

gsu

Check-inⁱ

s e r v i c e

student-to-student support and information

Term 3 Faculty of Engineering and Science Summary Report 24/25

reliable



scan to learn more

friendly

helpful

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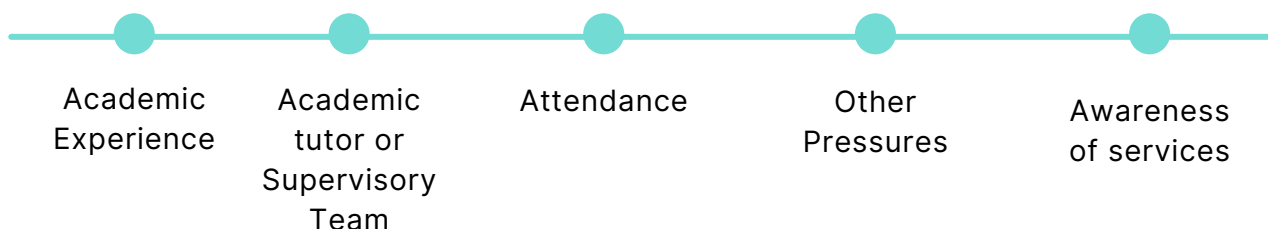
greenwich
students'
union

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We prioritise reaching out to students who are most at risk of being withdrawn due to nonattendance and students at risk of withdrawing or interrupting themselves.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



542
Check-ins
completed with FES
students



11,252
Calls Made
Overall



33
FES students had a
follow up with further
support

Our Impact



98%
of FES students
continued on their
programme



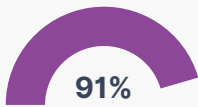
97%
of FES students said
they found the call
useful



88%
of FES students who
received follow up
support continued to
the end of the
academic year

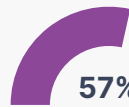
What are FES students saying?

Course Satisfaction



91%
Felt positive about
their programme

Personal Tuition



57%
Have met their
personal tutor

Pressures



28%
Of students reported
difficulties outside of
university

Loneliness



9%
48 students feel
lonely at least once a
month

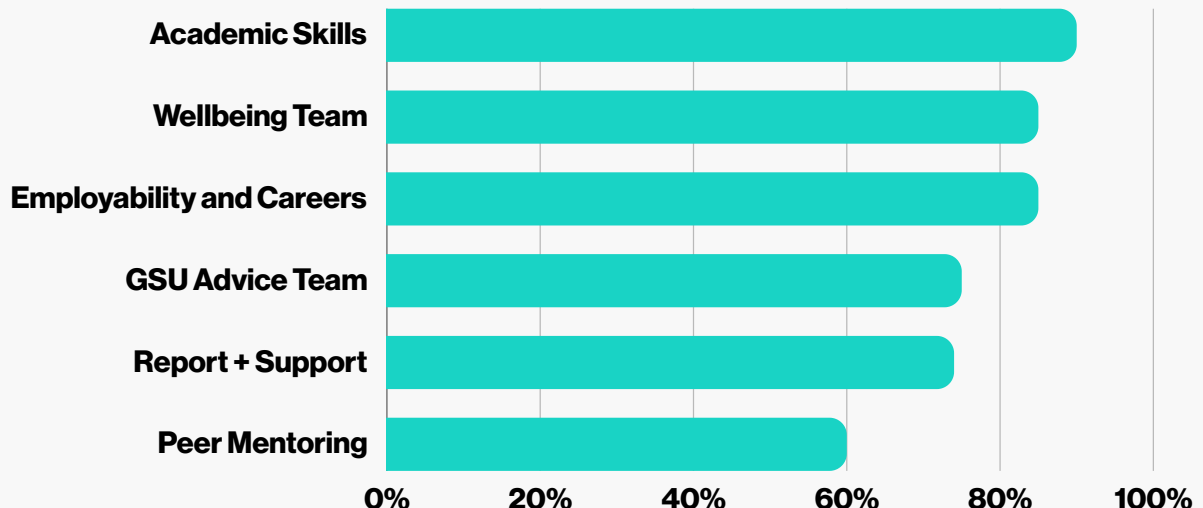
Considering Withdrawing

0.2%

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

Emails to Indian and Pakistani students

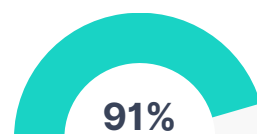
Over 9/05 & 10/05 this year, we sent an outreach email to almost 8000 students from India and Pakistan to ensure that they were aware of the support available to them as the conflict between the two countries increased. We received 17 direct email responses to this communication;

- 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

91% of FES students felt positively towards their course and only 1% negatively, with the remaining 8% offering a neutral response.



Felt positive about their programme

78% 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 (92%) than their home counterparts (81%).

"Everything has been really good! An amazing experience."

PGT Science student

Personal Tutoring

57% of FES students know and have met their personal tutor and 33% 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. 94% said that meeting their personal tutor had been an overall good experience.

"My tutor was very friendly and I could discuss anything with them."

