

# Retention Service - Faculty of Education, Health and Human Sciences

Term 3 Summary

2023/24

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greenwich  
students'  
union

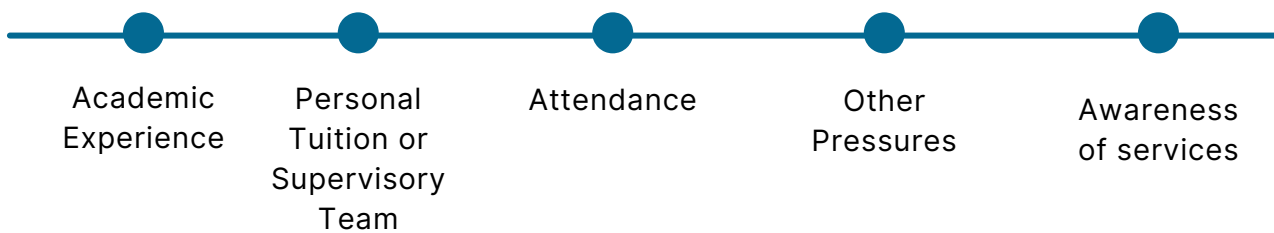
# Retention Service

## What do we talk to students about?

Our student callers have a 1-1 structured conversation asking students about their experience at Greenwich and reminding them of the support available.

We make it clear we're calling from the SU, that we hold their confidentiality unless they consent for us to share information and that students can be open with us about issues they are facing.

During the calls we ask questions around the following:



↳ 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

## Who we called

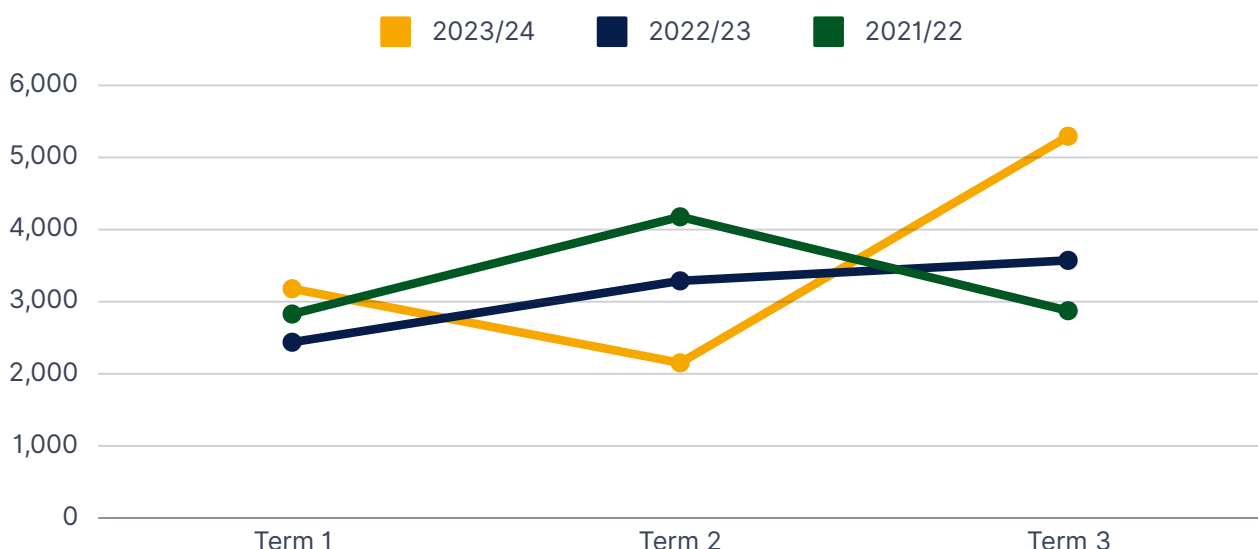
We prioritise calling students who are most at risk of being withdrawn due to nonattendance and students at risk of withdrawing or interrupting themselves.

