recommendations and GSU Actions

We are now highlighting overall themes from faculties rather than specific recommendations. The recommendations will remain for the overall report, and we are including Check-in Service actions in the overall report as well.

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. BUS students mentioned this more than some other faculties this term.



Career-related guidance

In term 3 lots of BUS students mentioned that they would have appreciated further career-related guidance. This was mentioned in terms of employability, but also in terms of course content. Students said that having career-related guidance weaved into their course would make them feel more confident when they graduated and were moving into their careers.



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. They also said that having more organisational partners for students to do placements with would be beneficial.



2025/26 Academic Year

That's a wrap for the 2024/25 academic year! It's always incredible to speak to students across the academic year, and to hear about the things that are important to them during their studies.

Over the summer we will be reviewing our work over the last year and planning for next year. This will include:

1. Planning next steps for the WhatsApp Outreach project
2. Developing our Avery Connect offer
3. Reviewing the questions we ask students
4. Participating in The Big Conversation across the academic year

Do you have any questions?

If you have any questions about the service and our plans for next year, please do get in touch on checkinservice@greenwich.ac.uk