

## Employability & Innovation Project (EIP)

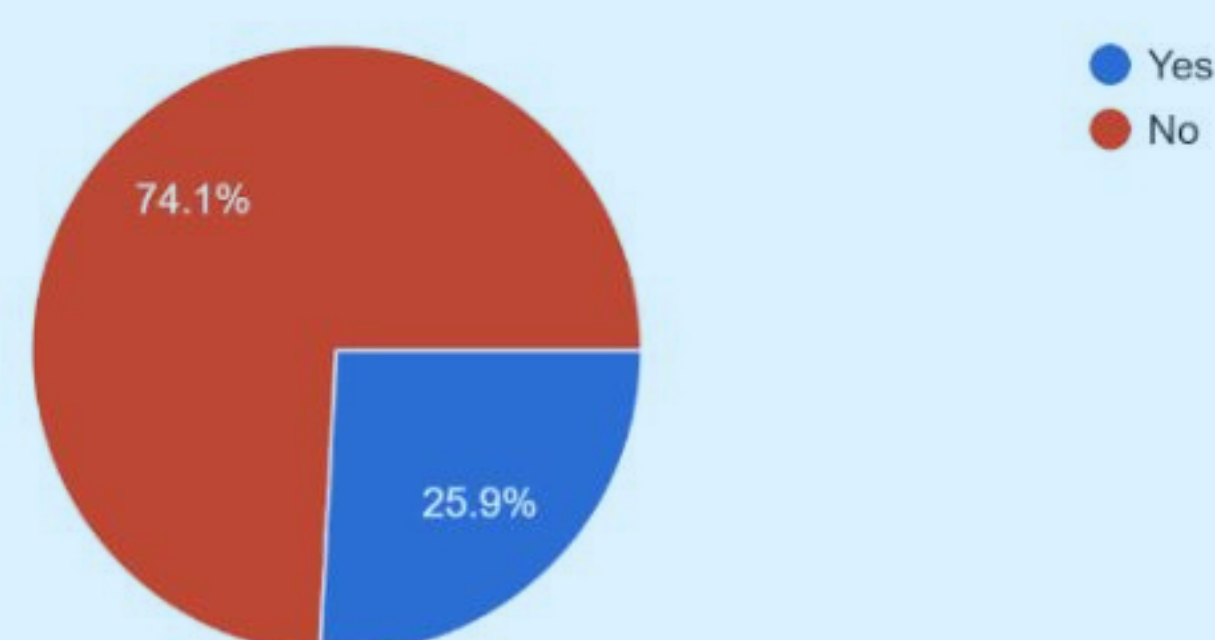
**Students partners:** Joseph Valenti, Mugdha Karri, Soman Ahmad, Auosha Auosha

**Academic partner:** Dr Anjali Ghosh

### Executive Summary

Achieving goals in a specific professional field requires academic qualifications and experience, particular to that field. Unemployment is another rising concern among students after graduation. Raising awareness about the available opportunities at the University of Westminster or provided by the University can increase the engagement of students within the University as well as the employability rate of students after graduation. The most important aims of our project were growing awareness about the available opportunities, and building connections between students and faculty. First, we identified all the available work experience opportunities at the University of Westminster. Then, we used Google Forms to take surveys to collect data about the student body's recent professional experience. The surveys were circulated among students via emails, WhatsApp group chats, Instagram, Twitter, Blackboard, and by posting flyers.