- April starters
- Students not in attendance
- PGT students at dissertation stage
- Interrupting students: w/c 3rd June
- Students resitting over summer: 8th-26th July

## Number of calls made

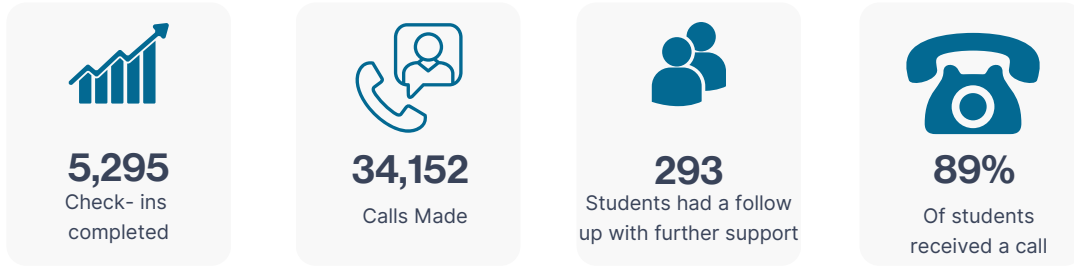
We completed calls to 5,295 students this term, which is the most calls that have been completed in one term over the lifetime of the Retention Service

Below is a graph showing completed calls per term over the past 3 years

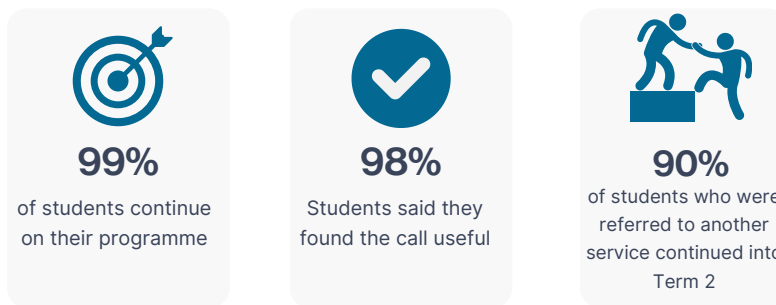


# University Summary

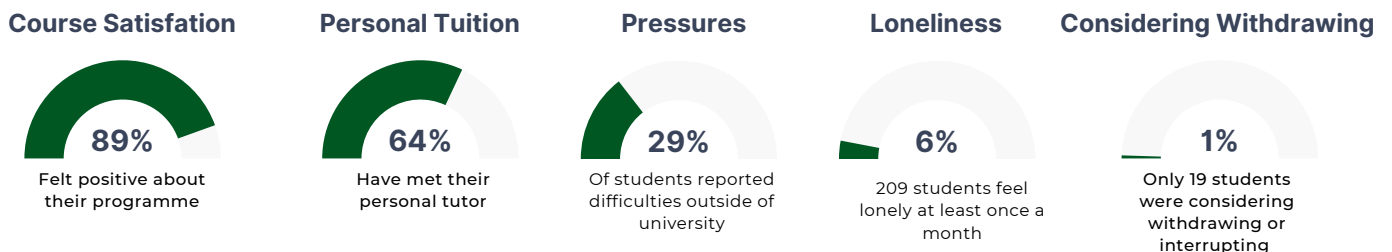
## KPI overview



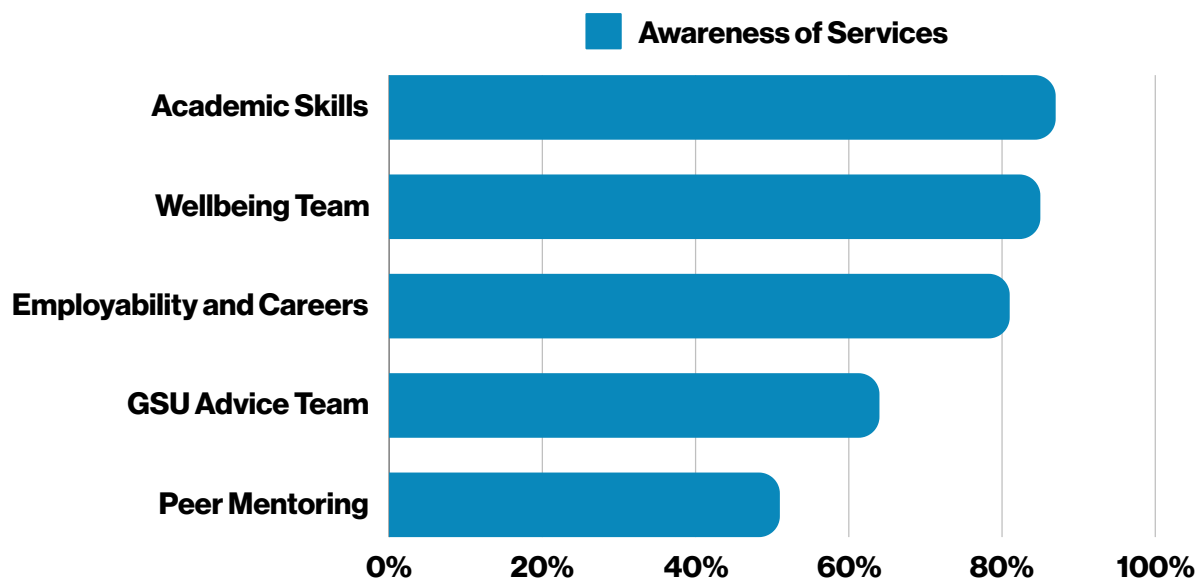
## Our Impact



## What are students saying?

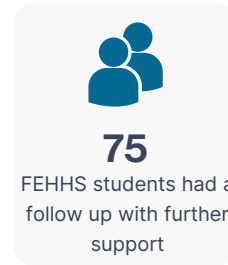
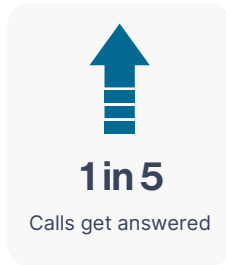
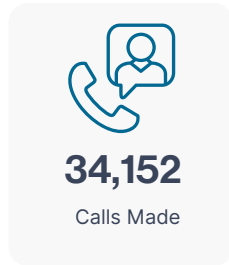
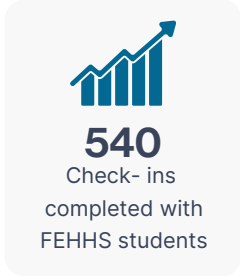


