

# Engaging students in employability activities to aid their transition through higher education and into the workplace

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# Aims

- Ascertain student motivation for undertaking higher education
- Understand student career aspirations
- Identify the employability support our students require
- Use findings to influence how we engage students with, and deliver, employability interventions

# Kingston University

- Kingston University = 20,668 students
- Faculty of Science, Engineering & Computing = 7,470
- School of Life Science = 1,382

(Dec 2014)

2011 = Review of the academic framework (RAF)

2012 = Personal tutor scheme

2013 = School of Life Science reflective log

2014 = SADRAS research project

# School of Life Sciences

- Biochemistry/Medical Biochemistry; Biological Sciences; Biomedical Science; Pharmacology;
- Exercise, Nutrition and Health; Nutrition; Sports Science / Sport Analysis and Coaching; Forensic Science / Forensic Biology

## Research Method

- Qualitative research method
- Student survey
- 271 bioscience students were surveyed across level 4 (113), level 5 (80) and level 6 (78)

983 students **27.6%**

# BME/gender data responses

	<b>BME</b>	<b>Gender</b>	<b>Female : Male</b>
<b>Level 4</b>	39.8%	91.1%	2.2 : 1
<b>Level 5</b>	20%	93.7%	2.26 : 1
<b>Level 6</b>	29.5%	85.9%	1.95 : 1

# University course specific data

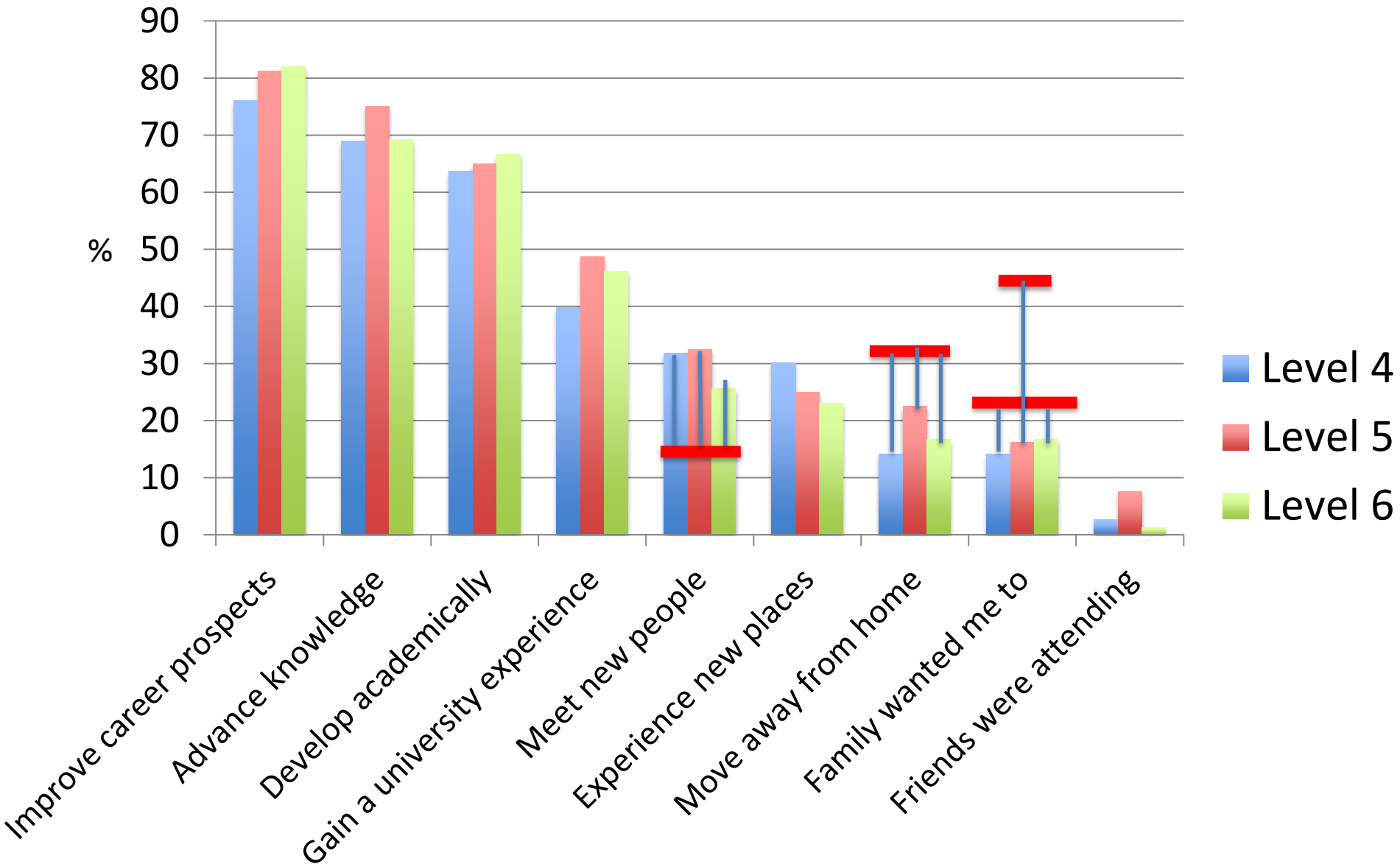
## Gender

	<b>Males</b>	<b>Females</b>	<b>Female : Male</b>
<b>Biochemistry</b>	42	42	1.0
<b>Biomedical Science</b>	186	400	2.2
<b>Biological Sciences</b>	20	21	1.1
<b>Medical Biochemistry</b>	13	37	2.8
<b>Pharmacology</b>	74	85	1.1
	<b>335</b>	<b>585</b>	<b>1.7</b>

