

gsu

Check-in⁺

s e r v i c e

student-to-student support and information

Term 3 Faculty of Education, Health and Human Sciences Summary Report 24/25

reliable



scan to learn more

friendly

helpful

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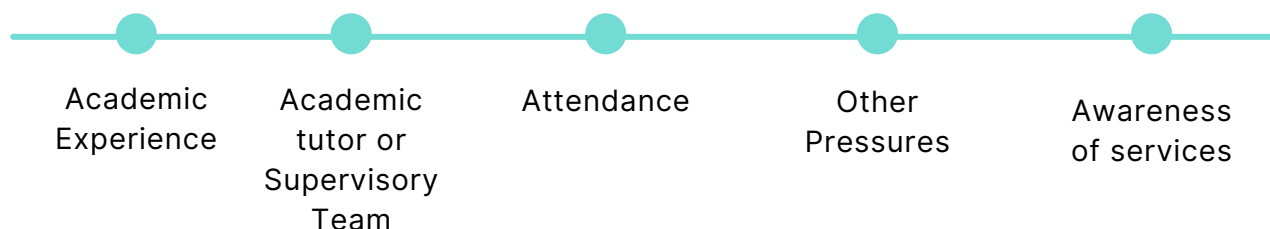
greenwich
students'
union

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We prioritise reaching out to students who are most at risk of being withdrawn due to nonattendance and students at risk of withdrawing or interrupting themselves.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



129
Check-ins
completed with FEHHS
students



11,252
Calls Made
Overall



15
FEHHS students had a
follow up with further
support

Our Impact



98%
of FEHHS students
continued on their
programme



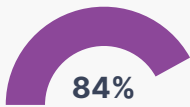
95%
of FEHHS students
said they found the call
useful



60%
of FEHHS students
who received follow
up support continued
to the end of the
academic year

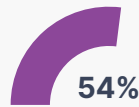
What are FEHHS students saying?

Course Satisfaction



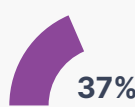
84%
Felt positive about
their programme

Personal Tuition



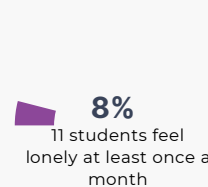
54%
Have met their
personal tutor

Pressures



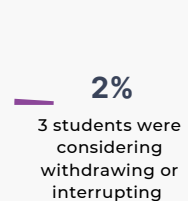
37%
Of students reported
difficulties outside of
university

Loneliness



8%
11 students feel
lonely at least once a
month

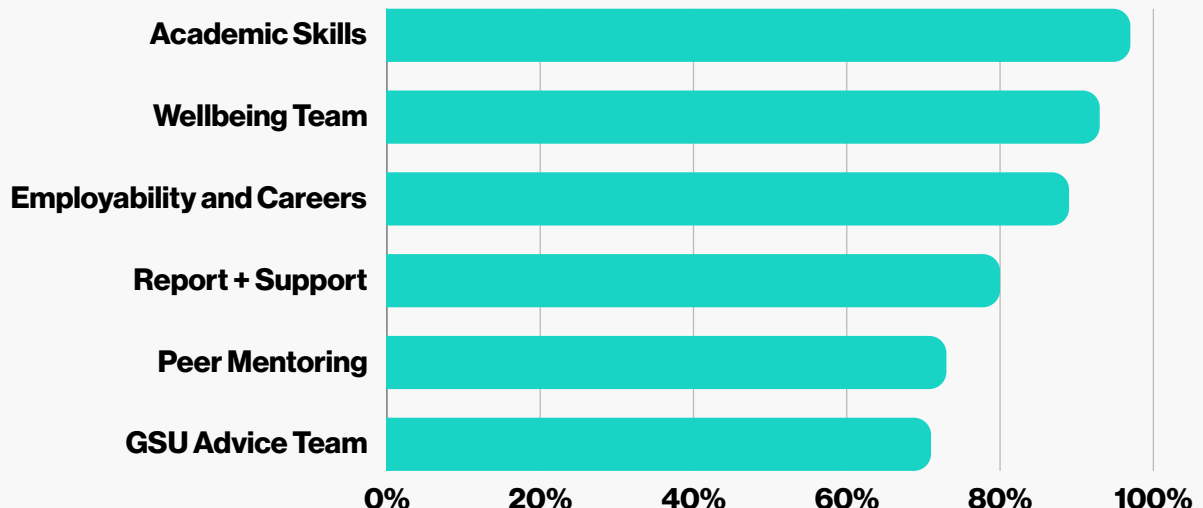
Considering Withdrawing



2%
3 students were
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;

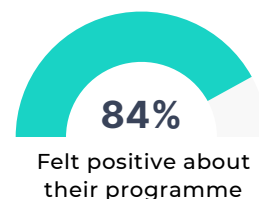
- 3 thank you emails
- 4 asking for support for academic issues (e.g. results, extenuating circumstances etc.)
- 2 visa issues
- 8 finances and fee payment issues

Analysis of General Check In Calls

Course Satisfaction

84% of FEHHS students felt positively towards their course and only 2% negatively, with the remaining 14% 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 area that drew the most negative response was 'timetabling', but there were very few negative comments about any aspects of student's programmes. Overseas students also ranked greater course satisfaction (96%) than their home counterparts (71%).