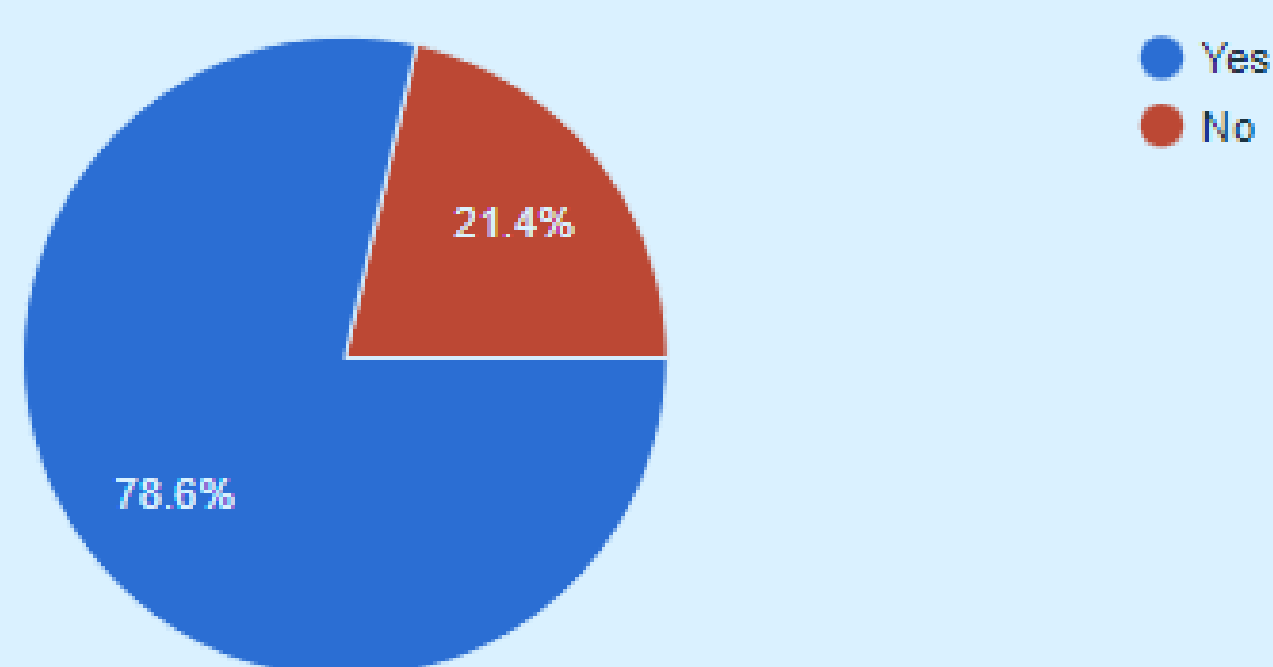
Have you ever engaged with employability enriching activities (Such as internships, career mentoring, networking, training)?  
85 responses



According to one of our surveys 74.1% of students had never participated in any employability enriching activities

To fulfill our project aims we organised a workshop in which students and teaching staff were invited. In the workshop, a presentation was given by our team about all the available opportunities. We concluded with a "Q&A" session.

Are you interested in attending Co creators research project workshops?  
84 responses



78 % of the students are willing to take part in employment enriching activities like Co-creators workshops

### Aims

- Evaluate the priorities and future career aspirations of biomedical science students inside the university by making and doing surveys. It involves academic education or clinical education programs in various fields. This facilitates project granularity and the acquisition of pertinent knowledge.
- Encouraging internal discussion among students to increase their knowledge of extra employability resources and their sources by organising workshops at the Cavendish campus.
- Starting inquiries and gathering the training, certification, and work experience resources that are currently accessible to students by discussing with the employability team and concentrating on distributing this collection of materials to the students. The information gathered from the Westminster student hub <https://www.westminster.ac.uk/current-students>
- After gathering the information it was distributed to the students and later feedback was taken.
- Gathered and analysed comments which were subsequently used to improve this approach.

### Methods

- Flyers and posters were provided to students and also posted on Blackboard, informing them about the opportunities and workshops.
- Workshops were conducted to assist students in enhancing their resumes with their experiences. The outcomes of the workshops were positive; they helped students to identify what they would pursue during their degree and the relevant qualifications they would need to obtain in order to achieve their goals.
- Google forms-based anonymous surveys made it easier to get an agreement on the existing student body's satisfaction with their employability skills and involvement through both qualitative and numerical data. The questionnaire was meant to be filled out and submitted by students.
- Two surveys were made available, asking about study levels, study courses, and other topics the capacity to locate chances on job-hunting portals like Indeed and the UoW careers site "Engage," as well as general happiness with the activities they had taken part in that improved their employability in the past throughout college. The questionnaire could only be filled out with the consent of every student.
- Project activities and results were documented in a team-driven work portfolio.
- Instagram, Twitter, and WhatsApp chat were also used as social media platforms to interact with students about the seminars and inform them of the opportunities.

