UNIVERSITY OF WESTMINSTER⌗

Added Value Report:
University of Westminster Transformation in Students Project

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Contents

Executive summary

Introduction

One of the core aims that all Higher Education institutions share is to enhance graduate employability, and develop a workforce that is ready for the constantly changing labour market. While the concept of employability is shifting and variable (e.g. students as 'customers' and/or 'partners' (Skea, 2017), it is necessary to develop inclusive measures of employability that can extend beyond generic skills, and include values and identity-driven attributes. The literature recognises that graduate attributes are a set of desirable skills, qualities and understandings that both the University and students deem as important for employment and for shaping identities within the labour market (O'Leary, 2016; Bridgstock, 2009; Tomlinson, 2007). Thus, focus groups and interviews were carried out with undergraduates, postgraduates and alumni to explore their experiences at the University of Westminster, and to elicit the values and qualities that they consider important and personally valuable to their success in the future. This report presents qualitative findings on students' experiences of gaining "added value" from their time at Westminster. Subsequently, we will use the results to create a robust survey that gives a scientific measurement of students' attribute development throughout their studies at University.

Methods

In total 26 students took part in qualitative focus groups and individual interviews carried out in pre-Covid times, in October 2019:

- 13 undergraduate students, of whom 6 students were new, either in Foundation or 1st year, and 7 graduates who completed their studies in 2018 and 2019.

- 13 postgraduate students, of whom 7 students were new, and 6 graduates who completed their studies mostly in 2019.

- The majority of students were from the College of Liberal Arts and Sciences (LAS: N = 11), followed by Westminster Business School (WBS: N = 9), and the College of Design, Creative and Digital Industries (DCDI: N = 6).

- There were 13 international students, 7 from the EU, and 6 Home (UK) students.

- Students discussed topics related to their experiences at University, as well as graduate employment skills and values they hoped to improve during their time at University, or that would have been useful to gain during their time at University.

- Qualitative data was analysed based on a thematic approach (Braun & Clarke, 2006).

Key findings

Experiencing the University

First few weeks at the University

- Settling into University life was generally exciting and successful for most students. Whilst some were attracted to informative sessions and engaging conversations with other fellow students and lecturers, others focused on technical problems, found the Orientation and enrolment programme to be complicated, or felt frustrated and lonely when mixing with new people.

- Although first impressions and experiences helped some students to feel more at ease and "at home", others found this period uncertain. For example, some of the international postgraduate students felt especially isolated and needed more support to integrate into life in the UK.

Transitioning into University

- Adjusting to University-level education can be challenging. Students agreed that transition from college/school to University, including adjusting to new education standards and expectations, could be improved with more informative guidance at the start of the academic year.

- In response to this, and other academic and/or personal worries, students found that engaging with the existing support systems and resources at Westminster (e.g. academic and library support, including University Student Support Services, as well as various initiatives and schemes for enhancing students' employability and skills) were key in helping them settle in and get the most out of their University experience.

- Although accessible to most, some students were concerned that the University's online communication and advertisements about the purpose and significance of the vast collection of existing resources were getting lost amongst the general noise, e.g. of online newsletters and emails. As a result, some students felt they were missing out on useful opportunities.

Engaging with the University

- Getting involved with different activities and interests, and engaging with other fellow students and student support services, encouraged students to come out of their shell and enjoy their time at University.

- In addition to learning that Westminster champions diversity and offers a supportive environment, students agreed that lecturers, tutors and other members of staff were also integral in contributing to their University journey and their development of personal and professional skills. Despite some disappointments with staff, most students described academic and professional staff as highly dedicated, approachable and supportive of students above and beyond.

Added value students gain at the University

Belonging

- Many students reported that during their time at the University they felt included, accepted, and were able to make friendships and long-lasting connections. However, some of the postgraduates were less able to socialise and build friendships due to time restraints within their course. This has effectively left some of those students feeling isolated.

Coping with stress and different demands

- Stress was an inevitable part of University life. Students reported a variety of strategies to deal with stress and overwhelming emotions, including learning about resilience, keeping a goal in sight, and being persistent and motivated to achieve desirable outcomes. Others pointed out that taking breaks and having support systems in place, such as family, friends and/or professional support services, could help during busy and demanding times.

- Others reflected that being exposed to the pressures of University lifestyle, managing increasing demands as well as their personal life, helped them to strengthen their organisational skills and manage their lives better.

Being confident

- The importance of developing confidence resonated with many students. Confidence was seen as important for professional careers and an important personal trait, particularly for better communication skills. Students whose English was their second language were concerned about their language accuracy and wished they were able to improve their communication, and their confidence in speaking and presenting to different audiences.

- Students who were more reticent recognised that lack of confidence got in the way of their goals, whereas students who had opportunities to engage and practise their social skills sometimes noted that their fear of criticism and judgement reduced over time.

- Both confident and more reserved students recognised that being surrounded by supportive individuals and an encouraging atmosphere at Westminster sometimes helped them to achieve their desired skills and qualities.

Putting skills into practice

- Most students agreed that they wanted more help to enable them to put their acquired skills and knowledge into practice. Although students have successfully practised their skills during in-class activities and through the taught curriculum, more practical application and real-life experience were desired. Practising skills was seen as necessary to becoming more employable and having a competitive edge over other job applicants.

- Students recognised that Westminster has a well-established careers and employment service offering opportunities for work placements, internships and practical experience. While some students have successfully benefited from these opportunities, others experienced some gaps.

- Some students noted that there was a lack of prospects for practising the skill of networking. Networking was seen as a chance to collaborate and showcase work, but students worried that these opportunities, including guidance on how to network, were currently limited.

Conclusions

Students generally recognised that during their time at the University their work ethic had increased, and they had learned to become more confident in their abilities and knowledge. These are important life and career skills, for which students are particularly grateful. Our research has shown that although not all students had the same positive experiences, most students valued their University time and agreed that it had helped them to develop necessary skills, values and mores.

The overarching call was for a more joined up and unified approach across colleges, professional services and the University. Students were concerned that despite so many available life- and career-changing opportunities, they were not always able to take full advantage of them due to feeling overwhelmed with studies and University life, as well as the limited advertisement of some opportunities.

Students praised the University's role and commitment to support students' development of professional and personal qualities and skills. However, in order to realise their full potential, students would like to see some changes. In addition to taught in-class programmes, students wanted more support with practical learning and application of their skills, including more opportunities for real-life experiences.