## Support Service Awareness

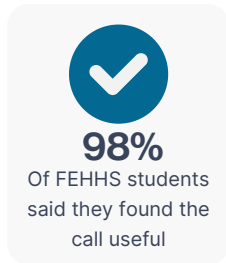


# Faculty of Education, Health and Human Sciences

## KPI overview

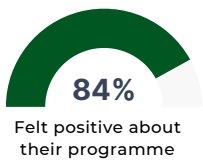


## Our Impact

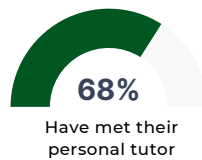


## What are FEHHS students saying?

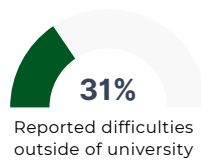
### Course Satisfaction



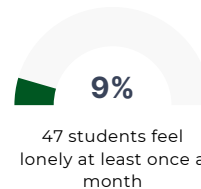
### Personal Tuition



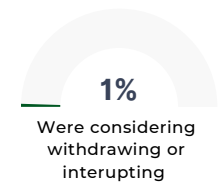
### Pressures



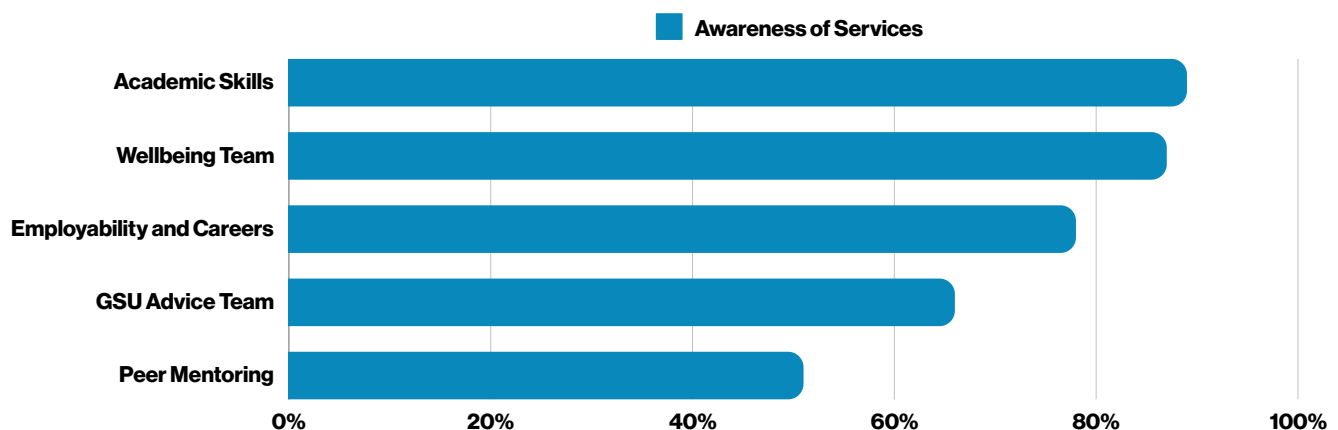
### Loneliness



### Considering Withdrawing



## Support Service Awareness



# Term 3 Service Overview

This report gives a summary of the key findings, themes and recommendations from the Retention service in term 3 of 2023/24.

## Who we call

- April starters
- Students not in attendance
- PGT students at dissertation stage
- Interrupting students: w/c 3rd June
- Students resitting over summer: 8th-26th July
- Student Reps Offboarding calls

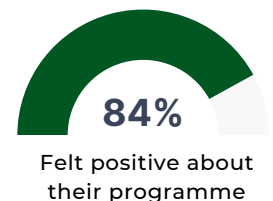
These groups are therefore over-represented in the findings below.

### Bangladeshi Student Check in

At the end of the term we also called Bangladeshi students to check in and signpost to places of support within the university, during the political instability and protests in Bangladesh. We spoke to 232 Bangladeshi students and the majority were primarily worried about not being able to contact family. They were all signposted to the Wellbeing team for support.

## Course Satisfaction

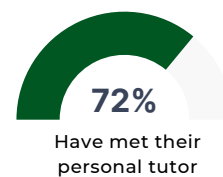
84% of FEHHS students felt positively towards their course and only 3% negatively, with the remaining 13% offering a neutral response.