Employability and Innovation project (EIP)  
Instagram: <https://www.instagram.com/uoweip/>  
Twitter: <https://twitter.com/UoWEIP>

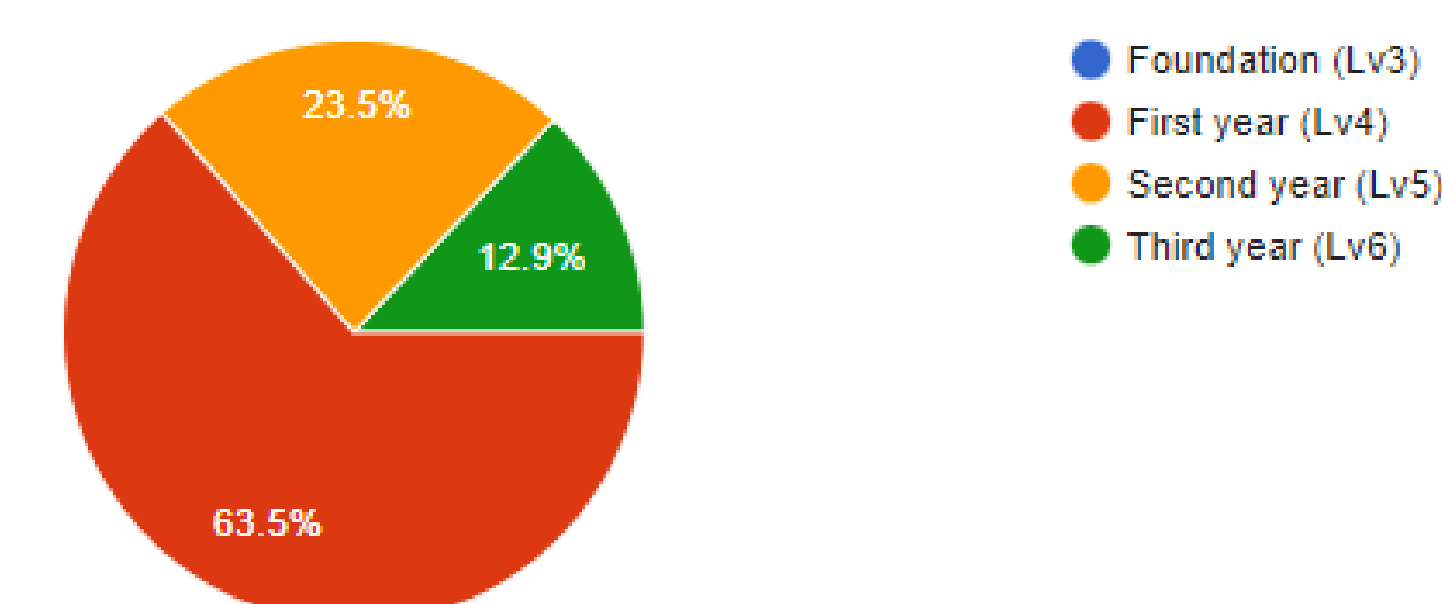
### Results

The total collation of data throughout this project can largely be divided into three main target areas of interest: the identification of chief career sectors desired via the student body, the identification of relevant qualification status of current BMS students, and an overall satisfaction rating towards education delivery/ assistance approach, being attained via two pinnacle questionnaires. Each questionnaire identified many noteworthy statements/themes.

**Questionnaire 1:** In order to determine the course, level of study, and level of involvement of the student body, Questionnaire 1 was used as the initial data gathering step 85 answers were received from students enrolled in various biomedical science courses and academic levels. The majority of students majored in biomedical sciences, physiology, pharmacology, human nutrition, medical sciences, biochemistry, and biological sciences. The image on the right shows students participating from different levels of degree.

