

The **BIG** Conversation



calling every newly registered student

Term 2 Report 25/26

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**UNIVERSITY OF
GREENWICH**

**greenwich
students'
union**

Term 2 Report 25/26 - Welcome calls

Executive Summary

The Big Conversation Welcome calls work alongside the university Big Welcome Programme. We call all new registered students and ask them about their hobbies and interests, tell them about the 7 week Big Welcome Programme and ask if they need any support.

They then receive a personalised follow up email with links and information about how to get involved in societies and student groups, as well as how to contact the services they need to get support as soon as possible.

Top line stats:



1,442 students contacted.



401 Welcome calls completed and 401 follow up emails sent.



267 students were directed to student groups and societies that were aligned to their interests.

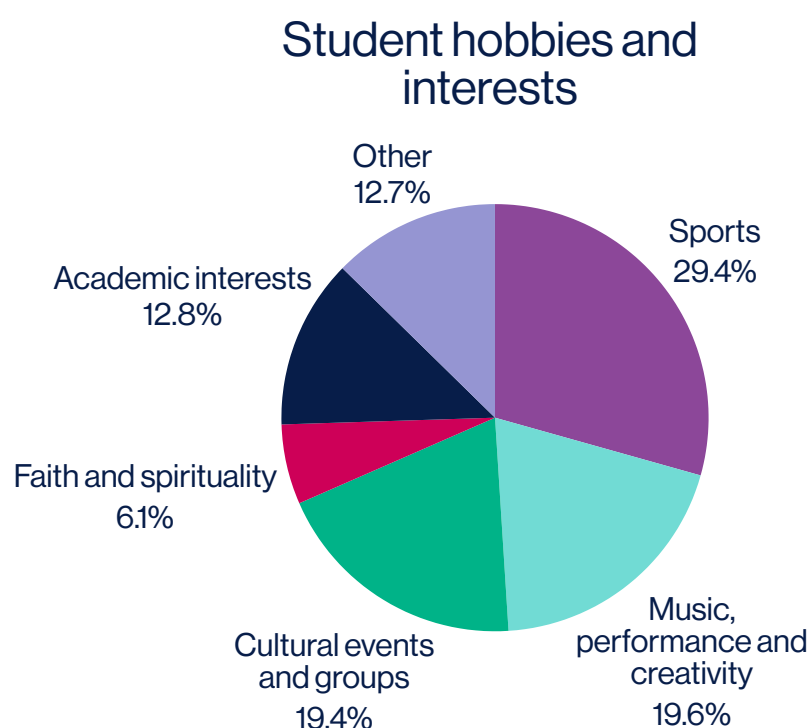


55 students signposted to support.

Societies, student groups and support services

Students on the Big Conversation calls told us about the hobbies and interests that they have, and we signposted to societies and student groups both on the calls and in follow up emails.

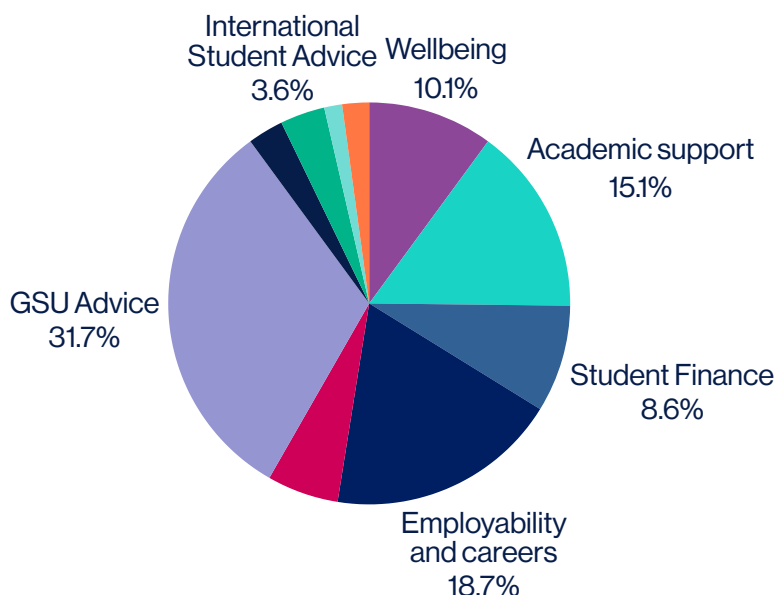
Of the students we spoke to XX% are now members of a student group or society. We will be following up with all the students we spoke to in Term 3 to ask about their participation and experiences.



