

NIVERSITY OF ABERDEEN

UNIVERSITY EDUCATION COMMITTEE (UEC)

A meeting of the University Education Committee will be held on **Thursday 23 March 2023** at **1.05pm**, by way of **Microsoft Teams**.

Mr Liam Dyker, Acting Assistant Registrar
(e-mail liam.dyker2@abdn.ac.uk)

**AGENDA
FOR DISCUSSION**

1. **Approval of the Minute of the Meeting held on 16 January 2023** (UEC/230323/001)
2. **Matters Arising** (UEC/230323/002)
3. **Health, Safety and Wellbeing** (Oral Item)
4. **Remit and Composition** (UEC/230323/003)

Members of the UEC are invited to **discuss** and **approve** the remit and composition, updated in line with the Senate Effectiveness Review.

5. **Risk Register** (UEC/230323/004)

The Committee is invited to **discuss** the Risk Register with regards to the specific risks associated with Education.

6. **Aberdeen 2040 Implementation Plan Update** (UEC/230323/005)

Members of the UEC are asked to **discuss** the proposed actions for the Aberdeen 2040 Implementation Plan.

7. **Future Academic Year Structure** (UEC/230223/006)

Members of the UEC are invited to **discuss** the future academic year structure proposals.

8. **Decolonising the Curriculum: Principles and Timelines** (UEC/230323/007)

Members of the UEC are invited to **note** the next steps in relation to the Decolonising the Curriculum Principles and Timelines following approval at Senate. The following actions have been agreed as part of the proposal:

- (i) *Communication Plan*: Communication to Schools through School DtCSG members and UEC.
- (ii) *Curriculum and Programme Management*: Discussions to take place regarding ensuring a process is in place including information on how the curriculum will address the principle of decolonisation.
- (iii) *Students as Active Partners*: Guidance to be developed.
- (iv) *Reading Lists*: Communication to be issued alongside main communication regarding reading lists.
- (v) *Quality Assurance Processes*: Timelines and requirements to be discussed.
- (vi) *Training*: Consolidation of training currently available to be issued alongside main communication to Schools.

9. National Student Survey (NSS): Institutional Action Plan Update (UEC/230323/008)

Members of the UEC are invited to **discuss** the updates provided in regards to the NSS.

10. Aberdeen Student Experience Survey (UEC/230323/009)

Members of the UEC are invited to **discuss** and **approve** the Aberdeen Student Experience Survey results.

11. Academic Integrity

(i) Contract Cheating Update (UEC/230323/010)

(ii) Artificial Intelligence (ChatGPT) Update (UEC/230323/011)

Members of the UEC are asked to **discuss** the updates provided in respect of (i) contract cheating and (ii) ChatGPT.

12. Update on TESTA (UEC/230323/012)

Members of the UEC are invited to **discuss** the updates in respect of the TESTA pilot.

13. Revisions to the AdvanceHE Professional Standards Framework for Learning and Teaching (UEC/230323/013)

Members of the UEC are invited to **discuss** the paper providing an update on the revisions to the Professional Standards Framework for Learning and Teaching.

14. Advanced Teaching Development Scheme Proposal (UEC/230323/014)

Members of the UEC are invited to **discuss** the Advanced Teaching Development Scheme Proposal.

15. Teaching and Learning Spaces Group (Terms of Reference) (UEC/230323/015)

Members of the UEC are invited to **approve** the Terms of Reference for the Teaching and Learning Spaces Group.

16. Dates of Next Meeting

The next meeting of the UEC will take place on Tuesday 16 May 2023 at 1.05pm.

17. Items for Information – see overleaf

Any member of the Committee wishing an item for routine approval or for information to be brought forward for discussion may ask at the meeting for that to be done. Any such item will be taken after item 1.

Declaration of interests: Any member and individual in attendance (including Officers) who has a clear interest in a matter on the agenda should declare that interest at the relevant meeting, whether or not that interest is already recorded in the Registry of Member's interests.

17. FOR INFORMATION

17.1 Update Reports from the UEC sub-committees:

- (i) Employability and Entrepreneurship Committee (EEC) *(UEC/230323/016a)*
- (ii) Student Support and Experience Committee (SSEC) *(UEC/230323/016b)*

17.2 Appeals & Complaints Update 2021/22 *(UEC/230323/017)*

Members of the UEC are invited to **note** the paper on Appeals and Complaints data, noting a previous error which provided the incorrect total student population. This has now been rectified and is presented to the Committee for information.

17.3 Promotions Review: Framework for Criteria and Associated Guidance

Members of the Committee will have received a communication from the Senior Vice-Principal on the launch of the new Academic Promotion Policy/Procedure and Framework of Criteria. These are available as part of the [Academic Promotion Toolkit](#).

17.4 Development of Student Learning Experience Model and Accompanying Principles *(UEC/230323/018)*

Members of the Committee are invited to **note** the paper on Development of Student Learning Experience Model and Accompanying Principles.

17.5 Analysis of Institutional Annual Statements on Institution-Led Review from the Higher Education Sector (2021/22) *(UEC/230323/019)*

Members of the Committee are invited to **note** the paper from the Scottish Funding Council and Quality Assurance Agency (Scotland) on Analysis of Institutional Annual Statements for Institution-Led Review for the HE sector for 2021/22.

17.6 Policy Review Update *(UEC/230323/020)*

Members of the Committee are invited to **note** the paper providing an update on policy review, which details the approving committee for each policy review.

17.7 Quality Enhancement and Standards Review: Findings *(UEC/230323/021)*

Members of the Committee are invited to **note** the findings from the recent Quality Enhancement and Standards Review.

UNIVERSITY OF ABERDEEN

UNIVERSITY EDUCATION COMMITTEE (UEC)

Minute of the Meeting held on 16 January 2023

Present: Ruth Taylor (Chair), Waheed Afzal, Akua Agyeman, Euan Bain, John Barrow, Jason Bohan, Colin Christie (*vice* Leigh Bjorkvoll), Stuart Durkin, Bill Harrison, Ken Jeffrey, Alison Jenkinson, Helen Knight, David McCausland, Amudha Poobalan, Shona Potts, Anne-Michelle Slater, Susan Stokeld, Steve Tucker, Sarah Woodin (*vice* Michelle Pinard), Joshua Wright with Simon Bains, Julie Bray, Scott Carle, Brian Henderson, Tracey Innes, Graeme Kirkpatrick, Gillian Mackintosh, Patricia Spence, Louisa Stratton, Liam Dyker (Clerk) and Megan Smith (Minutes) in attendance

Apologies: Lyn Batchelor, Harminder Battu, Leigh Bjorkvoll, Nick Edwards, Kirsty Kiezebrink, Graeme Nixon, Rona Patey, Michelle Pinard, and Fiona Ritchie.

APPROVAL OF THE MINUTE OF THE MEETING HELD ON 10 OCTOBER 2022*(copy filed as UEC/160123/001)*

- 1.1 The Chair opened the meeting and welcomed members to the meeting of the University Education Committee (UEC). Members of the Committee approved the minute.

MATTERS ARISING*(copy filed as UEC/160123/002)*

- 2.1 Members of the Committee noted the actions arising following the meeting of UEC held on 10 October 2022. It was noted that actions in relation to the UEC Remit and Composition and the Policy Review Plan Update would be progressed by the end of January by the Clerk.

HEALTH, SAFETY AND WELLBEING

- 3.1 Members of the Committee noted the agenda item on Health, Safety and Wellbeing and raised no matters for further discussion.

INDUSTRIAL ACTION UPDATE

- 4.1 Members of the UEC heard an update from the Chair regarding industrial action and institutional planning in this regard. The Committee noted the planned marking and assessment boycott, which could have impacted on the January PGT marking, would not occur but may at a future date. It was noted that a paper addressing industrial action contingencies will follow to a future meeting.

RISK REGISTER*(copy filed as UEC/160123/003)*

- 5.1 Members of the Committee heard an update from the Chair regarding the Risk Register. Members raised the need for the inclusion of industrial action specifically within the Register and suitable contingencies put in place. It was agreed that this would be included.

Action: Chair

ABERDEEN 2040 IMPLEMENTATION PLAN

(copy filed as UEC/160123/004)

- 6.1 Members of the UEC received an update regarding the Aberdeen 2040 Implementation plan, noting that updates regarding progression of the action is required by 30th January and relevant members will be contacted for input.

Action: Chair

- 6.2 Members of the Committee suggested cross-referencing to be included within the documentation to highlight oversight of actions that fall within the Education Portfolio and the Tertiary Quality Enhancement Framework to be included as the replacement to ELIR. The Committee was content with the implementation plan actions.

NATIONAL STUDENTS SURVEY (NSS)

- 7.1 Members of the UEC discussed the National Student Survey (NSS) in respect of:

(i) **Institutional NSS Action Plan Update** *(copy filed as UEC/160123/005)*

- 7.2 Members of the Committee received a paper providing an update on the work of the Institutional Action plan. It was noted that the action plan provides a summary of actions proposed with nine priorities identified with the focus on the Assessment and Feedback themes.

- 7.3 Members of the UEC were updated on the ongoing actions including timeliness and quality of feedback and, communication. Members asked that an update be provided on the outcomes after the first half session. The work that had already been undertaken was noted, particularly regarding the positive impact on the league table with a rise of 32 places.

Action: Kirsty Kiezebrink/Jason Bohan

(ii) **Overview of NSS 2023** *(copy filed as UEC/160123/006)*

- 7.4 Members of the Committee heard a summary of the paper, noting the plans for the NSS in 2023. Schools were asked to share 'push' dates and plans to encourage student engagement.

- 7.5 Members of the UEC noted changes made to the NSS question set as recorded in paper *UEC/160123/006*. It was highlighted that changes may influence year on year reflection and potentially league tables. Clarity was sought on the role of professional services in the NSS preparations, and it was noted that the NSS steering group has relevant Professional Services colleagues on its membership and they are appropriately engaged in the work of supporting the NSS. Further, clarity was sought on the mid-point of the scale in regard to the bank of questions that can be used institutionally. Responding, it was advised that there remains a mid-point despite a reduction in scale.

DEAN FOR EDUCATIONAL INNOVATION UPDATE

- 8.1 Members of the Committee noted that a written update would follow for comment by way of circulation.

Action: Kirsty Kiezebrink/Clerk

DECOLONISING THE CURRICULUM: TIMELINES AND APPROVAL PROCESSES

(copy filed as UEC/160123/008)

- 9.1 Members of the Committee received an update on the meeting of Senate regarding Decolonising the Curriculum. It was noted that the Senate commended the proposed principles and timelines. It was noted that there remains flexibility within the extended timelines such that Schools can take forward the work at an appropriate pace for their circumstances.
- 9.2 The Committee was content to **approve** the paper. It was noted that this would progress at the next meeting of Senate for approval.

RESULTS OF THE RACE EQUALITY CHARTER STUDENT SURVEY

(copy filed as UEC/160123/009)

- 10.1 The Committee heard a summary of the results of the Race Equality Charter Student Survey following finalised results issued prior to Winter break. The ongoing work was highlighted in respect of the race webpages, race literacy training and antiracism strategy plan.
- 10.2 Members of the Committee noted several areas for improvement including the inclusion of all perspectives within the curriculum and ensuring issues of race can be discussed appropriately within classes. It was noted it would be beneficial to breakdown results to School level. It was agreed that it would be reviewed as to whether this was possible.

Action: Chair

- 10.3 The Chair informed the Committee that the survey would be carried in 2 years in line with the Race Equality Charter requirements, and that this timeline would allow outcomes for actions to be reviewed. It was noted that information provided within the paper can be taken to School Education Committees for further discussions.

UPDATES FROM THE STUDENT SUPPORT AND EXPERIENCE COMMITTEE (SSEC)

- 11.1 Members of the UEC discussed the updates from the Student Support and Experience Committee in respect of:

(i) **Degree Awarding and Non-Continuation Gaps Action Plan**

(copy filed as UEC/160123/010)

- 11.2 Members of the Committee received the paper providing an update on the work regarding student non-continuation. Specifically, the Committee was asked to comment on (i) the comprehensiveness of the action plan; (ii) whether any information was missing; and (iii) the development of School plans.
- 11.3 Members of the Committee noted challenges with some aims due to a lack of required data on some groups of students, particularly for widening access students. It was suggested it may be helpful to expand focus to look at students who withdraw and return to study. Further, discussion ensued regarding opportunities for peer-assisted learning, noting the Students4Students scheme available institutionally. It was agreed that the action plans in place would be consolidated and streamlined.

Action: Clerk

APPEALS, COMPLAINTS AND ACADEMIC DISCIPLINE 2021/22

- 12.1 Members of the UEC discussed updates for appeals, complaints, and academic discipline in respect of:
- (i) **Academic Appeals and Complaints 2021/22** *(copy filed as UEC/160123/012a)*
- 12.2 The Committee received the paper providing an update on the summary data of Academic Appeals and Complaints. It was noted that academic appeals have seen an increase in numbers following a dip during the COVID-19 pandemic.
- 12.3 It was highlighted that monitoring appeals have risen, which are largely upheld, and it was queried whether this is the best process for handling them. The Committee noted ongoing work on the approach to student monitoring and engagement which should address the volume of C7 appeals going forward.
- 12.4 The Committee noted complaints had not seen an increase, however, it was noted that Schools may be managing informal complaints and that these are not identified within the data. The Committee noted that training will follow in this regard to frontline complaints handlers.
- (ii) **Academic Discipline 2021/22** *(copy filed as UEC/160123/012b)*
- 12.5 The Committee received the paper providing an update on the Summary Data of Academic Discipline. A significant increase in plagiarism cases was noted by Committee members. All demographics reported an increase but was most prominent amongst international students.
- 12.6 Members of the Committee raised concern regarding ChatGPT. It was noted by the Chair that further discussion was needed to find suitable approaches to address this. The Dean for Educational Innovation is leading work on this area and would report to the next UEC. Members noted that assistance from Student Learning Service can help with skills support to avoid this.
- Action: Kirsty Kiezebrink/Clerk**
- 12.7 Members discussed the appropriateness of the current Discipline process for first offences. It was suggested that this could be looked into, and that any changes to the Code of Practice on Student Discipline (Academic) would require approval from Senate.

ABERDEEN 2040 GRADUATE ATTRIBUTES AND SKILLS

(copy filed as UEC/160123/013)

- 13.1 Members of the Committee received a paper and presentation regarding Aberdeen 2040 Graduate Attributes and Skills.
- 13.2 In discussion, the Committee noted the benefit of tying in graduate attributes at course level. Members discussed the potential of incorporating resilience and wellbeing explicitly within the paper.
- 13.3 The Committee was supportive of the Graduate Attributes and Skills, with the amendments noted in 13.2 progressing to Senate for an academic view.

BLOCK TEACHING ACTION PLAN

(copy filed as UEC/160123/014)

- 14.1 The Committee received a paper regarding the Block Teaching Action Plan, noting the intention to move away from short blocks where appropriate. The issues posed by block teaching were summarised in the paper.
- 14.2 The Committee noted that it is a School decision to move away from this method of delivery. While challenges were noted in doing so, it was suggested that the streamlined curriculum approvals processes be available in subsequent years to allow for effective implementation.

LONGITUDINAL EDUCATIONAL OUTCOMES (LEO) DATA

(copy filed as UEC/160123/015)

- 15.1 Members of the Committee received a paper regarding the Longitudinal Education Outcomes Data. It was noted this will be utilised to feed into graduate outcomes data.

Action: John Barrow

PTES AND INTERNATIONAL STUDENT BAROMETER

(copy filed as UEC/160123/016)

- 16.1 The Committee received a paper regarding the reinstatement of external student surveys, for Postgraduate Taught (PGT) students. It was noted that the options included the Postgraduate Taught Experience Survey, and the International Student Barometer.
- 16.2 The Committee approved PTES as the most suitable option for the institutional need, which allows for the inclusion of PGT and PGR students. This would be actioned through the SSEC.

Action: Jason Bohan

POSTGRADUATE TAUGHT ATTAINMENT REPORT 2022

(copy filed as UEC/160123/017)

- 17.1 The Committee received a paper regarding Postgraduate Taught attainment. The Chair noted a reduction in attainment and highlighted differences across Schools.
- 17.2 Members of the Committee noted the potential benefit in looking at differences across modes of study. While not currently recorded the potential for doing so in future was noted.
- 17.3 Directors of Education were asked to take the report to their School Education Committees for discussion of School-level data, and any required action.

Action: Directors of Education

EMPLOYABILITY AND ENTREPRENEURSHIP COMMITTEE REMIT AND COMPOSITION

(copy filed as UEC/160123/018)

- 18.1 The Committee received a paper regarding a remit update to the Employability and Entrepreneurship Committee for approval. The Committee was content to approve the revised remit and composition.

DATES OF NEXT MEETING

- 19.1 Members of the Committee noted that the next meeting of the UEC would take place on Thursday 23 March 2023 at 1.05pm.

UPDATE REPORTS FROM THE UEC SUB-COMMITTEES

- 20.1 Members of the Committee noted updates from the UEC Sub-Committees as follows:
- (i) Employability and Entrepreneurship Committee (EEC) *(copy filed as UEC/160123/019a)*
 - (ii) Student Support and Experience Committee (SSEC) *(copy filed as UEC/160123/019b)*

PROMOTIONS GUIDANCE: FRAMEWORK FOR CRITERIA AND ASSOCIATED GUIDANCE

- 21.1 The Committee noted that the Framework for Criteria and Associated Guidance pertinent to the review of Promotions will be circulated among the Committee once finalised. It was noted that work continues in this regard.

UNIVERSITY OF ABERDEEN
UNIVERSITY EDUCATION COMMITTEE

ACTION LOG

ACTIONS ARISING FROM THE MEETING HELD ON 10 OCTOBER 2022

Minute Point	Identified Action	Individual(s) Responsible	Action Status/Update
1.2	Updated UEC remit and composition to follow to the next meeting of the Committee (January 2023).	Clerk	Complete: <i>Agenda Item 4 refers.</i>
11.1	Updated version of the Policy Review Update, to reflect the distinction between QAC and UEC owned policies and the approval routes in regard to each, to follow to the Committee by circulation.	Clerk	Complete: <i>Agenda Item 17.6 refers.</i>

ACTIONS ARISING FROM THE MEETING HELD ON 16 JANUARY 2023

Minute Point	Identified Action	Individual(s) Responsible	Action Status/Update
5.1	Industrial action to be included on the Risk Register.	Chair	Complete: <i>Agenda Item 5 refers.</i>
6.1	Updates to be sought to the Aberdeen 2040 Implementation Plan for deadline of 30 th January 2023.	Chair	Complete: <i>Agenda Item 6 refers.</i>
7.3	Update to be provided on the outcomes from the first half-session of 2022/23, which will be circulated to the Committee.	K Kiezebrink/J Bohan	Complete: <i>Agenda Item 9 refers.</i>
8.1	Update from the Dean for Educational Innovation to be circulated among the Committee.	K Kiezebrink/ Clerk	Complete <i>It was agreed that instead of the Dean for Educational Innovation Update, papers for the various initiatives that the Dean is involved in will be presented to the Committee for discussion.</i>
10.2	Confirmation to be sought regarding the breakdown of results from the Race Equality Charter Student Survey by School.	Chair	Pending
11.3	All actions plans to be consolidated and reviewed ensuring actions are assigned appropriately.	Clerk / Chair	Pending <i>Action Plans have been collated and are currently being reviewed.</i>

12.6	Report to be provided on ChatGPT for the next UEC Agenda.	K Kiezebrink/ Clerk	Complete: <i>Agenda Item 10 refers.</i>
15.1	LEO data to be included as part of graduate outcomes data.	J Barrow	<i>Pending</i>
16.2	The implementation of the PTES student survey to be actioned via SSEC.	J Bohan	<i>Pending</i>
17.3	PGT Attainment Report to be taken to School Education Committee for discussion of School-level data and any required action.	Directors of Education	<i>Pending</i>

UNIVERSITY OF ABERDEEN
UNIVERSITY EDUCATION COMMITTEE (UEC)

REMIT AND COMPOSITION

- 1. COMMITTEE TITLE**
University Education Committee (UEC)
- 2. DATE OF ESTABLISHMENT**
25 May 2021 (as Joint Committee of Court & Senate)
- 3. CHAIR AND ADMINISTRATIVE SUPPORT AREA**
Chair: Vice-Principal (Education)
Clerk: Academic Services and Online Education (Registry)
- 4. PURPOSE**
A Strategy and Policy committee to support the University's overall educational objectives.
- 5. REMIT:** *(To be reviewed annually at last meeting of committee cycle and proposed changes considered by Senate for approval)*

To be responsible to the Senatus Academicus for the strategic oversight of:

- i. education matters relating to undergraduate, postgraduate taught and taught elements of postgraduate research;
- ii. the wider student experience relating to matters impacting on student success;
- iii. the development of approaches to educational innovation

The UEC shall:

- iv. be responsible for the oversight, development and monitoring of the University's strategic approach to educational provision, its associated operational plan and risk register, and the alignment of these with School plans and with Aberdeen 2040 and its associated operational plans;
- v. comment on draft education policy where input sought by the Quality Assurance Committee and drive forward its implementation working in partnership with School Education Committees;
- vi. highlight to the Quality Assurance Committee where policy related issues are identified requiring consideration;
- vii. be responsible for the innovation and ongoing enhancement of the quality of educational provision and for ensuring the effective dissemination of good practice including oversight of the University's engagement with the QAA Enhancement Themes;
- viii. Through its committees, be responsible for the development of actions at institutional level, and in Schools, based on analysis of national and internal data (e.g. National Student Survey, non-continuation, Graduate Outcomes, degree classifications and awarding gaps).
- ix. Ensure that Education and the wider student experience is delivered inclusively.
- x. Through the Centre for Academic Development (CAD), develop, review and promote professional staff development opportunities in regard to the delivery of education, including assessment and feedback;
- xi. Through the Centre for Academic Development, inform the support required by Schools for the development of educational innovations.
- xii. consider recommendations from the Employability and Entrepreneurship Committee (EEC) in regard to the quality of provision of careers education, employability and the co-curriculum;
- xiii. consider recommendations from the Student Support & Experience Committee (SSEC) in regard to the quality of the delivery of effective, appropriate and consistent student support and the wider student experience;
- xiv. be responsible for the oversight of teaching-related credit-bearing activity related to student mobility;
- xv. engage in horizon scanning to anticipate and prepare for new opportunities and likely future developments in education and the wider student experience;

Members' Responsibilities:

Each member of the committee will contribute to discussions and feedback on these to their

respective areas for comment and further input. School leads ensure that they use their School Education Committees and other School forums to inform feedback into UEC and to raise matters relevant to UEC or for referral onto QAC as appropriate.

6. COMPOSITION AND QUORUM:

Chair: Vice-Principal (Education)

Membership: Student President of the Students' Association (or nominee)
Vice-President for Education of the Students' Association
School Directors of Education
Dean for Student Support
Dean for Educational Innovation
Dean for Employability and Entrepreneurship
Dean for Postgraduate Research School
Dean for the Qatar Campus
Dean for International Student Pathways
Dean for Widening Access, Articulation and Outreach
Dean for Portfolio Development and Programme Promotion
Two representatives nominated by Senate (2 year terms)
QAA Enhancement Theme Lead
Academic Representative of the Equality, Diversity and Inclusivity Committee

In attendance: Director of Academic Services and Online Education
Head of Quality
Academic Registrar
Head of the Centre for Academic Development (CAD)
Head of the Careers and Employability Service
Head of Student Support Head of the Language Centre
Director of Digital and Information Services (or nominee)
University Librarian
School Administration Manager
Students' Association Staff Member

Quorum: 50%

ACCOUNT TO BE TAKEN OF EQUALITY AND DIVERSITY IN MEMBERSHIP

7. MEMBERSHIP

TBC

8. REPORTING LINE/PARENT COMMITTEE AND INTERFACE WITH OTHER COMMITTEES

Formal reporting line: Senate which then provides assurance to Court

Sub-committees: Employability and Entrepreneurship Committee (EEC) and Student Support Committee (SSC)

Steering Groups and Task and Finish Groups: VLE Steering Group, Decolonising the Curriculum Steering Group, Aberdeen 2040 Delivery of Education TFG, Graduate Attributes and Skills TFG

Interface with other committees: Quality Assurance Committee,
School Education Committees,
Postgraduate Research Committee,
Student Recruitment Committee,
Student Support & Experience Committee,
Online Education Development Committee,
Digital Strategy Committee,
Qatar Partnership Management Group
SCNU Joint Institute Academic Committee.

9. FREQUENCY AND TIMING OF MEETINGS

A *minimum* of five meetings per session, *normally* preceding meetings of the Senate.
Meetings between 10am – 4pm in accordance with University Policy.

10. PUBLICATION OF PAPERS

The agenda and meeting papers will be made available on web pages/StaffNet at least one week prior to meetings of the UEC. Where these papers are draft, this will be clearly identified.

**11. DATE ESTABLISHMENT OF COMMITTEE
APPROVED/RECORDED:**

Proposed as Senate Committee – September 2022

UNIVERSITY OF ABERDEEN

UNIVERSITY EDUCATION COMMITTEE

ABERDEEN 2040 IMPLEMENTATION PLAN**1. PURPOSE OF THE PAPER**

The purpose of this paper is to provide members of the University Education Committee (UEC) with an opportunity to note the actions for the Aberdeen 2040 Implementation Plan for Education, following updates made in January 2023.

2. PREVIOUS CONSIDERATION BY /FURTHER APPROVAL REQUIRED

	Board/Committee	Date
Previously considered/approved by	n/a	
Further consideration/ approval required by	n/a	

3. RECOMMENDED ACTION

Members of the UEC are invited to note the Aberdeen 2040 Implementation Plan for Education, attached as *Annex A*, and to note the timeline for feedback on the actions in the plan.

4. DISCUSSION

- 4.1 Following previous updates to the University Education Committee (UEC), members of the Committee are invited to discuss and comment on the updated Aberdeen 2040 Implementation Plan, attached as *Annex A* as part of a process of updating on progress on actions.
- 4.2 Members of the UEC were asked for updates in January 2023, and these are reflected in the attached Annex.

5. FURTHER INFORMATION

Further information is available from Ruth Taylor, Vice-Principal Education (ruth.taylor@abdn.ac.uk) and Gillian Mackintosh, Director of Academic Services and Online Education (g.mackintosh@abdn.ac.uk)

13 March 2023

Freedom of Information/Confidentiality Status: Open

4. BACKGROUND

- 4.1 Our Aberdeen 2040 Strategy articulates the ambitions for Education. In summary, the Strategy states our ambitions for Education as: Aberdeen 2040 aims to prepare our graduates to thrive in the diverse workplaces of the future with commitments that need to be embedded in the experience of all our students. Our Education aims to be among the very best in the world, enabling our students to grow as independent learners, to achieve their full potential and succeed whatever their personal and social background, their mode of study and location, and to be equipped for global employment. Our Curriculum is challenge-led, distinctive, has breadth and flexibility with the interdisciplinary challenges embedded. Our Curriculum is inclusive, international and enables our students to be leaders in protecting the environment. Our Environment aims to be diverse, caring, supportive, challenging, innovative, and developmental. The overarching ambitions are supported by a number of [Commitments](#)¹.
- 4.2 Whilst an academic year structure cannot deliver all aspects of an Education Strategy, the aim is to develop a structure that acts as an enabler for its achievement. The Principles (see section 6 below) aim to articulate how the academic year structure can support the delivery of Aberdeen 2040 Education. Of particular relevance to the development of these proposals are the actions to increase the opportunities for student mobility, international learning, work-based learning, and placements, all of which are being taken forward through Aberdeen 2040 workstreams.
- 4.3 The academic year structure that was in place for seven years prior to the Covid-19 pandemic is provided in Appendix 1 (approved at Senate on 14 November 2012). In 2020/21, 2021/22 and 2022/23, and 2023/24 revisions to the academic year structure were approved by Senate² on a temporary basis to address the challenges of the pandemic. These are provided in Appendix 2. It is not appropriate to continue to make changes year on year, and it is therefore important that an agreed academic year structure is in place for academic year 2024/25 onwards.
- 4.4 Consideration has been given to the future possible structures of the academic year to take forward from academic year 2024/25. The proposals aim to support the developments in Education in line with the Aberdeen 2040 Commitments (see section 4.3 above) and are in line with changes to the external context that are impacting on recruitment and admissions of students. Once agreed, the new structure would take effect from academic year 2024/25. A decision about the structure needs to be agreed by late summer 2023³ and will therefore need to be approved no later than the final Senate of this academic year on 7 June 2023. The new structure will apply to the majority of UG and PGT programmes with the exception of certain programmes⁴ where professional requirements necessitate a different academic year structure.
- 4.5 In developing options for the way forward, we have also been mindful of the increasingly competitive and complex global student recruitment marketplace within which we are operating. We need to take an approach that places us in a strong position with our external audiences, specifically prospective students and their influencers including recruitment agents and scholarship providers.
- 4.6 A process of consultation for the development of the initial options has taken place with colleagues and students as follows:
- Recruitment and Admissions Teams (UK and international)
 - Dean for Student Support and Experience
 - Dean for Portfolio Development and Programme Promotion

¹ Commitments 1, 2, 4, 6, 7, 11, 12, 14, 15, 17

² Changes to second half-session 2020/21 and first half-session 2021/22 approved by Senate on 21 October 2020; 2021/22 term dates approved by Senate on 3 Feb 2020; Changes to second half-session 2021/22 approved by Senate on 12 May 2021; 2022/23 term dates approved by Senate on 1 December 2021 with adjustments approved 11 May 2022; 2023/24 term dates approved by Senate on 2 November 2022.