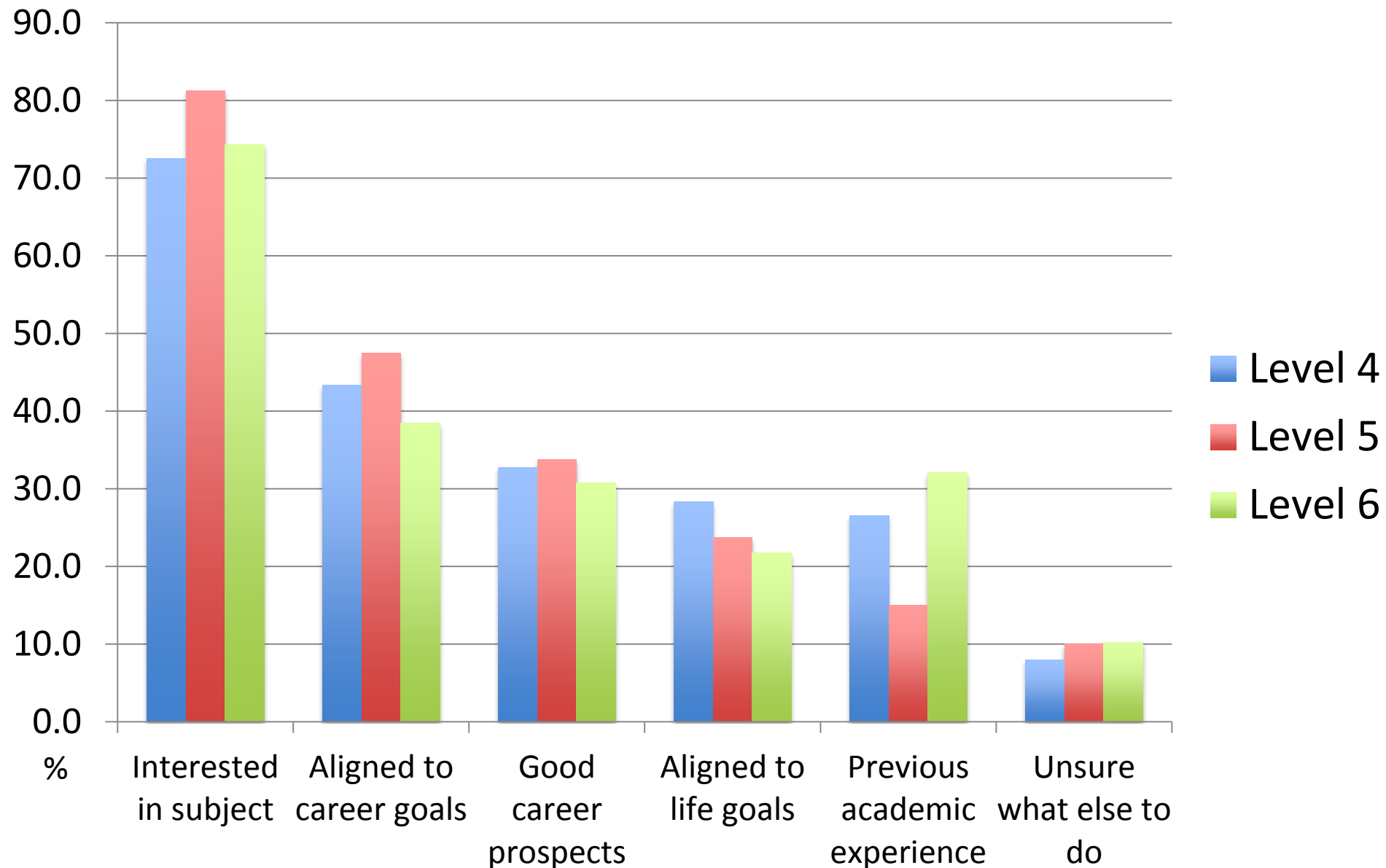
## Ethnicity

	<b>Black</b>	<b>Asian</b>	<b>White</b>	<b>Other</b>
<b>Biochemistry</b>	29.8	34.5	31.0	4.8
<b>Biomedical Science</b>	28.2	48.5	14.7	8.7
<b>Biological Sciences</b>	18.3	24.0	39.4	18.3
<b>Medical Biochemistry</b>	26.0	46.0	22.0	6.0
<b>Pharmacology</b>	27.0	43.4	19.5	10.1