Background

The University was originally founded in 1838 as the first polytechnic, becoming the **Regent Street Polytechnic** in 1882 under Quintin Hogg, and gained University status in 1992. The **University of Westminster** has a distinguished heritage. We are proud of our cosmopolitan identity and of being at the centre of one of the most dynamic, open and diverse cities in the world. We have a celebrated history of outreach and promoting diversity and equality of opportunity. Our undergraduate population is led by commuting students from economically disadvantaged households and a wide spread of cultural backgrounds; for many English is not the language used at home. The hallmark of the Westminster approach is the development of sustained, targeted and inclusive learning. Our levels of attainment demonstrate the added value provided by studying at Westminster, and the quality of our courses.

The contemporary focus on the development of graduate attributes – being important measures of successful learning – has meant an emphasis within higher education on preparing students for their lives beyond university, including in terms of work and future identities (Holmes, 2013; Tomlinson, 2010). The consideration of such skill sets now influences how management, academics and students themselves are encouraged to perceive the student experience (Daniels & Brooker, 2014). One of the core aims of the Higher Education institutions is to ensure that graduates leave University ready for the labour market, since policy-makers and government (BIS, 2011), students (CBI/NUS, 2011) and employers (Archer & Davidson, 2008) all converge around this requirement. The recent implementation of the Teaching Excellence Framework (TEF), which comprises a range of outcome metrics including retention, student satisfaction and engagement, and employment and progression, has only added to this focus (HEA, 2017).

To date, no University in the UK has established a successful way of measuring these kinds of attributes and values over time, from enrolment to completion of a degree programme. However, King's College has done some preliminary research with their students in investigating attributes we are also interested in, like belonging, confidence, networking and student success. Given the importance of graduate attributes with regard to employability and the need to produce a tangible way of measuring the skills gained by students, the current project had the initial aim of improving our understanding of the student experience at the University of Westminster.

We will subsequently go on to create a scientifically robust *Transformation in Students Survey*, which might also be applicable in other Universities. This survey could be used to track student development, and so directly address government objectives by driving continuous improvement in the HE sector, as well as providing direct and concrete information to students about their attainment.

Employability was noted as one of the core objectives that will be the focus over the next five years for the University of Westminster. Therefore, producing a tool that will provide students and other stakeholders with data on the development of core skills gained during their studies will not only help them to articulate these skills explicitly to employers, but will also contribute to understanding the "value added" for students engaging in University education. Better identification of this "added value" could help give the University a unique and competitive edge. It is also hoped that this would be a unique selling point and be of benefit in recruiting prospective students. The reporting here focuses on the qualitative data; the development of the survey will be addressed in subsequent reporting.

Approach

Participants

Participants were recruited via a convenience sampling method in the first instance; and then, to ensure better representation of groups of undergraduates, postgraduates and alumni, purposive sampling was used to find more diverse student participants. Participants were contacted via email, and those interested were sent information and consent form packs via email. Participants' written consent forms were obtained prior to the interviews and are securely stored in the School of Social Sciences: Psychology (College of Liberal Arts and Sciences), accessible only by the research team. Ethical approval for this study was granted by the Ethics Committee at the University of Westminster (ETH1920-0006).

Of the 26 participants interviewed, 11 are from the College of Liberal Arts and Sciences, of whom 5 are undergraduates and 6 postgraduates. The remaining 15 students are from WBS (N=9) and DCDI (N=6) colleges. The table included below provides an overview of courses, including level, college and group (see Table 1 in Appendix 1). There is no reported data on students' ages, gender and ethnicity.

Data collection

Qualitative data was collected by an experienced Research Fellow, Ilham Sebah (IS), together with a Research Assistant who supported the running of the focus groups and one-to-one interviews with participants. The focus of the interviews was on participants' experiences during their time at Westminster, including their first impressions, experiences with others, sense of belonging, connectedness and coping. Additionally, students were asked for their reflections about graduate employment attributes and skills.

A combined approach of focus groups and one-to-one interviews offered convenience to participants, in case they were unable to commit to focus groups. Of the 12 completed interviews, 3 of them were one-to-one interviews with a) 1 undergraduate alumnus/a,

b) 1 postgraduate alumnus/a, and c) with 1 new postgraduate student. Of nine focus groups, one focus group consisted of 6 participants and another consisted of 3. The remaining seven focus groups consisted of 2 participants per group. Of the 26 interviewed participants, 11 of them were interviewed online via Skype. As a token of appreciation for their time, all the participants received a £10 Amazon voucher.

Data analysis

Qualitative data were analysed by Research Fellow Skaiste Linceviciute (SL), supported by Professor Damien Ridge (DR). All the interviews were uploaded on the NVivo software and were analysed using thematic analysis (Braun & Clarke, 2006). SL immersed herself in the data, read and re-read interviews several times, highlighting and making notes about potential themes. A coding scheme was then developed in consultation with DR, and refined to ensure that themes formed coherent patterns. DR reviewed a collection of potential themes and provided feedback with discussion to develop the themes further. SL re-examined the data set and refined the themes to ensure they formed coherent patterns and fit together. Fully worked out themes and their typical quotes are used to illustrate the findings (Table 2). All authors were involved in reviewing and editing the final report.

Table 2: Qualitative themes and sub-themes

Experiencing the University	The importance of relating at Orientation
	Impressions of the University
	Impressions of the University staff
	University Student Support Services
	Resources at the University of Westminster
	Learning to adjust to different education standards
Added value students gain at the University	Belonging
	Strategies for coping with stress
	University careers and employability service
	Personal and professional skills: putting skills into practice
	Organisational skills: the importance of commitment
	Improving communication skills
	Confidence
	Networking
	Leadership

Findings

Qualitative analysis showed that students' responses fell into two streams of findings (Table 2), one of which is about students' experiences and impressions of their time at the University. This theme houses six sub-themes that ultimately concern students' encounters with other students, members of staff and a variety of University services, as well as students' reflections about education standards and available support.

Experiencing the University

In this section we explore some of students' experiences during their time at Westminster and their impressions about the University.

The importance of relating at Orientation

Orientation week before the start of the academic year is an important platform for students to interact with others, make social connections, find out information about the University and source available support. It also marks the beginning of transitioning into University life. Students judge the University on: level of orientation organisation, engagement with other students and staff, and information availability. Students pointed out that having informative and friendly conversations about the course and University life with existing students, course ambassadors and staff helped them feel at ease.