Level of study ?

85 responses

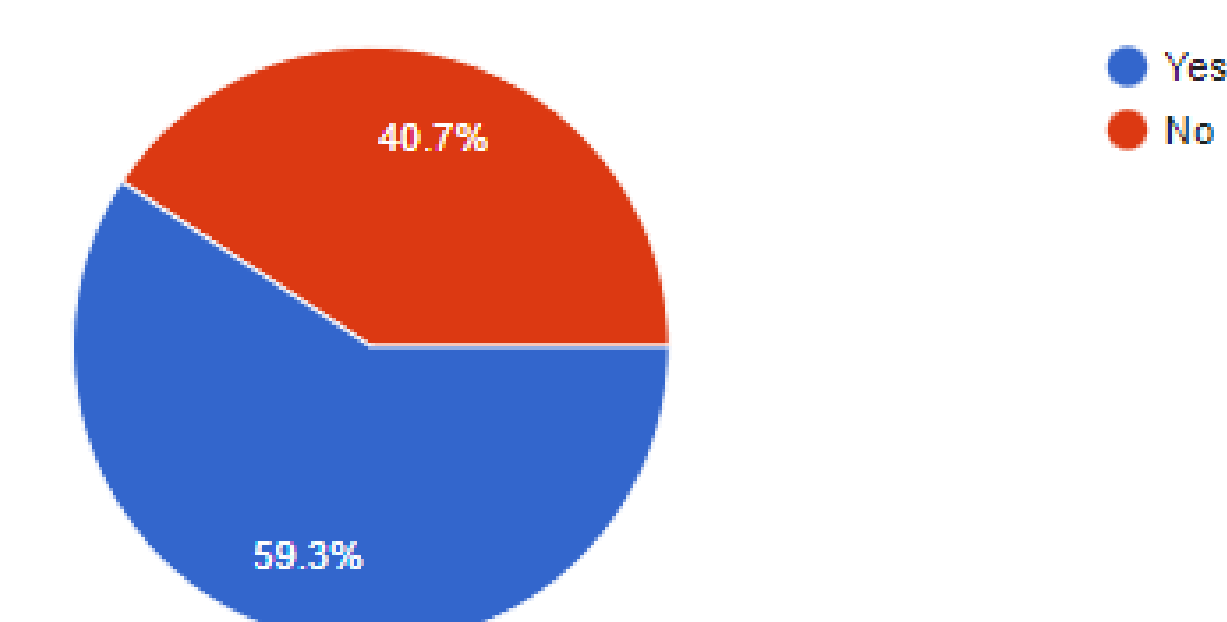


**Questionnaire 2:** The answers to Questionnaire 2 provided information on the student's individual experiences with the job market and industry, including whether they found it difficult to find work experience opportunities, how confident they were in their ability to meet their professional objectives, and the kinds of additional training, certification, and work experience they would like to receive from the university.

The 59% of students who participated in surveys say it is difficult to find employment opportunities

Do you find it difficult to find employability opportunities online / on Engage ?

27 responses



According to survey results, encouraging and incorporating extra training, certification, and employment opp enhance everything overall contentment with their degree and the school, as well as their participation. Notably, most students indicated they look forward to participating in more of these activities, expanding the project's potential audience.

### Recommendations

Introducing training programmes and opportunities outside of the university that involve outside businesses, organisations, and other institutions can assist increase the professional talents and UoW student network. For instance, collaboration with local facilities, societies, and laboratories can give students information on the different graduate prospects accessible and strengthen the connection between academic knowledge and expertise and the larger industry. Participation would provide students with the knowledge and abilities they need to succeed in the workplace, enhancing their pleasure and confidence in their professional performance. Furthermore, Simply because there isn't enough time to complete a project, it can end up failing. Although we were able to acquire data streams twice during the course of our study, it would surely be fantastic if more data streams could be established. But additional time would be needed for that. The availability of this 12-month cycle would provide people who choose to participate plenty of time to complete it. Additionally, it makes easier to handle projects, particularly during assessment times.