# Why did you decide to attend university?

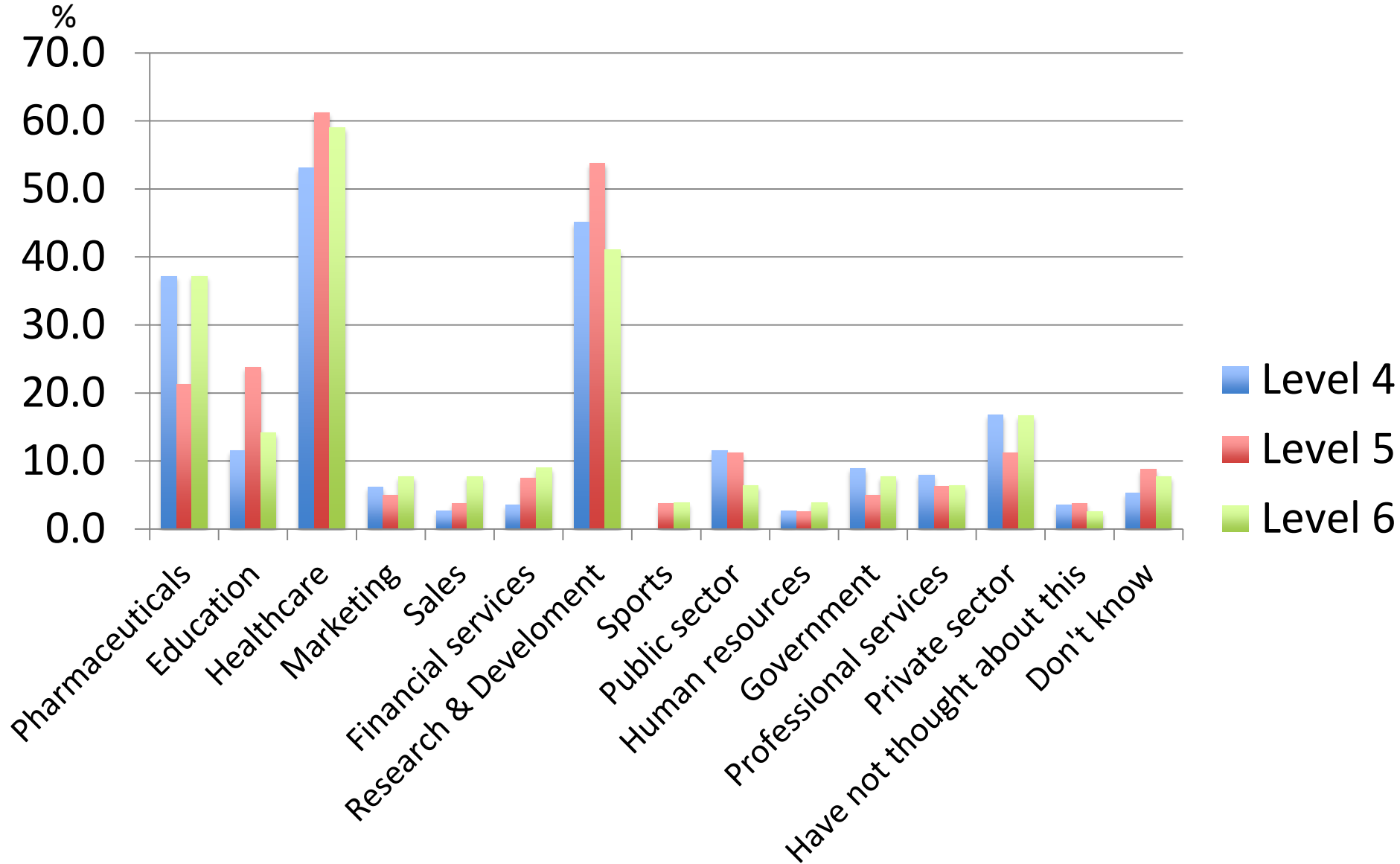


# Why did you choose your degree subject?

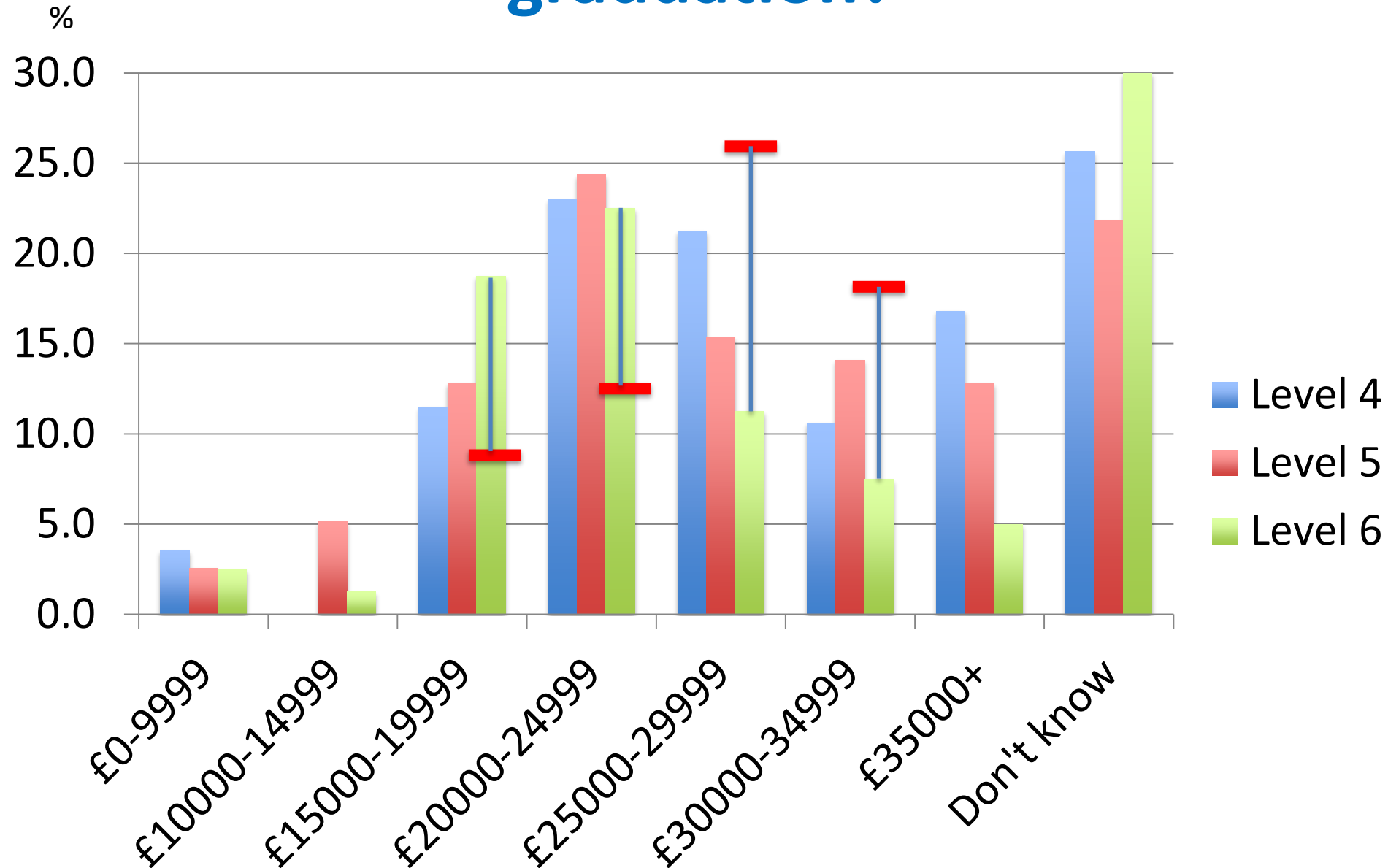