"It was good that students did it because it gave us an insight into what it's like…it left us with a good impression. Told us about all these useful resources that we use, that we should use, like how we should go about our studying, about our lectures and doing our assignments, where to look for resources."

"So, it was a good atmosphere that was built, even on the first day everything was really organised and it just puts your mind at rest that things are planned, and you know what you're doing."

Although many students enjoyed their Orientation and enrolment week and were excited about the guided campus and city tours, social activities and information sessions, other students had inconsistent and less supportive experiences. Several students during the first days of their arrival at the University encountered technical issues, and challenges related to reportedly disorganised and complicated sessions. This could create frustrations that seemed overwhelming to students at times, particularly for late arriving and international students. Students sometimes felt misunderstood, uninformed and overwhelmed.

"Naturally from starting late and I think that everyone sends you to registry. I think registry is so sick of me by this point… Also, I was told the wrong time for enrolment so I was very late and ended up just standing in line and never getting to the front… I guess my negative experience is that I'm not sure who to speak to in terms of specific aspects… I feel frustrated in that regard."

"I felt extremely misunderstood and alone the first day when no one would help me connect to the WiFi and everyone was like, no, you can't do it. I literally, I've never felt so helpless… Another example is when I was trying to enrol, a lady said to me at registry, we've been very overwhelmed today and you're adding to the problem which just, I just burst into tears. I couldn't, I didn't know what to do any more."

Building friendships and meeting new people during the first few days was not without challenges. Some students more than others experienced loneliness, confusion and frustration in having to mingle with other students. However, this initial feeling of discomfort could improve when students started their courses and were able to socialise more easily with their course colleagues. They became better adjusted to university life:

"I felt like the whole {anonymised] department, everyone was just, felt intimidated by each other, because no one spoke to each other. And then when you got to your first day of your actual lesson, I think that's when people just decided to get to know the other person, actually do some activities."

"During the Orientation days there were, like, two hours of everyone going to speak to someone else… I just felt very alone and isolated. But things changed when we actually started our lessons".

"Once you get into the course and get the gist, that's when you feel really comfortable, and you meet so much new people."

Orientation week is an important transition period that helps students to settle at the University and may leave long-lasting impressions and experiences. Responses have suggested that the majority of students have experienced a rewarding and positive first few days and weeks at the University. However, to others, the uncertainty was overwhelming. It was apparent that the quality of initial interactions with other students and staff shaped students' first perceptions about the University and their time during the Orientation.

Impressions of the University

When students give their impressions and perspectives about the University of Westminster, the majority focus on the high quality of teaching and supportive lecturers, rewarding and life-changing experiences, career opportunities and the development of friendships. Students often come to value their University experience highly, believing that it contributed substantially to their personal and professional development.

"for me it was a really eye-opening experience... I would imagine myself as this seed... I arrived first year from somewhere, it was a different clim[ate] and it was hard to adapt...then throughout second year I began growing and you could see the stem and you could see leaves developing. And then finally you have this flower blossoming and graduating with a first."

"I feel like Westminster, my experience has made me more level-headed, so I think it's matured me."

Although University life was initially confusing and overwhelming for many, especially given the fast pace of London, students were generally able to tap into the University's potential and its excitement. Many were appreciative of having secured a place there. For some, a feeling of being at "home" developed.

"Had offers from four universities and then Westminster was one of my top choices. And then it's like that gut feeling when you come in and you feel like you're almost home."

"It was unique. So the course I'm doing is the only one, according to our professor, is the only one in Europe. So this was, kind of like, my aspirational uni[versity] to get into, so it was kind of rewarding to get in."

In addition to the University's reputation for courses discussed by students, the central location was another factor that attracted students.

"Excellent location. That is also one of the reasons I chose this university. Because I had options of 15 other universities and then, so the course which I wanted to do was offered here, the marketing media course and then the location. So, I thought this seems to be a good match."

To some, however, it was challenging at first to integrate into London. Postgraduate students of international origin, in particular, highlighted their struggles to integrate into life in the UK. They wanted more informative sessions about life in London. Students wanted better understanding about practical topics like the rules of travelling around London or paying council tax bills. These students were concerned that a lack of basic understanding was delaying their integration into life in the UK, and was negatively affecting their mental well-being.

"I think it would be great if there is one more workshop. Where is the workshop leader [who] is a very patient person, and British English, and maybe a little bit older, who has a lot of knowledge and experiences about the country and the rules here. Because to live in

this city or in this country is, again, totally different than in another country, and if I do not know, how should I live here."

"if somebody comes into this country and you do not have this council tax, you do not have Oyster, you do not have these kinds of things. I had to study or learn everything just by myself, and with a lot of problems, and these problems can make [me] stress[ed] and [I] can become depressed, and I cannot concentrate on my Masters."

This section has highlighted students' excitement and appreciation of studying at Westminster. Students recognised the University's values, its supportive and rewarding environment, and were generally happy about their experience. International students, however, would benefit from additional sessions about integration to life in the UK. This would improve their transition and allow students to enjoy their time settling into the University.

Impressions of the University staff

There were a range of students' reflections about members of staff at the University of Westminster. Although students shared a range of experiences and observations about different members of staff, the main focus was on students' encounters with academics, including personal tutors and/or project supervisors, seminar leaders and/or lecturers.

Many students described positive and even inspiring encounters with academics. The majority of responses here suggested that academics were viewed as approachable, willing to dedicate their time to assisting students with various queries, shared their knowledge and experience, and some went above and beyond in supporting their students. Students also recognised the passion, dedication and empathy of staff, and were appreciative of the generally positive approach.

"when it comes to the lecturers themselves, yeah, great people overall...they have so much experience in the industry they can give you an insight...of how real life things actually work and not just sentences in a book or whatever."

"The lecturers, they're pretty knowledgeable... The lecturer even mentioned he was willing to do mock interviews. So if you have an interview next week, he's willing to sit and just have an hour where he's just preparing you for the real experience."

"They want you to do well...and that makes you even more motivated."

The majority of students acknowledged that their impressions of members of staff were mostly positive. Despite the occasional challenging encounter, other members of staff at the University were instrumental in helping students to feel accepted, not judged, and overall supported in their personal and professional development.

"All of them are very, very friendly, they're very helpful. I love the staff here. They're all very good."

"They don't really treat us as a student... [they] see us as equal[s] and as a friend even though you're a student, you're learning from us, but they don't really look down on us."