We also asked students if they needed any support or help with settling into university. We signposted to relevant services and more complex cases were escalated for further support.

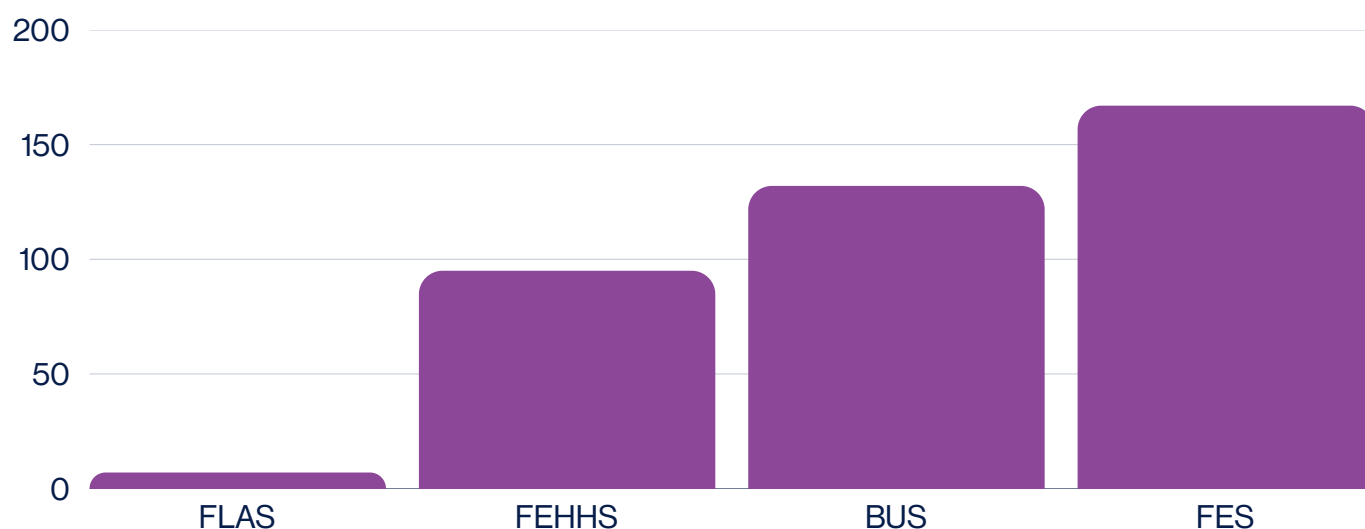
As well as asking if they have used any support services, we will also be asking students about any current support needs in our follow up calls, to ensure that students have the information and support that they need.

Distribution of signposting



Our follow up calls with students will give us more information about their sense of belonging and if there is anything additional that they need from the university or from GSU to help them adjust and feel comfortable within the university community. We will also be hosting three in person events in Term 2 which will bring students together to connect, have fun and build friendships with other students.

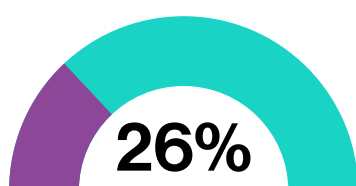
Number of students spoken to per faculty



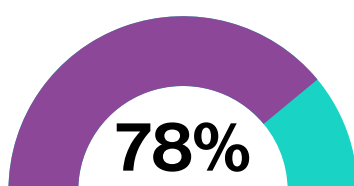
There were only 30 students from FLAS who were newly registered in January the data provided to us, which explains why there are demonstrably less FLAS students represented in this graph.