Overseas students also ranked greater course satisfaction (90%) than their home counterparts (83%).

## Personal Tutoring

68% of FEHHS students knew and had met their personal tutor and 14% knew, but had not met them.



**Everything was perfect and the lecturers were very supportive.**

PGT Education student

## 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.



# Direct Referrals to other services

14 FEHHS students were referred for support to another university service who aim to follow up with the student within 5 working days as per an agreement set out in service level agreements.



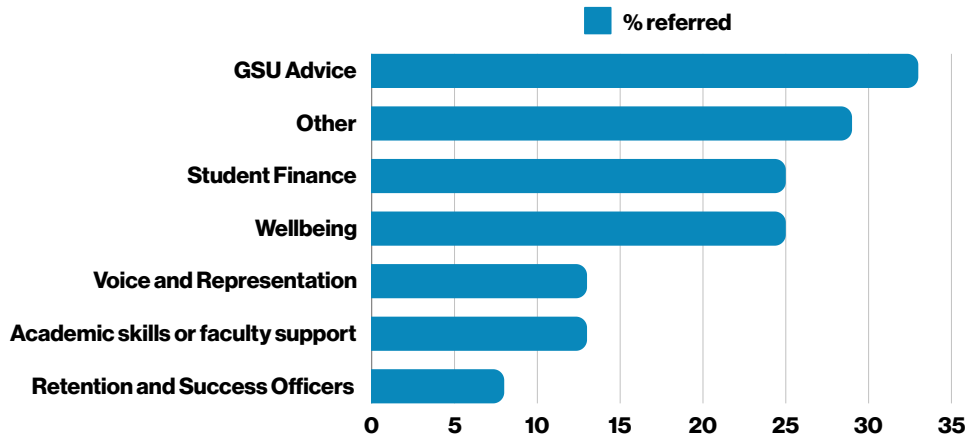
**24**

FEHHS students had a direct referral made to another service



**90%**

of students who were given further info or support continued with their studies



In addition to those students who were directly referred for support, 41 FEHHS students told us about financial concerns, social support, and course issues. We send these students additional information in support packs.



**34**

FEHHS students told us they were concerned about their finances, and were sent a finance support pack



**17**

FEHHS students told us they felt lonely, and were sent a social support pack



**5**

FEHHS students told us they were struggling with their course, and were sent a course support pack

The finance support pack includes information on ways to access cheaper food shopping, such as Too Good To Go or local community pantries, the free breakfasts and dinners provided by GSU on campus, university hardship funds and bursaries, budgeting tips and the opportunity to get a free Totum card.