Despite mostly positive experiences reported, students also reported inconsistent and somewhat unsupportive communication by a minority of academics, either via email or in person. Students reflected that their requests for help (especially via emails) was occasionally either not responded to, or not addressed in a timely manner.

"At uni[versity] we are supposed to have that person [personal tutor]...but unfortunately my person wasn't guiding me at all, so I even try to contact them but nothing, never answered."

"I feel like the professors are not available. We do email them and ask them for an appointment because you didn't understand something, but they are not available because they say, next week. But then what do I do till next week because I have to, if I'm stuck at a point, I can't study further."

Communication in person was also a challenge for some students. When approached, some academics would appear reluctant to engage and support students' queries. The apparent unwillingness to help was stress-provoking.

"I wish that professors in general...had more tact and maybe the word is the emotional intelligence and how they deal with things...maybe they're not aware enough of how they should be responding to different situations for students, so I wish that was different."

This pattern of communication was also noted in the academics' teaching style. Some students felt that their lecturers were not proactive and involving students in discussions. Less confident students found this experience challenging and hoped for an improvement.

This section has highlighted the generally empathic and engaging communication between students and members of staff. Students recognised dedication and professionalism in most of their lecturers and tutors, and were grateful for their ongoing support. Responses have suggested that any inconsistent communication could be resolved with a more proactive and coordinated approach from some lecturers and tutors.

University Student Support Services

The majority of students we talked to were aware of the services that the University was offering, and most successfully accessed appropriate services, e.g. to improve their CV and dissertation, seek advice on degree- and library-related queries, manage student finance concerns or to support their mental well-being. Most of those students found that the members of staff within the designated support services were supportive and made students feel at ease. Their positive approach and attitude made students feel safe and looked after, and overall exceeded students' expectations.

"I know that it offers counselling services to students…if you do have a medical need, the university are very, very helpful to help you feel comfortable."

"Some of the services and careers services, the canteen you go and buy something and people are nice to you, security would look after you, things like that. Yeah, generally it's a great environment."

"I wanted to get like a maintenance loan from the government during my studies, but I, I think I messed it up for some reason… I didn't expect her to actually do anything for me beyond that other than advising me. But she, like, on the spot, like, picked up the phone, called student finance…and at the end of the day I got it."

However, some students were unaware of the full range of available support services until later in their studies. They believed that due to various factors, such as late arrival and/or poor advertisement of the services, including a clear announcement about their purposes and value, it was easy to overlook the available support.

"I know that the University of Westminster is really good at offering these services, but I don't feel like I utilised it enough and I don't feel like the way it's advertised is good enough."

"I finally figured this out by myself, I realised there's a student support… People are extremely helpful once you get in there."

Nevertheless, despite delays and apparent obstructions to students finding out about the available supporting services, there was agreement in group discussions that the University of Westminster had a range of good services with dedicated teams ready to support students.

Resources at the University of Westminster

Resources, including a range of initiatives, schemes and tools, are integral to helping students get the most out of their experience at the University. Most of the interviewed students have successfully accessed academic and library support, taken part in programmes aimed at improving students' employability, attended workshops via the Engage system, and felt well equipped in knowing how to access them.

"Whilst you're a student you get different things for free, like let's say you can log into Mintel or something with your student account, right, normally you would pay thousands of pounds…as a student it's available to you for free."

"I don't know any university that takes a student to (name of countries), places like that to build their employability… I think that's quite amazing."

Students agreed that there was a sufficient amount of information and guidance about the available resources. But they also believed that a proactive approach was necessary on the part of students to take up these opportunities.

"I don't see any barriers. I feel like I have to give 100% and use the facilities that the college is giving us."

"It's really up to you at the end of the day and I think with Westminster it's great that we have such a variety of things to get involved with. If you don't get involved with anything, then it's not really the university's fault."

Some others, while appreciative of the variety of resources and opportunities offered at the University of Westminster, believed that the University's online communication and advertising strategy needed to improve to make them better known. Students were worried that important information about existing opportunities and resources was getting lost amongst the noise of online newsletters and emails. It was apparent that students wanted more guidance on available resources and opportunities that could improve their experience at University, as well as their skills set.

"I think the university, they do quite a bit… But I think from other students' point of view, they just don't know where to look, that's why they might struggle."

"We get email newsletters and stuff like that on our emails, the university emails, there is not effective communication of events, opportunities and stuff like that. Because at one point they become spam in between the lectures, so you're getting already four emails from your lecturers and your tutors during the week, and then there's one email that just floats."

Limited awareness regarding the existing resources highlighted a deeper issue. Some students believed that there was no unifying system across the University and that important resources and opportunities were subsequently missed. Responses suggested that even academics were not fully aware of all the resources available to students. A concern was raised that schools and academics needed a more joined-up and inclusive approach in their communication and advertisement of the existing opportunities.

"Professors that I talked to, I was like, oh, I'm sponsored by the (name of organisation) and they're like, what's that?...you're working with students who are doing entrepreneurship or business and they don't know that there's somewhere that can help them develop that literally [is] at the uni[versity] so, there's a big problem between communication."

"The teaching part was very, almost separate to all the other services that the university offered... The academics didn't even really know about what else the university offers."

This section has highlighted the importance of resources and opportunities that can improve students' skills as well as shape their experience at the University. Students place a high value on extra support and various initiatives, and although there were a few unsatisfied students who felt unable to make the best use of them due to lack of awareness, the general view has suggested that resources are necessary "add ons" that benefit students professionally and personally.

Learning to adjust to different education standards

Although adjusting to a University-level education is never easy, there were students who accepted these challenges, adapted and attempted to do their best to overcome challenges.

"I've got a lot of help in the first year, because I went to the Academic English Language course and other things, because the mindset is different. So when I wanted to start to write an essay, it wasn't good for the UK assessment. So I had to study again, everything, and it's very difficult."

"I came into university thinking like I'm absolutely going to nail it...then I realised that I really absolutely don't know anything... I should listen first, like talk less... So I kind of became a sponge in the sense that I was really trying to suck as much of this knowledge that was available to me while I could."

The adjustment to a University style of education was challenging for many participants. The transition period from college/school to University, including adjusting to new education standards, can be an overwhelming experience. The majority of interviewed students were concerned about guidance regarding academic standards and expectations. Responses suggested that new starters, both international and home students, needed more instructions or examples on – for instance – structuring and writing their first University assignments, as well as carrying out other coursework. Gaps and inconsistencies could be resolved with more informative guidance at the start of the academic year.