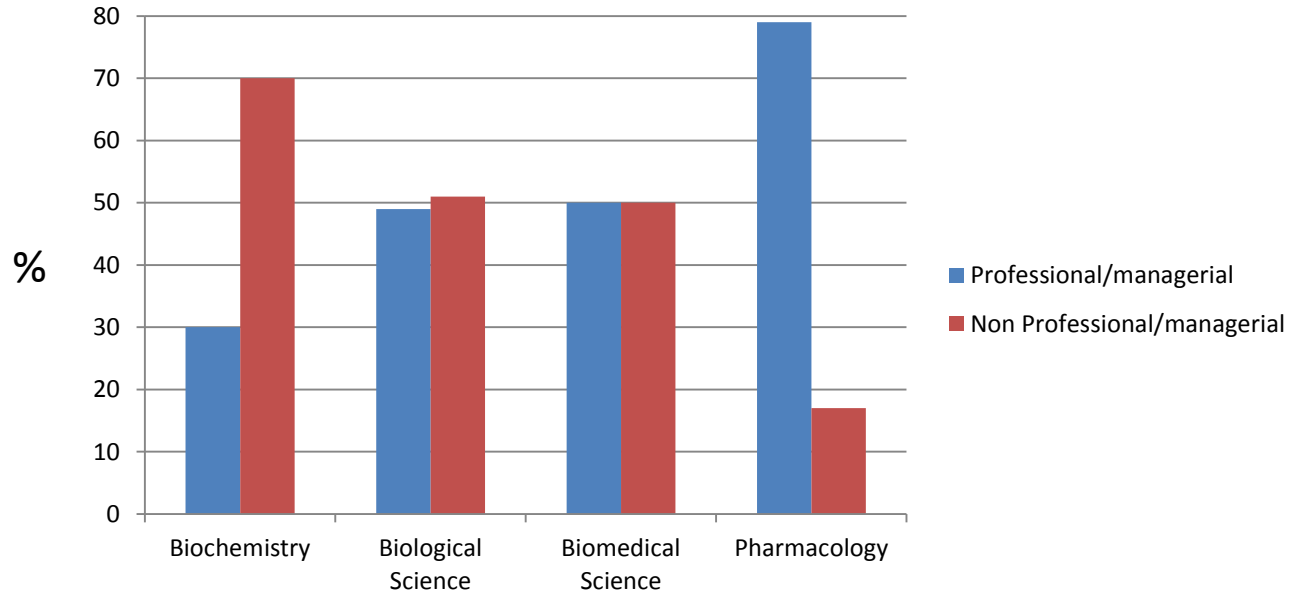
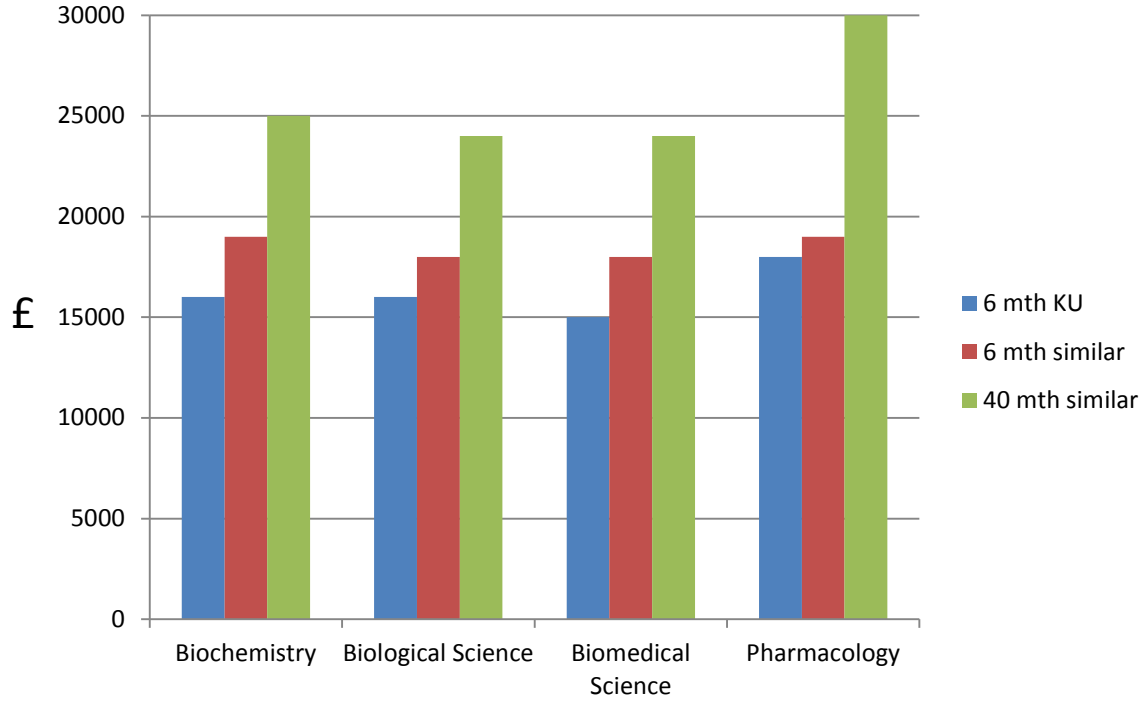
# Upon graduation, which industry sectors do you aspire to work in?