Term 2 Report 25/26 - Welcome Follow Up calls

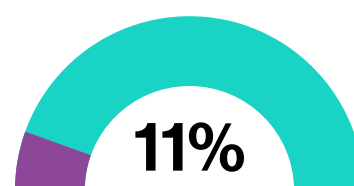
In Term 2 we followed up with the students we spoke to on our Welcome calls in Term 1 and spoke to 335 students. We asked them if they have got involved in any student groups or societies, about their sense of belonging within the university community and if they have used any support services. We also make sure to give signposting and support if the student does need support now.



Of students said they had joined a student group or society

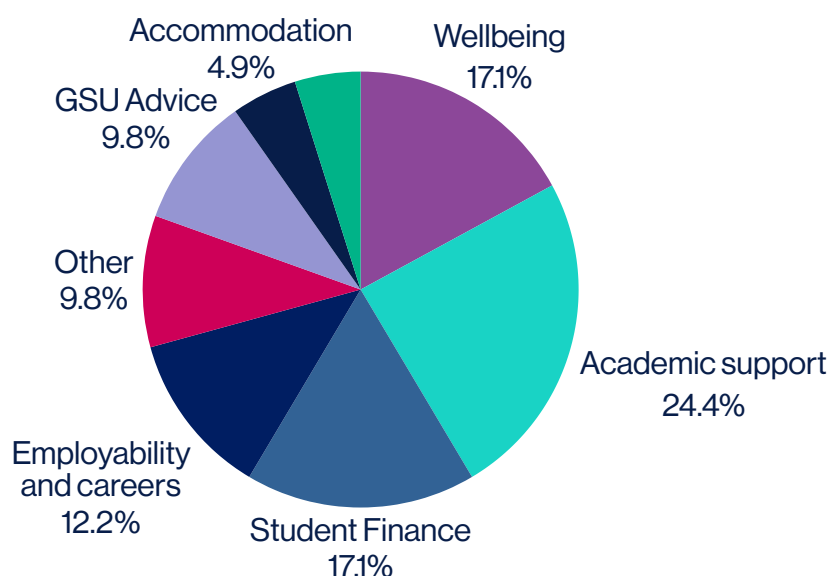


Of students said they had found where they belong at Greenwich



Of students said they had used a support service within the university

Services Used



Only 3% of students told us they did not feel that they had found where they belong in the university, with 19% saying they felt they had partially found where they belong. Reasons given for not feeling able to say yes to the question were predominantly around still finding friends and adjusting to university life, and being busy with work and studies, so not feeling they have time for social activity.

Term 2 Report 25/26 - Outreach calls

Executive Summary

The Big Conversation Outreach calls aim to reach students who fall into priority groups who have a higher chance of withdrawing or not completing their studies. We call these students and have a structured conversation with them, asking questions about their experience, both academic and wider, offering opportunities for disclosure of challenges and support that may be needed. Our callers signpost to support services and escalate more complex cases to the Service Manager.

Our priority groups for Term 2 were; post graduate research students, students on low scoring NSS programmes and students with low or no attendance.

Top Line Stats



4,639 students contacted



568 check-in conversations were completed



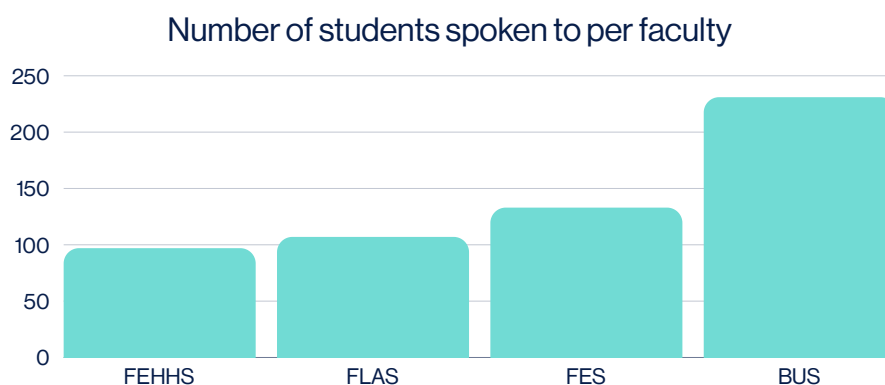
174 students were facing pressures that were impacting their studies, such as financial difficulty or personal/family issues