³ UCAS will open in September 2023 for September 2024 entry, and we will have started to receive applications for PG study; and need to have accurate information included in offers of admission and also for returning students

⁴ Programmes with non-standard academic year structures: MBChB, Physician's Associate, BDS, PGDE. Some programmes also include optional fieldwork over the spring and summer breaks.

- Team Leaders in the Directorate of Academic Services and Online Education
- School Directors of Education
- PGT Leads from Schools
- AUSA Education Committee
- Vice-Principal (Global Engagement)

4.7 Further consultation will take place through the formal committees and through Schools via the School representatives of the Education Committees, through the School Education Committees and other School-led discussions. The student membership of committees both institutional and School level will ensure that student views inform the final outcome.

4.8 The paper outlines (in sections 5 and 6) a set of principles on which the options have been based. Appendix 3 sets out four options of possible academic year structures with an appraisal of each option against the principles set out in Appendix 4. From this, it is then possible to demonstrate which of the principles are achievable and which are not for each of the academic year structure options. We then need to determine which of the principles are most important as we make a decision about our academic year structure.

5. AIMS

5.1 The overarching aims of the development of a revised academic year are to:

- Ensure appropriate allocation of time for the delivery of teaching, learning and assessment so that students are provided with sufficient time to undertake all programme requirements.
- Ensure that the structure facilitates the Aberdeen 2040 Education Commitments.
- Facilitate optimal student recruitment opportunities.
- Provide opportunities to further enhance the student experience in relation to, for example, student preparedness and transition into university and subsequent study years.

6. PRINCIPLES FOR THE DEVELOPMENT OF THE ACADEMIC YEAR STRUCTURE 24/25 ONWARDS

6.1 In developing options for the future structure of the academic year, a set of principles have been developed. The Committee is asked to comment on the Principles so that they can be finalised and used to evaluate each of the options for the academic year structure. There are eight Principles, and, whilst there are connections across them, each one is considered separately in this section and in the evaluation of the structures. The Principles are as follows:

(i) *Provide a structure that supports our Aberdeen 2040 Education ambitions*

As part of the Aberdeen 2040 Strategy, the University has committed to providing ‘an international education to learners from all around the world’ (Commitment 11), equipping ‘our graduates for global employment through our curriculum and teaching methods’ (Commitment 12), and to ensuring that ‘all our students can have an international experience, by studying or working collaboratively with international partners’ (Commitment 14). These ambitions are being addressed, in part, through our workstreams on placements and work-based learning, Aberdeen 2040 Graduate Attributes and Skills, and international learning (through student mobility and collaborative online international learning (COIL)). The academic year structure aims to be an enabler for these ambitions by:

- Providing a consistent academic year structure, including three equal terms, to enable consistent and coherent engagement with external stakeholders (e.g., employers, student mobility placement providers).
- Providing a dedicated week for returning students at the start of terms 1 and 2 to be used as a focus on skills enhancement recognising the importance of the

University supporting students to enhance their employability. These transition weeks will not only enhance skills development but will also augment a sense of belonging. Further work will be required to determine how best to use these weeks.

As part of our overall approach to enhancement of the student educational experience, there will be different areas of focus dependent on outcomes of student experience feedback (e.g., NSS), external quality assurance and enhancement processes (e.g., through QAA Scotland and professional/ accreditation bodies), and the national focus on enhancement (e.g., the Resilient Learning Community Enhancement Theme, 2020-2023). In addition, the work that the University has undertaken over recent years in response to the Covid-19 pandemic and the associated need to pivot our education online, has led to enhancements across our provision (e.g., delivery of continuous, authentic assessment). The academic year structure therefore aims to continue to support the ability for flexibility for enhancements such as these by:

- Providing consistent term timelines across the academic year.
- Clear timelines for assessment and feedback on assessment.
- Creating space for community building and creating a sense of belonging (through the induction/orientation and transition weeks).
- Creating some flexibility for discipline-specific approaches to structuring the delivery of Education across each term.

(ii) *A consistent and transparent structure of three equal terms across UG and PGT provision to provide adequate time for teaching, learning and assessment*

Currently the academic year has two defined terms currently with 11 weeks (including a floating week) teaching followed by 2 weeks assessment with the summer teaching period for PGT being set at a School / programme level. This approach leads to variability in both timing and length of the summer period and given the lack of consistency, means the transparency of information about term dates for PGT students is impacted. The rationale for Principle (ii) is:

- As each stage of PGT programmes carries 60 credits, it is important that each term is of equal and appropriate length to recognise the notional student effort required.
- Helpful for external messaging to prospective and new students as it will better support a dual entry model (i.e., term 1 and term 2 entry) which is important from a recruitment perspective given international markets.
- Transparently acknowledges the delivery of Education that takes place in many areas across the University, and the associated staff workload (although does *not require* delivery of education across all three terms).

As such an academic year model based on three terms of equal length is proposed with the start and end dates of each term being consistent across Schools. The nomenclature will be: Term 1 (T1), Term 2 (T2), and Term 3 (T3). For September PGT cohorts they will work through T1, T2, and T3 in that order. For January PGT cohorts they will work through T2, T3, and T1 in that order. Other similar universities have similar models and naming conventions (see paragraph 8.2).

In the options presented in Appendix 3, three 13-week period models are presented alongside one 14-week model. These are composed of:

- 10 or 11 weeks of teaching (including in-course assessment),
- One flexible week for:
 - Revision where in-person exams are used
 - Reading week
 - Fieldwork
 - Other suitable activities

- A dedicated two-week assessment period at the end of terms 1 and 2 for most undergraduate programmes. While in-course assessment is threaded through the term for most courses, this assessment period provides time for end-of-course assessments and, where required, formal exams. For postgraduate provision, this period can be used for teaching due to the more prescriptive nature of these programmes except if formal exams are required in which case a two-week assessment period will be used. For term 3, these two weeks are part of the teaching period recognising that for many programmes this period is used for dissertations / projects.

The options set out in Appendix 3 all avoid having only a single teaching week followed by a two-week assessment period after the Spring break as feedback from staff and students has indicated that a single week of delivery is of limited value. The options presented therefore all provide at least two teaching weeks followed by a two-week assessment period. The proposed new structure will apply to the majority of UG and PGT programmes with the exception of certain programmes⁵ where professional requirements necessitate a different academic year structure.

(iii) All first term assessment completed prior to the Winter break

A core principle underpinning the last substantive review of the academic year structure, approved by Senate in November 2012, was the move of first term assessments before the Winter break. This was agreed to be important to allow students to have a proper break and take advantage of employment opportunities over that period. It was also agreed to be important from a retention perspective to reduce the risk of those struggling in the first term not returning after the winter break. Additionally, this structure was also agreed to be beneficial to both incoming and outgoing international exchange students because as it allowed visiting students to return home prior to the Winter break having completed all teaching and assessment and likewise allowed outgoing exchange students to be able to start their exchange early in the new year without needing to return to Aberdeen to complete assessments.

It is possible to change the timing of the completion of assessment to after the Winter break. Not all international students choose to return to their home country over that period; some students prefer to have time over the Winter break to complete assessment (although it is important to note that students will not have access to support from academic or professional services staff who can support assessment during that period). Comparable data on student retention related to any change to the timing of assessment is not available for the University so it is not possible to make an evidence-based judgement on this matter. Where the delivery of assessment takes place after the Winter break, this timing allows for a later start date.

On balance it is recommended that Principle (iii) remains as stated following feedback from a range of colleagues and students so far.

(iv) Marking completed in 3-week window prior to start of next term

The University's [Feedback Framework](#) states that feedback should be timely and normally provided within a maximum of three working weeks (excluding vacation periods). In the context of the academic year structure, it is important that students can receive their overall course results before the start of the next term to allow them, where necessary, to make changes to their curriculum (e.g., changes to curriculum breadth courses). This timing is important where students may not have passed a pre-requisite or where a student finds they have not done well in their elective courses and wish to make changes (e.g., a student who has taken a language to fulfil their Enhanced Study requirements who decides after

⁵ Programmes with non-standard academic year structures: MBChB, Physician's Associate, BDS, PGDE and some Exec Education programmes. Some programmes also include optional fieldwork over the spring and summer breaks.

the first half-session based on performance that they would prefer to switch to a Sixth Century course in the second half-session instead of taking a further language course).

(v) *Enable optimal consideration of equality, diversity and inclusion 1: school, public and religious holidays*

The University has an increasingly diverse student population and, in line with the Aberdeen 2040 commitments in regard to inclusion, it is important that in developing a new academic year structure that consideration is given to equality, diversity and inclusion issues impacting both staff and students.

School holidays

In recognition of caring (childcare, other caring), work commitments, and wellbeing needs of both staff and students, where possible, the proposed structure has been aligned with school holidays. As the timing of City and Shire school holidays can vary, it cannot be guaranteed that the academic year structure will always fully align with school holidays but where possible alignment will be made. School term dates for 2022/23 to 2024/25 for Aberdeen City and Aberdeenshire as currently published, are given in Appendix 6.

The Spring break has been reduced to two rather than three weeks in length which aligns to the length of school holidays, allows for an earlier end date for term 2, shortens the break in study during term 2 to help ensure continuity in delivery and reduces the overlap of PGT marking with start of teaching for the new academic year.

The October school holidays fall in the first term. It is not possible to include a formal break given the proximity to the start of Term 1. Importantly, Schools have the flexible week which could be used to provide a reading week at this time if the timing is appropriate in relation to the student learning experience.

Public holidays

In regard to public holidays, there are normally four public holidays which fall during teaching as outlined below for 2022/23:

Spring Public Holiday – 18 April
May Day Holiday – 2 May
Start of Trades Fortnight – 11 July
Autumn Public Holiday – 26 September

Depending on the academic year structure chosen, some of these dates may fall within teaching, assessment or non-term-time periods. Where an alternative teaching slot is requested to compensate for the public holiday, Schools can liaise with the Central Timetabling Team to review alternatives after Registration. It may not be possible to reschedule due to the flexibility of the curriculum as it can be difficult to find alternative slots which avoid clashes with other courses being taken by students and also available appropriate rooms for the type of teaching (e.g. lecture theatres). In the case of assessment, the scheduling will be managed to avoid delivery of assessments on public holidays. Where it is not possible to reschedule delivery to avoid public holidays, staff will be enabled to take a day in lieu.

Religious holidays

The [Policy on Religion and Belief](#) states that the University recognises that there may be circumstances where students may request absence or adjustment on the grounds of religious observance and where this is the case reasonable adjustments will be made. It is important that we do everything that we can as a University to create a sense of belonging and welcome for all. In addition, we have a partnership with AFG in Qatar for

whom religious days such as Eid Al-Fitr⁶ and Eid Al-Adha⁷ are important national holidays when the campus in Qatar is closed. The timing of these holidays varies widely. Further work will be done to determine what is possible in relation to managing the timing of assessment, and the delivery of education with respect to religious holidays.

(vi) Enable optimal consideration of equality, diversity and inclusion 2: optimal orientation and induction opportunities so as to enhance the preparation and readiness of students for university, their studies and wider student life

It is critical that new students receive robust induction into their studies. This is important to ensure those joining the University are given an appropriate introduction to their chosen subject and informed about relevant policies and procedures (e.g., those associated with student support, academic integrity, wellbeing etc.). This approach will also allow opportunities for new students to have time to meet other students and get an insight into the wider student experience (e.g., clubs and societies). As such all proposed options as set out in Appendix 3 provide time for orientation and induction at the start of terms 1 and 2. As detailed in (i), it is proposed that this time is also used to support skills development for returning students. As part of the ongoing work to enhance student induction, orientation and transition, consideration will be given to how such induction and orientation can be delivered more flexibly, whilst ensuring that we provide all opportunities for students to arrive during these important weeks.

(vii) Enable optimal consideration of equality, diversity and inclusion 3: Equality Impact Assessment

In developing the new academic year structure, an equality impact assessment has been undertaken prior to proposals being brought forward for approval (see appendix 8).

(viii) Academic year start date late enough to optimise recruitment activity, including the Clearing period following school exam results, timing of release of school results more generally, UKVI requirements and timing of the confirmation of external scholarships

Although enhancements have been made to processing times for applications for study to allow more time for prospective students to complete required actions after receiving an offer of admission, there are different external factors which mean a later start date is competitively advantageous.

In recent years, we have recruited around 200 undergraduate students during “Clearing” that is the period following the release of Higher and A Level exam results in August. This group has been key to us achieving growth in Rest of UK undergraduates, and now, with a very competitive market for Home fees/Scotland students is even more strategically important. However, a school exam release date of 8 August (Highers) and 17 August (A Levels) is very close to a September start, which could be off-putting for an applicant who is re-considering their university options in Clearing. Some of our Clearing applicants will also be international and require time to apply for a Student Visa.

Specifically in relation to international students, the arrangements they require to put in place both before we issue them a CAS⁸ and before they apply for a Visa are complex and time consuming. Evidence of funding is required for some markets; in many cases this is dependent on external sponsors confirming scholarship awards which can occur

⁶ Eid al Fitr / End of Ramadan dates for the years 2023-2033 <https://www.qppstudio.net/global-holidays-observances/eid-al-fitr-end-of-ramadan.htm>

⁷ Eid al Adha / Feast of Sacrifice dates for the years 2023-2033 <https://www.qppstudio.net/global-holidays-observances/eid-al-adha-feast-of-sacrifice.htm>

⁸ Certificate of Acceptance for Studies, the formal UKVI document we issue to applicants which they require to apply for a Visa.

close to the start of the academic year. To obtain a Visa, self-funding applicants have to demonstrate to UKVI that adequate finances have been held consistently in their bank account for 28 days. And the external bodies driving these processes often work to an understanding of an autumn start for the UK sector that is closer to October.

A later start date would also be advantageous for recruitment in Qatar.

Appendix 7 provides details of start dates for 2023/24 for a range of other UK institutions where dates for the equivalents of our “Welcome Week” and “Start of Teaching” are readily available. This shows that our 2023/24 start date is one of the earliest in the group, with the most common start date for 2023 being one or two weeks later (a Welcome Week that starts on 18 September or 25 September). A start date that is more in line with others across the UK would be more in line with the expectations of prospective students, their agents, and other external agencies. It is noted that Scottish institutions in general start earlier, but we do need to be mindful of the wider UK context.

7. OTHER CONSIDERATIONS

(i) The structure will be appropriate for our Transnational Education

The University has a number of transnational education (TNE) partnerships. Some of these necessarily require to be delivered over a different timeframe to that of our academic year, such as the SCNU Joint Institute where delivery takes place on the SCNU campus in China and as such requires delivery to align with their academic year structure and associated public holidays (e.g., Chinese New Year). Others such as the University’s partnership with the Al Fayed Group for Education and Academic Services (AFG) in Qatar in contrast require the alignment of delivery between Aberdeen and Qatar to ensure equivalence of experience between both cohorts who are studying on the same programme. As such, input will be sought from the Qatar Academic Planning Group as part of the consultation to ensure that any relevant considerations (e.g., in-country holidays) are taken into account, where possible. In this context, it is noted that the Ministry of Education in Qatar can impose changes to the academic year structure to reflect nationwide events such as the Fifa World Cup.

(ii) Staff Workload

The implementation of the new academic year structure is likely to have the following workload implications for academic staff:

- Whilst the proposal is to create three terms as a transparent approach to recognising the teaching activity that takes place across the academic year, it is recognised that Heads of School currently manage staff workload in relation to the realities of whole year teaching (including PGT summer teaching) in many areas. The management of staff workload in the context of delivery of Education across the whole academic year in some areas is of particular importance given the growing intake of January start PGT entrants and the need to ensure that staff have focused time for research or other activities. Delivery across three terms is not new. However, the proposals highlight the need for Schools to appropriately manage workload in this context.
- Option 4 (as detailed in Appendix 3) provides a 14-week term structure but this can only be accommodated if teaching and marking overlap which would require careful workload management.
- The introduction of the two skills weeks for returning students will need to be discussed in detail with Schools, through the Dean for Employability and Entrepreneurship. The aim would be to minimise academic staff workload (e.g., by providing packages of support through Toolkits and other means) whilst at the

same time allowing scope for Schools to undertake high-impact and School-specific activities with their students. It is anticipated that these induction and transition activities will help with staff workload in the longer-term as we ensure that students are adequately prepared across a whole range of areas including, for example, academic integrity.

Once the structure of the new academic year structure is agreed, work will be required to support the transition (e.g., updates to University IT systems (e.g., Student record) to accommodate the changed structure). Consideration will also need to be given, within Directorates and School Admin teams, to the management of any workload implications posed by the new structure.

One of the next phases of work for Aberdeen 2040 Education, is scoping of the flexibility of our curriculum with a view to aligning the breadth curriculum more closely with Aberdeen 2040 to benefit the student experience, as well as providing opportunities to appropriately streamline the curriculum.

(iii) *The structure enables achievement of Statutory Requirements*

The Higher Education Statistics Agency (HESA) defines full-time study as requiring at least 24 weeks of study⁹ for at least 21 hours per week. Each of the options enable the achievement of these requirements. Additionally, the University has a growing number of students who are funded by US Federal Loans who stipulate a requirement for 30 weeks of instruction, exams, or study for final exams (excluding formal breaks). As such it is important that consideration is given to these requirements in designing the new academic year structure. Options 1, 2 and 3 offer a 28-week undergraduate academic year structure whilst option 4 provides a 30 week structure with in all cases this including the induction / employability week at the start of terms 1 and 2. In this regard, it is worth noting that a comparison of other Scottish HEIs shows their academic year structure for UGs to vary between 26 and 31 weeks in length.

8. OPTIONS

- 8.1 Drawing on the Principles outlined above, four options for the future structure of the academic year have been developed. These are set out in Appendix 3 along with an appraisal mapping each option to the Principles set out in Appendix 4.
- 8.2 As can be seen from this appraisal, it is not possible to deliver all principles in a single academic year structure and so decisions will need to be made in regard to which principles are most important.
- 8.3 These options are presented for discussion and feedback such that, for the next stage of the development of a proposal for a recommended new academic year structure, the final proposal takes account of that feedback. As part of that process, consideration will be given to which of the Principles are most important to the University and what compromises may need to be made to enable the best of what can be achieved within a 52 week year.

9 NOMENCLATURE

- 9.1 We currently use the terminology 'half-session' and have only two half-sessions (from September to December, and from January to May). We deliver our Education across the entire academic year and the proposals for the new academic year structure transparently acknowledges this. The terminology proposed for the three teaching periods is 'term' (i.e., term 1, term 2, and term 3 for the specific teaching periods). Previous discussion with QAC on this matter indicated some concern that all Schools and disciplines would be required to deliver education across all three

⁹ Study is defined as including contact teaching time, private study and assessment

terms (and thus staff would be required to teach across all three terms). In line with 7(ii) above, Heads of School already manage staff workload in relation to the realities of whole year teaching (including PGT summer teaching) in many areas particularly given the growing intake of January start PGT entrants.

- 9.2 Many institutions across the sector use the terminology of 'term' (e.g., Abertay, Exeter, Lancaster, Loughborough, Kent and University of West of Scotland) and denote them either numerically as is being proposed above or use Autumn/Spring/Summer. Other institutions use the terminology of 'semester' or 'trimester' (e.g., Dundee, Edinburgh, Glasgow, Newcastle and St Andrews) and likewise denote these either numerically or by seasons. It is felt that term is more meaningful internationally and would be most easily understood by our prospective and current students. It is proposed that numerical indicators are used as these are neutral rather than seasonal indicators given that seasons differ for our transnational education.

10. ACTION REQUIRED

10.1 The University Education Committee (UEC) is asked to:

- Comment on the proposed principles set out in section 6 above;
- Comment on the options proposed for the academic year structure set out in appendix 3 together with the associated appraisal of each as detailed in appendix 4;
- Comment on the proposed use of 'term' rather than 'half-session' to describe the three teaching periods.

11. NEXT STEPS

11.1 Feedback from all Committees and other consultation will be taken into account for the further development of the proposal which will then be presented for approval to relevant Committees.

11.2 Depending on the overall feedback from the Committees including Senate, work will be progressed (as part of the final overall proposal) as follows:

- Updated Equality Impact Assessment
- Development of an implementation plan, identifying all actions required to put the new structure in place (e.g., changes to processes, regulations).
- Proposals around an employability and skills focused induction/transition period for returning students will be brought forward (see 6.1(ii) above).
- A communications plan for students and new entrants will be developed with the aim of ensuring clarity around the structure for both continuing and new entrants.

12. FURTHER INFORMATION

Further information is available from Ruth Taylor, Vice-Principal (Education) ruth.taylor@abdn.ac.uk or Gillian Mackintosh, Director of Academic Services and Online Education g.mackintosh@abdn.ac.uk

15 March 2023

Freedom of Information/Confidentiality Status: Closed

Pre-Covid Academic Year Structure

Week No.	Pre-Covid Academic Year Structure
1	
2	
3	
4	
5	
6	Induction
7	S1 Teaching & Assessment (14 Weeks)
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	
21	Marking
22	Vacation
23	
24	Marking
25	S2 Teaching & Assessment (11 Weeks)
26	
27	
28	
29	
30	
31	
32	
33	
34	
35	
36	Vacation
37	
38	
39	S2 Teaching & Assessment (4 Weeks)
40	
41	
42	
43	Marking
44	
45	
46	
47	
48	
49	Resits
50	
51	Marking
52	
1	
2	
3	
4	
5	
6	

Academic Year Structures 2020/21 – 2023/24

Week No.	2020/21	2021/22	2022/23	2023/24
1				
2				
3				
4				
5				
6				
7			Induction	Induction
8	Induction	Induction		
9	S1 Teaching & Assessment (12 Weeks)	S1 Teaching & Assessment (12 Weeks)	S1 Teaching & Assessment (13 Weeks)	S1 Teaching & Assessment (13 Weeks)
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21	Marking	Marking	Marking	Marking
22	Vacation	Vacation	Vacation	Vacation
23				
24	Marking	Marking		Marking
25	Marking	Marking	Marking	Marking
26	Induction	Induction		Induction
27	S2 Teaching & Assessment (10 Weeks)	S2 Teaching & Assessment (10 Weeks)	S2 Teaching & Assessment (10 Weeks)	S2 Teaching & Assessment (10 Weeks)
28				
29				
30				
31				
32				
33				
34				
35				
36				
37	Vacation	Vacation	Vacation	Vacation
38				
39	S2 Teaching & Assessment (3 Weeks)	S2 Teaching & Assessment (3 Weeks)	S2 Teaching & Assessment (3 weeks)	S2 Teaching & Assessment (3 weeks)
40				
41				
42	Marking	Marking	Marking	Marking
43				
44				
45				
46				
47				
48				
49	Resits	Resits	Resits	Resits
50				
51			Marking	Marking
52	Marking	Marking		
1				
2				
3				
4				
5				
6				

Appendix 3

Future Academic Year Structure Options

Week No.	Date (w/c)	Important Dates	OPTION 1	OPTION 2	OPTION 3	OPTION 4
1	29.7.24					
2	5.8.24					
3	12.8.24					
4	19.8.24					
5	26.8.24					
6	2.9.24					
7	9.9.24		PGT Marking (prev AY)	IEW* PGT Marking	T3 (Prev AY)	T3 (Prev AY)
8	16.9.24		IEW* PGT Marking (prev AY)	T1	PGT Marking	PGT Marking
9	23.9.24	Sept Hol (Mon)	T1	T1	PGT Marking	PGT Marking
10	30.9.24		T1	T1	IEW* PGT Marking	IEW* PGT Marking
11	7.10.24		T1	T1	T1	T1 PGT Marking
12	14.10.24	School Holidays	T1	T1	T1	T1
13	21.10.24	School Holidays	T1	T1	T1	T1
14	28.10.24		T1	T1	T1	T1
15	4.11.24		T1	T1	T1	T1
16	11.11.24		T1	T1	T1	T1
17	18.11.24		T1	T1	T1	T1
18	25.11.24		T1 Winter Grads	T1 Winter Grads	T1 Winter Grads	T1 Winter Grads
19	2.12.24		T1 Qatar Grads (TBC)	T1 Qatar Grads (TBC)	T1 Qatar Grads (TBC)	T1 Qatar Grads (TBC)
20	9.12.24		T1	T1	T1	T1
21	16.12.24		T1	Marking	T1	T1
22	23.12.24	School Holidays	Uni Closed Period	Uni Closed Period	Uni Closed Period	Uni Closed Period
23	30.12.24	School Holidays	Uni Closed Period	Uni Closed Period	Uni Closed Period	Uni Closed Period
24	6.1.25		Marking	Marking	T1	T1
25	13.1.25		Marking	Marking	T1	T1
26	20.1.25		Marking	IEW*	Marking	T1
27	27.1.25		IEW*	T2	Marking	Marking IEW*
28	3.2.25		T2	T2	Marking	Marking T2
29	10.2.25		T2	T2	IEW*	Marking T2
30	17.2.25		T2	T2	T2	Marking T2
31	24.2.25		T2	T2	T2	T2
32	3.3.25		T2	T2	T2	T2
33	10.3.25		T2	T2	T2	T2
34	17.3.25		T2	T2	T2	T2
35	24.3.25		T2	T2	T2	T2
36	31.3.25	School Holidays	Spring Break	Spring Break	Spring Break	Spring Break

37	7.4.25	School Holidays	Spring Break	Spring Break	Spring Break	Spring Break
38	14.4.25		T2	T2	T2	T2
39	21.4.25	April Hol (Mon)	T2	T2	T2	T2
40	28.4.25		T2	T2	T2	T2
41	5.5.25	May Hol (Mon)	T2	T2	T2	T2
42	12.5.25		T2	Marking	T2	T2
43	19.5.25		Marking	Marking	T2	T2
44	26.5.25		Marking	Marking T3	T2	Marking
45	2.6.25		Marking T3	T3	Marking	Marking
46	9.6.25		T3	T3	Marking	Marking T3
47	16.6.25		T3	T3 Graduations	Marking T3	Marking T3
48	23.6.25		T3 Graduations	T3	T3	T3
49	30.6.25		T3	T3	T3	T3
50	7.7.25	School Holidays	T3	T3	T3 Graduations	T3 Graduations
51	14.7.25	School Holidays July Hol (Mon)	T3	T3	T3	T3
52	21.7.25	School Holidays	T3	T3	T3	T3
1	28.7.25	School Holidays	T3	T3	T3	T3
2	4.8.25	School Holidays	T3	T3	T3	T3
3	11.8.25	School Holidays	T3	T3	T3	T3
4	18.8.25		T3	T3	T3	T3
5	25.8.25		T3	Marking	T3	T3
6 (above also)	1.9.25		Marking	Marking	T3	T3

Mapping of Academic Year Options to Principles

Principles	Option 1	Option 2	Option 3	Option 4
Provides a structure that supports our Aberdeen 2040 Education ambitions	<p>Consistent structure supports work placement activity and mobility</p> <p>Provides time for skills development to support employability</p> <p>Completion of term 1 before Winter break may assist with student mobility</p>	<p>Consistent structure supports work placement activity and mobility</p> <p>Provides time for skills development to support employability</p> <p>Completion of term 1 before Winter break may assist with student mobility</p>	<p>Consistent structure supports work placement activity and mobility</p> <p>Provides time for skills development to support employability</p> <p>Assessment period after Winter break may require use of alternative assessments for incoming exchange students who need to return home before Winter break or for those commencing a work placement after the Winter break</p>	<p>Consistent structure supports work placement activity and mobility</p> <p>Provides time for skills development to support employability</p> <p>Assessment period after Winter break may require use of alternative assessments for incoming exchange students who need to return home before Winter break or for those commencing a work placement after the Winter break</p>
A consistent structure of three equal terms across UG and PGT provision	Yes (13 weeks)	Yes (13 weeks)	Yes (13 weeks)	Yes (14 weeks)
All first term assessment completed prior to winter break	Yes	Yes	No	No
Marking completed in 3 week marking window prior to start of next term	Yes	Yes	Yes	No – to accommodate 14 weeks of teaching marking overlaps with start of next term

Alignment of University vacation periods with Aberdeen City and Aberdeenshire School holidays	Yes for Winter and Spring breaks but timing of City and Shire holidays do move and do not always align so cannot guarantee there will always be alignment. October School holidays fall in weeks 4 and 5 of teaching	Yes for Winter and Spring breaks but timing of City and Shire holidays do move and do not always align so cannot guarantee there will always be alignment. October School holidays fall in weeks 5 and 6 of teaching	Yes for Winter and Spring breaks but timing of City and Shire holidays do move and do not always align so cannot guarantee there will always be alignment. October School holidays fall in week 2 and 3 of teaching	Yes for Winter and Spring breaks but timing of City and Shire holidays do move and do not always align so cannot guarantee there will always be alignment. October School holidays fall in week 2 and 3 of teaching
Academic year start as late as possible to support recruitment activity, including clearing, UKVI requirements and timing of release of school results	Induction starts on 16 September and teaching on 23 September – would align with 2023/24 timeline. For January starts, induction starts on 27 January and teaching on 2 February	Earliest start date (Induction 9 September, teaching starts on 16 September) For January starts, induction starts on 20 January and teaching on 27 January	Latest start date (Induction on 30 September, teaching starts 7 October) providing maximum time for recruitment activity. For January starts, induction starts on 10 February and teaching on 17 February	Latest start date (Induction on 30 September, teaching starts 7 October) providing maximum time for recruitment activity. For January starts, induction starts on 27 January and teaching on 3 February
Enable optimal consideration of equality, diversity and inclusion	Supports childcare through school holiday alignment (see above) Assessment completion before winter break would provide opportunity for employment Induction and orientation at all years to provide sense of belonging for all students	Supports childcare through school holiday alignment (see above) Assessment completion before winter break would provide opportunity for employment Induction and orientation at all years to provide sense of belonging for all students	Supports childcare through school holiday alignment (see above) Less opportunity for work over winter break due to assessment preparation Induction and orientation at all years to provide sense of belonging for all students	Supports childcare through school holiday alignment (see above) Less opportunity for work over winter break due to assessment preparation Induction and orientation at all years to provide sense of belonging for all students

BACKGROUND TO STUDENT RECRUITMENT REQUIREMENTS

Optimise the conditions for recruitment to Intakes A and B for international students

The University has taken a strategic decision to increase the number of international students, in particular postgraduate students. It is essential for the institution's financial sustainability that growth targets are achieved. It is therefore important that our academic year arrangements recognise the challenges and timelines that exist for international students.

