

gsu

Check-inⁱ

s e r v i c e

student-to-student support and information

Term 3 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

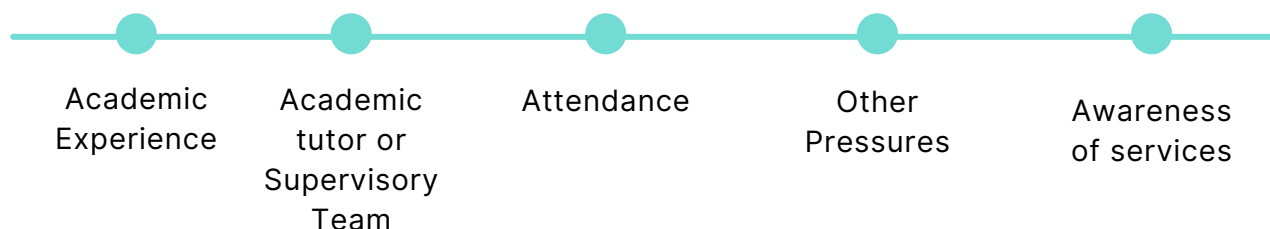
greenwich
students'
union

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We prioritise reaching out to students who are most at risk of being withdrawn due to nonattendance and students at risk of withdrawing or interrupting themselves.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



79
Check-ins
completed with FLAS
students



11,252
Calls Made
Overall



8
FLAS students had a
follow up with further
support

Our Impact



99%
of FLAS students
continued on their
programme



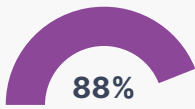
94%
of FLAS students said
they found the call
useful



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

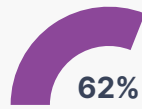
What are FLAS students saying?

Course Satisfaction



88%
Felt positive about
their programme

Personal Tuition



62%
Have met their
personal tutor

Pressures



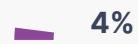
29%
Of students reported
difficulties outside of
university

Loneliness



11%
9 students feel lonely
at least once a
month

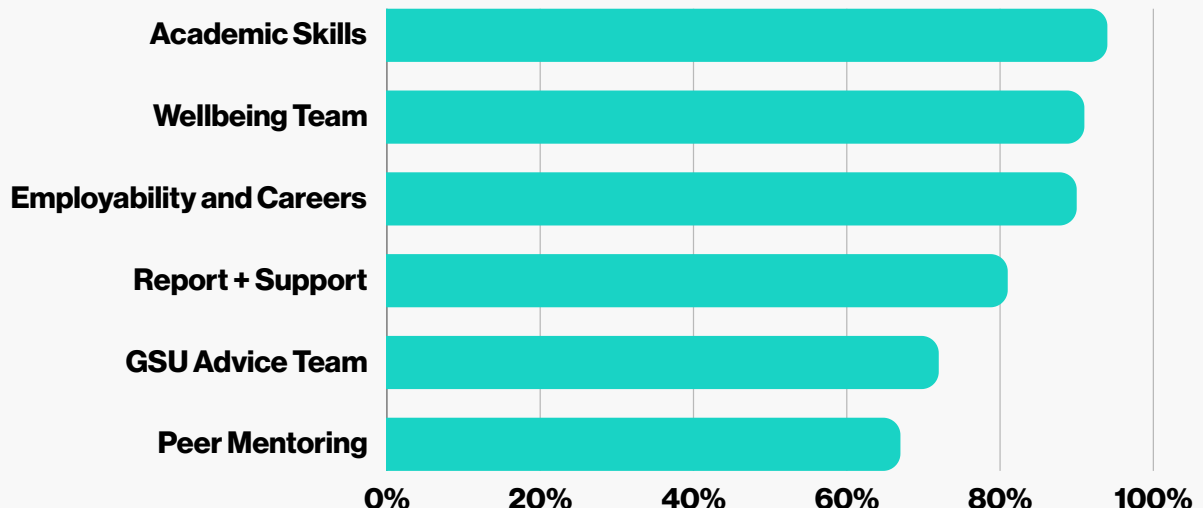
Considering Withdrawing



4%
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;

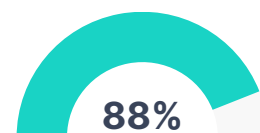
- 3 thank you emails
- 4 asking for support for academic issues (e.g. results, extenuating circumstances etc.)
- 2 visa issues
- 8 finances and fee payment issues

Analysis of General Check In Calls

Course Satisfaction

88% of FLAS students felt positively towards their course and none felt negatively, with the remaining 12% 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. Overseas students also ranked greater course satisfaction (91%) than their home counterparts (86%).