"I think for me was the first ever coursework assignment that we got, I think they should have had a session where they explain the job in terms of academic writing between college and university…it is a bit daunting, you're like, oh my God, I'm at university, how do I, what level do I need to write? Do I still write like how I wrote at college or do I, what do I include to make it undergrad level? So that was quite challenging to do."

Some of the final year undergraduates had similar concerns relating to their dissertation projects. Although they felt supported and advised about the importance of their final year projects, they felt that clearer instructions on how to carry out and complete their projects were needed.

"We have a subject called research methodology which is for our dissertations… Instead of her telling us how we can decide on a topic, how we can write the topic, it just emphasises on why we should write our topic…it should be a bit more clearer to the students that this is how the format should be…we're not even told what the standards are."

Other students – including some of the postgraduates – found that the amount of work expected could become somewhat overwhelming, if not well planned out and executed. A lot of these concerns related to the lack of structure in their course programme. Some of these students worried about tight deadlines close to one another, and limited understanding about the purpose of their coursework.

"I think it was my second year where everything just piles together. Because I thought that [the] second year for our course was really not organised. So, like our lecturers didn't know what they were doing, and it was just really unplanned, even the deadlines, all the module deadlines were mostly altogether and there was no structure to the year… I didn't know what I was doing…all the courseworks were quite high levelled but then there was no knowledge or understanding behind it or what we had to do."

This section has highlighted that adjusting to University education standards can be a difficult experience for students who are not initially sure what to expect. However, students' reflections suggested that a more joined-up approach, and a proactive communication campaign with course leaders and teaching staff involved, may be particularly helpful to them.

Added value students gain at the University

The theme of added value is about a set of professional and personal attributes, knowledge, values or skills that students gain from their time at the University. The themes here include Belonging with a sub-theme on Embracing diversity, Strategies for coping with stress with a sub-theme on Resilience, University employment services with sub-themes on Work experience and Employment pathways after University, Personal and professional skills, Confidence, Improving communication skills, Organisational skills, Leadership and Networking.

Belonging

During their time at the University of Westminster, the majority of students, both undergraduates and postgraduates, reported that they had experienced a sense of belonging; they felt included, accepted and were able to share in those University values. Students reflected that a sense of belonging was ultimately associated with building friendships and connecting with other students. Some students encountered a somewhat uneasy first few weeks and months in attempting to meet and connect with people, especially in classes with a large number of students. However, they soon realised that with time and by attending societies and chatting to other students in and after class, they were able to form friendships and make long-lasting connections.

"With time, relationships get forged. You start getting to know more people and everyone has been cool really. No difficulties at all in terms of relationships and friendships, it's just a matter of time."

"I definitely feel that I belong here, there's nothing which is making me feel left out or anything. Everybody is welcoming and very nice, very positive and so it feels like home away from home."

"Was quite a reserved person first year, but second year, but then I met a lot of people from societies and seminar groups."

A connected experience was not shared by everyone. For example, a few postgraduate students believed that due to time restraints and the nature of their degree, they had less opportunity to build friendships and links, and therefore their experience could be one marked by isolation.

"When I started my PhD, I was like OK, I know I belong here because I know my way around… But actually, three weeks in, I'm struggling to be honest. It's a different experience, I don't have my cohort as such, yes there's eight other people in the cohort but they're doing completely different things to me. So, I do feel isolated and that's why I do other things just to keep my sanity going, otherwise I wouldn't know what I'd be doing… I would say I belong, but it's a different type of belonging."

Interestingly, many students interviewed believed that the University's atmosphere of inclusivity and diversity formed the foundation of a sense of belonging. Students reported that they had felt included, considered, valued and accepted. Responses have suggested that none of the interviewed students were judged on their origin, ethnicity and/ or gender. All the students believed that diversity was championed at the University of Westminster. Different backgrounds, languages, religions and lifestyles were not excluded or judged, instead students – who may have felt excluded at school – saw their time at University as an opportunity to learn from each other and exist in harmony.

"It's easy to make friendships here. Because everyone is from anywhere round the world, and I think people, because of that, people are more curious to know other people, and to know their culture and their language and their origin and everything."

"It's a nice clash of different perspectives and personalities that I think inevitably lead to creative outcomes."

There were a few students who felt overwhelmed by the large number of students, and/ or recognised that some groups and individuals did not mix with other students outside their own circle. However, on the whole, a diverse, friendly and inclusive culture seems to be a feature at Westminster, which has enhanced the experience of many of our students.

"I noticed that the international tended to group up together whereas the home students would tend to group up together, because they either already knew each other or they had mutuals in common from similar areas. And there was this weird sense of divide that happened."

"The beauty of coming to a place like Westminster where you see so many different kinds of people…and you realise that everybody is on the same journey, but it's different for everybody. So that's a big deal and a big part that I really want to understand, that, how we can all just be together, how people just coexist in harmony, and it just happens naturally."

This section has highlighted students' positive reflections about diversity, inclusivity and overall belonging at the University of Westminster. Students appreciated the University's values and morals and believed that this helped students to form long-lasting connections and friendships, and to be more tolerant and inclusive of others.

Strategies for coping with stress

Findings suggested that the majority of interviewed students inevitably experienced some form of stress and discomfort during their studies at the University of Westminster. While it is important to point out that the source of stress varied, pressures around assignments, dissertations and deadlines were the main source of stress identified in our interviews. Students' experiences of dealing with stress have highlighted a set of strategies and ways that students have constructively dealt with stress in their lives. Exercising inside and outside the University premises, including both gentle and more intense physical training such as yoga, cycling and boxing, were important stress release tools.

"I did yoga, that's something that always helps me with stress."

"I signed up for boxing. Yeah, so, every week for a few days I go there and just punch."

"For me would be like some form of exercise, like physical exercise, just get tired and drained so you don't even feel like thinking about stress, right?"

Socialising in various ways was also found to be helpful in dealing with stress as well as loneliness. Students attended events, talks, explored the city, met with people and enjoyed the company of others. Students agreed that having time away from assignments and the study space was important for putting stress into perspective – or otherwise recuperating – from overwhelming experiences. Being in London itself could facilitate participating in valuable events and activities.

"But being in London is a great place to relieve your stress because regardless of what you're in to, there's something to do and I am someone who goes out and I do Eventbrites and I love meetup.com and all of those things, so I've met a lot of people outside of the uni[versity]."