81 students were escalated for further support

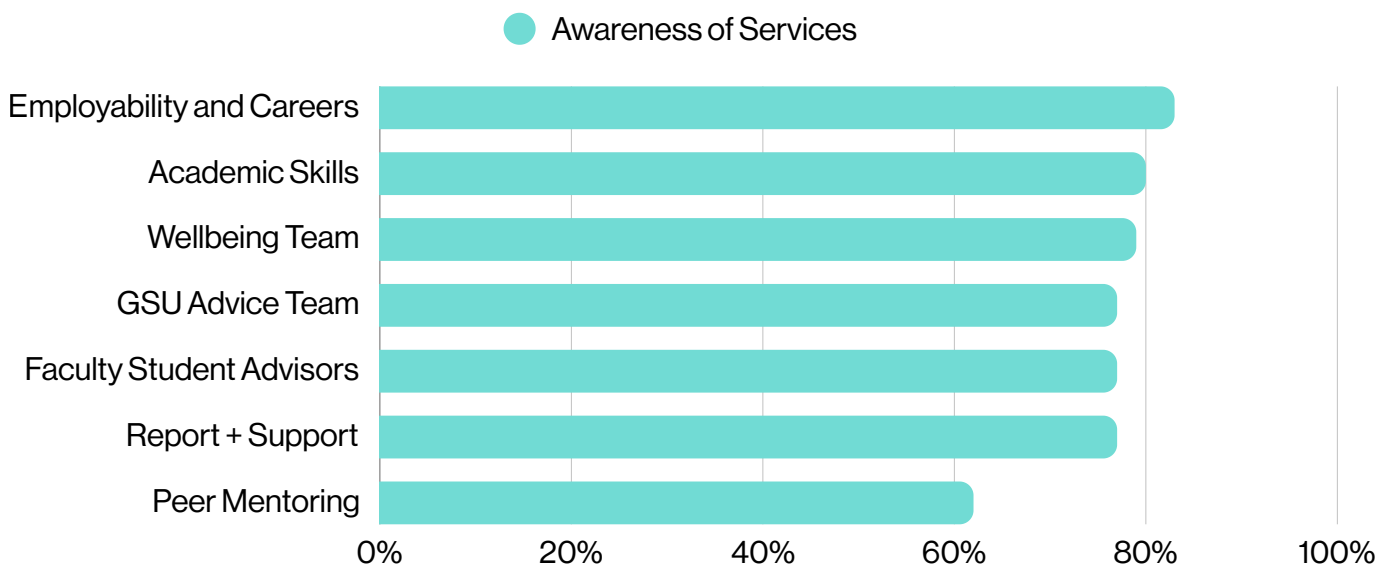
The Big Conversation: Outreach calls - who did we speak to?

70% of the students we spoke to were home students, 30% were overseas students. 92% were undergraduates, 8% were PGT students. 68% were based at Greenwich campus, 23% at Avery Hill and only 9% at Medway.



We spoke to students across the faculties, with the highest proportion being BUS students and the lowest FEHHS. 399 of the students we called were phoned due to no or low engagement with attending their classes, representing 70% of the students we spoke to. 234 of the students we spoke to were in their final year and were reminded of their access to alumni support services after graduation.