It is apparent that there is a general perception that UK universities start teaching in late September from key bodies such as UKVI (in considering the timing for student Visa applications); external sponsorship bodies (in considering timing for scholarship awards that are required for us to issue CAS¹⁰ to students) and our international applicants and recruitment agents. Applicants and agents will be applying/researching many different UK universities. They develop an understanding of when the sector as a whole starts and plan on the basis. Our University should therefore aim not to be an outlier with regard to academic year start date and to align with other UK institutions.

In short, this final stage of conversion, post acceptance and after CAS is issued but prior to registration, is complex and challenging and institutions across the UK are in strong competition for these students (who may well hold CAS from more than one university). It is essential to provide as much space as possible at this time to allow students to make the progress they require to register at the University of Aberdeen. Any attrition through the various stages has financial implications for the institution. These are dedicated, committed students who wish to join to study at the University of Aberdeen but some simply will not be able to through no fault of their own based on the potentially restrictive timeframes involved here. A key aim is therefore to mitigate this attrition as much as possible.

Optimise the conditions for recruitment to Intakes A and B for UK students

Timing of exam results for domestic students and impact on start dates

- Opportunities for those with conditional offers to achieve conditions. As well as in the UK, internationally prospective students are waiting for exam results (school and undergraduate degree) across late Spring and into summer. This impacts on those applicants being able to achieve conditions of their offer and any delay to exam periods eats into the time that applicants have to accept their offer and move to the next stage of the process.
- School exam results and impact on offering places in Clearing. A Level results day in 2023 is Thursday 17 August and the equivalent date in 2024 would be 15 August – only just over **two weeks** before a start date of 2 September. Yet offering places in Clearing extends until well after a week after A Level results day. Clearing applicants will probably be applying to Aberdeen for the first time; they will have very limited time to plan for moving to Aberdeen – asking them to make that decision in less than two weeks will inevitably impact on the conversion of these applicants. This Summer we made 428 Clearing offers to international and RUK applicants and had 173 acceptances (40% conversion rate). Every 10% of those 428 offers that converts (assuming that they are all RUK and not the higher-level international fees level) is equivalent to annual income of almost 400K (42.8 X 9250) and total income of £1.6M (42.8 * 37K).
- In respect of students joining us through College pathways with an HNC or HND, we require confirmation of exam results from Colleges which can also be delayed close to the start of term

¹⁰ Certificate of Acceptance for Studies, the document we need to provide to applicants in order for them to apply for a Student Visa.

Appendix 6

Future School Holiday Dates (Academic Year 2022/23 to 2024/25)

TERM 1	2022/23		2023/24		2024/25	
	CITY	SHIRE	CITY	SHIRE	CITY	SHIRE
In-Service Day	Mon 22/08/22	Mon 22/08/22	Mon 21/08/23	Mon 21/08/23	Mon 19/08/24	Mon 19/08/24
Term Starts	Tue 23/08/22	Tue 23/08/22	Tue 22/08/23	Tue 22/08/23	Tue 20/08/24	Tue 20/08/24
Sept Holiday	Fri 23/09/22 – Mon 26/09/22	Mon 19/09/22	Fri 22/09/23 – Mon 25/09/23		Fri 20/09/24 – Mon 23/09/24	
Term Ends	Fri 14/10/22	Fri 14/10/22	Fri 13/10/23	Fri 13/10/23	Fri 11/10/24	Fri 11/10/24
Oct Holiday	Mon 17/10/22 – Fri 28/10/22	Mon 17/10/22 – Fri 28/10/22	Mon 16/10/23 – Fri 27/10/23	Mon 16/10/23 – Fri 27/10/23	Mon 14/10/24 – Fri 25/10/24	Mon 14/10/24 – Fri 25/10/24

TERM 2	2022/23		2023/24		2024/25	
	CITY	SHIRE	CITY	SHIRE	CITY	SHIRE
Term Starts	Mon 31/10/22	Mon 31/10/22	Mon 30/10/23	Mon 30/10/23	Mon 28/10/24	Mon 28/10/24
In-Service Day	Fri 18/11/22	Thu 17/11/22 – Fri 18/11/22	Fri 17/11/23	Thu 16/11/23 – Fri 17/11/23	Fri 15/11/24	Thu 14/11/24 – Fri 15/11/24
Term Ends	Thu 22/12/22	Fri 23/12/22	Thu 21/12/23	Fri 22/12/23	Fri 20/12/24	Fri 20/12/24
Christmas Holiday	Fri 23/12/22 – Fri 06/01/23	Mon 26/12/22 – Fri 06/01/23	Fri 22/12/23 – Fri 05/01/24	Mon 25/12/23 – Fri 05/01/24	Mon 23/12/24 – Fri 03/01/25	Mon 23/12/24 – Fri 03/01/25

TERM 3	2022/23		2023/24		2024/25	
	CITY	SHIRE	CITY	SHIRE	CITY	SHIRE
Term Starts	Mon 09/01/23	Mon 09/01/23	Mon 08/01/24	Mon 08/01/24	Mon 06/01/25	Mon 06/01/25
Mid-Term Holiday	Mon 13/02/23	Mon 13/02/23	Mon 12/02/24	Mon 12/02/24	Mon 10/02/25	Mon 10/02/25
In-Service Day	Tue 14/02/23 – Wed 15/02/23	Tue 14/02/23 – Wed 15/02/23	Tue 13/02/24 – Wed 14/02/24	Tue 13/02/24 – Wed 14/02/24	Tue 11/02/25 – Wed 12/02/25	Tue 11/02/25 – Wed 12/02/25
Term Ends	Fri 31/03/23	Fri 31/03/23	Fri 29/03/24	Thu 28/03/24	Fri 28/03/25	Fri 28/03/25
Spring Holiday	Mon 04/04/23 – Fri 14/04/23	Mon 04/04/23 – Fri 14/04/23	Mon 01/04/24 – Fri 12/04/24	Fri 29/03/24 – Fri 12/04/24	Mon 31/03/25 – Fri 11/04/25	Mon 31/03/25 – Fri 11/04/25

TERM 4	2022/23		2023/24		2024/25	
	CITY	SHIRE	CITY	SHIRE	CITY	SHIRE
Term Starts	Mon 17/04/23	Mon 17/04/23	Mon 15/04/24	Mon 15/04/24	Mon 14/04/25	Mon 14/04/25
Good Friday					Fri 18/04/25	Fri 18/04/25
May Day Holiday	Mon 01/05/23	Mon 01/05/23	Mon 06/01/24	Mon 06/01/24	Mon 05/05/25	Mon 05/05/25
In-Service Day	Tue 02/05/23		Tue 07/05/24		Tue 06/05/25	Tue 06/05/25
Term Ends	Fri 07/07/23	Fri 07/07/23	Fri 05/07/24	Fri 05/07/24	Fri 04/07/25	Fri 04/07/25

Start Dates at other UK Universities

Wesley Group	Welcome week / Freshers week	Start of teaching
St Andrews	04/09/2023	11/09/2023
Aberdeen	11/09/2023	18/09/2023
Dundee	11/09/2023	18/09/2023
East Anglia	18/09/2023	25/09/2023
Kent	18/09/2023	25/09/2023
Surrey	18/09/2023	25/09/2023
Bath	25/09/2023	03/10/2023
Leicester	25/09/2023	
Loughborough	26/09/2023	02/10/2023
Lancaster	02/10/2023	06/10/2023

Russell Group	Welcome week / Freshers week	Start of teaching
Birmingham	18/09/23	25/09/23
Bristol	18/09/23	25/09/23
Cardiff	25/9/2023	2/10/2023
Durham	25/9/2023	2/10/2023
Edinburgh	12/09/23	18/09/23
Exeter	19/09/23	25/09/23
Glasgow	11/09/23	18/09/23
King's	18/09/23	25/09/23
Leeds		02/10/2023
Liverpool	18/09/23	25/09/23
Manchester	18/09/23	25/09/23
Newcastle	18/09/23	
Nottingham	25/09/23	
Oxford	09/10/2023	
Queen Mary	18/09/2023	
Sheffield	18/09/23	25/09/23
Southampton	25/09/23	2/10/23
Warwick	25/09/23	2/10/23

Equality, Diversity and Inclusion Impact Assessment

<p>Title of Policy, Procedure, or Function:</p> <p align="center">FUTURE ACADEMIC YEAR STRUCTURE</p>	
<p>School/Directorate:</p> <p>Academic Services</p>	
<p>Author/Position:</p> <p>Jason Bohan, Dean of Student Support</p>	<p>Date created:</p> <p>10/3/23</p>

<p>1. Aims and purpose of Policy, Procedure, or Function:</p> <p>The purpose of the paper is to provide options for consideration for the academic year structure for academic year 2024/25 onwards.</p>		
<p>2. Stakeholders:</p> <ul style="list-style-type: none"> • Students • Academics • Professional Services • 		
<p>3. Additional Consultation/Involvement</p>		
<p>Organisation/person consulted or involved</p>	<p>Date, method, and by whom</p>	<p>Location of consultation records</p>
<p>See paper</p>		
<p>a) Brief summary of results of consultation indicating how this has affected the Policy, Procedure, or Function</p> <p>This is the first stage of consultation, the EIA will be circulated to EDIC members and updated after further revisions of the paper.</p>		
<p>4. Monitoring</p>		

a) Detail method of monitoring of the Policy, Procedure or Function and by whom
See paper
b) Detail how monitoring results will be utilised to develop the Policy, Procedure, or Function
See paper
c) Timescale of monitoring including proposed dates
See paper for consultation period – this will be discussed at various groups for academic view and then will be considered by EDIC and undergo a further EQIA.

5. Impact assessment				
Select what impact there will be on each group:				
Characteristic	Positive Impact	No Impact	Negative Impact	Not Applicable
Race		X		
Disability (impact may differ according to physical, cognitive, and mental health conditions and impairments):		X		
British Sign Language (BSL)		X		
Neurodivergent			X	
Gender		X		
Age		X		
Sexual Orientation		X		

Religion, Belief or No Belief			X	
Gender Reassignment		X		
Non-Binary		X		
Marriage and Civil Partnership		X		
Pregnancy and Maternity		X		
Parents and Carers	X			
Care Experienced or Estranged		X		
Socio-Economic Group			X	

a) For each negative impact identified above, please state your mitigating actions below with timescales.

There are potential impacts for students with disabilities, particularly neurodivergence, in relation to learning styles and assessment preparation of moving to a post-closure assessment period. Consideration will need to be given about the support required through our specialist teams and from Schools to overcome this potential impact and gap between learning and assessment. This will be particularly the case for UG students where this change may come part way through a programme and require a change to learning approaches in a single programme.

There are potential impacts in relation to the financial requirements and position of students who may be required to stay in Aberdeen over the winter closure period, into January, to complete in-person assessments. It will be important that we are able to give advance notice of any changes to ensure future students are aware of the change and impact to accommodation contracts and travel planning. This will be particularly the case for any UG or PGT students who transition to a new academic year when the changes start. It will also impact our international student body more significantly and may limit the ability for return travel during the closure period if a return is required at the end of a January start programme.

There are potential impacts in relation to Religious festivals and the interplay new term dates have on key festivals. This will need to be considered during any transition period and particularly with regard to flexibility for such festival in line with our normal processes.

b) How does this Policy, Procedure, or Function contribute to eliminating discrimination, harassment, victimisation, and advancing equality of opportunity?

This paper is aimed at establishing an inclusive educational experience for all students and supportive working conditions for staff. One goal of this paper has been to align academic weeks and holiday periods with local school holidays where possible. As such, this may advance equality of opportunity for staff and students who are parents.

c) How is the Policy, Procedure, or Function likely to promote good relations between people with different protected characteristics?

The explicit commitments listed in relation to AB2040 inclusivity are listed as commitments 1, 2, and 4. This paper has been prepared with the intention to promote good relations between all members of the academic community however the issues above would need to be addressed.

7. Publication

a) Provide details of arrangements to publish assessment:

See paper

8. Review Date: See paper

Author (Name and Position): Jason Bohan, Dean for Student Support

Authors signature:

Equality, Diversity, and Inclusion Team member (name):

Equality, Diversity, and Inclusion Team member signature:

9. Date of submission to Equality, Diversity, and Inclusion Committee: To be circulated to EDIC once comments/revisions of the paper have been made

Approval Yes

No

UNIVERSITY OF ABERDEEN

UNIVERSITY EDUCATION COMMITTEE

DECOLONISING THE CURRICULUM – PRINCIPLES AND TIMELINES**1. PURPOSE OF THE PAPER**

- 1.1 The purpose of this paper is to:
- Provide a set of proposed principles for the approach to the implementation of Decolonising the Curriculum: for **approval**
 - Provide a proposal on the timelines for the work that Schools will undertake: for **approval**
- 1.2 Following discussion at UEC on 10 October 2022, and with Senate on 02 November 2022, the principles and timeline have not been further adjusted as the feedback did not indicate the need for changes (see section 4.15 for Senate feedback and responses where relevant). On 16 January 2022, UEC approved the proposals.

2. PREVIOUS CONSIDERATION BY /FURTHER APPROVAL REQUIRED

	Board/Committee	Date
Previously considered/approved by	Decolonising the Curriculum Steering Group UEC Senate (academic view) UEC (approval)	24/08/22 10/10/22 02/11/22 16/01/23
Further consideration/ approval required by	Senate (approval)	08/02/23

3. RECOMMENDED ACTION

- 3.1 Members of Senate are asked to **approve** the principles and timelines.

4. DISCUSSION

- 4.1 The Decolonising the Curriculum Steering Group (DtCSG) has been meeting since May 2021. The Group's work is driven by our University's ambition to be an antiracist University (see the [Antiracism Strategy](#)¹), the need to address the degree awarding gap for our Black, Asian and Minority Ethnic (BAME) students, by the decision to apply for the [Race Equality Charter](#) award, and by the sector evidence that articulates the arguments for the development of curricula that enable. The national [Antiracist Curriculum](#) project has been of particular relevance to the Group.

¹ We commit to: Embed a bold, progressive and sustained programme of antiracist curricular reform.

4.2 The DtCSG has taken forward the following work:

- 4.2.1 The development of six workstreams that each brought together members of the wider Group with the purpose of providing focus for the development of resources and guidance,
 - 4.2.2 The development of a 'definition' of Decolonising the Curriculum which aims to guide the overall work of the University.
 - 4.2.3 The collation of case studies from across the University which will support the development of our resources
 - 4.2.4 The completion of two documents that bring together sector evidence on decolonising the curriculum, and on decolonisation of assessment.
 - 4.2.5 The development of an approach to providing web-based resources and a Toolkit to support Schools.
 - 4.2.6 The Library has been encouraging suggestions for relevant titles and will continue to do so; we have so far added about 100 new books to our collections. Library staff have created a way to report any problematic language in catalogue records as part of a wider assessment of how our collections are described, and have developed a guide to decolonising reading lists, which is expected to launch in October.
- 4.3 The web-based resources and the Toolkit aim to support Schools and to provide guidance where it is needed. These resources can develop further and Schools will have access to other guidance and support across their disciplines that will support their work in this area.
- 4.4 We have, as a University, discussed the ambition to decolonise the curriculum at the University of Aberdeen. Whilst there are different views on the use of terminology and, in some cases, the approaches to taking this work forward, this paper aims to articulate a set of Principles that Schools can work with to facilitate the development of decolonised curricula. It is understood and celebrated that there are areas across the University where this work has taken place or is in development. These Principles are not intended to get in the way of any of this excellent work.

Principles for the Implementation of our ambition to Decolonise the Curriculum at the University of Aberdeen

- 4.5 [*Where this has not already taken place*] All courses and programmes will commence work to decolonise their curriculum (including assessment) in academic year 2022/23, aiming to have completed a School review by the end of academic year 2023/24, and full implementation of all changes in academic year 2025/26.
- 4.6 Where new courses or programmes are proposed, these should include information on how the curriculum will address the principle of decolonisation.
- 4.7 [*Where this has not already taken place*] Schools will ensure that they work with students as active partners².
- 4.8 [*Where this has not already taken place*] All courses will review their Reading Lists as an initial step to providing additional perspectives on the course subject. Where additional texts are considered necessary, course coordinators should contact bookorders@abdn.ac.uk. It is noted

² Students as active partners (meaning of this to be further developed) includes aspects such as ensuring students' voices are listened to; their experiences valued and included in developments; views are sought.

that the University currently has trial access to the Diversity Collection which may assist with diversification of suggested texts³.

- 4.9 School Education Committees will lead the implementation of this work, ensuring that they evaluate its development. Overall governance of the implementation of the work will be situated in the University Education Committee.
- 4.10 Web-based resources and a Toolkit will be available for Schools to inform the development of their work from February 2022 (tbc).⁴
- 4.11 Training will be in place to support Schools to take forward the required work.
- 4.12 Quality assurance processes, for course/programme/assessment change will be in place to support Schools to make changes where these are required.

Timelines

- 4.13 It is proposed that the following timelines are agreed (with Schools able to complete work more quickly where feasible):

During academic year 2022/23	Clarity on quality assurance processes for course/programme/assessment changes
	Clarity on course/programme approval requirements
	Training in place
	All Schools commence work
By end of academic year 2023/24	All Schools complete School review
By end of academic year 2024/25	Course/programme/assessment changes agreed and managed
During academic year 2025/26	Implementation of curriculum changes

University Education Committee (UEC) Feedback from the meeting on 10/10/22

- 4.14 The proposals in this paper were considered by the University Education Committee on 10 October 2022 and were endorsed by members. The Committee particularly identified that the timelines are reasonable and allow for the different stages of activity in this area across the disciplines. It was further noted that where work is already in place or ongoing, there are no constraints in taking forward this work in a shorter timeframe. Finally, it was noted that the Committee is grateful for the support of the Library with respect to the Reading Lists.

Senate Feedback from the meeting on 02/11/22

- 4.15 Senate made a number of points which are noted below. Where a response is required, it is noted in italics.

- 4.15.1 The process and timelines for our university-wide work were welcomed, and seen as a useful roadmap for the work towards decolonising the curriculum.

³ Note that the Library aims to buy *all* essential reading list titles, so there will be no need to request those separately to adding them to a Leganto list

⁴ The national [Antiracist Curriculum project](#) resources have useful guides on how to stimulate conversations (amongst other resources)

- 4.15.2 Decolonising the curriculum is a constant process.
- 4.15.3 The School of Social Science has appointed interns to support the process.
- 4.15.4 The importance of sharing good practice was emphasised.
The DtC resources will share good practice from across the sector, as well as sharing case studies and other resources from across the university.
- 4.15.5 The importance of the wider actions of the Antiracism Strategy to support the aims of decolonising the curriculum.
The DtC resources will draw attention to the wider actions of the Antiracism Strategy.
- 4.15.6 A query was raised about the involvement of colleagues from our partnership with AFG College in Qatar.
The DtCSG has membership from an AFG colleague.

4.16 Members of the Committee are asked to **approve** the proposals in this paper, namely:

- 4.16.1 The Principles (4.5-4.12)
- 4.16.2 The timelines (4.13)

5. FURTHER INFORMATION

5.1 Further information is available from Ruth Taylor, Vice-Principal Education, ruth.taylor@abdn.ac.uk

18 January 2022

Freedom of Information/Confidentiality Status: Open

DECOLONISING THE CURRICULUM

61.1 Ruth Taylor, Vice-Principal (Education) reminded Senate that the paper had been discussed by Senate previously and had been amended to take account of those discussions. Previous discussions, and the paper, focussed on the principles and timelines associated with taking forward the work around decolonising the curriculum. Ruth highlighted section 4.15 which recorded the feedback received from Senate previously. She further highlighted some of the particular points which had been helpful in terms of the development of the resources and toolkit being developed. None of the other comments at Senate previously had required any substantive changes to the paper. The proposal had subsequently been considered by the University Education Committee (UEC) again and approved. The proposal before Senate outlines the principles in sections 4.5-4.12 and the timeline in section 4.13. In terms of the timelines and workloads associated with the implementation, Ruth acknowledged the challenges in quantifying this, as some areas within the University were already quite far on in the process, while other areas were just at the beginning. This was recognised in the discussion at the various committees, and hence, achievement of the objectives by 2025 was considered to be appropriate. Ruth noted that the supporting work to develop the toolkit and web resources was proceeding at speed and that it was anticipated that these resources to support colleagues would be available throughout the University in the coming weeks.

61.2 Ilia Xpolia, School of Social Science noted that colleagues had raised concerns regarding the first principle and the compulsory nature for all courses having to undertake work to decolonise. Colleagues had queried whether there was any academic freedom/judgement permitted in deciding whether the work was required. However, the main concern of her constituents had been the workload associated with the work: a conservative estimate from the school suggested that at least 30 hours work would be required just to update one reading list. Ilia noted that the University currently offers over 1,000 undergraduate courses and hence over 40,000 hours would be required just to update reading lists and, as the paper notes, this would just be the first step towards decolonising the curriculum. It was the School's view that if this were to be carried out properly it must have an appropriate workload tariff attached to it.

61.3 Responding, Ruth acknowledged that the group were aware of the amount of work associated with the process and the timelines were extended to take account of this. As noted previously some schools and disciplines are already very far ahead with this work having started work well before the Decolonising Group was established. Ruth acknowledged that the work would take different forms in different areas and that several good models were in existence. She cited the example from Social Science using three interns to help support development of the curriculum around decolonisation and that this seemed to be working well. The aim of the resources being developed is to support colleagues to do the work well but in as simple a way as possible. The paper acknowledges that there are a series of small steps that can be taken over time to achieve the desired outcome. Regarding it being compulsory, it had been agreed in previous discussions that this is something the University should undertake – it is in line with the University's Anti-Racism Strategy, and the work being undertaken around the Race Equality Charter. The aim is to provide the support, resources, and guidance to support everyone to do this irrespective of where in the process individuals are.

61.4 Alessandra Cecolin, School of Divinity, History, Philosophy and Art History noted that her School had commented that in the minutes of the previous meeting (33.1) it was noted that the University did not seek to prescribe how individual Schools reach the end point of decolonising the curriculum. However, the paper presented today appears to go beyond this and prescribes how schools should achieve this. She questioned the extent to which the paper presented to the meeting aligns with what was agreed previously? The School also

noted that decolonising is a method and paradigm of restoration and reparation noting that the restoration and reparation is very dependent on the historical context and geography of our institution. Alessandra sought clarification of the methodology being adopted to restore the history and the lives of the marginalised in Aberdeen and how does this differ from what the institution does in the curriculum in Qatar? She also noted that because decolonising is a process that interdisciplinary work should be instigated across different schools and queried how this was being supported?

61.5 In response Ruth, reiterated that the paper is not prescribing how the process is undertaken in the curriculum it is about the timeline and the support sitting around that. The Group acknowledges that there are different approaches that can be taken to decolonising the curriculum and this is already in evidence across the University. Regarding process and interdisciplinarity Ruth commented that the Staff Survey had already highlighted issues with how work is undertaken in this context, however she noted that there were already good examples emerging from Social Science of courses which will be accessible to all students across the University in the coming year. Continuing support for emerging good practise is the key to dissemination in this area. In terms of the issues raised which were beyond the scope of the paper, Ruth highlighted that Qatar had already been involved in the process and will continue to be. Ruth also highlighted the work which had been undertaken by Richard Anderson in relation to the University's connections to slavery and noted that the work would be made available to the University in due course.

61.6 Irene Couzigou, School of Law reported colleagues' surprise at the wording in section 4.5 as it states that 'all courses will commence work to decolonise' and noted that some areas, for example contract law, may not be easy to decolonise. She queried whether it is acknowledged that it may not be possible to decolonise some courses? Concern was also expressed about the workload implied by the paper. She reported the school's request that there should not be forms to be completed and scrutinised by a committee as part of the process.

61.7 Richard Hepworth, School of Natural & Computing Sciences raised the issue of workload again, noting that it had been discussed in the context of the decolonising paper and also the previous paper. Richard acknowledged that the work of the Workload Review Group had been highlighted previously but commented that every paper which has workload implications should contain an estimation of the associated workload so that Senate is able to see clearly the impact on workload associated with accepting a proposal. He noted that until such a measure is brought in every paper approved by Senate will work actively against the efforts being made by the Workload Review Group. He suggested that one of the most meaningful ways Senior Management could tackle the workload issues was to acknowledge them and try to understand them whenever something new is requested.

61.8 The Principal noted that this had already been acknowledged in the current context as the timeline suggested was already extended. He noted the importance of paying attention to workload issues but expressed the desire that workload should not prevent the University from doing the right things. Sometimes there are initiatives which are so important that consideration should be given to lightening workloads in other ways rather than preventing a good proposal from being taken forward.

61.9 Akua Agyeman, Vice-President for Education noted how excited the Students' Association (SA) were with the paper and see it as a realistic roadmap for achieving the decolonised curriculum which has been under discussion for some years. The SA recognises the work associated with the requirements but believe the University would be contributing to societal change through its implementation. The SA are also very supportive of the development of the Toolkit to provide a graphical representation of how the University is going to achieve a decolonised curriculum.

61.10 Beth Lord, School of Divinity, History, Philosophy and Art History noted support for the initiative but asked for a definition of decolonising the curriculum and commented that it is difficult to commit to the principles without that.

61.11 Tom Rist, School of Language, Literature, Music and Visual Culture expressed support for many of the comments already made and in particular the suggestion from Richard that every single proposal brought forward should contain a section explicitly addressing workload implications. Tom noted that the paper talks about the principles and timelines explicitly but noted that it is impossible to consider the timeline before the principles are fully understood in terms of what will be involved in bringing the principles to fruition. He also questioned the financial backing being given to the project; without real financial backing he suggested that the exercise may become a 'tick-box' exercise.

61.12 Aravinda Guntupalli, School of Medicine, Medical Sciences and Nutrition in her capacity as a Race-Equality Champion observed there is a lot of positivity associated with the proposal as for the first-time students feel that something is happening. Speaking from the perspective of staff and students coming from an ethnic minority background, or who have a particular interest in this, many are asking questions about when the process will begin. She noted the importance of students being involved actively in the process and suggested that an email address for contributions would help to make it an active process going forward.

61.13 Jo Hicks, School of Language, Literature, Music and Visual Culture noted shared concern regarding workload but also noted a sense of enthusiasm from students. He queried where the University was accountable to in an external context? He noted that looking outwards was particularly important as part of the process.

61.14 Sai Viswanathan, Vice-President for Welfare noted from her perspective as an international student there was much within the curriculum that did not relate to her lived experience and a lot of people would relate to her experience in this context. She noted that despite the workload attached, making these changes would benefit a lot of people and would make sections of the community feel included promoting a healthy cultural exchange rather than assimilation.

61.15 In drawing discussions to a close, the Principal noted expressions of support as well as reservations around the proposal and therefore put matters to a vote. Senate voted to approve the proposals 57 votes in favour, 14 voting no and 12 abstentions.

UNIVERSITY OF ABERDEEN
UNIVERSITY EDUCATION COMMITTEE

NATIONAL STUDENT SURVEY INSTITUTIONAL ACTION PLAN

1. PURPOSE OF THE PAPER

This paper provides the University Education Committee (UEC) with an update on the Institutional action plan to address the assessment and feedback focus of the NSS survey.

UEC is invited to note this paper and to comment on the action plan

2. PREVIOUS CONSIDERATION BY /FURTHER APPROVAL REQUIRED

	Board/Committee	Date
Previously considered/approved by	SSEC	5 Dec 2022
Further consideration/ approval required by	N/A	

3. DISCUSSION

3.1 In NSS 2022, the University continued its year-on-year rise in student satisfaction ranking in this key sector survey, which captures students' views on a range of areas relating to their learning experience.

