

gsu

Check-in⁺

s e r v i c e

student-to-student support and information

Term 2 Faculty of Liberal Arts and Sciences Summary Report 24/25

reliable



scan to learn more

friendly

helpful

Steph Scott
Retention and Wellbeing
Manager
s.e.scott@greenwich.ac.uk

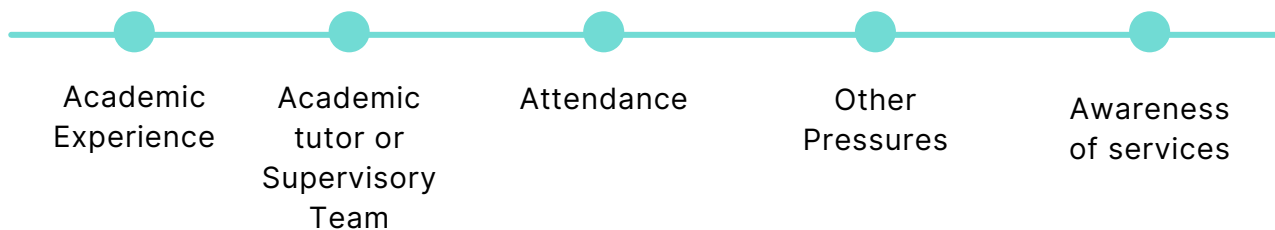
greenwich
students'
union

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We prioritise calling students who are most at risk of being withdrawn due to nonattendance and students at risk of withdrawing or interrupting themselves.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



140
Check-ins
completed with FLAS
students



8,782
Calls Made
Overall



27
FLAS students had a
follow up with further
support

Our Impact



92%
of FLAS students
continued on their
programme



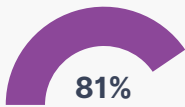
94%
of FLAS students said
they found the call
useful



81%
of FLAS students who
received follow up
support continued
into Term 3

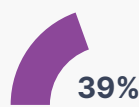
What are FLAS students saying?

Course Satisfaction



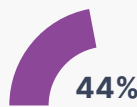
81%
Felt positive about
their programme

Personal Tuition



39%
Have met their
personal tutor

Pressures



44%
Of students reported
difficulties outside of
university

Loneliness



14%
20 students feel
lonely at least once a
month

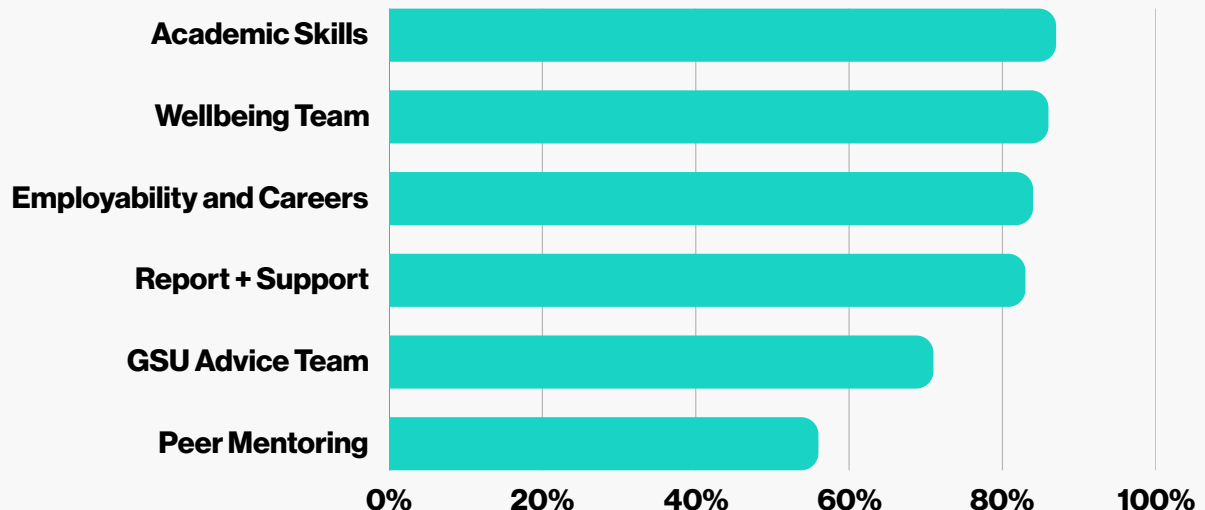
Considering Withdrawing



9%
12 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 FLAS 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.

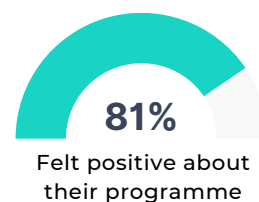
Social Prescribing Spotlight: Avery Connect

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 FLAS students felt positively towards their course and only 2% negatively, with the remaining 17% offering a neutral response.