PGT Engineering student

Co-Curricular Experience

Loneliness

48 FES students we spoke to reported feeling lonely in Term 3 equating to 9% of respondents, which is 3% more than this time last year. 65% of those told us that they felt lonely sometimes, and 17% said rarely.

Cost of Living Concerns

11% of FES students are concerned about supporting themselves financially or paying their fees. Of those students concerned about their finances and fees, 34% 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.



33

FES students had a follow up with further support



3

FES students were sent personalised follow up support

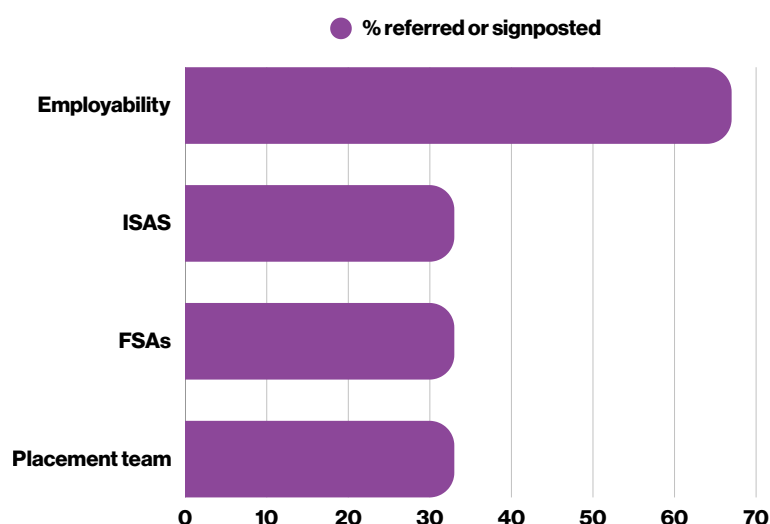
Referrals to other services

3 FES 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.



88%

of FES 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, 30 students told us about financial concerns, social support, and course issues. We sent these students additional information in support packs. 27 students received a finance support pack, 7 students received a social support pack and 1 received a course support pack.

Final Year Students

440 FES students that we spoke to were in their final year of their studies. 287 were feeling overall positive about life after graduation, 29 felt overall negative and 124 felt neutral. 262 students mentioned being worried about employment after they graduate, and many mentioned competitive fields mean that they are worried about getting the jobs they want.

Programme Reps

53% of FES students knew who their programme reps were. Of those who knew who they were, 85% rated them a 4 or 5/5 for supporting students on their course. Students commented that reps are supportive and helpful, but there were also some students who found the reps clique-y or undertrained.

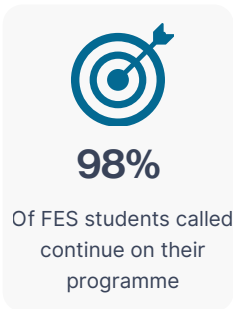
Absences

65 FES students who completed the survey were called due to non-engagement. The most frequent reason for non attendance cited was due to illness (18%). Other significant and reoccurring reasons are personal or family circumstances, such as bereavement or childcare (14%) and issues with being attendance but not registering it, due to QR code or other issues. We also had no recorded reason for a significant proportion of students this term, which we will be ensuring doesn't happen again in future.

Continuation Rate

98% of all students called continued on their programme.

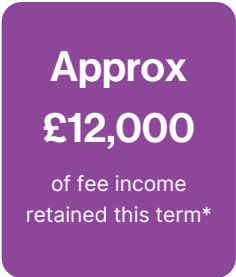
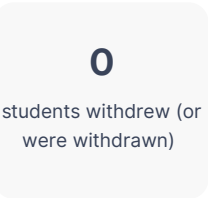
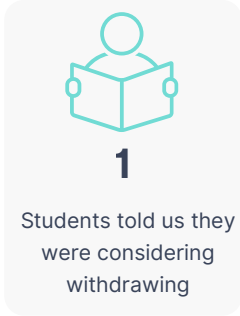
This was fairly consistent across faculties.



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 FES students told us they were considering withdrawing or interrupting this term. They were a home PGT student. 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 continued with their studies.



*3 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 term FES students have mentioned that the timetable has been disorganised and that evening classes have been difficult for some students to attend.



Placement and employment support

Lots of students mentioned that they would appreciate further support with finding placements and securing jobs after graduation. As the job market is very competitive, particularly for international students, students would like further support in understanding how to apply for jobs and how to apply their studies in the industries that they have been studying.



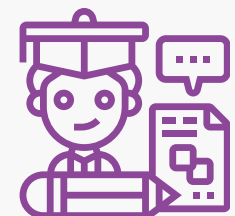
Assessment marking

Some students spoke about feeling that the marking for some modules felt particularly strict and they were unsure about why they had been marked poorly.



Enrollment complications

A few students this term mentioned that they had issues with their enrollment which meant that they had a slower start to their studies. This can feel, particularly with a 1 year masters level programme, that it makes a big difference to the sense of belonging and ability to fully engage with their programme.



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