3.2 Assessment and feedback scale is the area we have seen greatest gains with an increase in 32 places in this year's results, reflecting the excellent work that we have been doing in this area. However, there is still room for further improvements to move us up from our current ranking of 57th out of 122.

3.3 Members of the UEC are asked to consider and discuss the updated action plan provided in the attached Annex A. A valuable discussion on Annex A and assessment and feedback in general took place at SSEC when colleagues considered and shared their School plans, institutional action and areas were identified for further focus.

4. FURTHER INFORMATION

Further information is available from Kirsty Kiezebrink, Dean for Educational Innovation k.kiezebrink@abdn.ac.uk and Jason Bohan, Dean for Student Support jason.bohan@abdn.ac.uk

21 December 2022

Freedom of Information/Confidentiality Status: Open

Annex A

NATIONAL STUDENT SURVEY INSTITUTIONAL ACTION PLAN

Written on: 22/09/22

Authors: Kirsty Kiezebrink, Dean for Educational Innovation

Amended / updated on: 25th November 2022 & 13th March 2023

PRIORITY 1: Assessment and Feedback Scale 03				
ANALYSIS: provide a summary of the area for enhancement based on the Comprehensive Analysis, freetext comments, and any other relevant student feedback				
Assessment and Feedback overall % and (rank): 65.3% (89) 2021; 69.8% (57) 2022; performance (against benchmark) 2022: 69.8% (66.8%)				
The criteria used for marking have been clear in advance overall % and (rank): 67.3% (88) 2021; 70.2%(63) 2022, performance (against benchmark) 2022: 70.2% (68.8%)				
Marking and assessment has been fair overall % and (rank): 71.2% (27) 2021; 76.5% (8) 2022; performance (against benchmark) 2022: 76.5% (68.7%)				
Feedback on my work has been timely overall % and (rank): 56.9% (102) 2021; 61.7% (82) 2022; performance (against benchmark) 2022: 61.7% (63.2%)				
I have received helpful comments on my work overall % and (rank): 65.9% (66) 2021; 70.6% (50) 2022; performance (against benchmark) 2022: 70.6% (66.7%)				
In recent years, the University of Aberdeen ranking for the Assessment & Feedback scale has remained consistently low. However, in the 2022 results there has been a significant rise to 57 th in the sector, a rise of 32 places from 2021. This is the second year in a row that Aberdeen has risen in rank, having jumped 12 places in 2021.				
<u>Themes from the freetext comments</u> (9% of negative and 2% of positive comments related to assessment and feedback)				
<ul style="list-style-type: none"> - Expectations of assessment and marking criteria not clear - Timeliness of feedback - Scaffolding of learning to enable learning to occur from feedback prior to next assessment - Over assessment / deadlines for assessment close together - Inconsistency of feedback and grading between markers - Feedback does not provide sufficient guidance on how to improve - Feedback and grades not clearly aligning - Constructive alignment between intended learning outcomes/ content/ assessment - Variety of assessment types and applicability to real world settings 				
<u>Overall analytical summary</u>				
The areas that require most attention, based on the data, are:				
<ul style="list-style-type: none"> - Timeliness of feedback - Quality of feedback - Clarity of expectations of assessments 				
ACTIONS		BY WHO?	BY WHEN?	COMMENTS
1.1	Continue to implement measures that ensure that all students have all the relevant information on assessment at the start of each course (including: type of assessment, criteria for marking, submission dates, return of feedback dates, contact person for support, calculation of	Schools	Beginning of each half session	These were included in School NSS action plans. Plans were written in September 2022; DoE's attended a community of practice in October '22; NSS action plans have further been discussed at SECC in Dec '22 and March '23. No issues have been raised in

	degree classifications, etc)			regard to completing these actions. Success will be monitored at NSS action planning for 23/24
1.2	Obtain feedback from students at a course level regarding clarity of assessment expectations building the information from this into course reviews	Schools / Course coordinators	End of each half session	Action by Schools – this will be reviewed at NSS action planning for 23/24
1.3	Monitor that all of 1.1 action is completed, and provide guidance and support where issues arise. Report through School Education Committees	Directors of Education	First half-session: ongoing across half session Second half-session all aspects: ongoing across half session	Action by Schools – to be discussed at SSEC as part of action planning 23/24
1.4	Monitor the timeliness of feedback and ensure that all feedback is provided within the 3 week timelines (or sooner if the assessment is continuous)	Schools	Ongoing with immediate intervention and support where feedback is not provided on time Each School to provide overview of timeliness of feedback across all courses to their School Education Committee	To be reviewed as part of NSS action planning 23/24.
1.5	Pilot of TESTA within 2 schools	Dean Educational Innovation and TESTA team	Pilot in single programme in each of 2 schools in 1 st half session Extend to all programmes within 2 schools 2 nd half session	Updates provided to UEC March 2023 – see separate paper (Agenda Item 11 refers, 23 March 2023)
1.6	Promotion of web-based resources (including toolkit resources) to support colleagues to enhance assessment practices including feedback on assessment, and ensure good communication on the resources.	Dean for Educational Innovation; Manager Centre for Academic Development	Ongoing with updates provided at 6 monthly intervals to UEC	Updates provided to UEC March 2023 – see separate paper
1.7	Develop further training and support for assessment and feedback to support enhancement	Dean for Educational Innovation; Manager Centre for Academic Development	Ongoing with updates provided at 6 monthly intervals to UEC	Update UEC due June 2023
1.8	Focus on assessment and feedback for Annual symposium, sharing good practice	QAA enhancement theme lead Dean for Educational Innovation	Summer 2023	Symposium dates are April 27 th From Surviving to Thriving: Building Resilient Learners

		Manager Centre for Academic Development		through Assessment and Feedback
1.8	Development of communications and resources for students and staff to support assessment (e.g., academic integrity, essay mills, using feedback)	Manager Centre for Academic Development; Dean for Educational Innovation	Ongoing with updates provided at 6 monthly intervals to UEC	Artificial intelligence Update provided to UEC March 2023 – see separate paper (Agenda Item 10(ii) refers, 23 March 2023) Contract Cheating Update UEC due June 2023

UNIVERSITY OF ABERDEEN

UNIVERSITY EDUCATION COMMITTEE

**ABERDEEN STUDENT EXPERIENCE SURVEY
STUDENTS VIEWS ON TEACHING & LEARNING, BELONGING,
AND UNIVERSITY SERVICES AND FACILITIES**

1. PURPOSE OF THE PAPER

The purpose of the paper is to provide an overview of the results of the 2022 Aberdeen Student Experience Survey (ASES).

2. PREVIOUS CONSIDERATION BY /FURTHER APPROVAL REQUIRED

	Board/Committee	Date
Previously considered/approved by	Student Support & Experience Committee (SSEC)	7 March
Further consideration by	University Education Committee	23 March

3. RECOMMENDED ACTION

The **UEC** is invited to review the survey results and approve the recommendation in Section 5.

4. DISCUSSION

- 4.1. The ASES is an annual survey gathering feedback on a range of university services, teaching and learning, facilities and activities from all registered students at the University of Aberdeen. It is timed for November to provide time to address any student feedback prior to the NSS and to enable new PGR students to be included.
- 4.2. Professional Services departments (*IT, Library, Careers, Planning, Experience, Engagement and Wellbeing, Student Support*), Online Campus, Qatar Campus teams and Postgraduate Research School are consulted prior to the survey going live. This helps to prioritise what student related topics required feedback, ensuring the survey collects valuable and actionable insights.
- 4.3. The teaching and learning, and belonging related questions were developed in 2020 in consultation with Academic Services and the Vice Principal for Teaching and Learning. They remain consistent year on year to help measure development and improvement.
- 4.4. The survey routes the student by type (*UG, PGT, PGR*) and by campus (*Aberdeen, Online, Qatar*) to ensure that students get a tailored question set.
- 4.5. Students are given the opportunity to provide additional qualitative feedback on all topics. The full results, along with direct student responses, can be viewed in Appendix 2. Note that the qualitative entries have not been edited however some names have been redacted.
- 4.6. Students are asked questions relating to belonging, sport and wellbeing, teaching and learning, support services, communication, digital services, library transformation, careers service, orientation, and School induction.

4.7. The survey was sent to all registered University of Aberdeen students (*UG, PGT and PGR*) which at the time of sending was 19,065 students, including Aberdeen, Qatar and Online campuses. The ASES was live from 1 to 30 November.

4.8. In total, 2619 responses were submitted (3053 including partial entries), representing an overall response rate of 13.74%, an increase of 1.87% on 2021 (11.87%).

4.8.1. Breakdown of the overall response rate by student type is
UG 62.6%, PGT 29.3%, PGR 8.1%

4.9. Results have been shared with relevant Heads of Directorates, Heads of School, and Campuses (Online, Qatar). Some actions have already been identified and are detailed in Appendix 1, point 7.

4.10. Appendix 1 provides the headline results, along with actions on Feedback received to date.

4.11. The full survey data report (Appendix 2) details all quantitative data, along with qualitative feedback.

4.12. Schools, Qatar and Online campus reports are available to view via the links below. Password to access each report is **ASES2022UoA**.

- [ASES 2022 OVERALL REPORT](#)

- [School of Business](#)
- [School of Biological Sciences](#)
- [School of DHPA](#)
- [School of Engineering](#)
- [School of Education](#)
- [School of Geosciences](#)
- [School of LLMVC](#)
- [School of Law](#)

- [School of MMSN](#)
- [School of NCS](#)
- [School of Psychology](#)
- [School of Social Science](#)

- [Qatar](#)
- [Online](#)
- [Postgraduate Research School](#)

5. RECOMMENDATIONS

5.1. Professional Services Departments, Qatar and Online Campuses are asked to review the ASES and based on the feedback submit a minimum of one key action that has been implemented or is planned to be introduced as a result of the student feedback in the ASES.

5.1.1 Professional Services Directorates, Qatar and Online Campuses are asked to identify one key action, by 30 April 2023 [using the submission form provided](#).

5.1.2 For future years of the survey, Professional Services Directorates, Qatar and Online Campuses are asked to identify actions by 30 January.

5.2 Actions on feedback will be communicated back to the student community through the student feedback website and student communication channels to demonstrate the University values and acts upon student feedback.

5.3 Schools are asked to consider the results of the ASES and incorporate any actions on feedback when writing their NSS action plans.

6 FURTHER INFORMATION

Further information is available from Morag Beedie, Marketing & Engagement Manager, Experience, Engagement & Wellbeing Team; morag.beedie@abdn.ac.uk or Duncan Stuart, Assistant Director of People and Head of Experience, Engagement & Wellbeing; d.stuart@abdn.ac.uk.

ASES 2022 Headline Results

1. TEACHING AND LEARNING

1.1. Respondents were asked to rate their agreement with a set of statements related to their teaching and learning. PGR students were asked similar questions that focused on their research experience. A summary of some results is shown below, with all data and yearly comparisons detailed in Appendix 2.

- 1.1.1. Students (UG and PGT) were asked if their course was intellectually stimulating. 92.8% agreed with this statement, which is a 1.49% improvement on 2021 results. 3.71% disagreed and 3.5% remained neutral.
- 1.1.2. 81.38% of UG and PGT students agreed that they were motivated and engaged in their studies, which is an increase of 3.63% on 2021. 10.27% disagreed (1.09% decrease from 2021).
- 1.1.3. PGR students were asked if they felt motivated and engaged in their research. 60.95% strongly agreed (11.43% increase on 2021) and 5.71% disagreed. 2.86% remained neutral.
- 1.1.4. Students (UG & PGT) were asked if staff valued students' views and opinions about the course. 74.21% agreed and 10.37% disagreed. 14.81% remained neutral.
- 1.1.5. PGR students were asked if staff value and respond to feedback from research degree students. 82.44% agreed with this statement, 9.3% disagreed, and 8.29% remained neutral.
- 1.1.6. Students (UG and PGT) were asked if they were satisfied with the quality of their on-campus teaching. 82.78% agreed with the statement (82.35% in 2021), and 10.32% disagreed (9% in 2021). 6.88% remained neutral.
- 1.1.7. Students (UG and PGT) were asked if they were satisfied with their learning experience at the University. 86.91% agreed with the statement (84.8% in 2021), 6.68% disagreed and 6.37% remained neutral.
- 1.1.8. PGR students were asked if they were satisfied with their research degree programme experience. 79.91% agreed (82.38% in 2021), 11.48% disagreed (9.04% in 2021) and 8.61% remained neutral.

1.1.9. Key Themes

Online Experiences

"Online students are clearly not a priority. ... We pay so much more than in-person students, but the facilities are way lower. Hardly any books are available in the online library. We watch lectures which were recorded at least 2 years ago.."

"The Theology Online programme lacks the flexibility that I enjoyed in the on-campus programme."

"For online post graduate students, it is strongly recommended that the exam /assessment time frame be bit flexible instead of the fixed time. This will help students who work full time to have adequate time to study and gain the knowledge."

“Feel like the MSc Renewable Energy Engineering class is being treated as a money spinner over quality. Online students having to share with in class student and not receiving a quality experience as a fly on the wall, particularly for tutorials.”

Learning Materials

“However, whilst I appreciate his point as to why he isn't posting recordings of the lectures and also doesn't post full presentations”

“BI3010 does not provide enough support or enough learning material.”

“Many courses have too long pre-recorded lectures. Some of these lecture slides are also not being updated, so lecturers present a different slide than the slides we're being given.”

“EC1006: Lectures and full lecture slides are not posted. I assume to keep attendance up but really frustrating as sometimes you can't write quick enough and so miss a lot and since it's not posted online you can't access it.”

2. BELONGING AND EXPERIENCE

2.1. Respondents were asked to rate their agreement with a set of statements related to belonging and University experiences.

2.1.1. All students were asked if they felt part of the University of Aberdeen community. 76.78% agreed (72.8% in 2021), 10.75 % disagreed and 12.46% remained neutral.

2.1.2. Students were asked if they knew who to contact for advice and support in relation to their course. 86.62% agreed (85.87% in 2021, 90.08% in 2020), 6.54% disagreed, and 6.84% remained neutral.

2.1.3. Students were also asked if they were satisfied with the support services the University offers. 79.53 % agreed (70.93% in 2021), 7.31 % disagreed and 13.15% remained neutral.

2.1.4. All students were asked if they felt the University cares for their health and wellbeing, including mental health. 69.34% agreed (76.25% in 2021), 22.08% remained neutral and 8.59% disagreed (9.22% in 2021).

2.1.5. Students were asked if they were satisfied with their overall experience as a student at the University. 89.13% agreed (86.82% in 2021), 4.58% disagreed and 6.29% were neutral.

2.1.6. Key Themes

Community

“University campus could run services later so the space can also be used for socialising (e.g., Union Building- keep food running for dinners and/or drinks for get togethers)”

“Please please please more activities, food choices, and student space in Foresterhill! We cruelly lack of those. We all feel that everything is in Old Aberdeen even though there are more students in Foresterhill”

“I think the University should organise more events/trips such as the International Centre do where you can meet students of other disciplines and learn more about the surrounding area.”

Food and drink prices

"It would be better if there was a canteen with more choices and lower price"

"...the on-campus food and drink prices are not affordable to everyone (e.g., Food court prices should be accessible/free to all students as seen in university canteens in Europe) and it is important to make sure all students have the opportunity to properly fuel themselves during long studying days."

"Would be useful to have hot food available in the library particularly over exam periods when students are staying on campus all day and all evening."

Education

"Online education can be a great addition to the University, but it has to be organised in the right way."

"Aberdeen University has been a joy and I cannot recommend the online learning experience highly enough."

Mental Health

Better recognition of students with ill health and supportive measures in place for them; go further than just offering a call with someone e.g. exam support, support in taking next steps, recognition of good results during tough times and educating staff on what supportive measures can be taken."

"More access to long term mental health support"

3. UNIVERSITY SUPPORT SERVICES

- 3.1. Students were asked what support services not currently available would like provided. Students provided feedback in a qualitative format, with themes shown below.

Mental Health Support

"Mental health support groups."

"Regular mental health sessions - therapy specifically."

"The university has failed to consider parents who are studying when structuring their timetable. Depression is real and a lot are tired"

"All staff in a supervisory role should have basic mental health first aid. This would improve staff and student well-being to a great extent and ensure for safer, more understanding campuses."

International Students

"Free English Language support oriented to international students"

"The schedule with detail. Since we are international student, if I know the schedule in advance, I could book the flight early"

"support for international students having trouble with visas or passports - my roommate is about to get kicked out of the school cause you won't help her"

"Support for international students who are feeling homesickness or depression"

Cost of living / Hardship

"...the lack of hardship assistance for international students is absolutely shameful, especially considering how expensive tuition is for us, and the current cost of living increase."

"Support for self-funded PhD students during the cost of living crisis."

“Better financial assistance for the cost of living crisis and reduced rent on student accommodation. Some students have courses which are too time consuming to be able to hold down a part time job and student loan does not provide enough money for standard rent and bills especially halls where rent is much higher than a standard one bedroom flat for an ensuite room in a shared flat. The university needs to do better on this to provide equal opportunities for students to have the halls experience.”

Health

“international student advisor (for e.g., medical needs)”

“At my undergrad campus (Penryn campus, Falmouth and Exeter university), there was a small medical clinic exclusively for students living on campus. I had a friend with mobility issues this was an excellent service for them.”

“A university health centre, including a GP practice liaising with lecturers when students cannot attend assessments on medical grounds ad QMUL morand most US unis do.”

4. WELLBEING & SPORT

4.1. Students were asked questions relating to wellbeing and sport.

4.1.1. The majority of students (57.97%) stated it was extremely important for the University to support their physical and mental wellbeing. 9.24% remained neutral and 4.59% stated it was not important.

4.1.2. Students were then asked how well the University supports students to maintain or improve their physical and mental wellbeing. 60.75% stated that the University does this well or moderately well (26.44%).

5. DIRECTORATE OF DIGITAL AND INFORMATION SERVICES (DDIS)

5.1. The Directorate of Digital and Information Services (DDIS) is responsible for a significant number of services used by students in their time at the University of Aberdeen.

5.1.1. All students were asked how satisfied they were with their digital experience at the University. 83.33% of students agreed they were satisfied, 3% stated they were not satisfied, and 13.68% remained neutral.

5.1.2. Students were asked to rank how they liked to use Library spaces. Overall, sole study was ranked first with 65.1%, access to books and journals was ranked second (18.92%), group study was third at 13.55% and meeting and socialising areas was 2.43%.

6. THE LIBRARIES

6.1. The Libraries (The Sir Duncan Rice Library, the Taylor Law Library, and the Medical Library) are embarking on significant refurbishment across library spaces. Students were asked to supply their feedback to inform these changes.

6.1.1. Students were asked when they used the libraries what noise levels they preferred. 48.72% stated they preferred mainly quiet levels, with 24.86% stating total silence and 19.73% ambient noise.

6.1.2. The majority of students (35%) stated they wished to be at a traditional study desk, and 19.75% stating they liked to be in a silent space.

6.1.3. 5 Students were also asked if the Library was to offer new types of spaces, what they would be. Wellbeing areas was the most mentioned along with silent study and group study spaces.

7. ORIENTATION

- 7.1. New students were asked if they had completed orientation, with 76.26% stating they had. Those who had not yet completed orientation cited that they hadn't heard of it (23.21%), didn't want to (9.82%) or couldn't access it (8.93%).
- 7.2. Those students who did complete University Orientation were asked if the Information was useful. 82.99% agreed, 4.78% disagreed and 12.24% remained neutral.
- 7.3. Students were also asked if Orientation made students aware of services available. 90.12% agreed, 2.1% disagreed and 7.78% remained neutral.
 - 7.3.1. Finally, students were also asked if their overall experience of Orientation was satisfactory. 80.42% agreed, 3.86% disagreed and 15.73 remained neutral.
 - 7.3.2. Students were asked to provide additional qualitative comments on orientation. The themes were that orientation was very long, with some students not aware of it before arriving on campus.

Length

"I found it very time consuming and not very useful in the sense that it was just repetition of logical things we already know. Nevertheless, it allowed me to learn a little bit more about how the University works."

"not force everybody to do 6 hours of the incoming online course"

Awareness

"Maybe it is my fault here, but it took me a long time to figure out where the orientation was. It would be better if some clear guidance on how to find it is provided."

"...until the email warning me I had not completed the online course came in, I did not know it existed. Maybe it would've been more helpful to do it before I got to Aberdeen."

8. ACADEMIC INDUCTION

- 8.1. All students were asked if they had attended their School Inductions. 69.86% stated they had attended. Those who stated they had not attended cited the scheduled date or time was not suitable for them (36.24%), that they did not know about it (18.79%) or there was a timetable clash (15.44%).
- 8.2. Those students who did attend their School Induction were asked if the information given was useful and 89.86% agreed it was. 2.7% disagreed and 7.43% remained neutral.
- 8.3. Students were also asked if the Induction helped them know what to expect for the start of the academic year and beyond, with 87.76% agreeing, 2.72% disagreeing and 9.52% remaining neutral.
- 8.4. Students were asked to provide additional qualitative comments on School Inductions. The themes are shown below.

Length

"My inductions were very long and I feel like it was unnecessary"

Awareness

"Most student in my course didn't know about induction, they missed, and it was postponed although I attended after waiting long time for it..."

"There wasn't a lot of information online about when the induction was, this meant there was only 5 people there! I think maybe email it to students or something"

"Very few people from my course attended. Perhaps not enough people were aware of it."

"There was no email notification to remind student to attend the academic inductions. Many people just don't know and didn't attend."

9. ABOUT THE ASES SURVEY

- 9.1. Finally, all students were asked about the length of the survey. 43% felt it was too long, which is an increase of 14.47% on 2021 (27.79%). 57% of students thought the survey was "Just Right" (72.1% in 2021).
- 9.2. Students were asked to provide additional qualitative comments on the survey. Key themes are shown below:

9.2.1. Length

"Very long survey - but worth completing if progress is seen year on year and important to communicate what has been sectioned based on this to students."

"Slightly too long but overall good"

"May be summarized. It is very long"

"Although the survey is too long and time consuming, it covered every aspect of one's experience in the university"

9.2.2. Online Respondents Suitability

"I feel this is aimed at on campus students. More needs to be done for online students."

"Perhaps a different survey for online students? as many questions were not relevant to me as a distance learner, which in turn may affect your results"

10. ACTIONS ON FEEDBACK

- 10.1. The ASES report has been shared with Heads of Schools, the Qatar Campus, Online team, and Professional Services Departments. Each section will identify actions to be taken based on the feedback specific to their area.
- 10.2. Action plans will be reported back to the Experience, Engagement and Wellbeing (EEW) team who will close the feedback loop by promoting changes and improvements through the University's student feedback website, social media, and e-newsletters.
- 10.3. The following section highlights some initial actions taken.
- 10.4. **Teaching and Learning**
 - 10.4.1. Six-month review process for PGR students
The PGR school have changed the process, introducing a new streamlined process that is tailored for each stage of PhD.

10.5. **Belonging and Experience**

10.5.1. Lack of community

The PGR school are working with School representatives to implement a social calendar across all Schools. In addition, there will be work done to create awareness of PGR School Representatives will be promoted in the student newsletter and team site.

The PGR School is also scheduling more activities in the Foresterhill campus including workshops and orientation sessions.

The Experience, Engagement and Wellbeing (EEW) team are working in partnership with AUSA to host more EDI activities for all students. In addition, the

EEW team are also planning several pop-up events throughout the year and working very closely with the Doha campus to replicate activities there where appropriate.

10.6. University Support Services

10.6.1. Cost of living

Student Support have introduced a Grab and Go service for students and staff. These stations will include a small stock of household essentials which are available for anyone in our student or staff body to access. Locations will be initially operating in the University Office crush hall (accessible by staff only) and Students' Union Building at the AUSA Food Share location. A location in Foresterhill is being investigated.

Commercial Services have introduced new "Mindful Menus", which offer free breakfast on Tuesdays and Thursdays at various campus locations for our students. In addition, every day there will be a 50p soup option on the menu at the Suttie Centre, Macrobert Café and Students' Union Building. These initiatives will continue throughout the coming term.

10.7. Libraries

10.7.1. Following feedback on the Libraries, a sub-group of the Library Transformation Group has been created, with several focus groups set up to investigate themes that will support the development of new library spaces including group and sole study areas and quiet floors.

10.8. Orientation

10.8.1. Orientation length

'Getting Started at the University of Aberdeen' courses (PD1002 and PD5006) comprise of five topics:

- Topic 1: University of Aberdeen Orientation Programme
- Topic 2: Academic Integrity and Referencing
- Topic 3: Developing your Aberdeen Graduate Attributes
- Topic 4: Equality, Diversity, and Inclusion
- Topic 5: Health, Safety, & Cyber Security for Students

The EEW team will review Topic 1 and 4 for September 2023 to ensure information is clear, concise, and easy to understand. The EEW team will also review Topic 2 with the Student Learning Service to ensure that all information is up to date and correct. A series of drip feed communications will also continue throughout the year to enhance awareness of services to students. Topic 3 is currently under review by the Graduate Attributes Working Group.

The EEW will liaise with DDIS on Topic 5 to understand if the length can be reduced or content streamlined.

10.8.2. Awareness of Orientation

Students are signposted to orientation throughout their welcome communication journey. The EEW team will investigate how to better promote the mandatory course to all students prior to starting at the University.

To further support new student orientation and international students, the EEW team will run pre-registration events prior to new students arriving on campus, further promoting orientation. The team will also investigate additional events to support international students.

10.9. School Induction

10.9.1. School actions on Academic Induction

The ASSES report has been shared with Heads of Schools.

10.9.2. Lack of awareness of School Inductions

The Engagement, Experience & Wellbeing (EEW) team will work with Business School and School of Medicine, Medical Sciences and Nutrition as a pilot on raising awareness of School Inductions to new students.

EEW will coordinate School level inductions, providing each School a date, time, and location to welcome new students. Schools would host these sessions on the day, with the events promoted as "*your first class*" in new student communications.

The School Inductions will be promoted, with time, date and location throughout all the new student emails, social media, and website. EEW will approach other Schools to understand if they wish to follow a similar process.

10.10. **About the Survey**

10.10.1. Survey Length

Several new and additional questions were added this year, including those to support the work of the Library transformation and DDIS satisfaction.

Consultation will be taken on the 2023 ASES with the aim of further refining question sets to capture both usable and actionable data. The EEW team will work with Directorates to further streamline the user experience.

10.10.2. Online Learners

EEW will engage with the Online team to understand and develop questions that online learners feel are relevant to them.



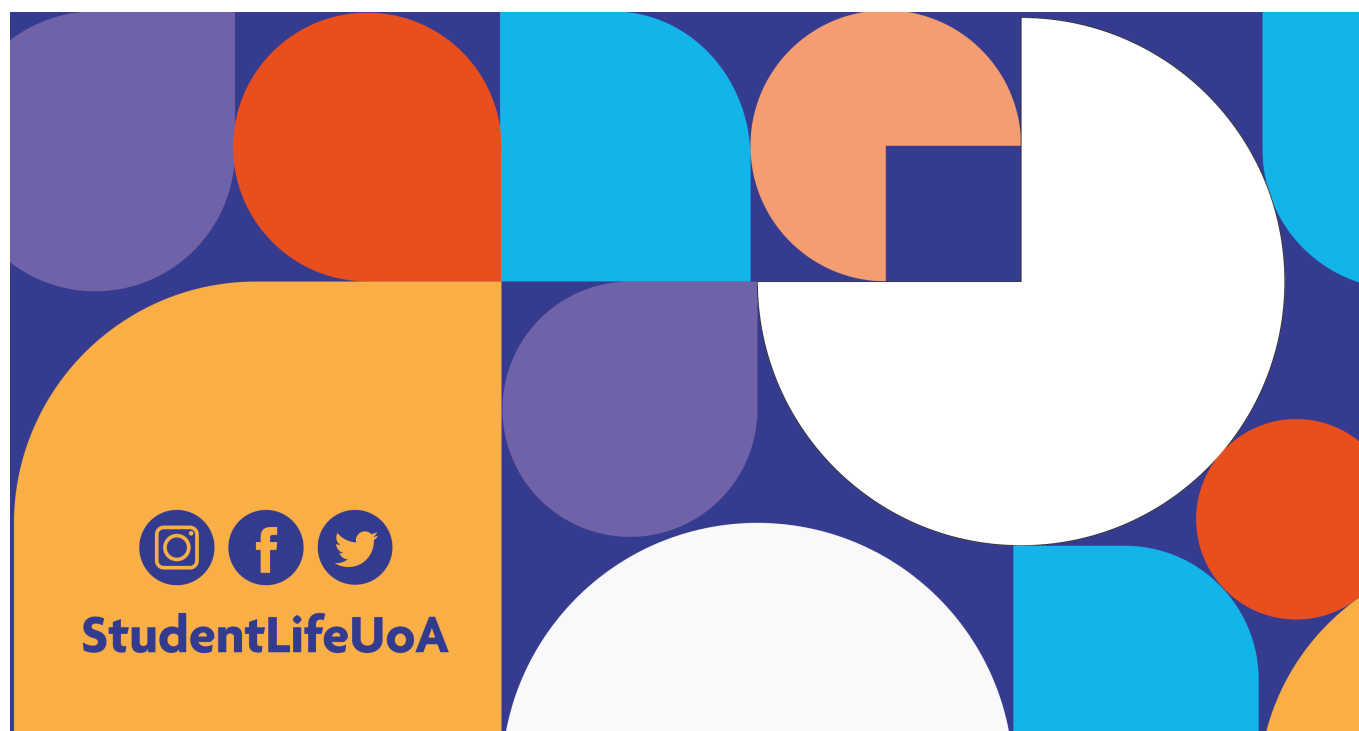
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ABERDEEN STUDENT EXPERIENCE SURVEY

You shape UoA

Create a better experience
for **everyone**.