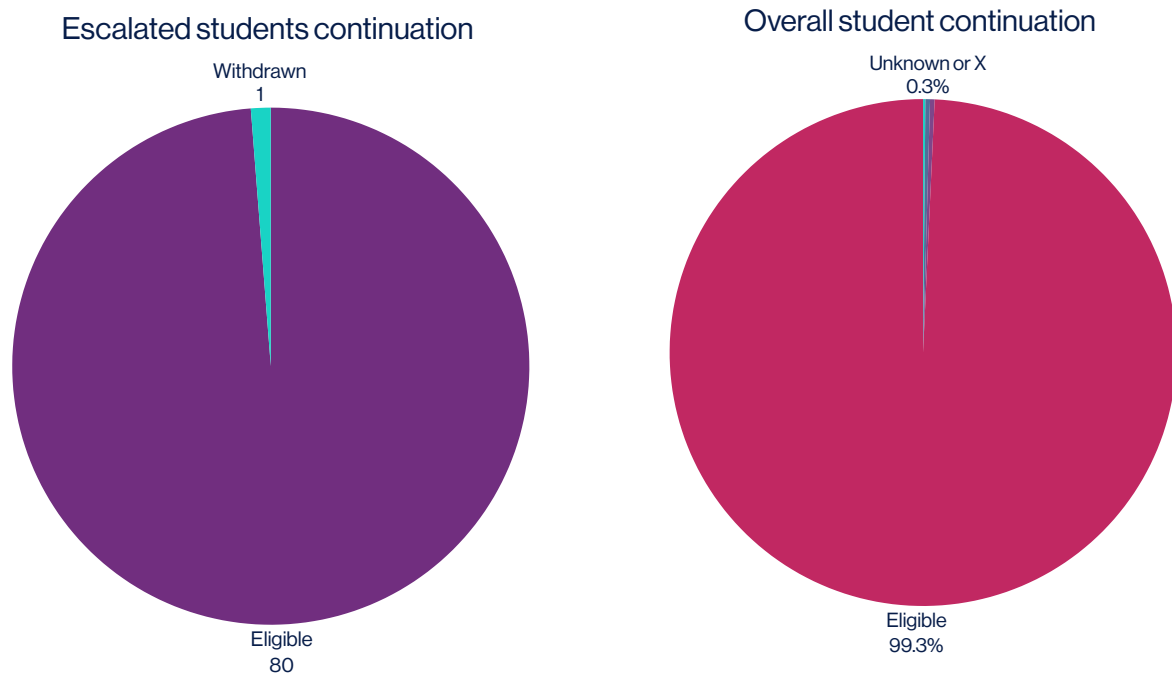
The Big Conversation: Outreach calls - support service awareness



The Big Conversation: All calls - continuation

The students we phone in our outreach calls have a higher likelihood of withdrawing or interrupting from their studies due to their priority group (e.g. low or no attendance, repeating students). Our escalated students then have another increase in their likelihood of not continuing their studies due to their complex situations requiring support.

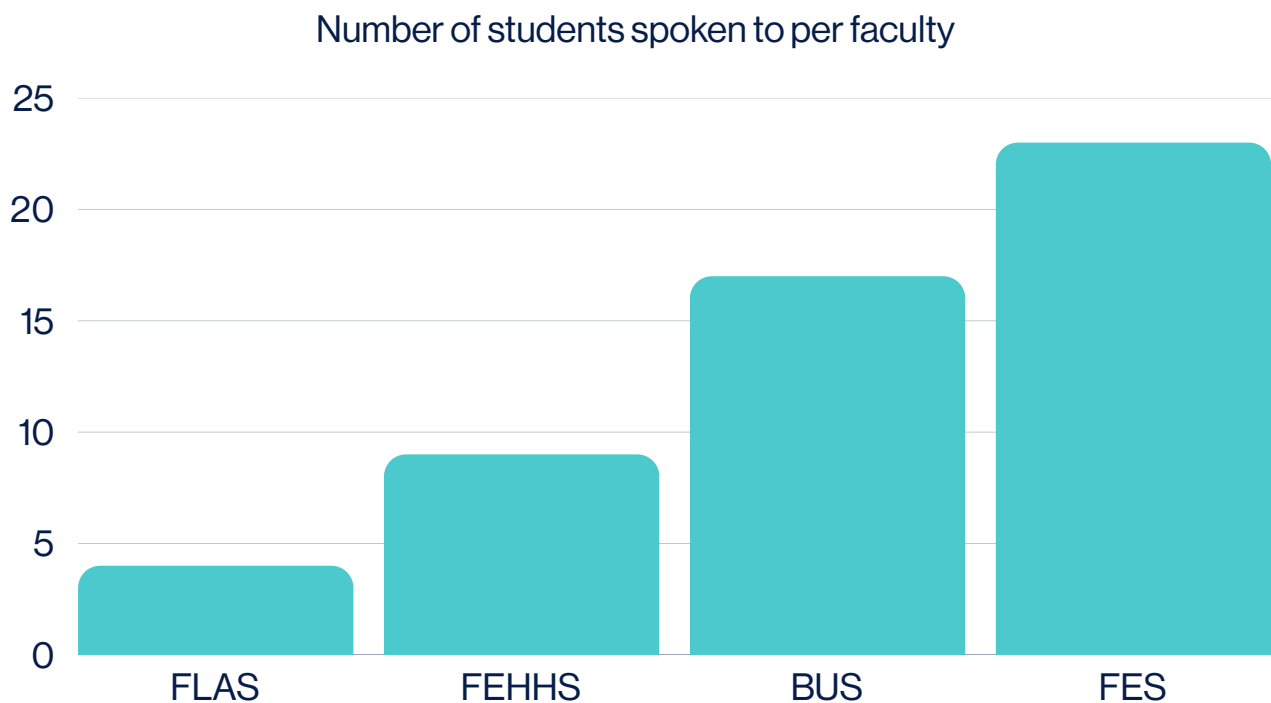
We have also looked at continuation for students called through the Welcome calls and follow ups. The continuation stats are particularly high this term, and we will look again at the end of the year to understand if this is a clear picture of student continuation.