There were other ways that students managed stress. Some students believed that recognising the patterns of stress and trying to avoid them was important; whereas others believed in pausing, taking a break and having some alone time.

"I keep myself quite disciplined. If I see stress, I know that time's stress. I'm not a last minute person so I like to plan way ahead."

"When I get overwhelmed, I stop altogether, and it's something I know that I do."

Importantly, quite a few students recognised that talking to others, particularly family, friends and personal tutors/supervisors, could be tremendously helpful. Having a supportive network helped students to open up and discuss their worries, and also to identify potential solutions to the concerns that were causing their stress. In particular, students found that being able to chat and work together with course staff and peers helped them overcome worries and feel they were not alone.

"Think just trying to calm down and speak to my personal tutor and seek help was one of the things that helped me, because she just put some things into a bit more perspective about how to go about dealing with situations like this."

"The support network I had of friends and people I could trust, like academics, professional staff. Also my family. My mother played a big part in the stressful situations because she was just there to listen and be like, you, this is where you started this is where you are now, just remember that."

Other students recognised the importance of professional services and similar resources at the University for dealing with stress. They believed that voicing their worries to professionals was a helpful approach.

"I do think that Westminster does provide a lot of services in terms of psychological services, whether that may be speaking to someone or being able to talk to a teacher... Westminster does provide good coping strategies."

"I started my year to go to this counselling service and I think it's very helpful just to talk to somebody."

Finally, the idea of resilience was an important aspect of the language that students used when discussing and managing stress. For example, some students reported that in addition to recognising stress and challenging emotions, persistence and motivation, not giving up was necessary. Managing final year dissertations as well as other demands and responsibilities was overwhelming. However, keeping a goal in sight and being persistent helped students to execute tasks and achieve desirable outcomes.

"Think you just learn that in this environment and perhaps in the big city you, everything comes and goes in waves and you're like, OK this week is horrible and I feel like I'm drowning, but then I just keep swimming and then next week it's better, because I didn't give up and I kept on swimming."

"It was really stressful and I really spend a lot of sleepless nights, but when you submit and you finish and you're done, especially after graduating, you feel so relieved because you just, you made it, you finished."

This section has highlighted that experiencing stress at University is inevitable, particularly when dealing with a different amount of coursework and tight deadlines. However, responses have suggested that it is important to recognise stress and have effective strategies in place that can help during overwhelming times. Luckily, University plays an important role by offering professional services and tutor support, as well as providing opportunities for students to meet and share their worries and seek solutions.

University careers and employability service

The findings suggested that the majority of interviewed students at some point during their studies used the University's careers services to help them with their CV, a student placement, internship or volunteering prospects or to apply for jobs. A range of different experiences and reflections were noted. Some students found the career advisory services beneficial: particularly for improving their CV, for identifying advertised job opportunities, and for participating in University careers fairs.

"I feel like the opportunities that were thrown at us to develop us professionally was amazing. There's so, when I go to interviews now, I feel like I can use these experiences and talk about...something really concrete."

"Spoke to people in careers like when they had the one to ones, and they've been really helpful, we were building up my CV and cover letter... Because not all universities have that type of service where you can just book appointment, go and meet them and you get feedback."

However, other students had concerns relating to the depth of help they could get. They reported short and inconsistent appointments with advisers, lack of feedback about their job applications from the service, and limited advice on what to do after their studies. These experiences suggested that the service could benefit from improvement.

"It would be nice to have support on what to do next, what are the job opportunities and career prospects sort of thing."

"I used the careers centre a few times...it would make more sense for me to see the same person. Because I realised over the years that I went there, each consultant, they have their own style of doing things."

One key concern related to the lack of advice and guidance about the real-life situation of employment skills and career prospects after University. Despite the concerted efforts of the University, some students were concerned that there were still not enough opportunities for work placements, internships and practical experience beyond the taught curriculum.

"I feel like if the university maybe did more workshops regarding just careers, or brought in people from various career aspects...how they got this role, what degree did they do, what experience do you need, how you go about getting this role. I feel like that would be so helpful."

"Think there should be more experiences where students go to professional environments and try and get that experience...there's no putting that into practice."

Students felt that extra-curricular activities were necessary for developing various professional and personal skills and for instilling a competitive edge during job interviews. Students who were successful in securing work and volunteering experiences confirmed this observation and agreed that taking up additional opportunities helped them to become more employable.

"That was the problem I faced when I was trying to get my first job, everybody wanted me to have experience but how could somebody who has no experience get experience, and if nobody wants to give him it unless he has experience."

"All of my classmates who done the placement here, they all got jobs afterwards."

"I got [work] straight after I graduated... I feel like it's not because of my degree, it's more because of the extracurricular experience."

The University Careers Service plays an important role in students' employability prospects. In addition to offering advice about students' CVs and helping with job and volunteering applications, the service offers advice about students' career prospects. However, students were concerned that there were not enough opportunities for placements, internships and any other extra activities that could enhance students' employability. They believed that in addition to ordinary services offered by the University's careers team, more advice about real-life employment after graduating was needed.

Personal and professional skills: putting skills into practice

The majority of interviewed students had pre-existing ideas about what skills and knowledge they would like to develop and/or improve at University. The findings showed that some students, both undergraduates and postgraduates, had already developed a variety of skills via their previous employments, college and university degrees, before coming to Westminster, and had a particularly clear vision about their skill set.

"Had six years of work experience before coming to this university. So I knew how the market is working."

"I worked in music and in admin for five years before I came to my Masters, so I think that helped a lot, helped me with time management, organisation, and then also just the ability, like emotional intelligence."

Amongst the technical skills discussed, some students especially identified improvement in IT, research, presentation and writing skills as being important. They recognised that these skills were necessary for their chosen fields.

"Academic writing. Reading as well. Focus more on research and, especially the international organisations, international relations, these kinds of areas."

"Be more socially aware of the topic of your research, of knowing where the knowledge gap and how you fit in into the wider community."

Although most students were somewhat aware of which skills they wanted to acquire or improve, the findings showed that the majority were mostly concerned with the application of their taught skills and knowledge. Students reported that in order to perfect their skills and become better professionals within their chosen fields, they needed help with practical applications of learning.

"Knowledge and the ability to apply that knowledge into my work. So, I would like to, how do you say, learn many things, and then apply them to the job that I'm doing."

"I realised that everything I had learned during my Undergraduate didn't actually, like it helped me theorise everything in my head, but it didn't help me prepare for the actual working environment."