2022 Overall Results



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Appendix

Note that most qualitative results are filtered by School, Student level, or Campus (Online or Qatar)

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Introduction

The Aberdeen Student Experience Survey (ASES) is an annual survey sent out to all registered students at the University of Aberdeen. It gathers student feedback on a range of University services, facilities, and activities.

The ASES has been designed and developed in partnership with the Student Experience team and the following University Departments:

- Digital & Information Services
- Library Service
- Student Support
- Careers and employability service
- PGR School
- Online Team
- Qatar Campus

The following report details the results of ASES along with top level analysis of student responses, along with the qualitative key themes. Full quantitative data has been included in the Appendix.

Recommendations and actions will be provided directly from the relevant departments, with any quick wins actioned immediately.

Results from the ASES will be promoted through social media and the current student ezine, with any actions or improvements also detailed on the student Feedback website, social media and student ezines from the end of January 2022.

ASES Methodology

Approach

Responses were sourced from all registered University of Aberdeen students (Aberdeen campus, Qatar and Online campuses) which at the time of sending the survey invitation, was 19,065 students.

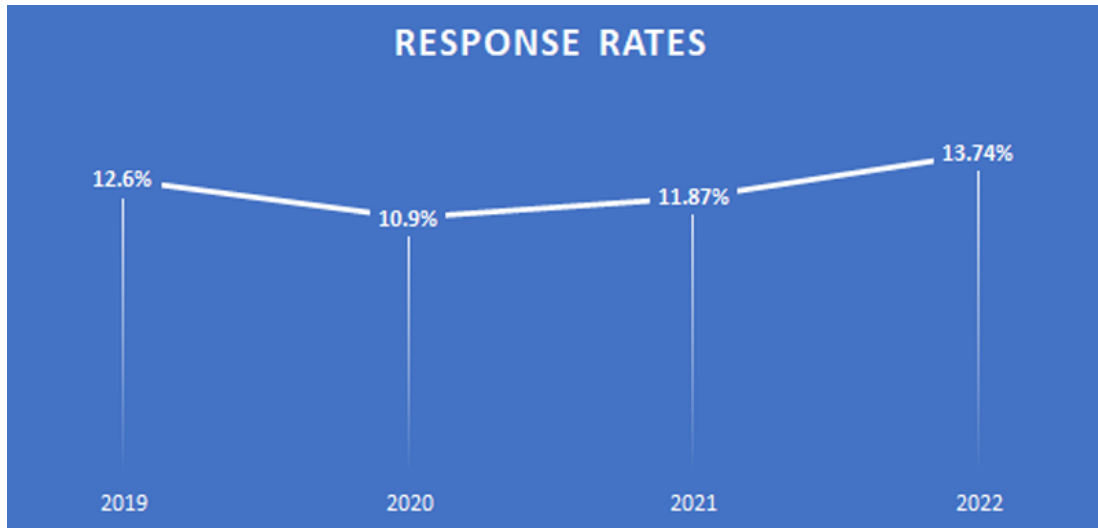
The ASES was launched on 1 November and was live until 30 November 2022.

Students were invited to complete the survey via email invitation. For security purposes, students were asked to log in using their student ID number.

Throughout the survey, respondents were routed to the relevant questions dependant on if they were UG, PGT or PGR, as well as taking into account if they were On-Campus, Qatar or Online Campus students.

Overall Response Rates

The following results show a total of 2619 responses (3053 including partial entries). The below chart shows the comparison of response rates from 2019 to 2022.



Resulting action: Response rates for 2022 ASES was 13.74% and grew by just under 2%. This could have been with the newly adopted specialised survey tool (Qualtrics) which enables a better user experience through all devices including mobile devices.

Teaching and Learning

The following questions were asked of students. After each question the student type that the question was asked are detailed (UG, PGT, PGR). Note that PGR students were asked questions focusing on their research experiences. Respondents were also given the opportunity to give further comments and the full qualitative results are detailed in the Appendix (from page 57).

Teaching, Learning & Research Questions	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
My course is intellectually stimulating (UG/PGT)	59.66%	33.13%	3.50%	2.69%	1.02%
I feel motivated and engaged in my studies (UG/PGT)	37.14%	44.24%	8.34%	7.36%	2.91%
I feel motivated and engaged in my research (PGR)	60.95%	30.48%	2.86%	3.33%	2.38%
The workload on my course is manageable (UG/PGT)	25.76%	43.16%	13.46%	13.42%	4.20%
I am satisfied with my current level of learning and development (UG/PGT)	31.56%	43.91%	11.54%	10.16%	2.79%
I have had the right opportunities to provide feedback on my course (UG/PGT)	44.63%	32.64%	13.07%	6.90%	2.76%
Staff value students' views and opinions about the course (UG/PGT)	41.67%	32.54%	14.81%	6.50%	3.87%
Staff value and respond to feedback from research degree students (PGR)	47.32%	35.12%	8.29%	7.32%	1.95%
It is clear how students' feedback on the course has been acted on (UG/PGT)	23.77%	29.48%	26.49%	13.71%	6.55%
It is clear how my feedback has been acted on (PGR)	31.96%	34.02%	21.13%	7.73%	5.15%
Staff have given me the opportunity to collaborate effectively with other students on my courses (UG/PGT)	45.49%	35.33%	11.20%	5.60%	2.39%
I have opportunities to discuss my research with other researchers including fellow research students (PGR)	51.82%	34.31%	5.84%	4.38%	3.65%
The research community in my area stimulates my work (PGR)	43.38%	32.35%	9.56%	8.82%	5.88%
There are appropriate opportunities for me to develop my research and/or professional skills (PGR)	43.80%	39.42%	8.76%	6.57%	1.46%
The University's culture enables an exchange of ideas and expertise across subject areas, disciplines, and Schools (UG/PGT)	38.62%	34.84%	17.40%	6.46%	2.68%
The University's research culture enables an exchange of ideas and expertise across subject areas, disciplines, and Schools (PGR)	39.71%	28.68%	13.24%	13.24%	5.15%
Our physical spaces support interdisciplinary exchange and innovation (ALL)	36.84%	34.20%	16.77%	8.41%	3.79%
Our virtual spaces enable interdisciplinary exchange and innovation (ALL)	33.53%	33.57%	18.96%	9.39%	4.55%
I am satisfied with the quality of my on-campus teaching experience (UG/PGT)	44.44%	38.34%	6.88%	7.36%	2.96%
I am satisfied with the quality of my online learning experience (online campus only)	34.56%	39.71%	7.35%	11.03%	7.35%
I am satisfied with the quality of my on-campus experience (PGR)	47.83%	30.43%	9.57%	6.96%	5.22%
Overall, I am satisfied with my learning experience at the University of Aberdeen (UG/PGT)	50.35%	36.56%	6.37%	4.41%	2.27%

Overall, I am satisfied with the experience of my research degree programme at the University of Aberdeen (PGR)	50.72%	29.19%	8.61%	4.78%	6.70%
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Teaching & Learning Year on Year Comparisons

The below shows comparisons of question results from previous years.

My course is intellectually stimulating (UG/PGT)	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
2022	59.66%	33.13%	3.50%	2.69%	1.02%
2021	56.97%	34.34%	5.25%	2.82%	0.63%

I feel motivated and engaged in my studies (UG/PGT)	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
2022	37.14%	44.24%	8.34%	7.36%	2.91%
2021	38.85%	38.90%	10.88%	8.79%	2.57%

I feel motivated and engaged in my research (PGR)	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
2022	60.95%	30.48%	2.86%	3.33%	2.38%
2021	49.52%	36.67%	6.19%	6.19%	1.43%

The workload on my course is manageable (UG/PGT)	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
2022	25.76%	43.16%	13.46%	13.42%	4.20%
2021	25.79%	43.03%	14.13%	13.40%	3.64%

I am satisfied with my current level of learning and development (UG/PGT)	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
2022	31.56%	43.91%	11.54%	10.16%	2.79%
2021	33.27%	42.64%	12.58%	9.42%	2.09%

I have had the right opportunities to provide feedback on my course (UG/PGT)	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
2022	44.63%	32.64%	13.07%	6.90%	2.76%
2021	43.03%	35.70%	12.38%	6.80%	2.09%

Staff value students' views and opinions about the course (UG / PGT)	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
2022	41.67%	32.54%	14.81%	6.50%	3.87%
2021	42.74%	37.69%	12.19%	5.44%	1.94%
Staff value and respond to feedback from research degree students (PGR)	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
2022	47.32%	35.12%	8.29%	7.32%	1.95%
2021	43.81%	35.24%	10.48%	7.62%	2.86%
It is clear how students' feedback on the course has been acted on (UG & PGT)	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
2022	23.77%	29.48%	26.49%	13.71%	6.55%
2021	30.01%	30.84%	21.18%	13.94%	4.03%
It is clear how research students' feedback has been acted on (PGR)	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
2022	31.96%	34.02%	21.13%	7.73%	5.15%
2021	25.24%	36.67%	19.52%	13.81%	4.76%
Staff have given me the opportunity to collaborate effectively with other students on my courses (UG / PGT)	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
2022	45.49%	35.33%	11.20%	5.60%	2.39%
2021	39.39%	37.98%	12.24%	8.31%	2.09%
I have opportunities to discuss my research with other researchers including fellow research students (PGR)	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
2022	51.82%	34.31%	5.84%	4.38%	3.65%
2021	39.05%	34.29%	10.95%	11.90%	3.81%

The research community in my area stimulates my work (PGR)	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
2022	43.38%	32.35%	9.56%	8.82%	5.88%
2021	33.81%	39.05%	12.38%	11.90%	2.86%

There are appropriate opportunities for me to develop my research and/or professional skills (PGR)	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
2022	43.80%	39.42%	8.76%	6.57%	1.46%
2021	38.57%	38.10%	10.00%	12.38%	0.95%

The University's culture enables an exchange of ideas and expertise across subject areas, disciplines, and Schools (UG/PGT)	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
2022	38.62%	34.84%	17.40%	6.46%	2.68%
2021	35.75%	36.09%	18.26%	7.97%	1.94%
2020	40.63%	47.42%	0.00%	9.47%	2.49%

The University's research culture enables an exchange of ideas and expertise across subject areas, disciplines, and Schools (PGR)	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
2022	39.71%	28.68%	13.24%	13.24%	5.15%
2021	31.43%	32.86%	14.29%	18.10%	3.33%

Our physical spaces support interdisciplinary exchange and innovation (ALL)	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
2022	36.84%	34.20%	16.77%	8.41%	3.79%
2021	29.96%	36.41%	20.66%	9.91%	3.06%
2020	32.72%	49.40%	0.00%	13.41%	4.47%

Our virtual spaces enable interdisciplinary exchange and innovation (ALL)	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
2022	33.53%	33.57%	18.96%	9.39%	4.55%
2021	27.81%	34.07%	21.86%	12.60%	3.66%
2020	32.07%	45.79%	0.00%	17.48%	4.66%

I am satisfied with the quality of my on-campus teaching experience (UG/PGT)	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
2022	44.44%	38.34%	6.88%	7.36%	2.96%
2021	41.49%	40.86%	8.64%	6.37%	2.65%
2020	36.95%	47.25%	0.00%	9.91%	5.89%

I am satisfied with the quality of my online learning experience (Online campus only)	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
2022	34.56%	39.71%	7.35%	11.03%	7.35%
2021	41.44%	34.68%	12.61%	9.01%	2.25%

Overall, I am satisfied with my learning experience at the University of Aberdeen (UG / PGT)	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
2022	50.35%	36.56%	6.37%	4.41%	2.27%
2021	44.68%	40.12%	8.35%	4.95%	1.89%
2020	32.82%	50.33%	0.00%	12.20%	4.66%

Overall, I am satisfied with the experience of my research degree programme at the University of Aberdeen (PGR)	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
2022	50.72%	29.19%	8.61%	4.78%	6.70%
2021	40.95%	41.43%	8.57%	5.71%	3.33%
2020	50.67%	40.67%	0.00%	6.67%	2.00%

Belonging & Experience

Respondents were asked to rate their agreement with the below statements. Respondents were also given the opportunity to give further comments on the belonging and experience. To view the full qualitative results for this question please visit the Appendix (from pages 113).

Belonging and Experience Questions	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
I feel like I am part of the University of Aberdeen community	38.54%	38.24%	12.46%	7.38%	3.37%
I feel like I can be myself at the University of Aberdeen	54.79%	31.54%	9.23%	2.99%	1.45%
I feel listened to by staff at the University of Aberdeen	43.02%	36.36%	12.80%	5.68%	2.13%
I know who to contact for advice and support in relation to my course/degree programme	53.97%	32.65%	6.84%	4.20%	2.34%
I know who to contact for advice and support in relation to my research degree programme	56.85%	32.99%	3.55%	3.55%	3.05%
I know how to contact University support services for advice and support	49.62%	36.87%	7.65%	4.67%	1.19%
I am satisfied with the support services the University of Aberdeen offers	45.62%	33.91%	13.15%	4.92%	2.39%
I feel the University cares for my health and wellbeing, including my mental health	30.31%	39.03%	22.08%	6.24%	2.35%
I feel the University supports my career and employability skills development and planning	39.31%	34.20%	18.69%	5.38%	2.42%
I feel safe in study environments on campus	70.77%	23.63%	3.49%	1.42%	0.69%
I can take part in the social activities that are of interest to me (online, in-person or both)	51.54%	31.26%	10.67%	4.43%	2.11%
Our campuses create a caring environment that is alert to cultural differences (online, in-person or both)	48.88%	34.31%	13.44%	2.36%	1.01%
Our processes create a caring environment that is alert to cultural differences (online, in-person or both)	46.33%	34.48%	15.60%	2.71%	0.87%
I am proud to be a University of Aberdeen student	62.91%	25.64%	8.75%	1.72%	0.99%
I am satisfied with my overall experience as a University of Aberdeen student	55.78%	33.35%	6.29%	3.04%	1.54%
I am likely to recommend the University of Aberdeen to others	60.76%	26.63%	8.19%	2.92%	1.50%

Student Experience

Students were asked to sum up, in one sentence, how they felt about their student experience so far. Full qualitative results are shown in the appendix (from page 134).

Recommending the University

Those who stated that they would not recommend the University to others were asked how the University could have improved their experiences. Full qualitative results are shown in the appendix (from page 175).

Year comparison

The below tables detail the comparison of results for the questions which were asked in previous ASES.

I feel like I am part of the University of Aberdeen community	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
2022	38.54%	38.24%	12.46%	7.38%	3.37%
2021	34.68%	38.12%	14.06%	9.87%	3.26%

I feel like I can be myself at the University of Aberdeen I feel like I can be myself at the University of Aberdeen	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
2022	54.79%	31.54%	9.23%	2.99%	1.45%
2021	48.74%	37.68%	9.56%	2.64%	1.37%

I feel listened to by staff at the University of Aberdeen	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
2022	43.02%	36.36%	12.80%	5.68%	2.13%
2021	42.31%	39.89%	11.33%	4.76%	1.72%

I know who to contact for advice and support in relation to my course/degree programme (UG, PGT)	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
2022	53.97%	32.65%	6.84%	4.20%	2.34%
2021	49.30%	36.57%	7.67%	4.86%	1.60%
2020	53.55%	36.53%	0.00%	7.10%	2.83%

I know who to contact for advice and support in relation to my research degree programme (PGR)	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
2022	56.85%	32.99%	3.55%	3.55%	3.05%
2021	47.14%	39.05%	6.19%	5.71%	1.90%

I know how to contact University support services for advice and support	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
2022	49.62%	36.87%	7.65%	4.67%	1.19%
2021	44.82%	39.27%	9.12%	5.24%	1.54%
2020	44.57%	40.68%	0.00%	11.80%	2.95%

I am satisfied with the support services the University of Aberdeen offers	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
2022	45.62%	33.91%	13.15%	4.92%	2.39%
2021	42.31%	37.02%	13.93%	4.72%	2.03%

I feel the University cares for my health and wellbeing, including mental health	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
2022	30.31%	39.03%	22.08%	6.24%	2.35%
2021	39.58%	36.67%	14.54%	5.91%	3.31%

I feel the University supports my career and employability skills development and planning	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
2022	39.31%	34.20%	18.69%	5.38%	2.42%
2021	36.84%	37.81%	17.45%	6.17%	1.72%

I feel safe in study environments on campus	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
2022	70.77%	23.63%	3.49%	1.42%	0.69%
2021	58.30%	33.13%	6.12%	1.67%	0.78%
2020	59.29%	35.95%	0.00%	3.28%	1.49%

I can take part in the social activities that are of interest to me (online, in-person or both)	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
2022	51.54%	31.26%	10.67%	4.43%	2.11%
2021	45.31%	33.41%	14.24%	5.02%	2.03%

Our campuses create a caring environment that is alert to cultural differences (online, in-person or both)	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
2022	48.88%	34.31%	13.44%	2.36%	1.01%
2021	43.50%	36.32%	15.60%	3.13%	1.45%
2020	44.94%	48.61%	0.00%	4.72%	1.74%

Our processes create a caring environment that is alert to cultural differences (online, in-person or both)	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
2022	46.33%	34.48%	15.60%	2.71%	0.87%
2021	42.49%	37.42%	15.87%	2.95%	1.28%
2020	44.07%	49.64%	0.00%	4.85%	1.45%

My University experience has not been affected by any protected characteristic (i.e., disability, gender, race, sexual orientation etc)	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
2022	64.15%	20.13%	8.48%	4.56%	2.68%
2021	61.79%	26.09%	6.92%	3.57%	1.63%
2020	64.49%	30.48%	0.00%	3.13%	1.90%

I am proud to be a University of Aberdeen student	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
2022	62.91%	25.64%	8.75%	1.72%	0.99%
2021	59.41%	29.75%	7.54%	2.34%	0.97%

I am likely to recommend the University of Aberdeen to others	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
2022	60.76%	26.63%	8.19%	2.92%	1.50%
2021	58.53%	29.66%	6.92%	3.04%	1.85%
2020	59.24%	34.56%	0.00%	4.71%	1.49%

I am satisfied with my overall experience as a University of Aberdeen student	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
2022	55.78%	33.35%	6.29%	3.04%	1.54%
2021	52.93%	33.89%	7.40%	3.75%	2.03%
2020	44.68%	44.15%	0.00%	9.13%	2.04%

Belonging and Experience (AFG College)

Students were asked the below questions relating to belonging and experience. They were also asked if they had any additional comments related to their experiences. To view the full qualitative results for this question please visit the Appendix (see page 175).

Belonging and Experience (AFG College) Questions	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
I feel like I am part of the AFG College with the University of Aberdeen community	47.37%	31.58%	10.53%	5.26%	5.26%
I feel listened to by staff at AFG College with the University of Aberdeen	36.84%	47.37%	10.53%	0.00%	5.26%
I know who to contact for advice and support in relation to my course/degree programme	47.37%	36.84%	5.26%	10.53%	0.00%
I know how to contact University support services for advice and support	47.37%	42.11%	5.26%	5.26%	0.00%
I am satisfied with the support services the AFG College with the University of Aberdeen offers	57.89%	21.05%	15.79%	0.00%	5.26%
I feel the AFG College with the University of Aberdeen cares for my health and wellbeing, including my mental health	57.89%	26.32%	10.53%	5.26%	0.00%
I feel AFG College with the University of Aberdeen supports my career and employability skills development and planning	47.37%	36.84%	15.79%	0.00%	0.00%
I feel safe in study environments on campus	72.22%	16.67%	11.11%	0.00%	0.00%
I can take part in the social activities that are of interest to me (online, in-person or both)	38.89%	50.00%	0.00%	11.11%	0.00%
Our campus creates a caring environment that is alert to cultural differences (online, in-person or both)	42.11%	47.37%	0.00%	10.53%	0.00%
Our processes create a caring environment that is alert to cultural differences (online, in-person or both)	50.00%	38.89%	11.11%	0.00%	0.00%
I am proud to be an AFG College with the University of Aberdeen student	68.42%	26.32%	5.26%	0.00%	0.00%
I am satisfied with my overall experience as a AFG College with the University of Aberdeen student	63.16%	26.32%	5.26%	0.00%	5.26%
I am likely to recommend the AFG College with the University of Aberdeen to others	47.37%	42.11%	5.26%	0.00%	5.26%

Recommending AFG College with the University of Aberdeen

Those who stated that they would not recommend the University to others were asked how the AFG College with the University of Aberdeen could have improved their experiences. qualitative results in the appendix (page 178).

Student Experience at the AFG College with the University of Aberdeen

Those who stated they would not recommend the University of Aberdeen to others were asked how the University could have improved their experiences. Full qualitative results are shown in the appendix (see page 178).

Belonging and Experience (AFG College) - Year on Year comparisons

I feel like I am part of the AFG College with the University of Aberdeen community	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
2022	47.37%	31.58%	10.53%	5.26%	5.26%
2021	48.21%	35.71%	5.36%	7.14%	3.57%

I feel listened to by staff at AFG College with the University of Aberdeen	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
2022	36.84%	47.37%	10.53%	0.00%	5.26%
2021	50.00%	39.29%	7.14%	3.57%	0.00%

I know who to contact for advice and support in relation to my course/degree programme	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
2022	47.37%	36.84%	5.26%	10.53%	0.00%
2021	50.00%	41.07%	5.36%	3.57%	0.00%

I know how to contact University support services for advice and support	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
2022	47.37%	42.11%	5.26%	5.26%	0.00%
2021	46.43%	42.86%	5.36%	5.36%	0.00%

I am satisfied with the support services the AFG College with UoA offers	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
2022	57.89%	21.05%	15.79%	0.00%	5.26%
2021	50.00%	28.57%	7.14%	8.93%	5.36%

I feel AFG College with UoA cares for my health & wellbeing, including mental health	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
2022	57.89%	26.32%	10.53%	5.26%	0.00%
2021	46.43%	33.93%	8.93%	10.71%	0.00%

I feel AFG College with the UoA supports my career and employability skills development and planning	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree	Not Applicable
2022	47.37%	36.84%	15.79%	0.00%	0.00%	0.00%
2021	41.07%	41.07%	14.29%	3.57%	0.00%	0.00%

I feel safe in study environments on campus	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
2022	72.22%	16.67%	11.11%	0.00%	0.00%
2021	43.90%	48.78%	7.32%	0.00%	0.00%

I can take part in the social activities that are of interest to me (online, in-person or both)	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree	
2022		38.89%	50.00%	0.00%	11.11%	0.00%
2021		42.86%	39.29%	10.71%	7.14%	0.00%

Our campus creates a caring environment that is alert to cultural differences (online, in-person or both)	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree	
2022		42.11%	47.37%	0.00%	10.53%	0.00%
2021		48.21%	39.29%	7.14%	3.57%	1.79%

Our processes create a caring environment that is alert to cultural differences (online, in-person or both)	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree	
2022		50.00%	38.89%	11.11%	0.00%	0.00%
2021		46.43%	39.29%	12.50%	1.79%	0.00%

I am proud to be an AFG College with the University of Aberdeen student	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
2022	68.42%	26.32%	5.26%	0.00%	0.00%
2021	58.93%	30.36%	8.93%	1.79%	0.00%

I am satisfied with my overall experience as a AFG College with the University of Aberdeen student	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree	
2022		63.16%	26.32%	5.26%	0.00%	5.26%
2021		58.93%	28.57%	8.93%	3.57%	0.00%

I am likely to recommend the AFG College with the University of Aberdeen to others	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
2022	47.37%	42.11%	5.26%	0.00%	5.26%
2021	58.93%	32.14%	3.57%	5.36%	0.00%

PGR Supervision Experience

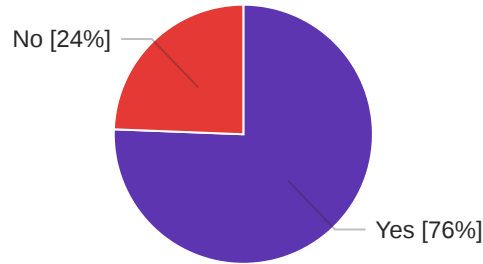
Respondents were asked to rate their agreement against the below statements. Students were also asked if they had any additional comments related to their research and/or supervision experience. To view the full qualitative results for this question please visit the Appendix (see page 183).

Field	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
My supervisors have the skills and subject knowledge to support my research	83.01%	13.11%	1.94%	0.97%	0.97%
I have regular contact with my supervisor(s), appropriate for my needs	83.98%	8.25%	3.40%	3.40%	0.97%
My supervisors provide feedback that helps me direct my research activities	80.10%	12.62%	2.91%	3.40%	0.97%
I understand my responsibilities as a research degree student	76.12%	20.15%	2.99%	0.75%	0.00%
I understand that my supervisors have responsibilities towards me as a research degree student	83.46%	12.78%	3.76%	0.00%	0.00%
My supervisors help me to identify my training and development needs as a researcher	69.17%	21.80%	4.51%	3.01%	1.50%
Other than my supervisors, I know who to contact if I have concerns with my research degree	49.02%	34.80%	4.90%	4.90%	6.37%
I understand the requirements and timelines for formal review of my progress.	60.54%	30.81%	4.32%	2.70%	1.62%
I understand the required standard for my thesis	50.00%	32.67%	8.91%	7.43%	0.99%
I understand the final assessment (viva voce) process for my degree	39.60%	35.64%	9.90%	10.89%	3.96%

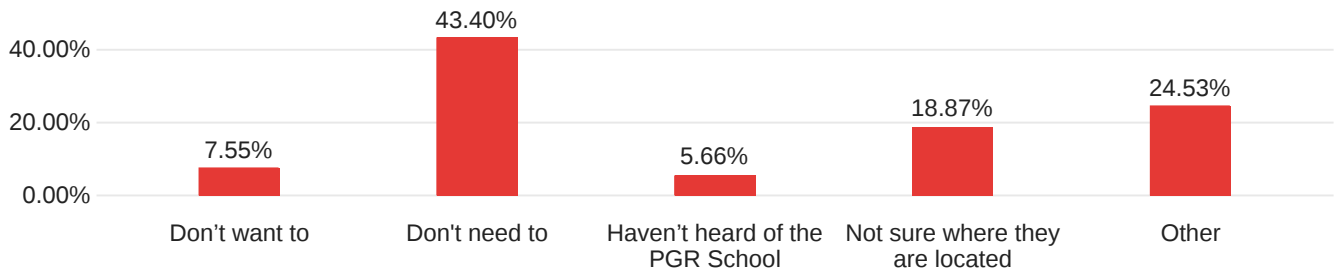
Postgraduate Research School Engagement

PGR respondents were asked questions on the PGR School and their experiences. Students were also asked if they had any additional comments related to their experience, if they had used the services. To view the full qualitative results for this question please visit the Appendix.

Have you engaged with the PGR School?



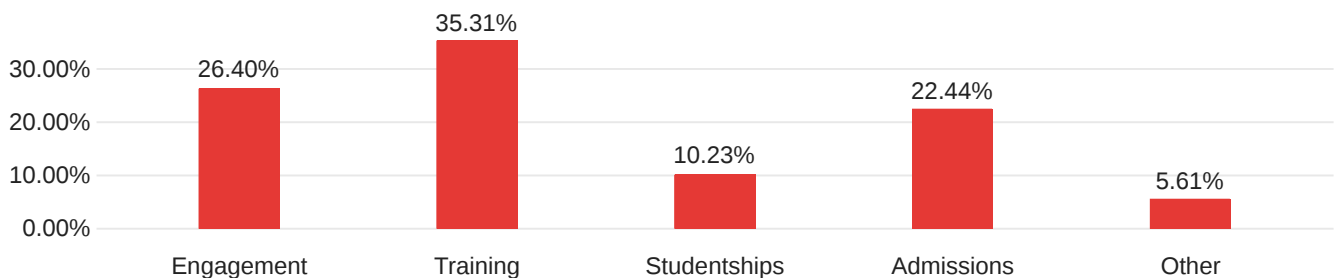
Why haven't you engaged with the PGR School?



● Percentage of Choices

Those students who stated they had engaged with the PGR School were asked which teams they had engaged with, and to rate their agreement with the below statements. Students were also asked to provide additional feedback on the PGR School and ideas on how it could be improved. Full qualitative results are shown in the appendix.