These charts demonstrate the impact of our calls, showing that over 99% of the students that we spoke to continued into Term 3, and 80 of the 81 escalated students also were able to continue with their studies.

The Check-in Service: Outreach calls - PGR students

In Term 2 we called PGR students, as we are aware that research students can often feel disconnected from the university community. Of 488 PGR students we spoke to 53 which is around 11% of PGR students.



PGR students were generally positive about their studies, 87% gave positive responses in describing their experience at the university. Lack of supervisory support and communication issues were the main problems if the student did not feel that their research was progressing satisfactorily. 11% of PGR students reported sometimes feeling lonely - they almost unilaterally said they felt this was due to the nature of doing a PhD. 100% of students spoken to said that they found the call useful, and several felt particularly happy that GSU was reaching out to them as research students.

Term 2 Report 25/26 - Themes across all calls

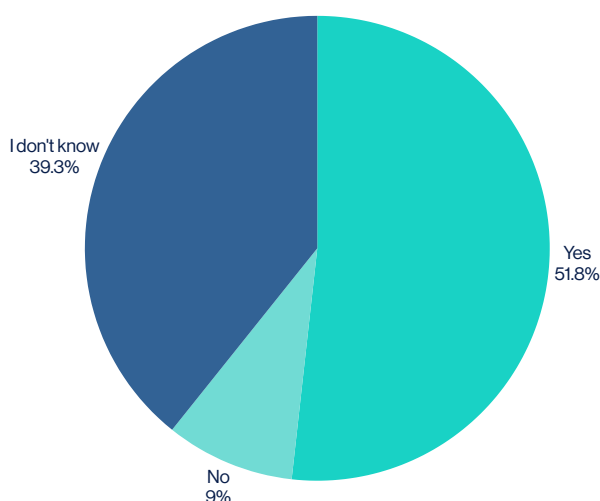
Academic Issues

During Big Conversation Outreach calls we ask students about their experience of their programmes, in Term 2 522 reported that their experience had been predominantly positive, with only 3 saying their experience was overall negative. The most positively spoken about aspect of academic experience was the quality of teaching, and the most negatively spoken about aspect was timetabling.