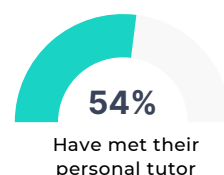
"I had an amazing experience, the quality of teaching was great."

PGT student, Health Sciences

Personal Tutoring

54% of FEHHS students know and have met their personal tutor and 39% 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. 87% said that meeting their personal tutor had been an overall good experience.



"My tutor is very supportive and always put the student interest first."

1st year student, Human Science

Co-Curricular Experience

Loneliness

11 FEHHS students we spoke to reported feeling lonely in Term 3 equating to 8% of respondents, which is 1% less than this time last year. 55% of those told us that they felt lonely often, and 36% said sometimes.

Cost of Living Concerns

8% of FEHHS students are concerned about supporting themselves financially or paying their fees. Of those students concerned about their finances and fees, 45% 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.



15

FEHHS students had a follow up with further support

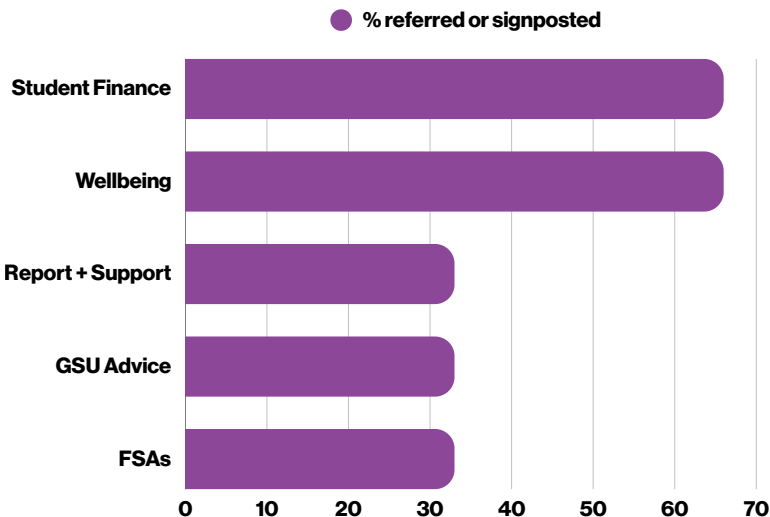
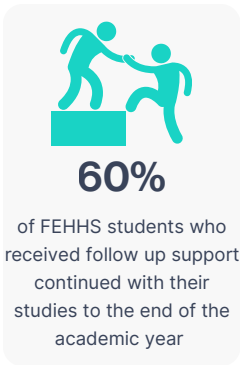
Referrals to other services

3 FEHHS 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.



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FEHHS students were sent personalised follow up support



In addition to those students who were directly referred for support, 12 students told us about financial concerns, social support, and course issues. We sent these students additional information in support packs. 10 students received a finance support pack, 3 students received a social support pack and 2 received a course support pack.

Final Year Students

94 FEHHS students that we spoke to were in their final year of their studies. 63 were feeling overall positive about life after graduation, 5 felt overall negative and 26 felt neutral. 50 students mentioned being worried about employment after they graduate.

Programme Reps

59% of FEHHS students knew who their programme reps were. Of those who knew who they were, 87% rated them a 4 or 5/5 for supporting students on their course. Students commented that reps made themselves available to hear feedback.

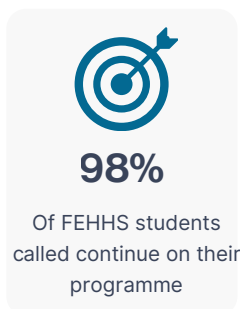
Absences

No FEHHS students who completed the survey were called due to non-engagement this term.

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%

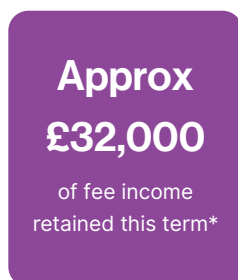
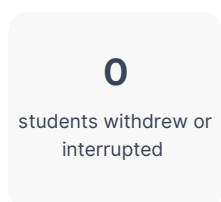
Those considering withdrawing

3 FEHHS students told us they were considering withdrawing or interrupting this term. All of them were home students and 1 was UG and 2 were PG. 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, none withdrew or interrupted from their studies. All 3 students have continued with their studies.



3

Students told us they were considering withdrawing



*1 x UG home and 2x PG 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

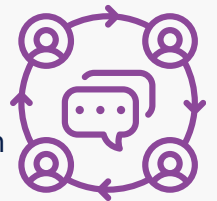
More practical/industry-focused content

This term we spoke to lots of PGT FEHHS students, and a theme that came through from these students was a desire to have more practical and industry focused content on their courses to support their confidence post-graduation. This included asking for industry-focused assessment and opportunities to put the theoretical content into real life scenarios.



Communication issues

Several students mentioned that they had experienced communication issues between faculty and students. This included students feeling that their dissertation supervisors were not responsive, important announcements were delayed and informing staff of absence felt overly complicated.



Timetabling

As has been the case for many years, timetabling is often an area that students highlight as causing them difficulty. FEHHS students mentioned large gaps between classes and that the release of timetables was often delayed which makes planning difficult.



Additional academic support

Some students mentioned that they would have benefited from additional academic support from academic staff, to help them to feel more comfortable with the material. This was particularly for conversion degree students who had less experience in academic settings.



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