Please detail which teams you engaged with



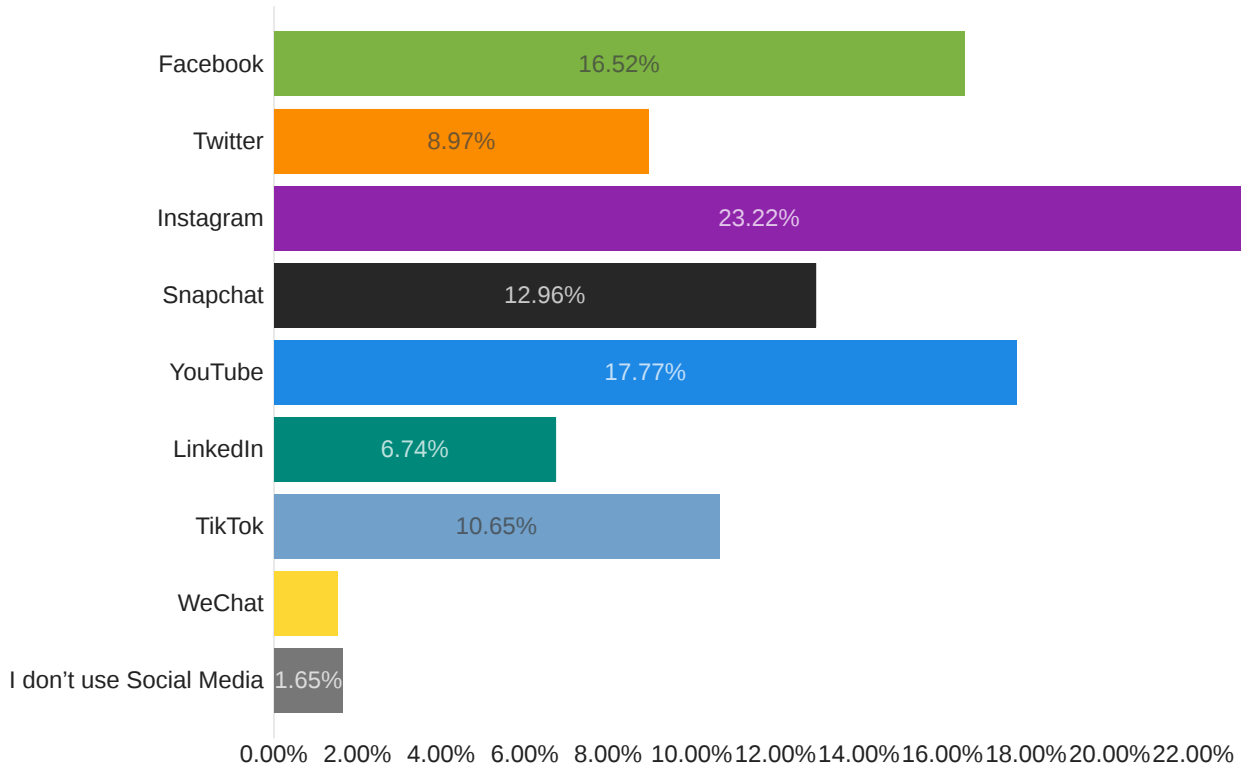
● Percentage of Choices

PGR School Engagement	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
I understand the ways in which the PGR School can support me to navigate my research degree	38.96%	37.66%	12.34%	6.49%	4.55%
I know about the different online PGR communities that I can join (e.g Shut Up and Write, Silent Reading)	67.32%	28.76%	3.92%	0.00%	0.00%
The training and development opportunities and courses available meet my needs	30.07%	38.56%	18.95%	7.84%	4.58%
I know who my School PGR student representative is	42.67%	18.00%	9.33%	10.67%	19.33%

Social Media Communication

All students were then asked which social media platforms they used. Instagram, Facebook and YouTube were stated as the most used platforms. These results are shown below.

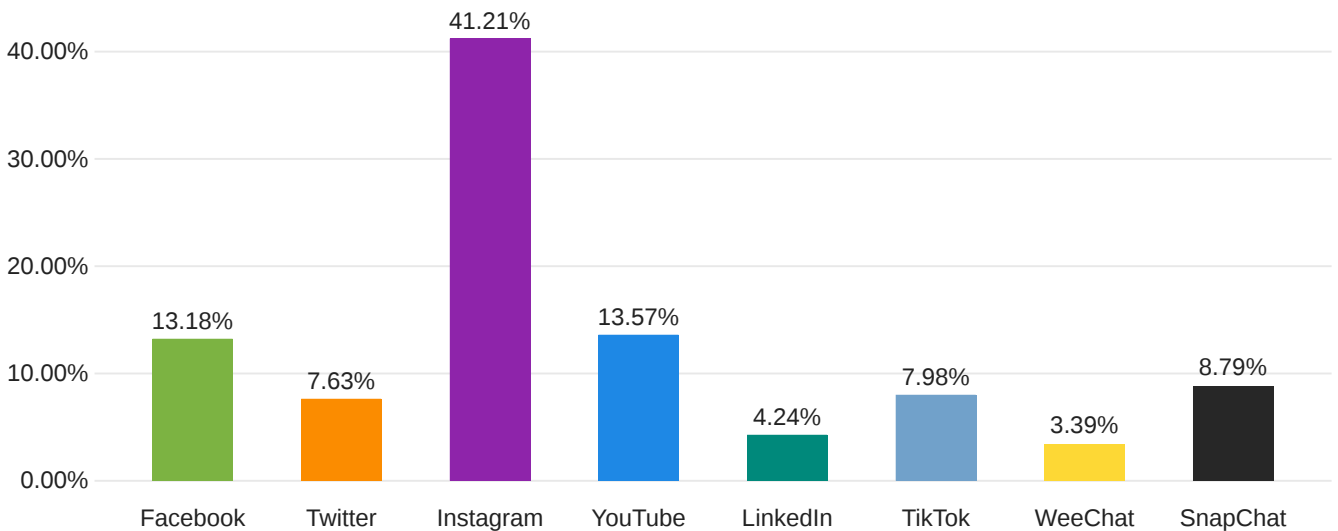
Which of the following social media platforms do you regularly use?



Preferred channels

Students were asked to state which social media platform was their preferred choice. Instagram is the most popular overall, with YouTube and Facebook as the next most popular.

Social media preferences



Yearly comparison

Overall aggregate comparison

Preferred platform	Facebook	Twitter	Instagram	YouTube	LinkedIn	TikTok	WeeChat	SnapChat
2022	13.18%	7.63%	41.21%	13.57%	4.24%	7.98%	3.39%	8.79%
2021	23.45%	8.29%	40.15%	11.41%	4.98%	2.07%	4.98%	4.67%
2020	27.50%	9.15%	33.17%	10.34%	4.48%	2.14%	6.43%	6.77%

It can be seen that overall, Instagram is by far the most popular platform. Other platform's popularity have decreased, with Facebook's popularity decreasing the most.

Comparison by student type

Results were further filtered to identify if there were any variations in preference between student types (UG, PGT and PGR).

Undergraduate

Preferred platform	Facebook	Twitter	Instagram	YouTube	LinkedIn	TikTok	WeeChat	SnapChat
2022	9.17%	6.15%	45.11%	13.87%	1.09%	10.86%	0.90%	12.85%
2021	18.87%	6.88%	48.50%	12.87%	1.61%	2.56%	1.76%	6.95%
2020	24.53%	8.97%	38.33%	11.28%	1.47%	3.01%	2.73%	9.67%

Postgraduate Taught

Preferred platform	Facebook	Twitter	Instagram	YouTube	LinkedIn	TikTok	WeeChat	SnapChat
2022	20.37%	9.19%	35.15%	11.45%	10.65%	2.80%	8.52%	1.86%
2021	29.19%	9.10%	28.32%	8.82%	10.26%	1.30%	11.42%	1.59%
2020	31.86%	6.33%	23.63%	8.02%	10.76%	0.42%	18.78%	0.21%

Postgraduate Research

Preferred platform	Facebook	Twitter	Instagram	YouTube	LinkedIn	TikTok	WeeChat	SnapChat
2022	20.00%	14.59%	30.81%	19.46%	6.49%	3.24%	4.86%	0.54%
2021	34.29%	14.76%	24.76%	10.48%	9.52%	1.43%	4.76%	0.00%
2020	38.58%	17.26%	18.78%	9.14%	11.17%	0.00%	3.55%	1.52%

Comparison by Campus

Results were further filtered to identify if there were any variations in preference between campuses (Aberdeen, Qatar and Online).

Aberdeen Campus

Preferred platform	Facebook	Twitter	Instagram	YouTube	LinkedIn	TikTok	WeeChat	SnapChat
2022	12.55%	7.45%	42.15%	13.54%	3.06%	8.36%	3.60%	9.28%
2021	22.85%	8.14%	41.29%	11.55%	3.57%	2.16%	5.58%	4.87%
2020	26.67%	9.29%	34.02%	10.64%	3.29%	2.32%	6.64%	7.13%

Online Campus

Preferred platform	Facebook	Twitter	Instagram	YouTube	LinkedIn	TikTok	WeeChat	SnapChat
2022	24.68%	10.76%	24.68%	13.92%	21.52%	3.16%	0.63%	0.63%
2021	33.78%	10.36%	24.32%	11.71%	17.12%	1.80%	0.90%	0.00%
2020	45.40%	8.05%	19.54%	6.90%	18.97%	0.57%	0.00%	0.57%

Qatar Campus

Preferred platform	Facebook	Twitter	Instagram	YouTube	LinkedIn	TikTok	WeeChat	SnapChat
2022	0.00%	4.76%	57.14%	14.29%	9.52%	0.00%	0.00%	14.29%
2021	3.57%	5.36%	62.50%	5.36%	7.14%	0.00%	0.00%	16.07%
2020	5.13%	7.69%	51.28%	17.95%	0.00%	2.56%	0.00%	15.38%

Resulting Action: The Aberdeen Campus current student channels will utilise Reels, Stories on Instagram more. PGR and PGT students will be targeted more on Twitter.

University communication

Pre-arrival Welcome Information

New students were asked questions about the information they received prior to starting University, including pre-arrival emails and the new student website. Students were also asked if they wished to detail any other comments about their experience. Full details can be found in the appendix (see page 256).

Pre-arrival Welcome Information Questions	Agree	Neither agree nor disagree	Disagree
The information and advice given in the new student web pages was useful	87.04%	11.66%	1.30%
The welcome emails (sent to your personal email address) helped me know what to expect for the start of the academic year	84.55%	12.66%	2.79%
I received helpful information on my programme in advance of starting my studies	73.00%	18.79%	8.21%
The information provided to me before I arrived about my programme was accurate	82.39%	14.35%	3.26%
Overall, I am satisfied with my UoA Welcome experience	90.32%	7.96%	1.72%

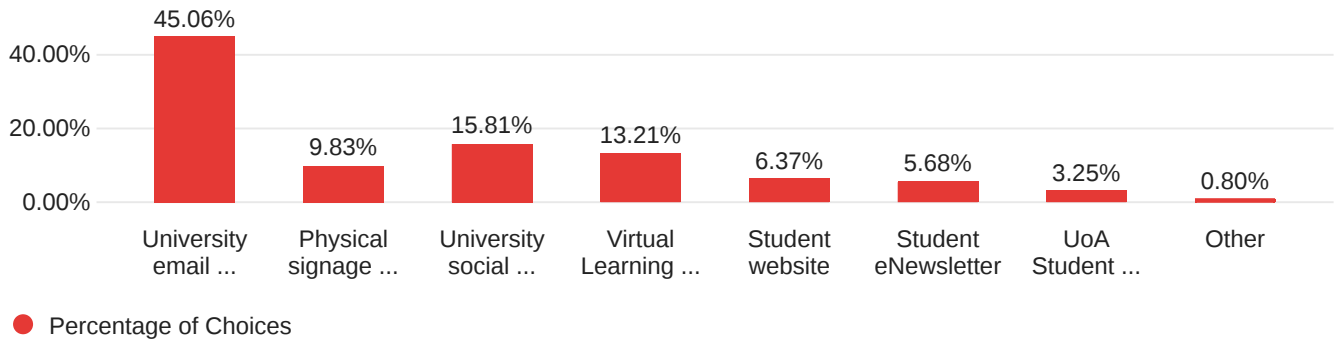
New students were asked to state the importance of topics to them. Results are detailed below.

How important is it to you that the University communicates about the following topics?

University communication	Extremely important	Very important	Moderately important	Slightly important	Not at all important
Academic Information (course updates, assessments, resources)	81.51%	14.92%	2.90%	0.22%	0.45%
IT or other Service Disruptions	43.53%	36.83%	16.96%	2.23%	0.45%
Careers & Employability	42.63%	30.58%	19.20%	5.36%	2.23%
Student Health and Wellbeing	46.43%	30.36%	16.96%	3.79%	2.46%
Student Events and Activities	40.18%	36.16%	17.41%	4.24%	2.01%
Student voice / opportunities to feedback	30.80%	31.70%	27.90%	7.59%	2.01%
University news and research	27.90%	28.79%	30.13%	9.15%	4.02%

All students were asked to state which communication channels they prefer to receive information through. Results are detailed below.

Preferred Communication Channels

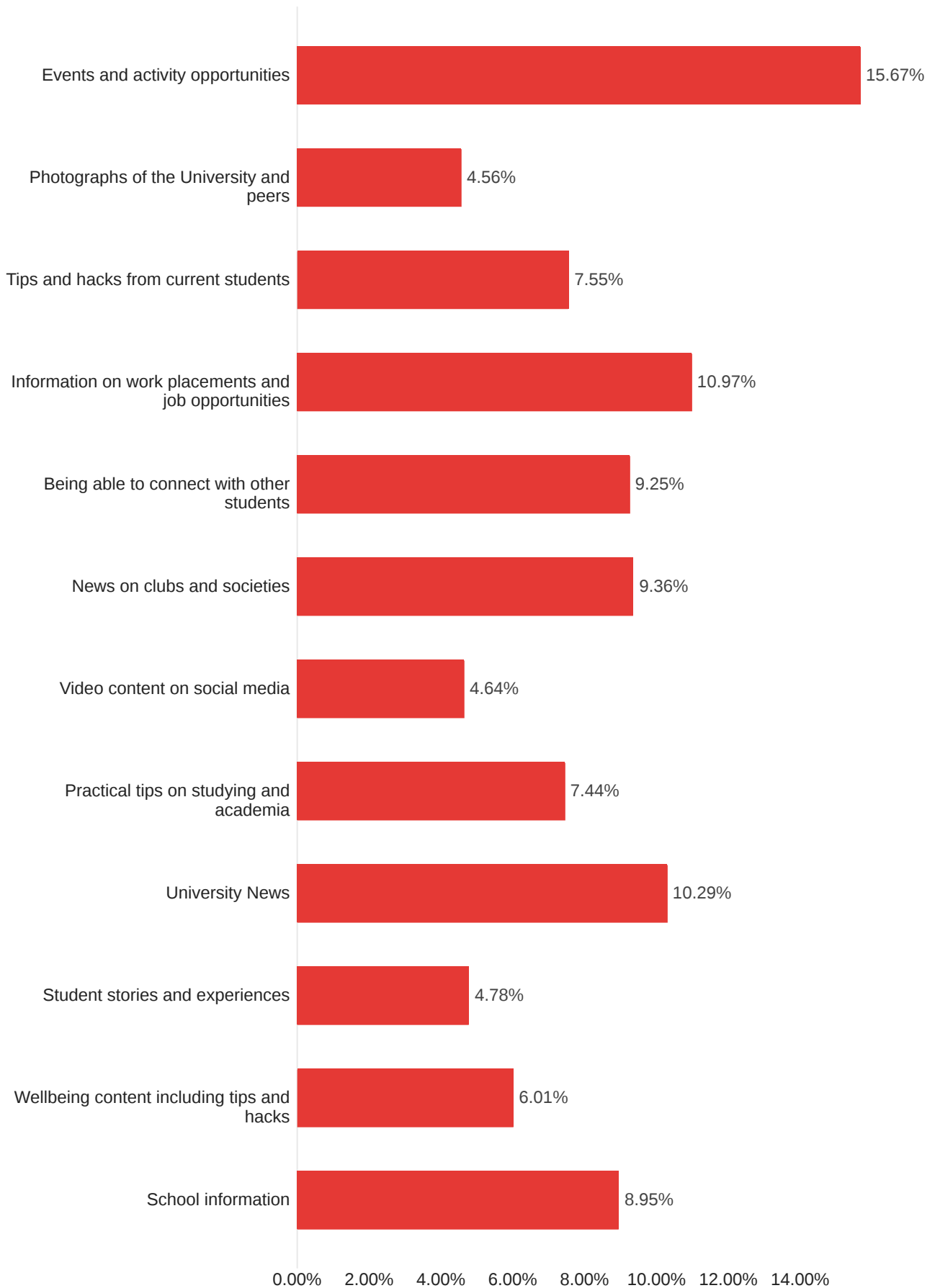


Those who selected "other" as an option were asked to elaborate on what other communication channels they would like to be used. All submissions are shown below.

Please select which of the below communication channels you prefer to receive information through - Other option

- Messenger Pigeon
- Word of mouth.
- Letters in post
- Letters
- Personal email account
- My personal email
- Personal email.
- The Gaudie
- UoA New students 2022 Facebook Group
- in class
- It would be nice if we had an email specifically for academic work and one for e.g., clubs. I find that merging these two can be quite overwhelming and discourages me from paying attention to the non-academic emails, which results in me being far less social.
- None
- Tiktok
- Twitter DM
- my personal email
- Blackboard
- my Aberdeen
- RSS feed

Students were asked to state which topics are most useful to them. Results are detailed below.



The "other" communication channel options are shown below.

Other - Text

Word of mouth.

Linkedin

None, there is never anything that interesting happening at the University

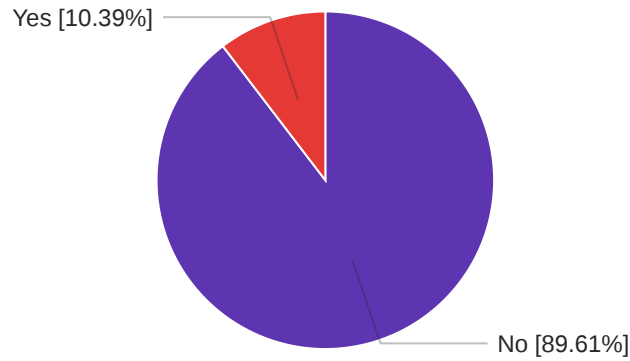
Information relevant to my course, delivered via Email by the School Office, or by individual Course Coordinators.

Talks and lectures

Funding Opportunities

University Support Services

Are there any Student Support services that you feel the University should provide, but are not currently available?



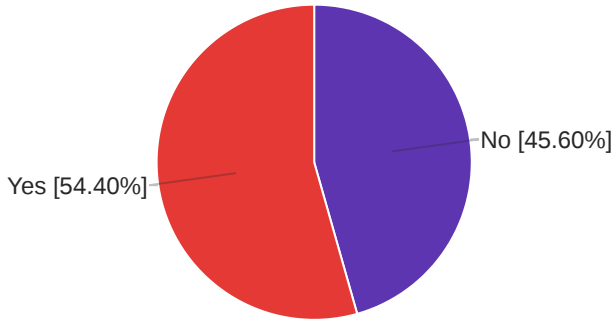
Those students who felt there was support missing were asked to detail out what these were. Students were also asked if they had any additional feedback or suggestions on University Support Services. Full results for both these questions can be viewed in the Appendix (see page 191), however key themes were as follows:

- Mental Health Support
- Hardship / cost of living
- International Student Issues
- Counselling
- Academic and personal development workshops
- Health Issues

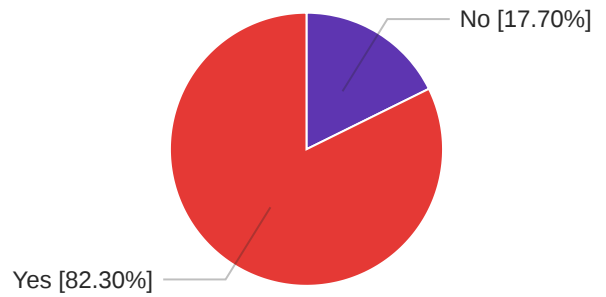
Personal Tutors

All new students were asked about personal tutors. Students were also asked if they would like to add any additional feedback. Full details are in the Appendix (see page 208).

Have you met with your Personal Tutor?

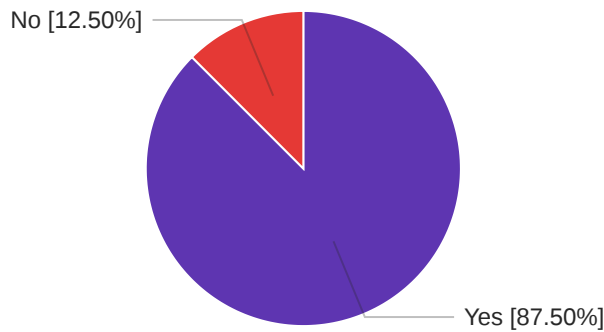


Do you know how to get in touch with your personal tutor?



Those students who stated that they had attended were asked if they found it beneficial.

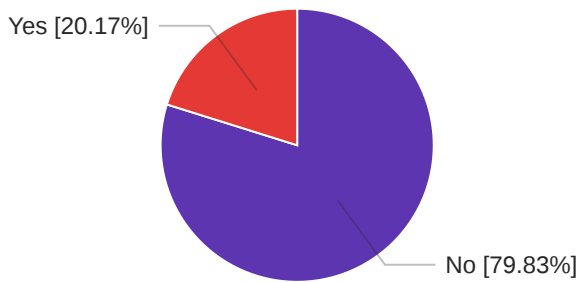
Based on your meeting(s) with your Personal Tutor, do you feel it was beneficial?



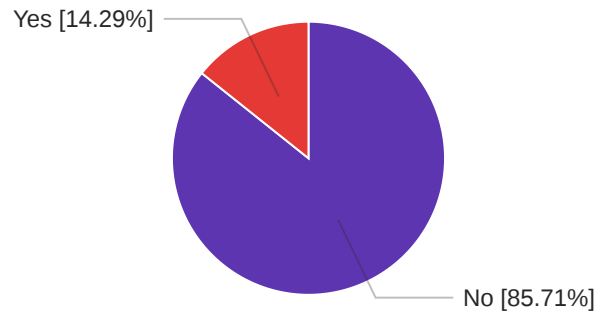
Peer Support

All new students were asked about Peer Support. Students were asked if they would like to add any additional feedback. Full details are in the Appendix (see page 209).

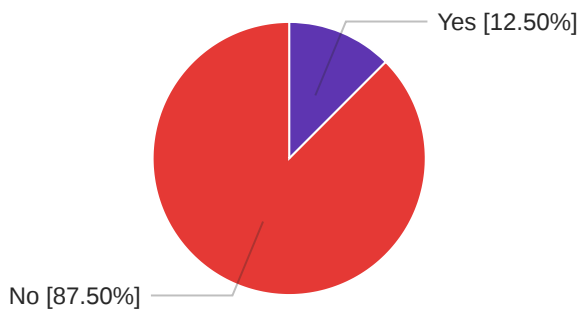
Did you sign up for the Student 4 Student Peer Support (S4S) scheme?



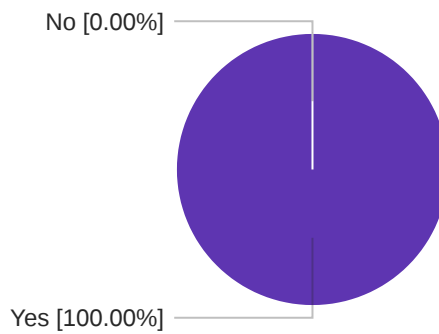
Would you like information on applying for a peer mentor?



Have you had your first meeting with your mentor yet?



Based on your meeting(s), do you feel it was beneficial?



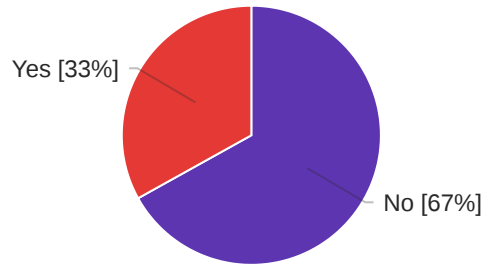
Resulting Action: The sign up process and automation process after a student has signed up to be a mentor will be changed to make it clearer of expectations of a mentor. A new look to the peer mentoring scheme will also be developed.

Careers & Employability Service

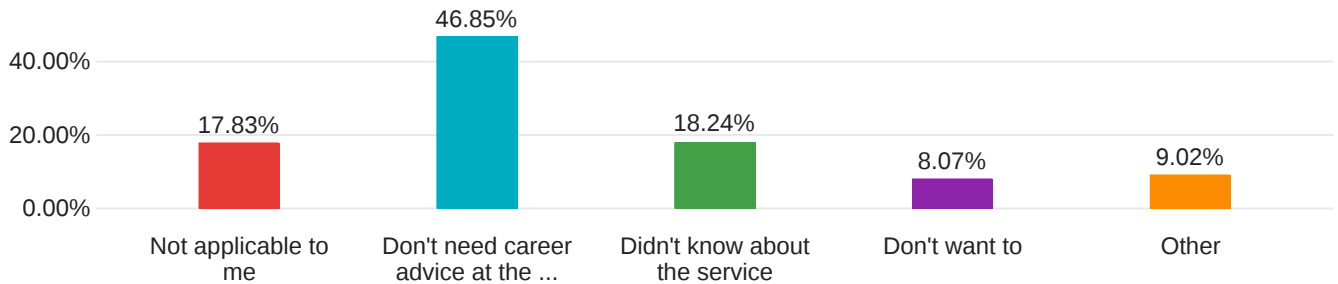
To understand feelings on the Careers & Employability Service, students were asked if they had used the service, and any barriers they felt they faced in accessing or finding them. These results were broken down into student type (UG, PGT, PGR), Campus and School. For qualitative results please view the appendix (from page 246).

Undergraduate and Postgraduate Taught

Have you used the Careers and Employability Service?



Why haven't you used the Careers and Employability Service?



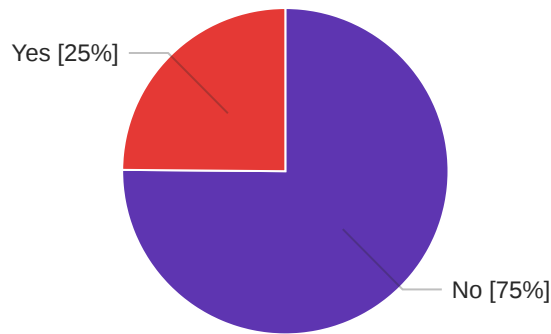
UG and PGT students were asked to rate their agreement with the below statements. Students were also asked if they wished to detail any other comments about the Careers & Employability Service. Results are shown in the appendix.

Field	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
I know how to access specialist careers guidance related to my subject of study	44.38%	36.09%	10.63%	4.84%	4.06%
I know about co-curricular development opportunities available to me during my studies	35.99%	34.12%	14.24%	10.80%	4.85%
I know how the Careers and Employability Service can help connect me with work experience and graduate job opportunities	42.36%	37.95%	10.55%	5.51%	3.62%
I am aware that I can continue to access the Careers and Employability Service after I have graduated	42.99%	23.46%	11.18%	10.24%	12.13%
I would feel comfortable talking to a Careers Adviser about my career ideas	50.32%	34.38%	10.41%	3.15%	1.74%

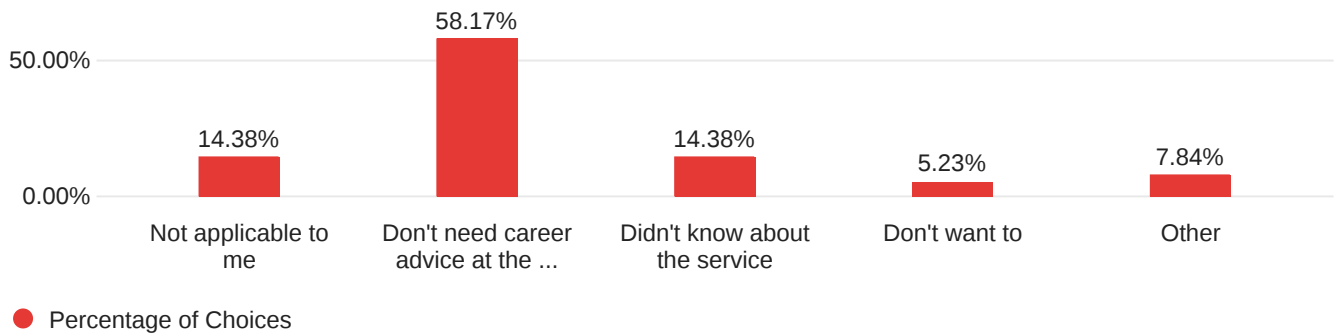
I know how to access specialist careers guidance related to my subject of study	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
2022	44.38%	36.09%	10.63%	4.84%	4.06%
2021	29.53%	33.45%	18.11%	13.97%	4.94%
I know about co-curricular development opportunities available to me during my studies	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
2022	35.99%	34.12%	14.24%	10.80%	4.85%
2021	25.17%	33.41%	19.17%	16.88%	5.38%
I know how the Careers and Employability Service can help connect me with work experience and graduate job opportunities	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
2022	42.36%	37.95%	10.55%	5.51%	3.62%
2021	27.15%	32.26%	19.74%	15.82%	5.02%
I am aware that I can continue to access the Careers and Employability Service after I have graduated	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
2022	42.99%	23.46%	11.18%	10.24%	12.13%
2021	25.47%	26.80%	18.64%	20.27%	8.81%
I would feel comfortable talking to a Careers Adviser about my career ideas	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
2022	50.32%	34.38%	10.41%	3.15%	1.74%
2021	35.79%	32.48%	21.02%	8.15%	2.56%

Postgraduate Research

Have you used the Careers and Employability Service?