This section has highlighted that although students acquired many of their skills from previous employment and degrees, they were aware that in order to assimilate them, practical application and improvement of their skills set was necessary.

Organisational skills: the importance of commitment

Undergraduate and postgraduate students reflected on developing important organisational skills and their responsibilities in this respect. Although a few students believed that they had developed some of their skills and abilities via their previous life experiences (e.g. living in another country, studying at college), the majority emphasised that the pressures of University lifestyle and facing increasing demands throughout their course taught them important lessons.

"Think I was very locked into my small country and everything was not close to me, and here in the UK, everything is very open, you have a lot of information. And to organise myself, it's very difficult here. So, I think the lot of information, select what I really need, select what I have to do, this organisation, time management and other things."

The majority of students reported that being exposed to many demands, responsibilities and expectations helped them to become better at prioritising and managing tasks and deadlines. Although students believed that pressures from University, personal and social life were at times stressful and required students to think more critically – and under pressure – the experience ended up helping students to mature and find greater independence.

"There have been bad days and good days. Still you have to manage your studies as well as your personal life with that. So yeah, it helped me a lot to develop a lot of skills in that sector, like how to manage different things, and doing your coursework, and managing your dissertation, and classes, and part time work, everything at the same time."

"I'm here on my own so you really do build your independence."

Students' responses have suggested that learning to manage, organise, prioritise and meet a variety of demands and responsibilities was one of the important values that students were proud to be acquiring. Students acknowledged that adapting to a University-level education, work ethic and professionalism require strong commitment and sacrifice. However, students were dedicated to meeting these standards, and effectively broadening their skills set.

Improving communication skills

The findings revealed that students were keen to develop and improve their verbal and written communication, so as to be able to communicate to different audiences in a professional manner. Although some students felt they had successfully improved their communication skills during their time at University, the majority felt less confident in this area, and wished to build their verbal presentation and communication skills. There were some concerns about English language accuracy and a lack of confidence in those for whom English was a second language.

"I want to be able to speak in front of so many people with a lot of confidence…saying it from the spot, that is what I want to be able to do."

"I'm very scared about is that, as I'm not an English person, maybe my speaking is not very good, or is not the correct way, if it makes sense, like if I'm using the correct way or the correct words to say something. So that makes, yeah, it makes me a little bit, stand back when I have to speak."

This section has highlighted the importance of wanting to acquire good communication skills. Students, particularly those who were not confident about their English language accuracy, both written and verbal, believed that poor communication skills had affected their progression. Those who had successfully improved this skill confirmed the struggle involved, and commented on the importance of communication skills at a professional level.

Confidence

The idea of building confidence resonated with many of the interviewed students. Confidence was linked to new opportunities and gaining abilities that had been previously avoided. For example, students had feared judgement and criticism when they did certain things. Findings suggested that there were two main types of experiences: those of students who had developed and improved their confidence, and those of students who were still hopeful and keen to become more confident.

Reserved and shy students wanted to build their confidence in order to voice their opinions and knowledge. These students recognised that a lack of confidence was interfering with their goals and plans. They often found themselves regretting not speaking up and sharing their ideas. Students recognised that confidence is a necessary trait for their professional careers, therefore those at the start of their courses, particularly, hoped to improve this attribute during their time at University.

"I want to become more confident about my knowledge and my skills as I aim to become a chartered management accountant…the primary skill that I want to build here is my confidence and the ability to talk better."

"I think it's that I'm a kind of introvert person, and I don't like to talk to people a lot. And that will, kind of, disturb me from achieving my goals a bit."

Other students, particularly those who had graduated, who believed they had become more confident, reflected on differences in their behaviour. Students were able to share their ideas and work without the fear they'd once had of being scrutinised. They found that they were better at making friendships, approaching lecturers with questions, delivering presentations and generally asking for help when things were unclear.

"At work now with my new role, I'm not afraid to ask for help no more. I used to be, I used to feel like if I asked for help, I'd look dumb, but I feel like, now I realise asking questions is basically learning."

"Think first year, coming from college, I was very, very timid and would never talk to anyone kind of person, very quiet... But having done three years, I realised that my work ethic increased as I went along the years and also my communication skills definitely, I can talk to someone now without having to be like, oh God, should I approach them, should I not. So, I'm definitely a lot more confident... I think university has really made me enjoy it and made me realise it's not actually that scary."

University experiences and a supportive atmosphere, including encouraging and caring teaching and staff, helped students to come out their shell. Here, they recognised that the University was set up to help students build their confidence and develop trust in their abilities.

"My academics they...just encourage you to just not care and just do it anyways because no one's, we're all the same really, everyone is scared deep inside."

"I have this lecturer, forgot his name, but he encourages every single person in his seminar to speak up. And because of him, I've been speaking out a lot."

This section has highlighted the importance of a supportive and caring environment at University for helping students to come out of their shell and become confident individuals and professionals. Responses have suggested that confidence has resonated with many new and graduating Westminster students who have agreed that becoming confident opens a lot of avenues, such as improved discussions with colleagues, sharing knowledge, voicing opinions or when seeking advice. Of all the added values and attributes that students have mentioned, confidence was of particular importance. It was associated with motivation, better outcomes, and appreciation of their own efforts.

Leadership

Although a less discussed theme, developing leadership skills was a critical issue for some students. The findings suggested that those students who were keen to develop leadership skills had taken steps to engage in roles and projects focused on improving this skill. Examples included students signing up to become course representatives in order to learn more about academia, and to offer their help in supporting students. A few observations suggested that a leadership skill was not necessarily taught, but students were able to develop it through additional activities that were self-initiated.

"I haven't been here that long. But I'm taking the steps, I'm actually a course representative. So I think through that, I'll start meeting the Westminster Union, people in the Union and then maybe I'll get a bit more involved with what happens, at least in terms of the university level."

"I did a lot of projects, so I developed leadership skills as well and some project management skills."

Networking

Although a less discussed topic, the findings here suggested that students valued opportunities to network and perceived it as a necessary skill for their future careers. Examples discussed suggested that in the practical and creative courses, networking was seen as an opportunity to collaborate and showcase work. However, the main concern was lack of opportunities to network and the need for more guidance on how to network in order to make the most of opportunities.