The social support pack includes information on the Global English courses, Vygo (the peer mentoring app), GSU's buddy schemes, a downloadable calendar and colouring pages and information on GSU societies.

The course support pack includes information on the interruption and withdrawal process, how to contact your personal tutor, financial, academic and wellbeing support and information for international students on the visa implications of interrupting or withdrawing from their studies.

**I like that I was called up and asked for my opinion. I'm sure a lot of people don't know about all available support.**

FEHHS undergraduate student

# Continuation Rate

99% of all students called continued on their programme.

This may reflect this point in the academic year, as the deadline to interrupt studies fell early in this term for September starters and students are less likely to withdraw in term 3.

Faculty	Continuation %
Faculty of Education, Health and Human Science	100%
Greenwich Business School	99%
Faculty of Engineering and Science	99%
Faculty of Liberal Arts and Science	99%



**100%**

Of FEHHS students called continued on their programme

## Those considering withdrawing

5 FEHHS students told us they were considering withdrawing or interrupting. All 5 continued on their studies.

All students considering withdrawing or interrupting this term were undergraduate home students.

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.



**5**

FEHHS students told us they were considering withdrawing

**Zero**

withdrew (or were withdrawn) or interrupted their studies

**5**

students continued on their studies

**£222,150**

of fee income retained in FEHHS School this year\*

\*5 x UG home + Term 1 and 2 figures

# Co-Curricular Experience

## Loneliness

47 FEHHS students we spoke to reported feeling lonely in Term 3 equating to 9% of respondents in the faculty. This is slightly higher than the % for all students.

Of these, it was most common that student felt lonely either once a week or less than monthly (30% each). 74% of those who feel lonely are home students.

## Cost of Living Concerns

10% of FEHHS students are concerned about supporting themselves financially or paying their fees which is slightly higher than 9% of all students called. Of those FEHHS students concerned about their finances and fees, 54% identified financial pressures affecting their studies, such as cost of living, commuting and travel or work commitments.

Commuting and travel came up as a consistent concern across all faculties. This was spread fairly consistently across all campuses, and consisted of comments regarding the Medway bus, parking issues and students who live far from campus.

## Support Service Awareness

During the calls, students are asked if they are aware of and have used, the following services.

All students called were reminded about the support that these teams offer, and many students commented at the end of the call regarding how useful it is to be given this information.



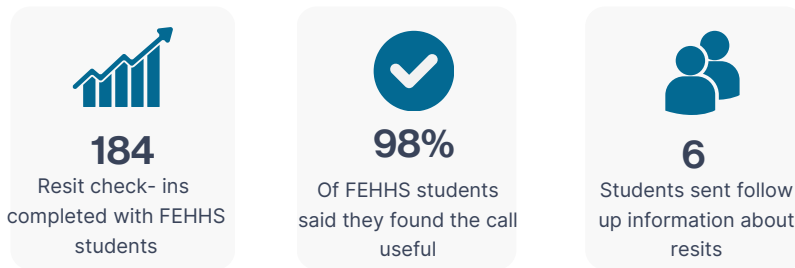
**The call helped me to express my experience at the university as well as explaining what I think needs improvement.**

FEHHS undergraduate student



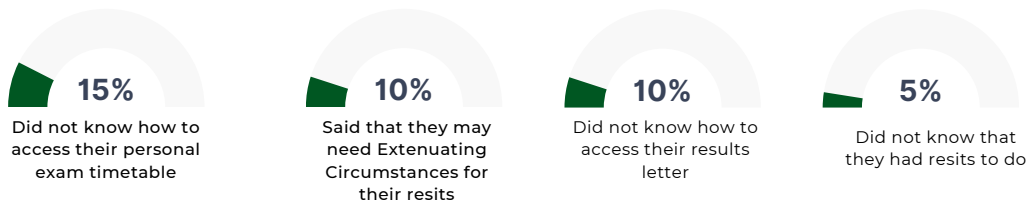
# Analysis of Resit Calls

## Call statistics



## Resit Specific Questions

When calling students who have resits over the summer, we ask questions specifically about the resits, as well as reminding students of the support that is available to them.