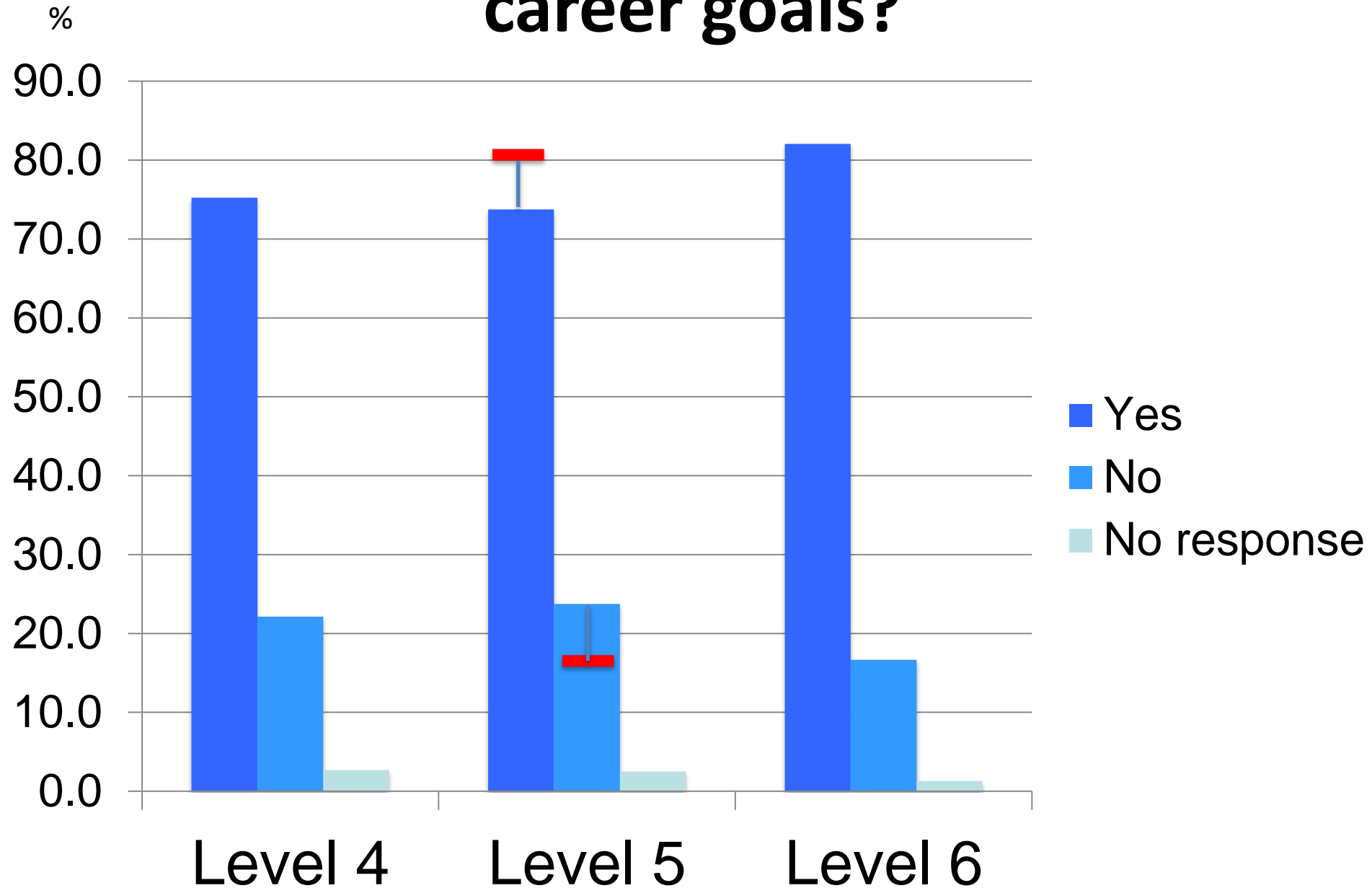
# What is your anticipated salary upon graduation?