"The most important is the network because I feel, if I'm an artist, I'm going to create my art, so what I have in me, I have to just create my photos or my art things and motivate me what I'm interested in... But if there is no connection and no network to show my things, I can use Instagram, and I can use Twitter, and I can use my own website, but it's not enough. So I think the most important thing, the network."

"After every talk we have half an hour of a networking session which I think is very important here. But I still need to learn how to get the best out of that session... I need to understand how to network. So that, so that skill I would really like to develop because they pay a lot of attention to that."

The topics of leadership and networking, although less discussed, have suggested the importance of establishing a more proactive collaboration with students for finding out what skills they want to acquire during their time at University. These discussions could then guide professional and academic staff in building better support and opportunity systems. Responses in both topics have suggested that students recognised the importance of developing leadership and networking skills for their careers and have looked for opportunities where they could self-initiate their learning.

Concluding remarks and recommendations

This qualitative inquiry into students' reflections about their experiences at the University of Westminster has shown that the vast majority of students associated Westminster with rewarding outcomes and skills, and a supportive and inclusive environment that values their students and staff. The analysis has shown that students recognised the University's initiatives and commitment in supporting students during different stages of their University life. For example, most students found the Orientation valuable for their integration into University life. Students were happy that the University of Westminster champions diversity and creates a friendly atmosphere where students belong, feel safe and connected to one another.

The University played an integral role in students' well-being and development of a range of skills and values. In particular, access to resources such as on employability, enhancing programmes and schemes, online courses via the Engage system, as well as academic, library, careers and mental health support helped students to get the most out of their experience at University.

However, a few challenges were noted, most of which relate to missed opportunities to take up some of the life- and career-changing initiatives until it was too late. Students were concerned that at times the University's communication and advertising strategy was inconsistent or limited. This was also noted in students' communication with lecturers, who were not always aware of existing resources and opportunities in their college or the University. A joined-up approach of all the existing support, resources and opportunities across and within colleges and the University would help students to benefit from more diverse opportunities to develop their personal and professional attributes.

A key focus of the interviews concentrated on important skills, values and qualities that students wanted to acquire and improve during their time at University. Students recognised the importance of additional assets (e.g. learning to handle stress and pressure, improving confidence, being organised) for their employability and were happy to be acquiring the values and skills to broaden their skills set. However, students wanted more opportunities for work experience and practical application of skills. Most of the

time students have successfully mastered their skills during the in-class activities and through the taught curriculum.

However, in order to gain a competitive edge over other applicants when attempting to secure a job, students wanted to see more support about real-life situations of employment and career prospects after University. They were worried that with insufficient opportunities for work placements, internships and practical experiences beyond the taught curriculum, they would encounter struggles in their chosen job markets. Therefore, in addition to existing opportunities on site, a shift towards practical learning would be welcomed.

Based on the analysis of students' interviews, the following recommendations are suggested:

- International students experience difficulties integrating into life in the UK. This can interfere with their transition and adjustment to University life. It is recommended that international students who may struggle with their new lifestyle in the UK are offered additional sessions or mentoring opportunities at the start of their academic life to support integration into life in the UK.

- Late arriving students, in particular those who have missed their Orientation and enrolment sessions also had challenges settling into University life. They were often confused and unaware about available resources and important information, and where and how to access it. It is important that the University Student Support Services together with the Registry office and/or relevant schools/colleges communicate information to the late arrivals, and if possible offer those students an appointment, or if larger groups, a session about settling into University life.

- Adjusting to University-style education was challenging. The majority of students were concerned about guidance regarding academic standards and expectations. New starters, both international and home students, needed more instructions or examples about their first assignments and coursework. As the transition period from college/school to University can be academically overwhelming, it is recommended that lecturers and personal tutors help students during this difficult time and emphasise the importance of additional resources to tackle this challenge.

- As highlighted in previous research by Student and Academic Services, despite the many resources and opportunities available at the University of Westminster, students would like to see an improvement in how these additional resources are advertised. Students reported that often they did not know where, how and who can access these opportunities, or they found out about them too late. Students value highly the resources at this University, and therefore would like to be certain that they do not miss out. It is recommended that schools/colleges and the University Student Support Services proactively communicate and advertise all the available initiatives and resources.

- Networking is an important skill that some students identified as desirable to acquire and understand more about, particularly how to network. However, a concern was raised that there were insufficient opportunities to network. It is recommended that any in-college or University-wide networking opportunities are better advertised with short suggestions on how to network to achieve best outcomes.

- As highlighted by the new *Education Strategy 20-23*, an engaging, active, friendly and inviting teaching approach is effective for most students. Nevertheless, some students reported inconsistent teaching experiences. Students were concerned that not all lecturers and/or tutors are proactive at trying to involve students in in-class discussions.

- After joining the University, students soon come to realise the importance of employability and the many desired skills and attributes that can enhance their future careers and prospects after graduating. However, a concern was raised that although many skills can be successfully acquired as part of the taught curriculum, the practical application and learning was insufficient. Students would like to receive more support regarding work placements, internships and any other extra-curricular activities that can help to improve their skills and attributes.

- The vast majority of students appreciate highly the University's support, values and strong dedication in helping their students. Students recognised these efforts of all the members of staff and were grateful for so many life and career opportunities.

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Appendices

Appendix 1

Table 1: Overview of participants' courses

Course title	Level	College	GROUP
Business Management	UG	WBS	NEW UG
Accounting	UG	WBS	NEW UG
Architecture & Environmental Design	UG	DCDI	NEW UG
Law with Foundation	UG	LAS	NEW UG
Creative Writing and English Language	UG	LAS	NEW UG
Translation	UG	LAS	UG GRAD
Computer Science	UG	DCDI	UG GRAD
Contemporary Media Practice	UG	DCDI	UG GRAD
Psychology	UG	LAS	UG GRAD
Business Management (Marketing)	UG	WBS	UG GRAD
Marketing Communications	PG	WBS	NEW PG
Nutrition	PG	LAS	NEW PG
Investment and Risk Finance	PG	WBS	NEW PG
Photography	PG	DCDI	NEW PG
Global Public Health Nutrition	PG	LAS	NEW PG
Investment and Risk Finance	PG	WBS	NEW PG
Finance	PG	WBS	NEW PG
International Relations	PG	LAS	PG GRAD
Audio Production	PG	DCDI	PG GRAD
Finance and Accounting	PG	WBS	PG GRAD
Health Psychology	PG	LAS	PG GRAD
Laws LLM	PG	LAS	PG GRAD
Health Psychology	PG	LAS	PG GRAD

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