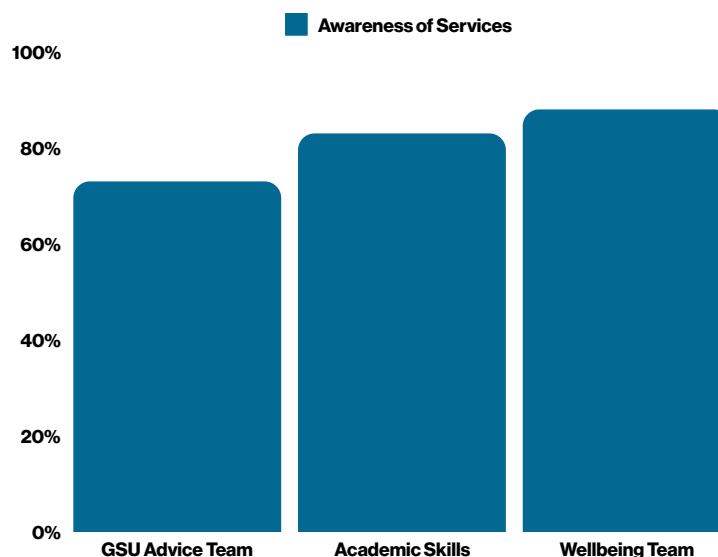


## Support Service Awareness

During the calls, students with resits are asked if they are aware of and have used, the following services which may be relevant during the resit period.

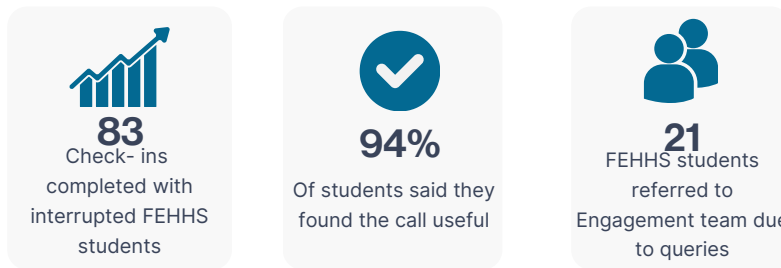
All students called were reminded about the support that these teams offer including resit specific support on offer, and many students commented at the end of the call regarding how useful it is to be given this information.

The table below shows that support service awareness is higher in students taking resits, which is positive as it implies there has been communication about these services to them.



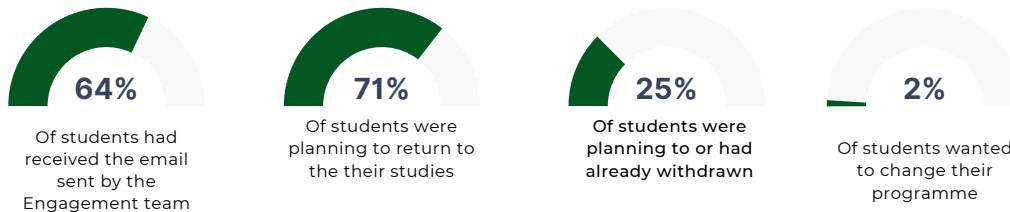
# Analysis of Interrupted Students Calls

## Call statistics



## Interruption Specific Questions

When calling students who are on an interruption, we ask about students' plans in terms of returning to university and if they have received the email sent by the Engagement team offering information about returning to university.



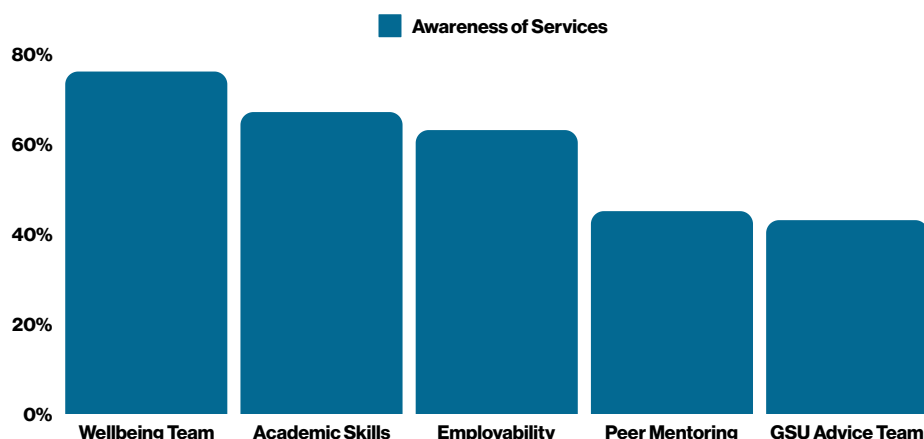
The majority of the follow up support needed by students was regarding how to defer their return further, how to communicate their withdrawal to the university and how to register for the coming term.