Why haven't you used the Careers and Employability Service?



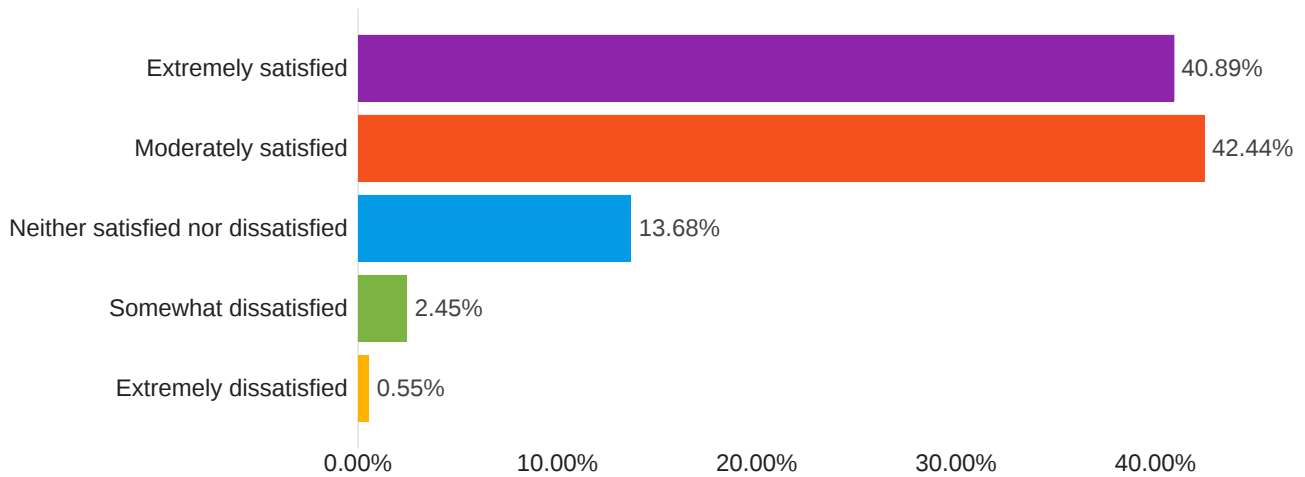
PGR students were asked to rate their agreement with the below statements. Students were also asked if they wished to detail any other comments about the Careers & Employability Service. Results are shown in the appendix.

Field	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
I know about being able to access specialist careers guidance and support related to my research degree	53.19%	31.91%	8.51%	4.26%	2.13%
I know about the careers focused opportunities available to me during my research degree	38.30%	34.04%	8.51%	14.89%	4.26%
I know how the Careers and Employability Service can help connect me with work experience and graduate job opportunities	48.94%	34.04%	12.77%	2.13%	2.13%
I am aware that I can continue to access the Careers and Employability Service after I have graduated	53.19%	27.66%	4.26%	8.51%	6.38%
I would feel comfortable talking to a Careers Adviser about my career ideas	46.81%	38.30%	6.38%	8.51%	0.00%

I know about being able to access specialist careers guidance and support related to my research degree	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
2022	53.19%	31.91%	8.51%	4.26%	2.13%
2021	18.10%	35.24%	21.90%	17.14%	7.62%
I know about the careers focused opportunities available to me during my research degree	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
2022	38.30%	34.04%	8.51%	14.89%	4.26%
2021	22.38%	30.00%	17.62%	19.52%	10.48%
I know how the Careers and Employability Service can help connect me with work experience and graduate job opportunities	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
2022	48.94%	34.04%	12.77%	2.13%	2.13%
2021	31.90%	35.71%	17.14%	12.86%	2.38%
I am aware that I can continue to access the Careers and Employability Service after I have graduated	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
2022	53.19%	27.66%	4.26%	8.51%	6.38%
2021	24.76%	33.81%	16.67%	17.14%	7.62%
I would feel comfortable talking to a Careers Adviser about my career ideas	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
2022	46.81%	38.30%	6.38%	8.51%	0.00%
2021	17.14%	29.52%	22.86%	22.38%	8.10%

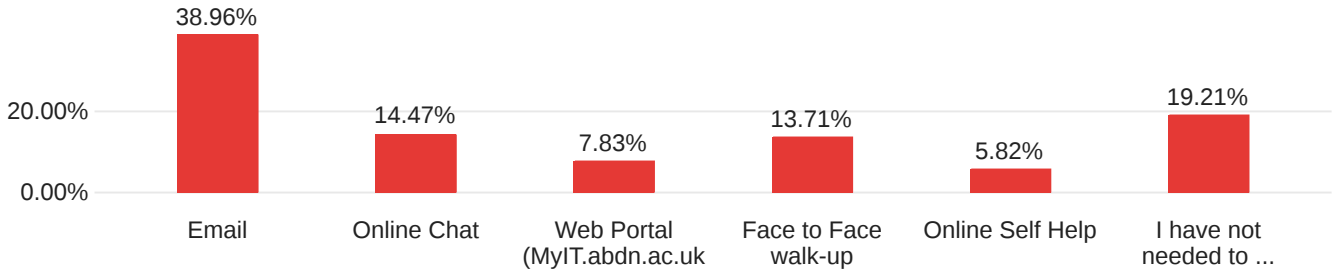
Directorate of Digital and Information Services (DDIS)

The Directorate of Digital and Information Services (DDIS) is responsible for a significant number of services used by students in their time at the University of Aberdeen. All students were asked how satisfied overall were they with their digital experience at the University - results are shown below. All students were also asked how the University could improve student's digital experience. Results are shown in the Appendix (see page 223).



The Service Desk

Which channels have you used to engage with the Service Desk?



● Percentage of Choices

How was your experience of support through...	Excellent	Good	Average	Poor	Terrible
Email	52.78%	35.75%	9.28%	1.53%	0.65%
Online Chat	48.48%	36.96%	11.96%	2.39%	0.22%
Web Portal (MyIT.abdn.ac.uk)	47.39%	39.76%	9.24%	2.81%	0.80%
Face to Face walk-up	64.45%	29.36%	5.50%	0.46%	0.23%
Online Self Help	45.95%	38.92%	12.97%	2.16%	0.00%

Students were also asked to indicate how likely they would be to contact the IT Service Desk for support in future using the following channels

Field	Online Chat	Email	Web Portal	Face to Face	Texting	Telephone	Video Call	Social Media
Extremely unlikely	14.80%	10.36%	13.46%	18.77%	27.76%	33.49%	39.68%	33.88%
Somewhat unlikely	19.30%	11.76%	19.38%	18.03%	22.26%	21.70%	22.12%	20.27%
Neither likely nor unlikely	19.07%	10.97%	27.25%	20.40%	22.26%	20.17%	19.80%	22.18%
Somewhat likely	26.40%	29.51%	27.29%	24.73%	19.33%	16.30%	12.20%	16.64%
Extremely likely	20.42%	37.41%	12.62%	18.07%	8.38%	8.34%	6.19%	7.04%

Those students who stated they wished to receive notifications through social media were asked to detail which channels. They listed:

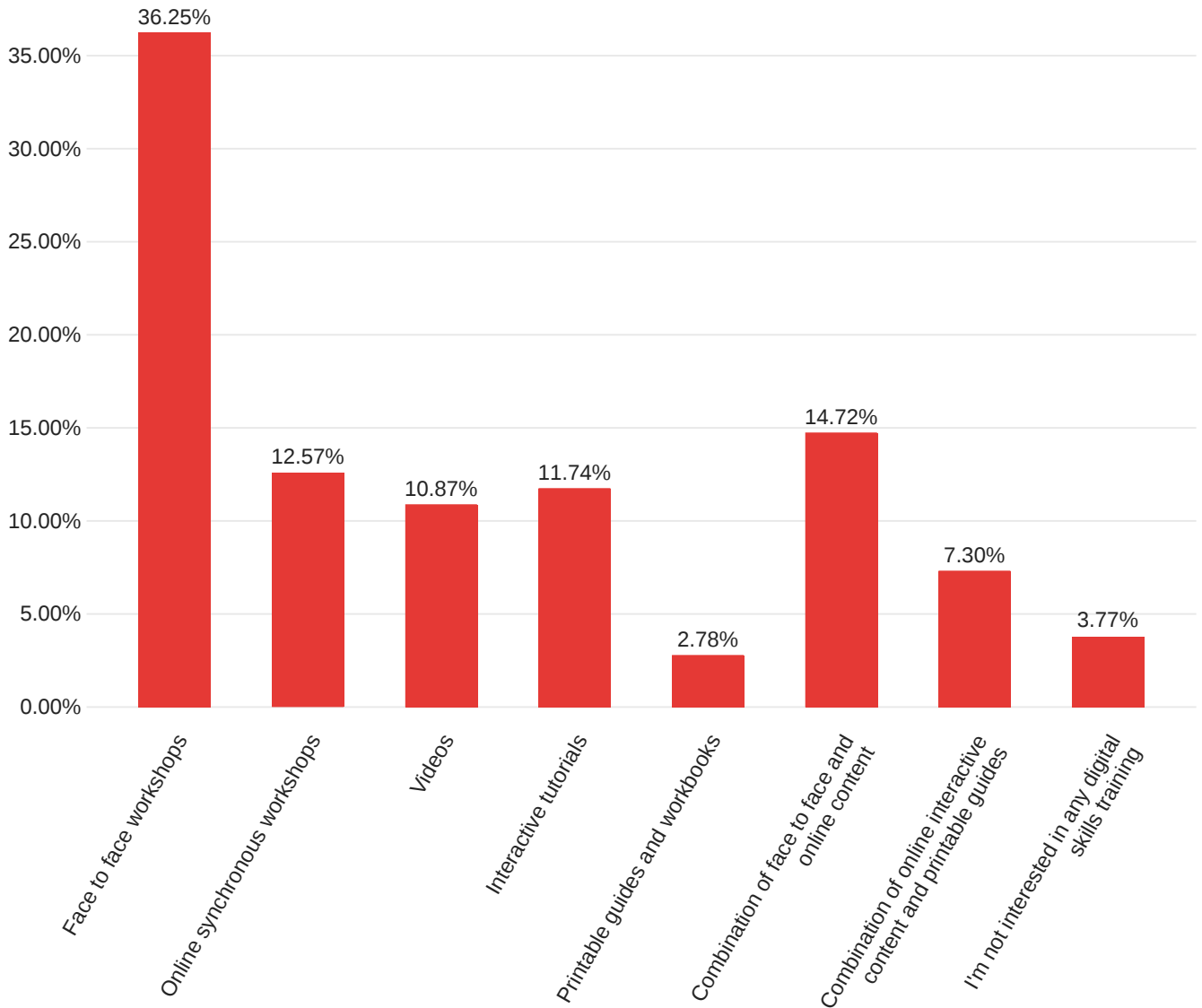
- Facebook
- Instagram
- Facebook Messenger
- LinkedIn
- WhatsApp
- Twitter
- Web portals
- Online Chat
- Email
- WeChat

Digital skills training

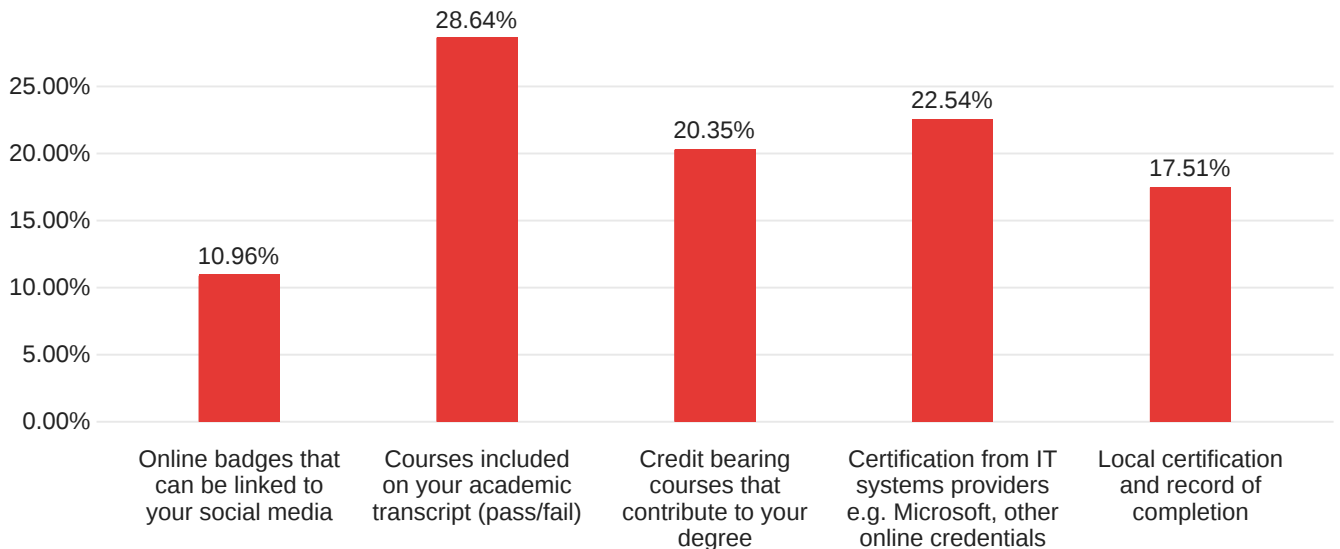
Students were asked to rate their interest in digital skills training. Qualitative results are shown from page 186.

Field	Extremely interested	Very interested	Moderately interested	Slightly interested	Not interested at all
Creating and delivering accessible presentations	21.28%	27.84%	29.64%	11.17%	10.07%
Creating academic posters	16.25%	23.72%	27.40%	14.70%	17.93%
Effective note taking tools and techniques	25.87%	32.90%	22.89%	10.26%	8.09%
Video, image and media editing	21.09%	26.64%	23.74%	13.04%	15.49%
Creating accessible structured documents	22.70%	32.36%	23.27%	12.29%	9.38%
Data analysis, visualisation and infographics	26.15%	26.43%	21.39%	12.05%	13.98%
Citing academic sources and managing your references	27.88%	27.55%	21.69%	12.22%	10.66%
Active critical reading	29.44%	28.21%	22.99%	10.86%	8.51%
Effective use of social media and managing your digital footprint	18.71%	22.37%	23.89%	16.32%	18.71%
Learning to code and the basics of programming	23.92%	17.54%	17.66%	13.42%	27.46%

Preferred format for digital skills training and guidance



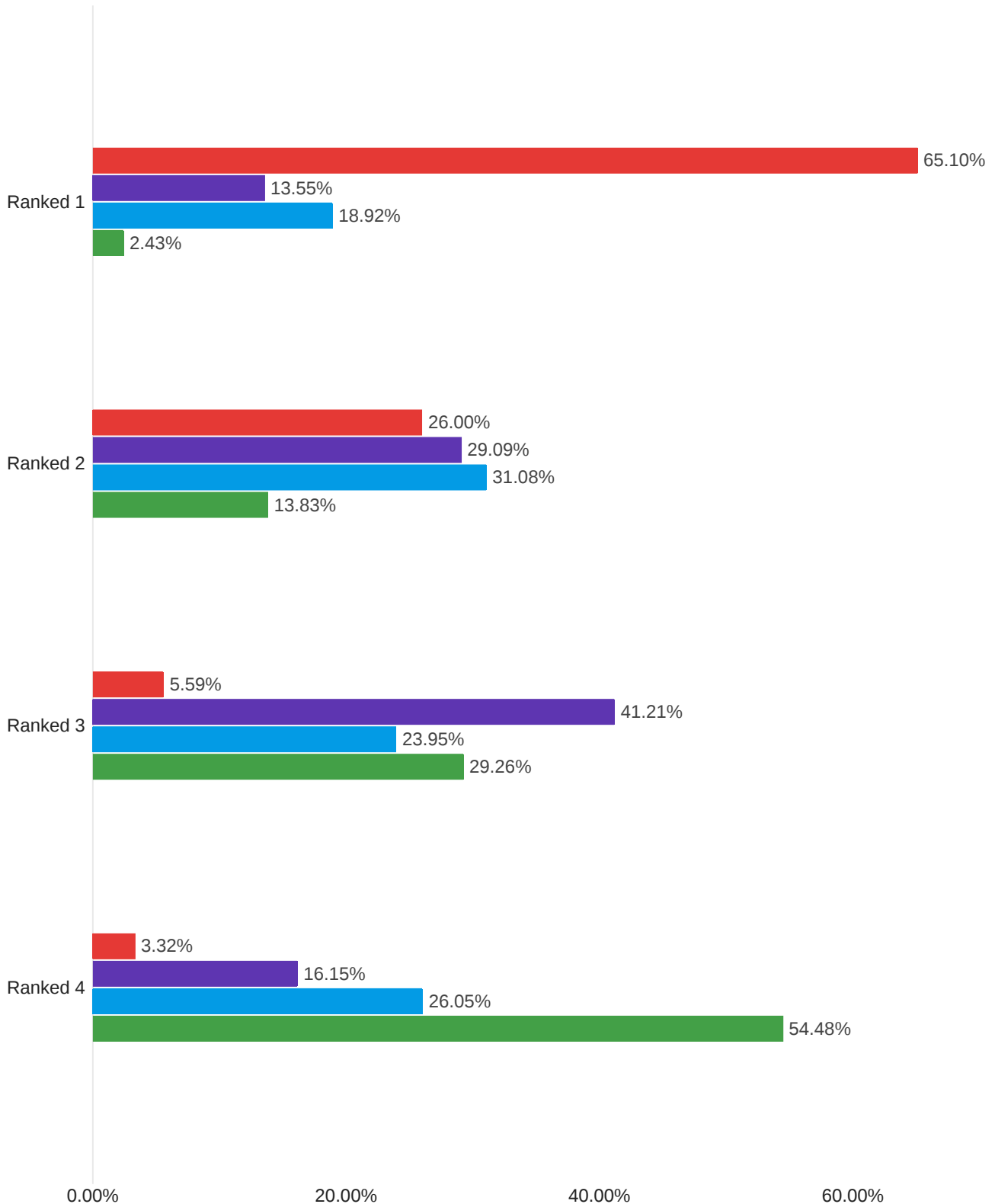
Preference of digital skills recognition



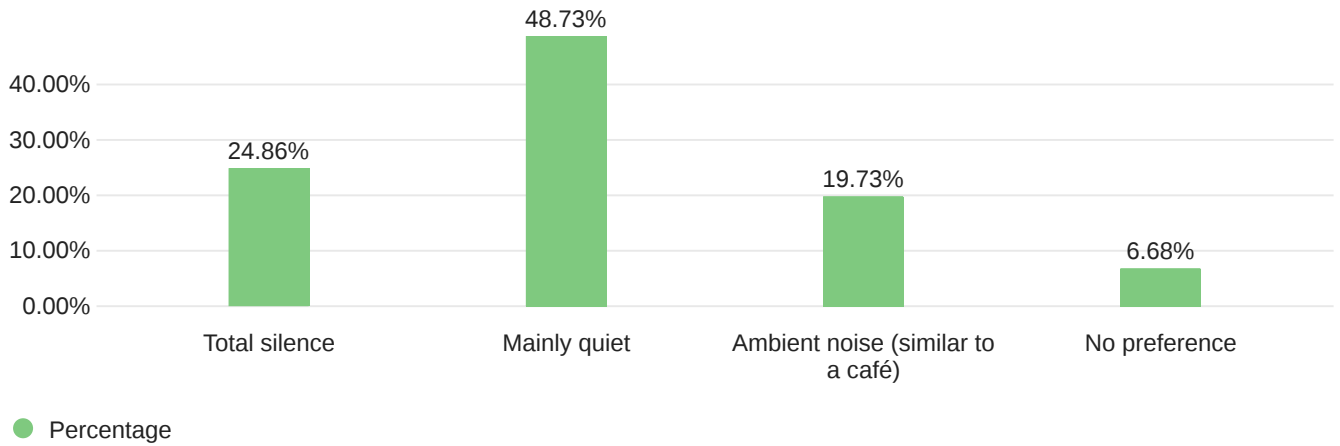
Library Resources (Aberdeen / Online)

The Libraries (The Sir Duncan Rice Library, the Taylor Law Library, and the Medical Library) are embarking on significant refurbishment across our library spaces. Students were asked to rank in order of importance which best described how they liked to use Library spaces. Shown below are how students ranked each space.

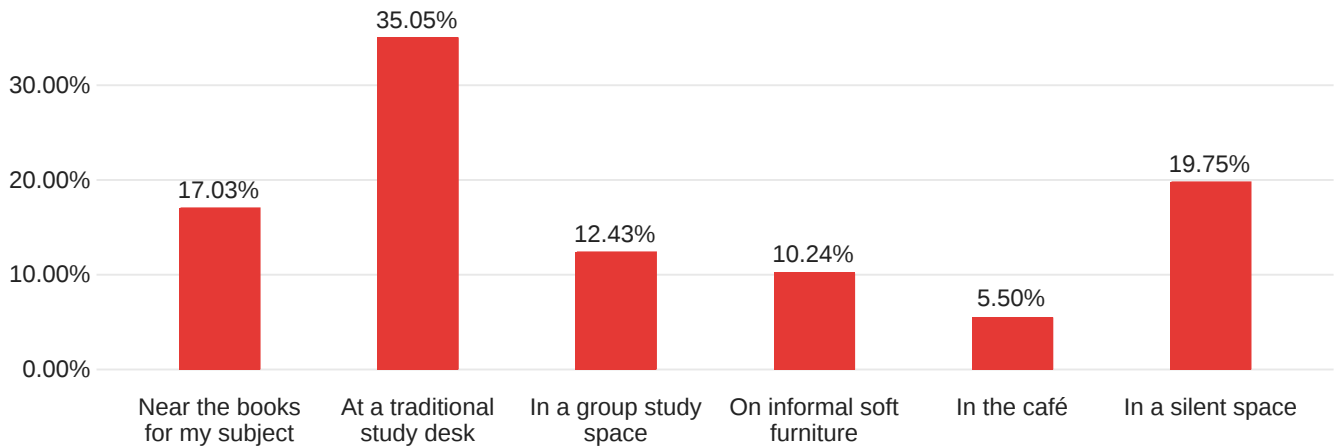
- Sole study
- Group study
- Access to books and journals
- Meeting/socialising/relaxing



When you are in a Library, which do you prefer?



When you are in a Library to study, where do you like to be? Tick all that apply.



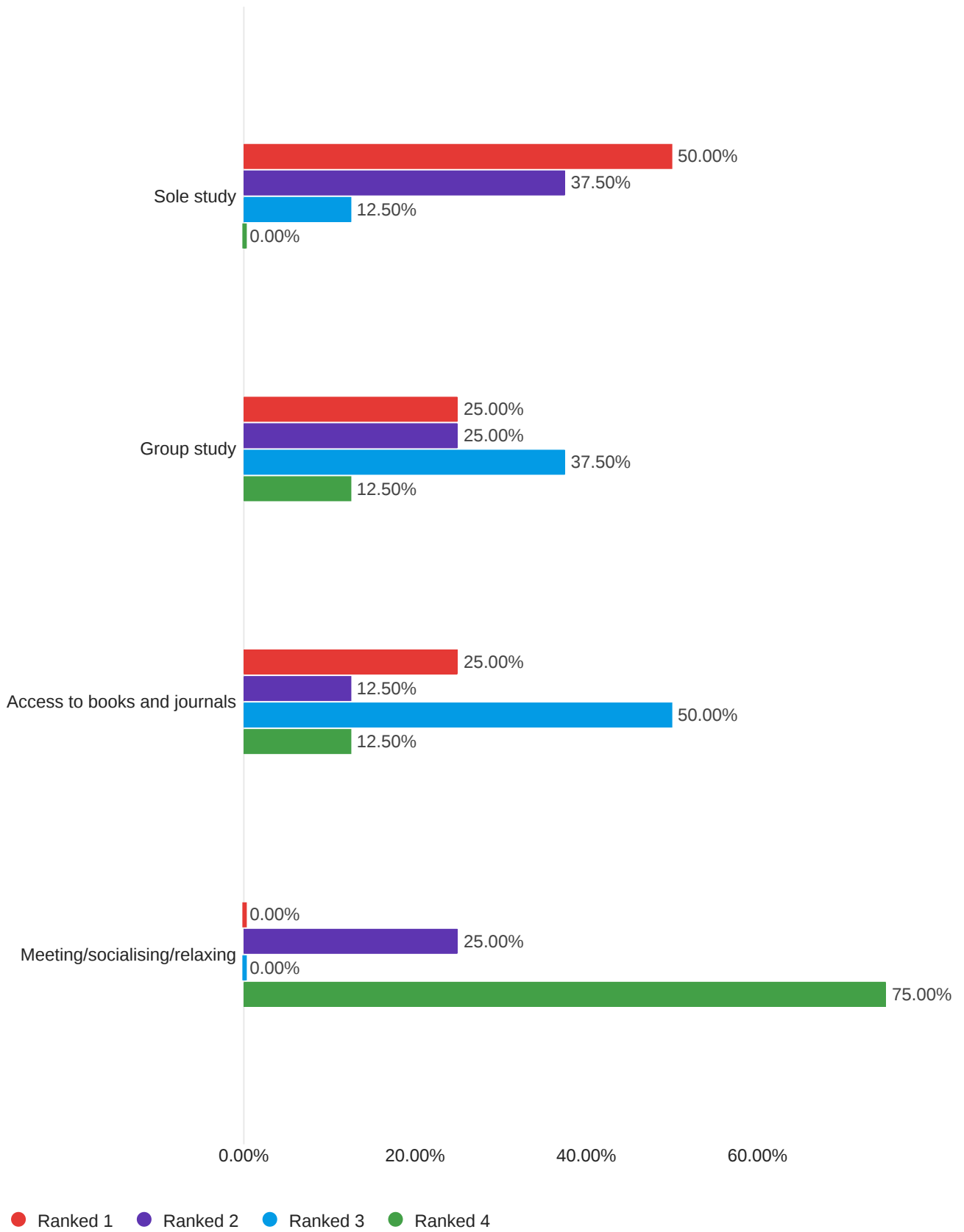
How interested are you in the possibility of a Library offering the following?

Field	Extremely	Very	Moderately	Slightly	Not at all
Breakout areas which include space to eat and drink	48.43%	27.74%	13.99%	3.96%	5.88%
Spaces and services to engage with technology and craft for learning and wellbeing (e.g. 3D printers, Lego, games, colouring, knitting, computer coding, puzzles)	37.06%	26.20%	18.58%	8.85%	9.31%
Spaces that support different learning styles and neurodiversity needs	43.97%	26.21%	18.45%	5.98%	5.39%
Spaces and services which provide wellbeing activities (e.g. Tai Chi, massage, meditation, mindfulness).	35.53%	25.66%	18.58%	9.00%	11.23%

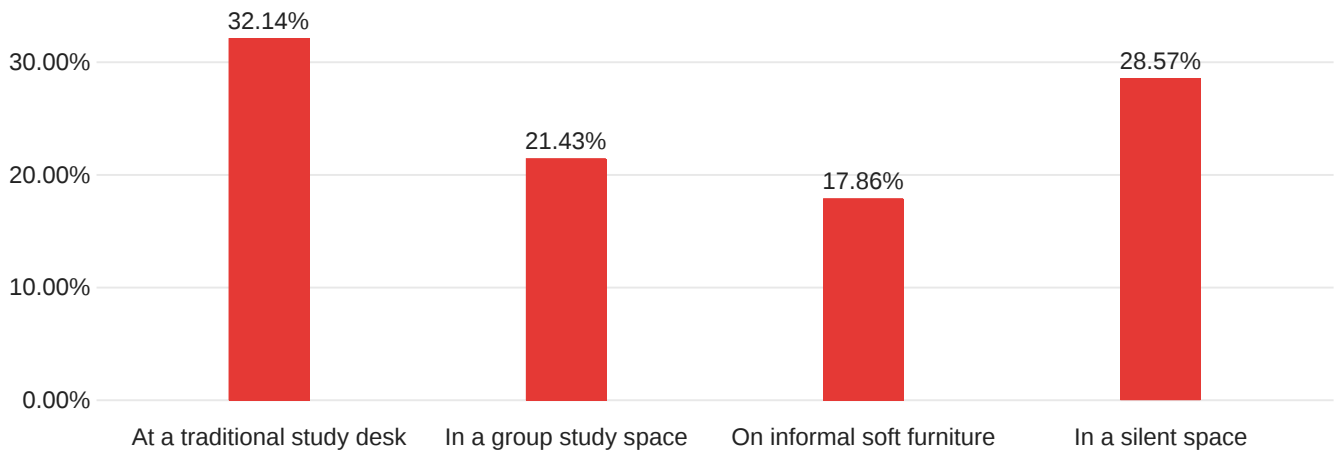
Students were also asked if a Library was to offer new sorts of spaces, what one change would they most like to see. Results are shown in the Appendix (see page 210).