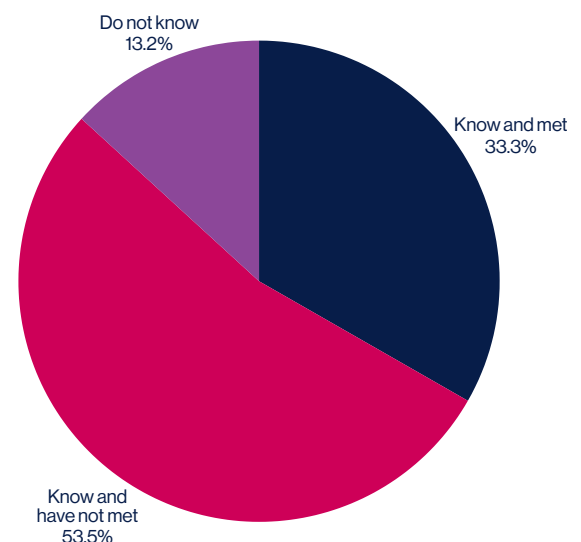
Of the students we spoke to on Outreach calls 33% knew and had met their academic tutor, 54% knew and had not met their academic tutor and 13% did not know who their personal tutor was. 304 knew who their programme reps for their course were, 294 said that GSU represents their academic interests and 223 said they weren't sure if GSU represents their academic interests.

During the Welcome calls 14 students mentioned that they were feeling worried about their academic performance or their timetable. All these students were signposted to the academic skills team and/or to their academic tutor.

Do you believe that GSU represents your academic interests?



Academic Tutor Engagement



Accommodation, Commuting, Timetables and Finances

Timetabling is still one of the biggest issues that students raise on Big Conversation calls. As previously, students spoke about big gaps in their timetables, receiving timetables late and the issues that this has caused in terms of commuting, finances and attendance.

26 students brought commuting issues up on the calls this term, and several students were struggling with finance issues related to commuting costs.

One student mentioned that they had had difficulty with maintenance issues in university accommodation, saying that they had to contact the team several times to get issues fixed, and there were hygiene issues in communal areas that were not dealt with quickly.

This term we saw more students having difficulty with fee payments or supporting themselves financially. Of the 21 student who received a support pack, 13 of them requested the financial support pack. Of the 61 student who needed additional signposting or support 21 had issues relating to finances. This included students who were struggling to afford day-to-day expenses such as groceries, and were signposted to foodbanks and other external financial support organisations.

“I am having an overall positive experience with my programme; although I am having timetable difficulties, with 4 hour gaps between classes on some days. This is particularly difficult because I commute to campus.”

Year 2 Management and Marketing student

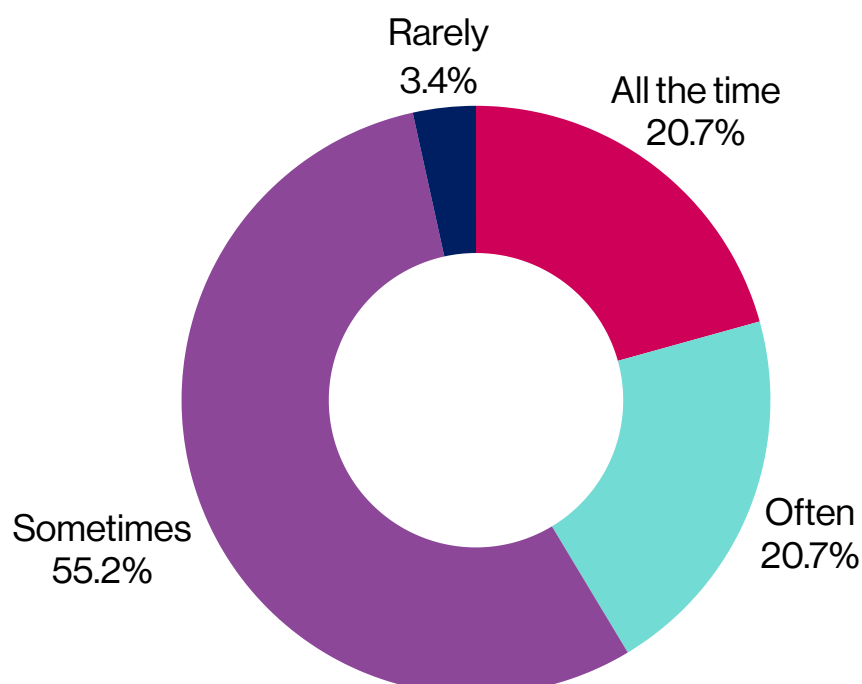
Other Pressures and Wellbeing Issues

On our Big Conversation Outreach calls 131 students said they were facing pressures that were affecting their studies. 33 of those students cited mental or physical health difficulties as a pressure which was impacting their studies, 41 spoke about finances and cost of living and 19 mentioned family/personal issues.