21 students were referred to the Engagement team for further support with their queries, 16 of these were regarding withdrawal, 4 were regarding deferral and 1 was a more complex query.

12 students said they were concerned about financial issues and were sent follow up information about support from the Student Finance team.

## Support Service Awareness

During the calls, students on an interruption are asked if they are aware of and have used, the following services. All students called were reminded about the support that these teams offer so that they can make use of them if needed, on their return.



# Recommendations

The recommendations made here stem from the conversations had with students and the themes that emerged. It is proposed that these are reviewed by university services, faculties and the GSU.

## Timetabling



**The issue:** Timetabling has been a recurrent theme again this term. FES students are more likely than those in other faculties to raise this issue.

**Students said:** Timetables can be sporadic which result in frequent journeys to campus and difficulty with balancing other commitments particularly childcare and late lectures for FEHHS students. There have also been reports of last-minute timetable changes and overcrowded teaching spaces.

**The Retention Project recommends:** Coordination across faculties and programmes to ensure that there are as few issues as possible. As suggested last year, flexibility for students to change seminar groups to ensure they are convenient for students is recommended, particularly for students with caring responsibilities.

## Placement issues



**The issue:** Students who have a placement as part of their course are reporting issues with finding placements or being supported whilst on them.

**Students said:** Placements were hard to find for those who have to find them independently. FEHHS students say that there are some difficulties with placement organisation and with support whilst on placement.

**The Retention Project recommends:** Ensure that students know who to contact for support with finding placements (if needed) and are given enough support to find them. Strengthen the processes for students reporting difficulties on placements so that they can be supported through any issues. Look into organisation of placements and how this can be improved.

## Employability support in Term 3



**The issue:** Term 3 may be a particularly important term to host employability and employment activity so that students feel confident leaving university and moving into the UK job market.

**Students said:** They felt stressed and worried about being able to find a job after graduation. They were looking for more employment support from the university.

**The Retention Service recommends:** More employment support offered in Term 3 after assessments have concluded. These would need to be advertised very specifically to students who are graduating and looking for post-academia support.

# Academic Year 24/25

In the coming academic year we have refocused our objectives for the service. We are focusing on the support and retention aims of the project, and therefore focusing on students who are at higher risk of withdrawal.

We have laid out a number of strategies which we will implement over the next academic year, to ensure that we are reaching the students that we would like to reach, and to provide the most high quality support to those students.

Strategy	Objective
<u>Outreach</u> Calls; updated survey Texts and WhatsApp; new ways of reaching students	<u>Outreach</u> Diversify contact methods and therefore reach more students Focus on support and retention aims Targeted support to students with an increased risk of withdrawal
<u>Follow Up Support</u> Signposting and referring Additional follow ups for escalated students	<u>Follow Up Support</u> Tracking outcomes for students and ensuring communication has reached them Consistent support and monitoring Early identification of unresolved or repeating issues
<u>Marketing</u> Social media Updated website New brand identity for the service	<u>Marketing</u> Increasing the visibility of the service Potentially increasing self-referrals
<u>Training and monitoring</u> More in-depth training and refreshers Call quality monitoring alongside 121s	<u>Training and Monitoring</u> Increased quality of support and signposting Callers feel supported and upskilled
<u>Collaborative targeted support</u> Linking with the university when reacting to global events Linking with Engagement and Opportunities to launch the AH and GRE buddy schemes	<u>Collaborative targeted support</u> Ensuring a joined up approach Increased visibility of the service for university staff Targeted support for students facing loneliness

If you have any further questions about our aims and strategies for next year, or questions about any of the information and recommendations given above, please to reach out to:

**Steph Scott - Retention and Insights Manager - [s.e.scott@greenwich.ac.uk](mailto:s.e.scott@greenwich.ac.uk)**