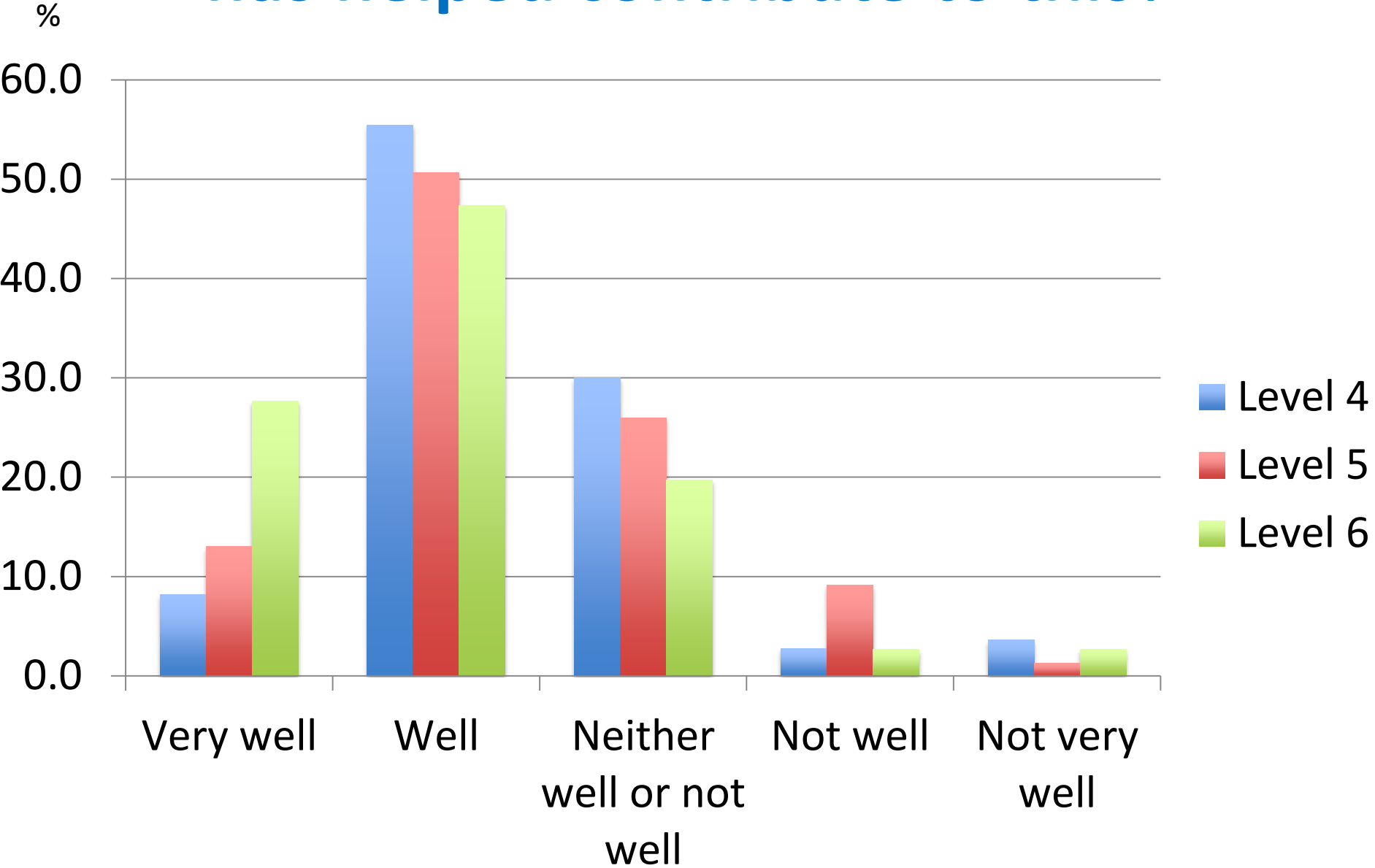
# How realistic? Unistats data



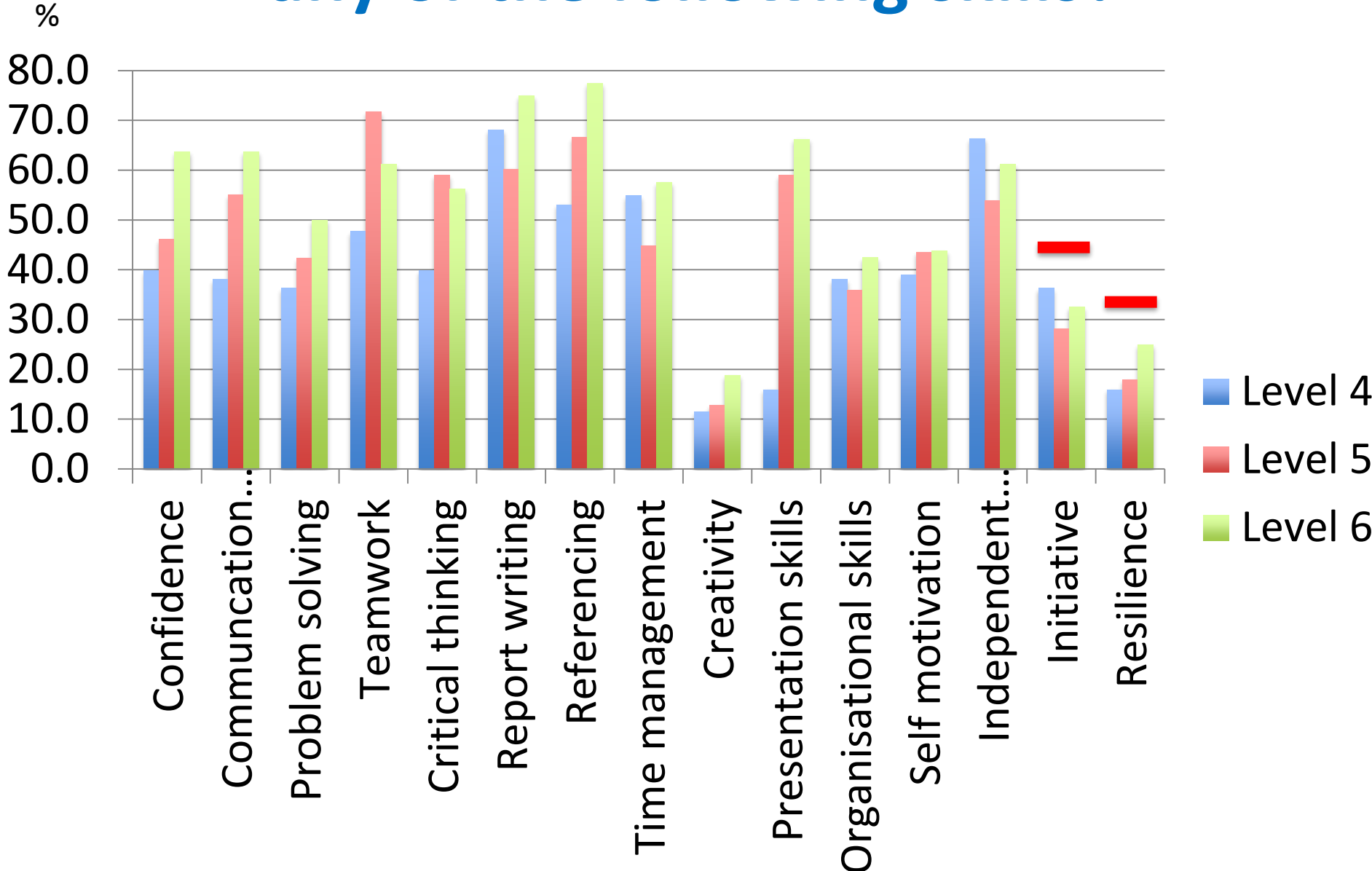
# Do you feel confident in achieving your career goals?