29 students told us that they feel lonely at university, with the majority saying they feel this way sometimes. Students said they felt their loneliness was due to difficulty making friends, and not having the time alongside studies and other commitments to prioritise socialising or making friends.

18 students had used the Wellbeing service, with the majority saying it was a good, helpful and supportive experience. Most students did not have any improvement feedback, although one student mentioned feeling that their anxiety was not taken seriously. The majority of students who knew about the Wellbeing service but had not used it hadn't needed the support, with a small number saying that they were receiving support externally.

Of the students who felt lonely, how often did they feel lonely?



Escalations

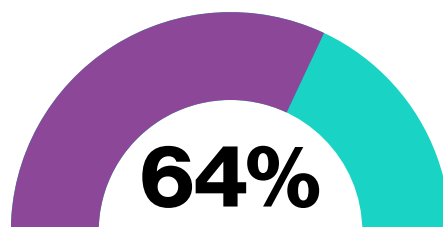
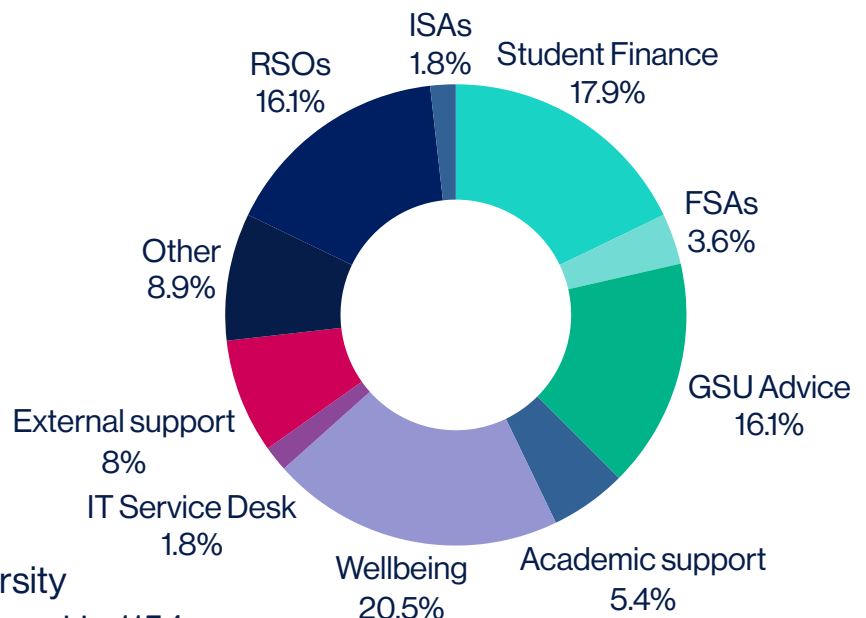
We had 81 students who were escalated in Term 1 across both the Welcome calls and Outreach calls. The chart shows the distribution of signposting and referring to the various university services across these escalations.

19 full escalations from both Term 1 and 2 were followed up this term to find out if the issue is resolved or an outcome reached. 11 were fully satisfied with the outcome, 5 were partially satisfied and the others had not received their desired outcome. We will continue to follow up with all escalations in Term 3.

The WhatsApp Service

We continued our WhatsApp broadcast service this term, and sent one broadcast messages to students who had signed up. This was for University Mental Health Day - our message was sent to 1154 students and 719 of those students clicked through to the website or clicked the Arrange a Call button. We also contacted 438 Adult Nursing and Paramedic students via our targeted WhatsApp outreach. Of those students 303 clicked one of the buttons in the message. In total we spoke to 19 students via WhatsApp and called 8 students to follow up on their concerns.

Big Conversation Escalation distribution
Across all support services



of students clicked on one of the links
in the WhatsApp message