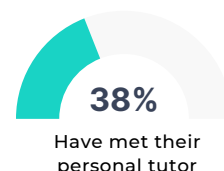
79% of students cited 'quality of teaching' as a positive aspect of their course, and this was the most frequently given response. The area that drew the most negative response was 'timetabling', which is in line with previous reports from other cohorts. As previously, students mentioned big gaps in timetables and a lack of flexibility with the timetabling. Overseas students also ranked greater course satisfaction (95%) than their home counterparts (78%).

“It was a very useful call; I didn’t know about most of the services we have at the university.”

1st year Law and Criminology student

Personal Tutoring

38% of FLAS students know and have met their personal tutor and 46% 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. 96% said that meeting their personal tutor had been an overall good experience.

“My experience with my personal has always being incredible, she gives really good advice and is very prompt with feedback through email.”

1st year Humanities and Social Sciences student

Co-Curricular Experience

Loneliness

20 FLAS students we spoke to reported feeling lonely in Term 2 equating to 14% of respondents, which is the same as this time last year. 30% of those told us that they felt lonely sometimes, and 25% said all the time.

Cost of Living Concerns

19% of FLAS students are concerned about supporting themselves financially or paying their fees. Of those students concerned about their finances and fees, 62% 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.



27

FLAS students had a follow up with further support

Referrals to other services

8 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.



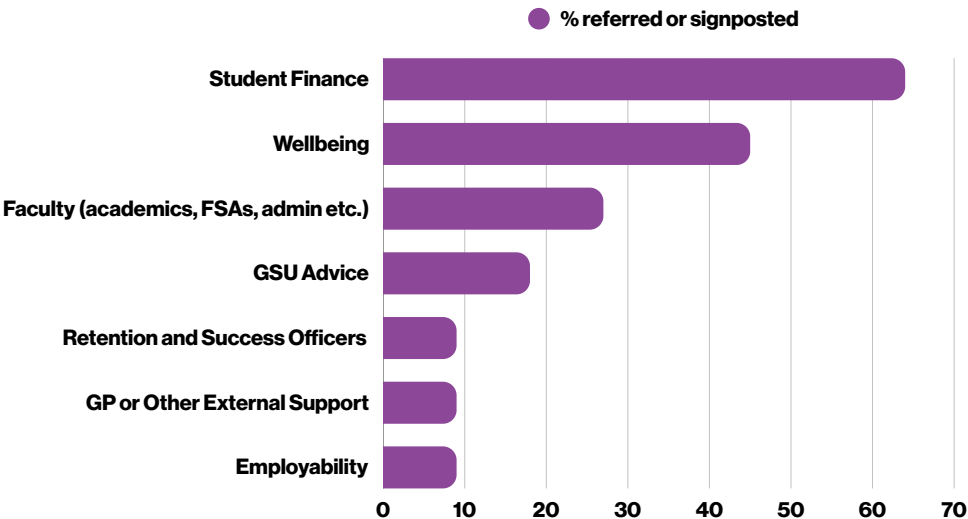
8

FLAS students were sent personalised follow up support



81%

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



In addition to those students who were directly referred for support, 24 students told us about financial concerns, social support, and course issues. We send these students additional information in support packs. 16 students received a finance support pack, 7 students received a social support pack and 7 received a course support pack.

Final Year Students

40 FLAS students that we spoke to were in their final year of their studies. 18 were feeling overall positive about life after graduation, 3 felt overall negative and 19 felt neutral. 23 students mentioned being worried about employment after they graduate, and some spoke about being concerned about finding and applying for jobs.

Programme Reps

45% of FLAS students knew who their programme reps were. Of those who knew who they were, 92% rated them a 4 or 5/5 for supporting students on their course. Students commented that reps are friendly and helpful.

Absences

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

The most frequent reasons for non attendance cited was due to illness (38%) or personal or family circumstances, such as bereavement or childcare (38%).

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.



92%

Of FLAS 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

12 FLAS students told us they were considering withdrawing or interrupting this term. 11 of them were UG home students and 1 was an overseas PG 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. Of those who suggested that they were considering it, 1 student withdrew or was withdrawn and 6 interrupted their studies. 5 students have continued with their studies.



12

Students told us they
were considering
withdrawing

1

students withdrew (or
were withdrawn)

6

students interrupted
their studies

5

students are
continuing with their
studies

**Approx
£55,500**

of fee income
retained this term*

**Approx
£74,570**

of fee income
retained this year so
far

*4 x UG home; 1 x PG overseas

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.

Communication issues

This term we have seen more FLAS students reporting that communication has been an issue. Some students felt that lecturers did not communicate well with students, including cancelling lectures without informing students. Other commented on communication issues between faculty/students and admin teams, which had impacted bursary applications and registration.



Support from academic staff

Some students this term suggested that they would benefit from more support from academic staff, particularly around exam and assessment time. They felt worried about assessments, and some asked for more contact time.



Disability access

We also received some comments that disability access to physical lecture spaces could be improved, including access to lifts and ensuring that lifts are easily accessible and maintained.



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.