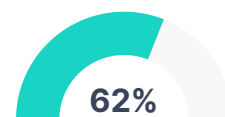
Felt positive about their programme

I had a great experience at the university, I'm considering coming back to Greenwich to study another course!

Law and Criminology PGT student

Personal Tutoring

62% of FLAS students know and have met their personal tutor and 26% 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. 90% said that meeting their personal tutor had been an overall good experience.

My academic tutor was very supportive. All of the issues I faced, I was always helped.

Humanities and Social Science PGT student

Co-Curricular Experience

Loneliness

9 FLAS students we spoke to reported feeling lonely in Term 3 equating to 11% of respondents, which is 3% more than last year. 55% of those told us that they felt lonely sometimes, and 22% said rarely.

Cost of Living Concerns

15% of FLAS students are concerned about supporting themselves financially or paying their fees. Of those students concerned about their finances and fees, 42% 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.



8

FLAS students had a follow up with further support

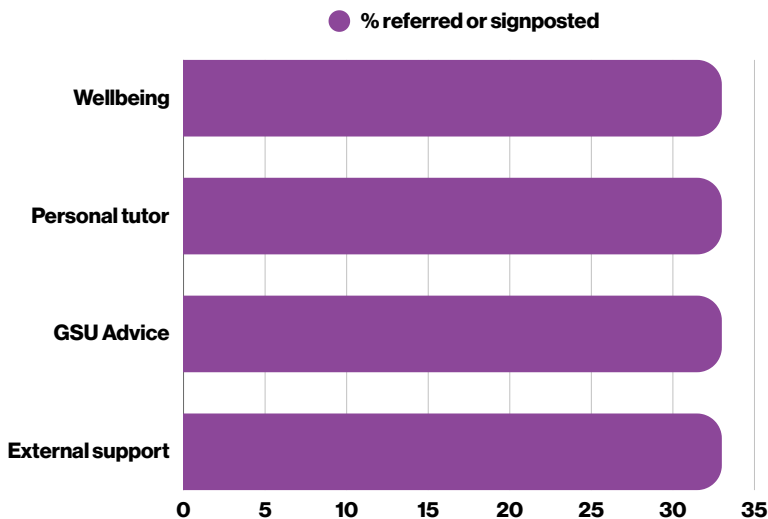
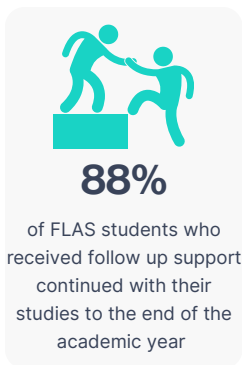
Referrals to other services

3 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.



3

FLAS students were sent personalised follow up support



In addition to those students who were directly referred for support, 5 students told us about financial concerns, social support, and course issues. We sent these students additional information in support packs. 4 students received a finance support pack and 1 received a course support pack.

Final Year Students

48 FLAS students that we spoke to were in their final year of their studies. 30 were feeling overall positive about life after graduation, 2 felt overall negative and 16 felt neutral. 24 students mentioned being worried about employment after they graduate, and some spoke about being concerned about the competitive nature of their specific areas of desired work.

Programme Reps

54% of FLAS 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 are communicative and responsive.

Absences

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

The most frequent reasons for non attendance cited was due to personal or family circumstances, such as bereavement or childcare (47%) or illness (26%).

Continuation Rate

98% of all students called continued on their programme.

This was fairly consistent across faculties.



99%

Of FLAS students called continue on their programme

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 FLAS students told us they were considering withdrawing or interrupting this term. 2 of them were UG home students and 1 was a home 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. None of the students who were considering withdrawing or interrupting did so.



3

Students told us they were considering withdrawing

0

students withdrew or interrupted

3

students are continuing with their studies

**Approx
£30,000**

of fee income retained this term*

**Approx
£105,000**

of fee income retained this year so far

*4 x UG home; 1 x PG overseas

Themes from the Faculty of Liberal Arts and Sciences

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

Support from academic staff

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



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, and through this they felt that they were not getting as much support with their studies as they needed.



Industry focus

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.



Overcrowding

This term we have seen more FLAS students mentioning that their lectures have been in spaces that are too small for the number of students in the cohort. This has resulted in some students feeling that it has had a detrimental impact on their learning due to discomfort or not being able to comfortably take notes.



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