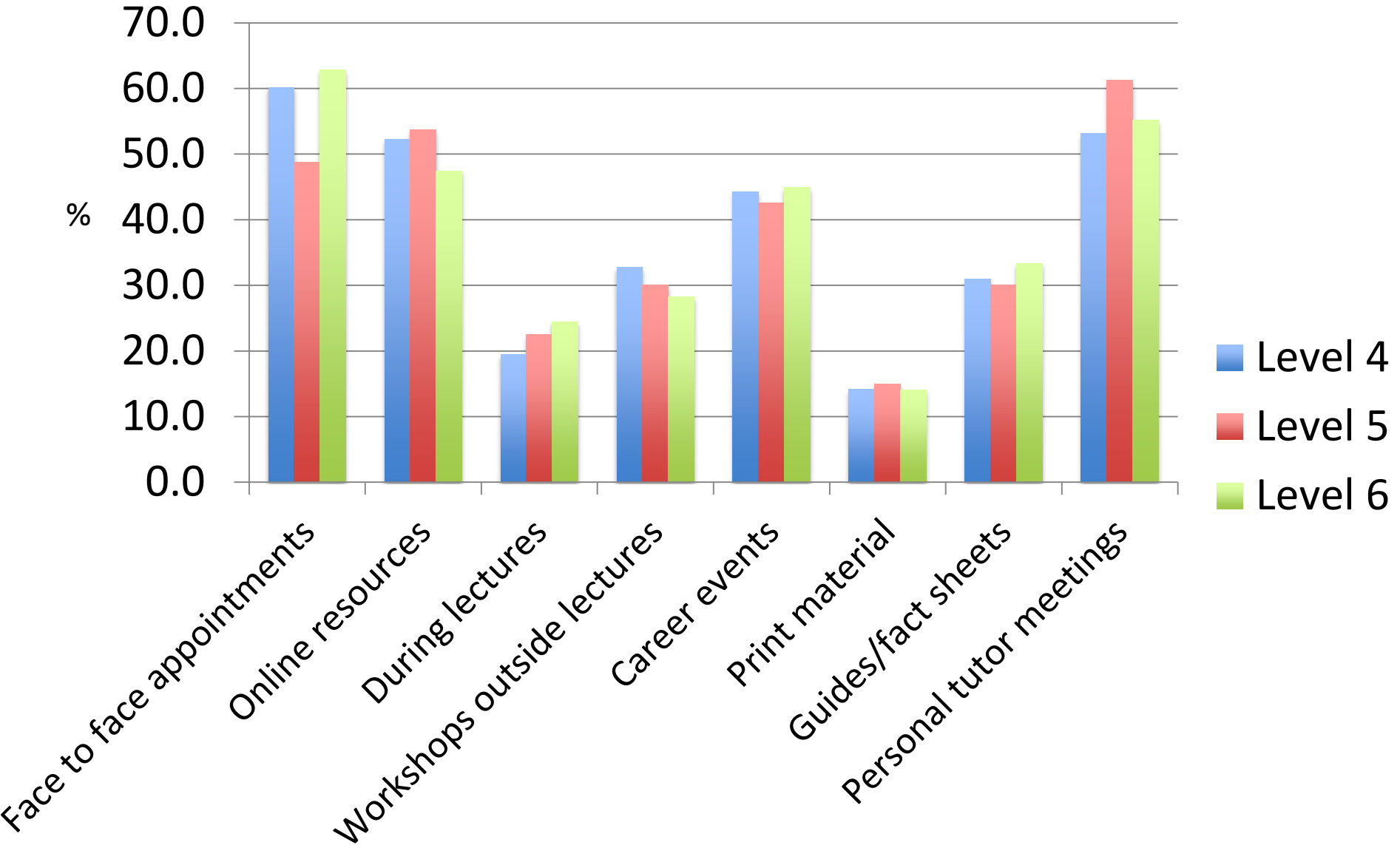
# How well do you think Kingston University has helped contribute to this?



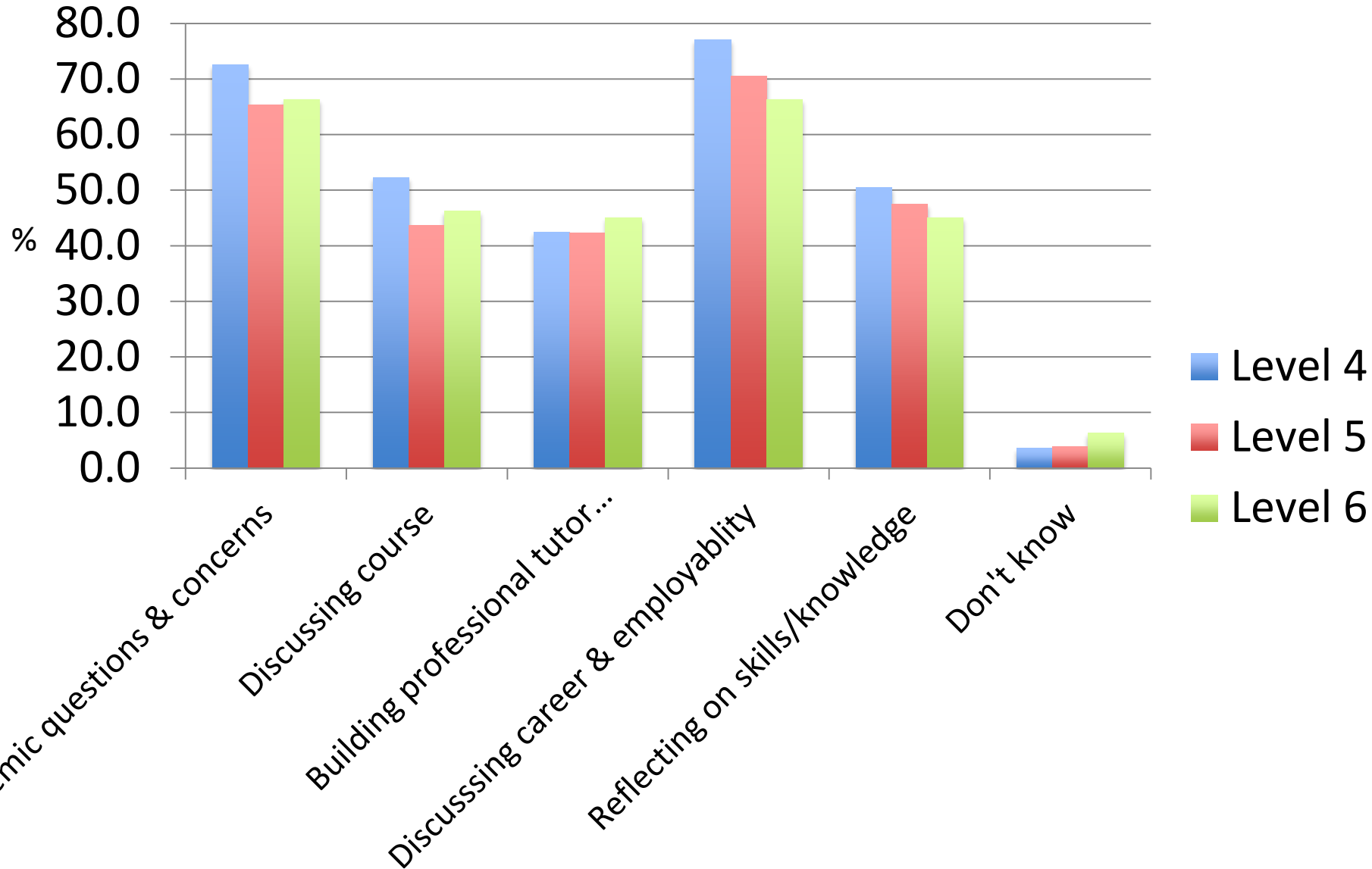
# Do you believe your course has developed any of the following skills?



# How would you like to receive careers and employability support at Kingston University?

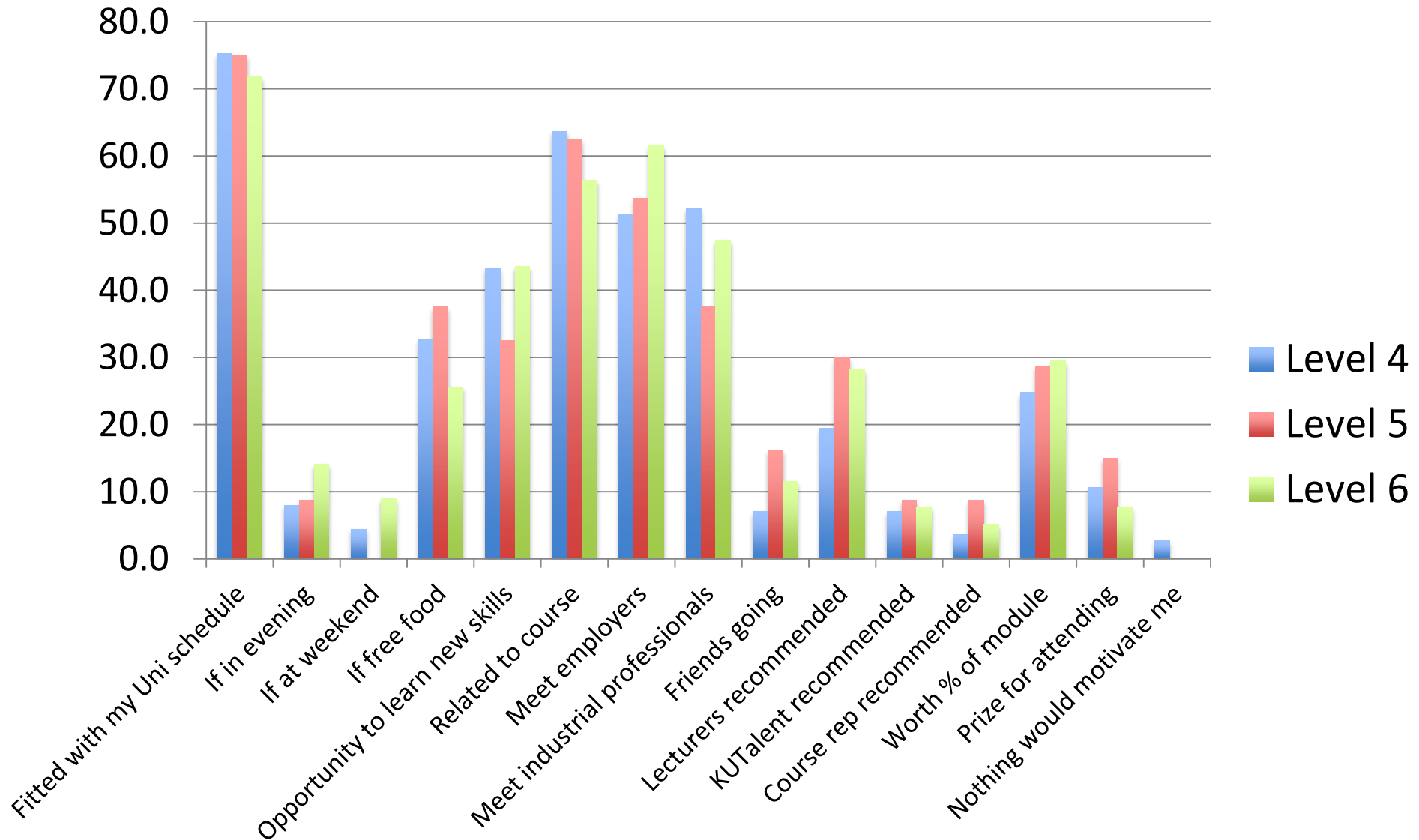


# What do you feel should be the focus of your personal tutor meetings?





# What would motivate you to attend career events and workshops?



# Conclusion

- The majority of students chose to study at HE to improve career prospects
- Pharmaceuticals, healthcare and R&D most popular sectors
- All students wanted personal tutor meetings to be a chance to discuss employability
- Students wanted to engage with employability activities that fitted around their schedule
- Salary expectation, skills developed and motivation for HE varied among different ethnic groupings

# What have we implemented?

- Successfully bid for funding to procure bio science career guides
- Amended career event times and dates
- Influenced online resources within the Careers Service, KU Talent.
- Ensured academic support exists to encourage student engagement with employability interventions

# Questions?