Library Resource Centre (Qatar Campus)

Students were asked to rank in order of importance which best described how they liked to use Library spaces.



When you are in the Qatar campus Library to study, where do you like to be?

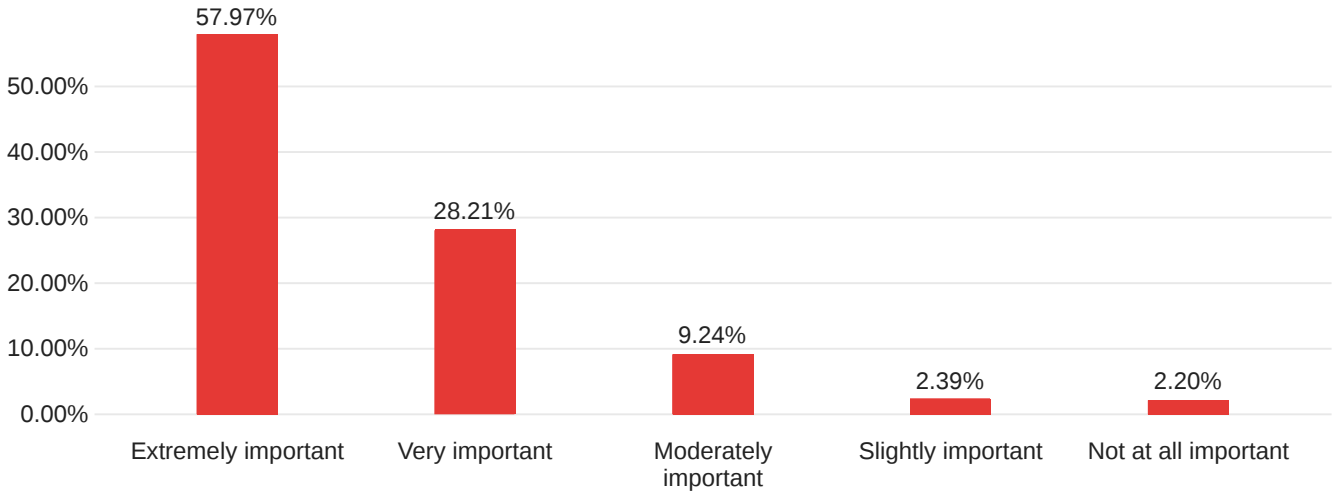


Students were asked what change they would like to see if new spaces were to be offered in the Qatar library resource area. Full details are in the appendix.

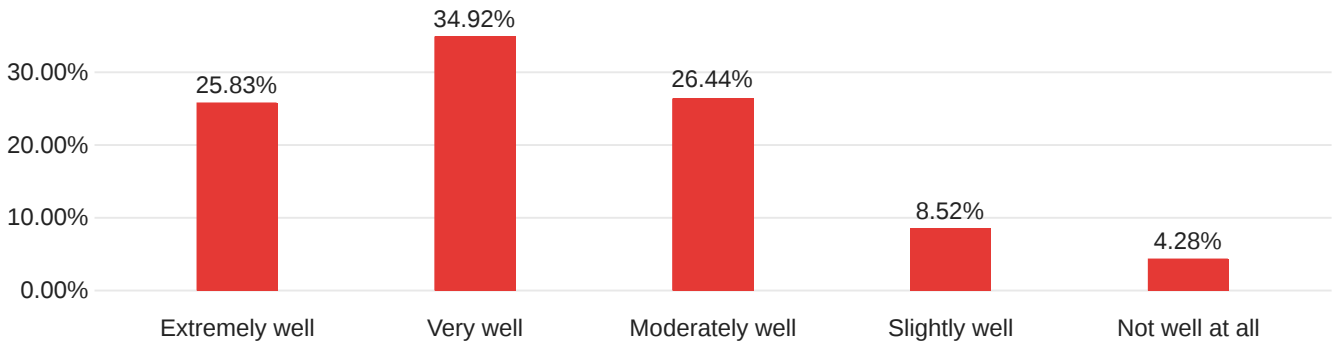
Wellbeing and Sport (Aberdeen Campus)

All students were asked questions about their wellbeing and also sport. Qualitative results are shown in appendix pages 207.

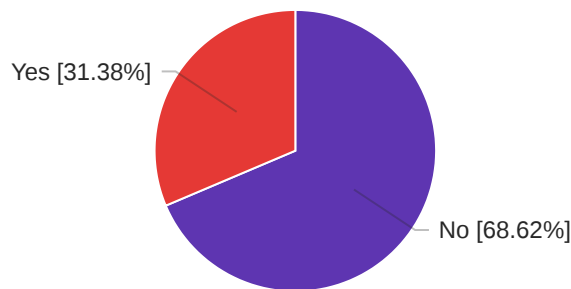
How important is it for the University to support your positive physical and mental wellbeing?



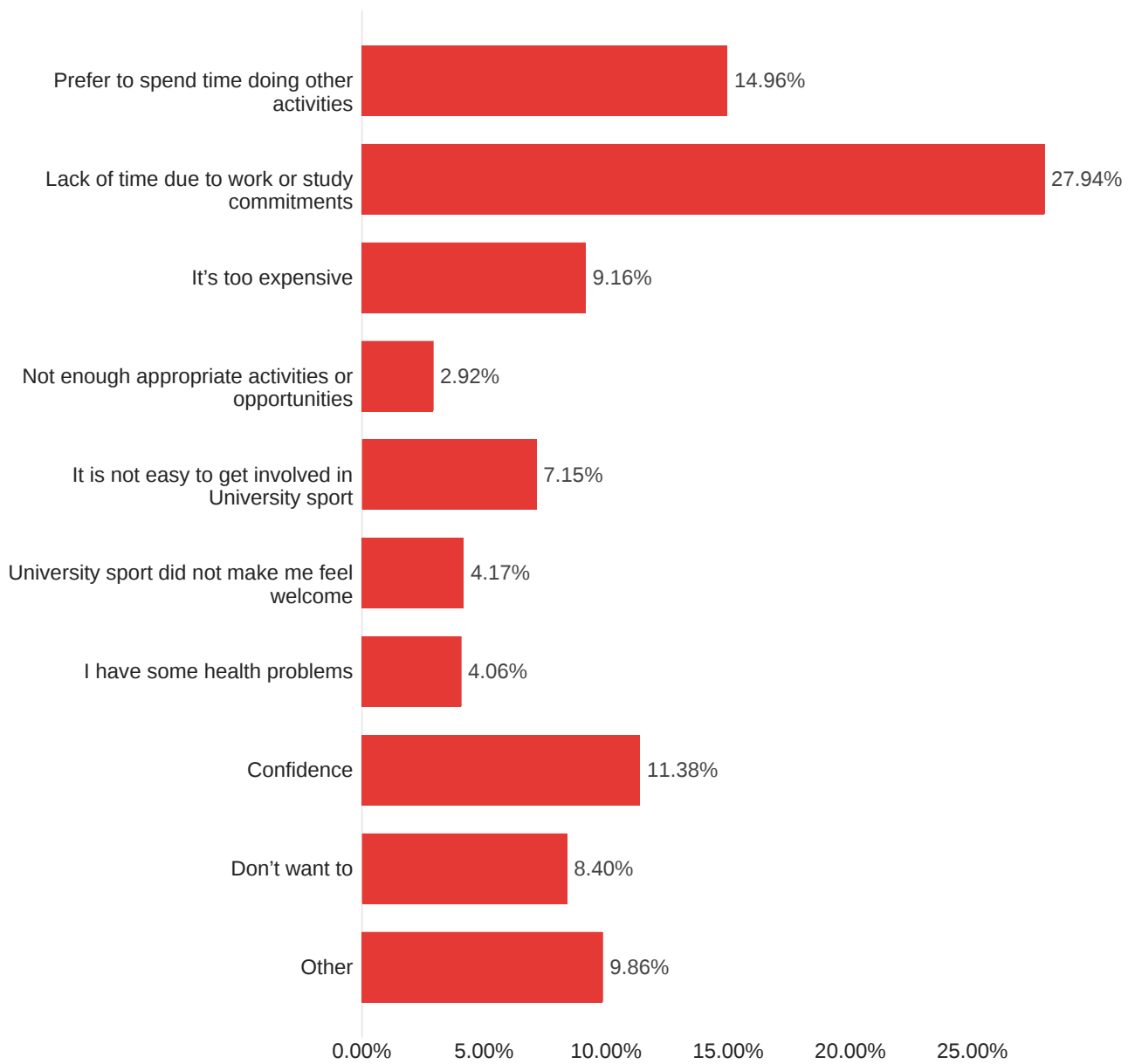
How well does the University support you to maintain or improve good physical and mental wellbeing?



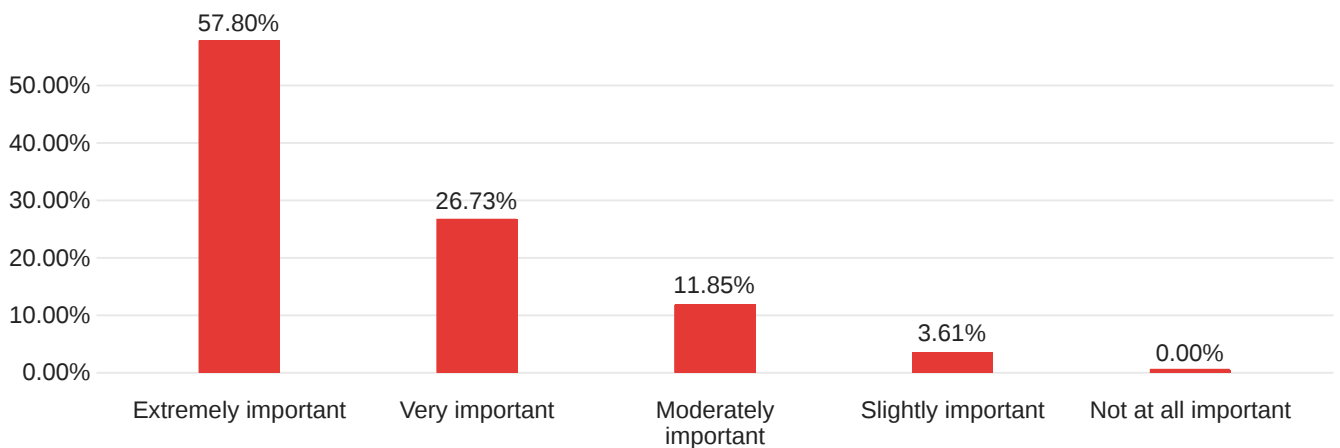
Do you participate in any sport at the University?



Those who indicated that they did not take part in sport were asked why not. Results are detailed below.



How important to you is taking part in sport at the University?



Actions:

- QUICK WIN: (Jan-Feb 2023) Increase promotion of time management and procrastination workshops available.
- QUICK WIN: (Jan-Feb 2023) Create a programme and host monthly Pop Ups to allow for short engagement and interaction with students on wellbeing topics.

- Work on a suite of 5/10 min activity breaks that students can incorporate around their busy schedules, including mapping out a daily mile on campus (Mar-May 2023)
- Launch Active Together buddy scheme to increase confidence for taking part in physical activity (Oct 2023)

The Wellbeing team have also identified a few other actions which are detailed below.

A lot of comments around anxiety and adjusting back to on-campus experience:

- QUICK WIN: (Jan-Feb 2023) Information campaign around how you can support a fellow student if you are worried about them, including delivering 'Look After Your Mates' training sessions.
- QUICK WIN: (Jan-Feb 2023) Increase promotion of wellbeing workshops on managing anxiety.

- Increased awareness and training for teaching staff and how to support anxious students.

Comments explored in specific communities:

- QUICK WIN: (Jan-Feb 2023) Work with the online education team to better tailor eNewsletter content for the online student community
- QUICK WIN: (Feb-April 2023) Work with the Students Association to enhance how we communicate with and support students who have specific needs, for example, student parents, estranged or care experience including:
 1. Monthly 'Did you Know' targeting specific groups
 2. Clear information on website for specific groups
 3. Better understand the platforms to engage with them

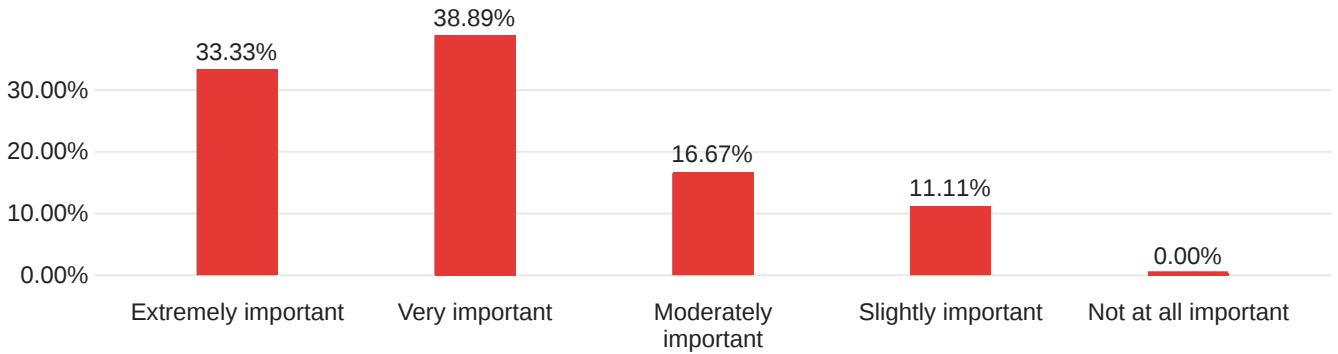
Other General Feedback

- QUICK WIN: (Feb-April 2023) Work with student content creators to better highlight break spaces and study spaces on campus

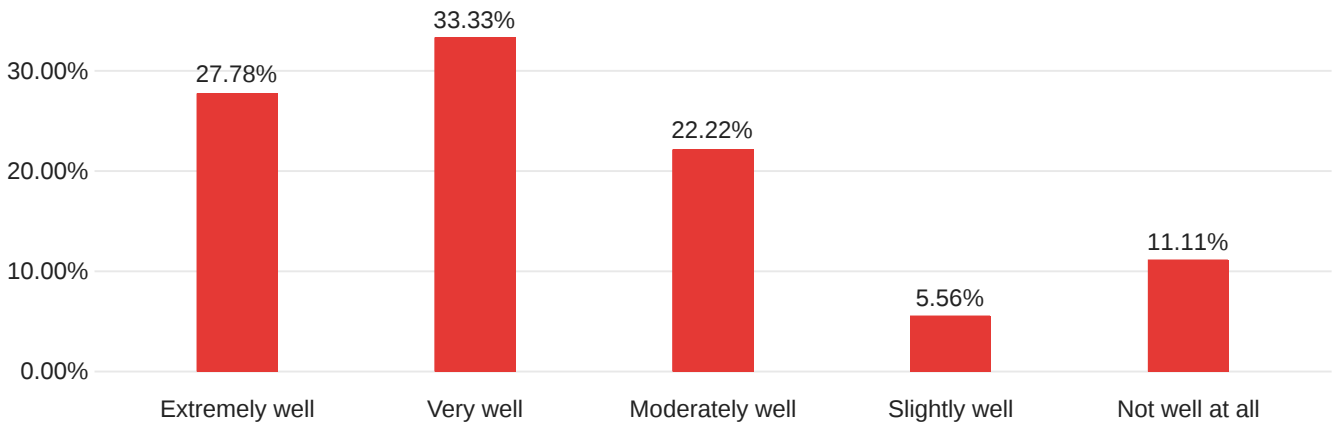
Wellbeing and Sport (Qatar Campus)

All students were asked questions about their wellbeing and also sport.

How important is it for AFG College with the University of Aberdeen to support your positive physical and mental wellbeing?

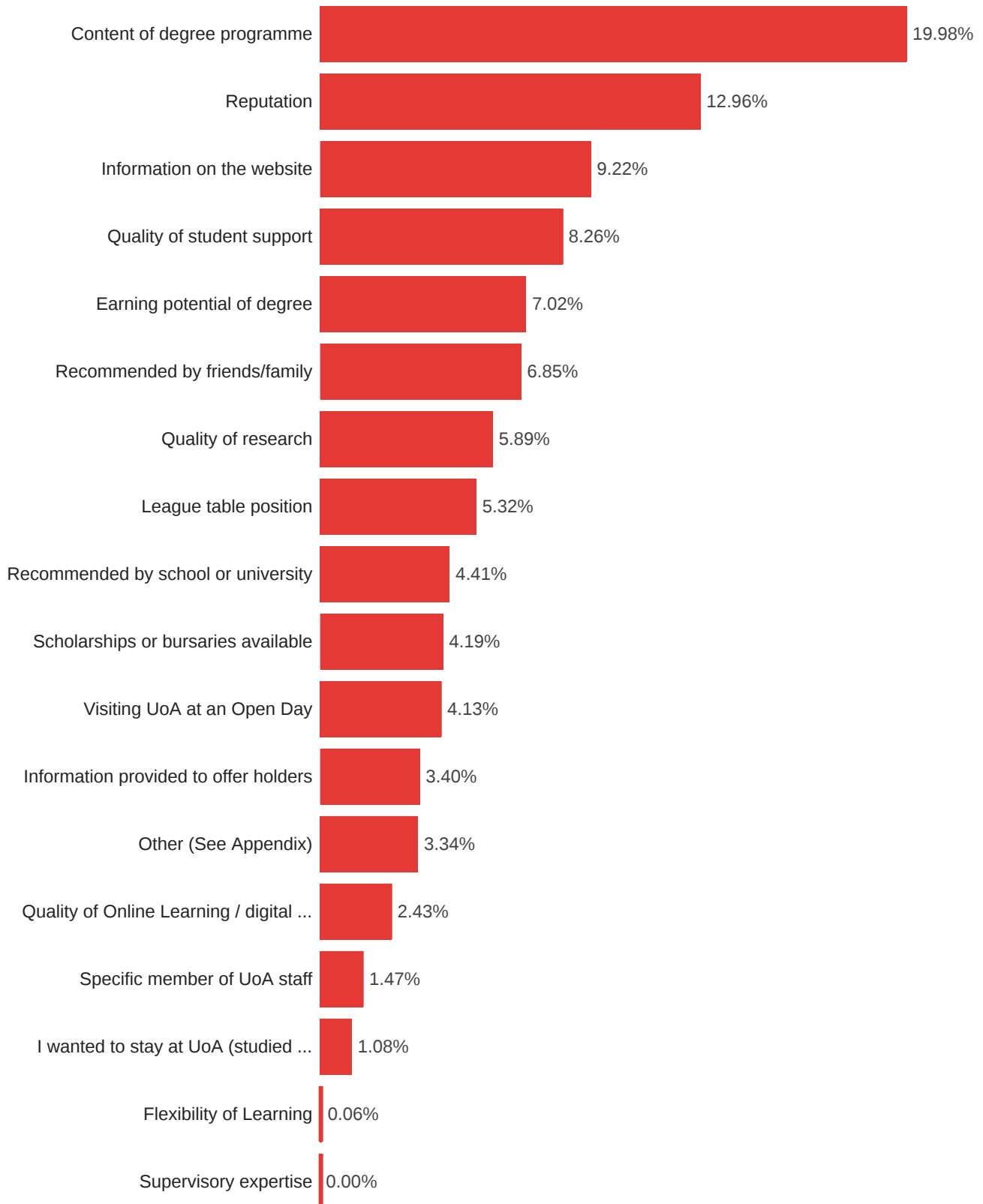


How well does AFG College with the University of Aberdeen support you to maintain or improve good physical and mental wellbeing?



Admission Decisions

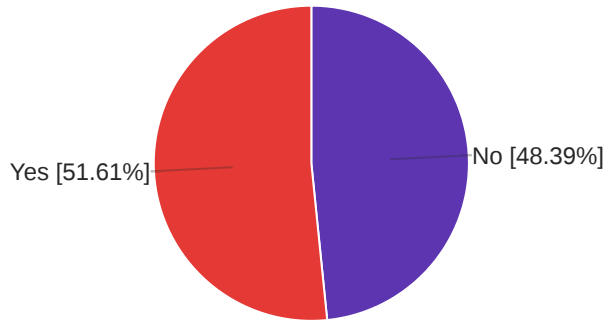
All new students were asked questions about which factors most influenced their decision to study at UoA. Also see appendix page 252.



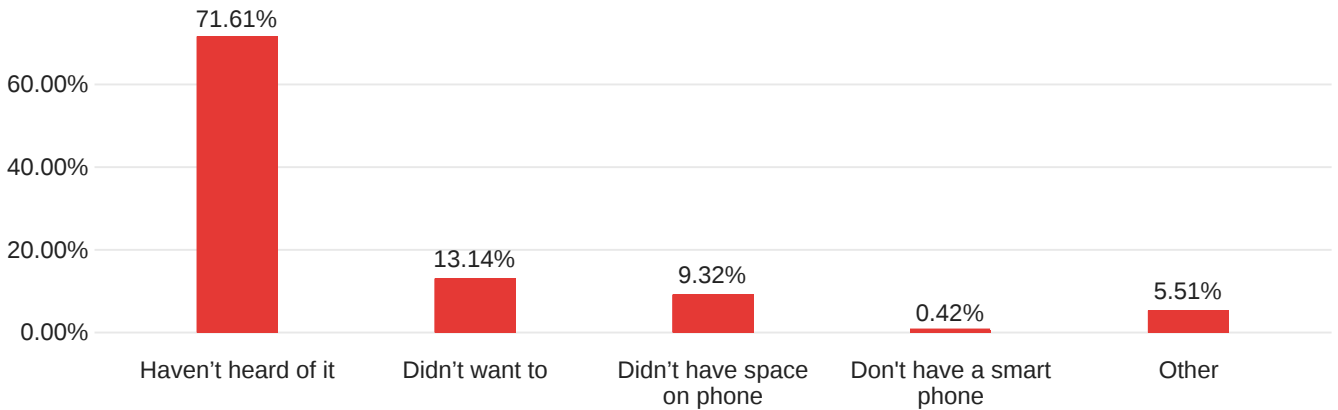
Student Guide App

New students were asked questions about new student app. Results are shown below. Students were also asked if they wished to detail any other comments about their experience of the app. Full qualitative results are shown in the appendix (see page 257).

Have you downloaded the Student Guide app?



Those who didn't download the app were asked why not.



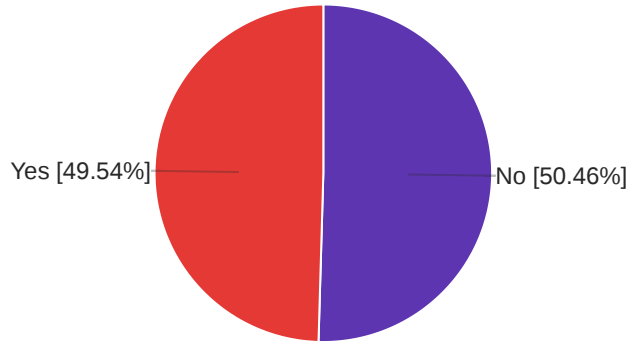
Field	Agree	Neither agree nor disagree	Disagree
The information given in Student Guide app was useful	64.94%	22.51%	12.55%
The Events section was useful in helping me know how I could get involved with Welcome Week activities	70.72%	20.72%	8.56%
Overall, I am satisfied with my Student Guide app experience	66.67%	21.21%	12.12%

Resulting actions: As a result of feedback, and the lack of engagement with the app once students arrive onto campus, the subscription will not continue into 2023.

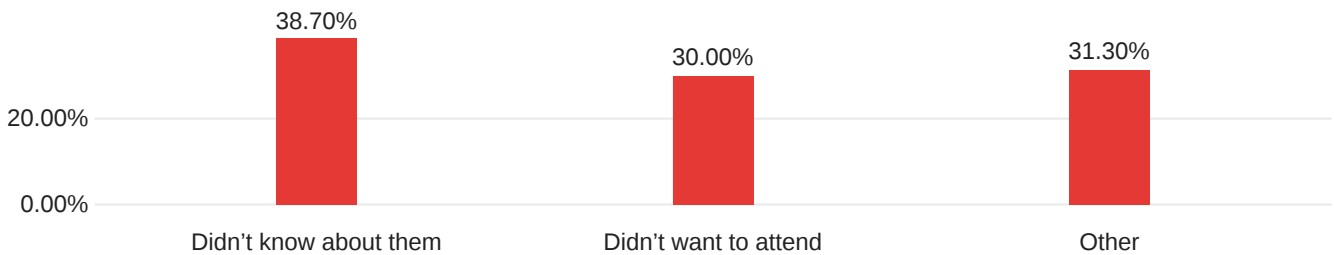
Pre-registration Events

New students were asked questions about pre-registration events. Students were also asked if they wished to detail any other comments about the events. Full details are shown in the appendix (see page 258).

Did you attend any of the pre-registration events?



Those who didn't attend pre-registration events were asked why not.



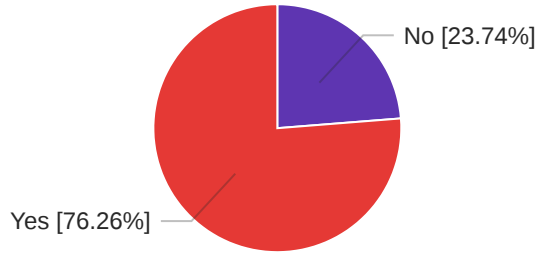
Pre-registration Events Questions	Agree	Neither agree nor disagree	Disagree
The information and advice given in the pre-registration events was useful	90.00%	7.62%	2.38%
Pre-registration events helped me know what to expect for arrival	88.37%	10.70%	0.93%
Overall, I am satisfied with my experience of the pre-registration events	87.96%	8.80%	3.24%

Resulting actions: As a result of feedback pre-registration events will continue as they were deemed useful to all those who attended. A high number of students stated they did not know about the events, therefore more promotion will be undertaken. The platform will move from Collaborate to Teams, which will mean there is no need to book a space allowing more students to attend. The Experience, Engagement and Wellbeing team will investigate opportunities for International Pre-Registration events including Life in Scotland session.

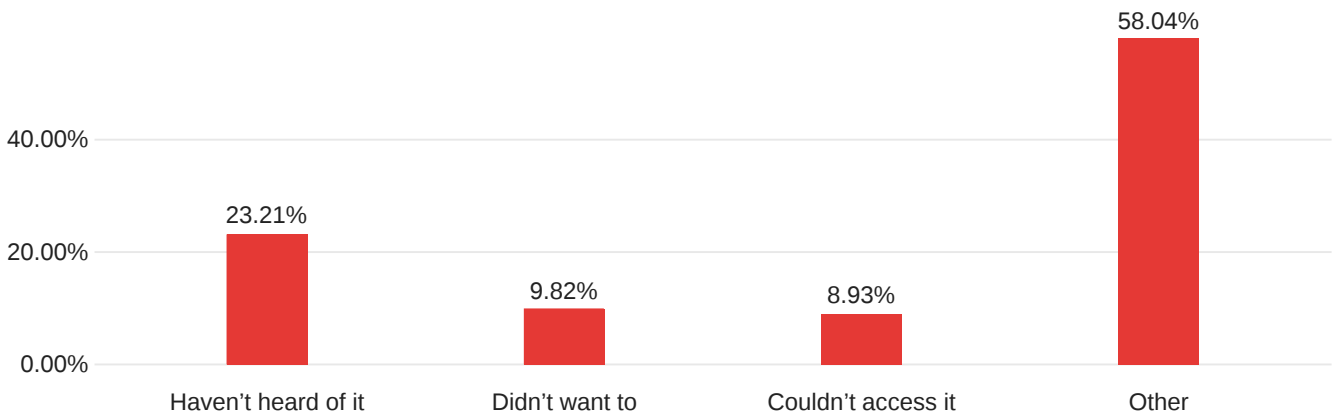
All new students were asked if they had completed orientation, if they stated they had completed Orientation they were asked to rate their agreement with questions. Qualitative results are shown in the appendix (see page 258).

University Orientation

Have you completed University Orientation (accessible through MyAberdeen)?



Those who didn't complete Orientation were asked why not.



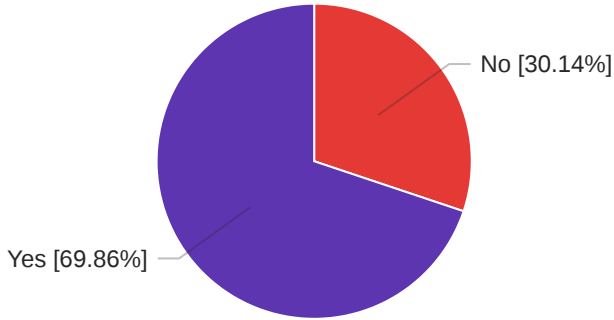
Field	Agree	Neither agree nor disagree	Disagree
The information and advice given in the University orientation was useful	82.99%	12.24%	4.78%
Orientation helped me know what to expect for the start of the academic year and beyond	75.45%	18.26%	6.29%
Orientation made me aware of the services available to me throughout my time at University	90.12%	7.78%	2.10%
Overall, I am satisfied with my experience of the University orientation	80.42%	15.73%	3.86%

Resulting actions: Experience, Engagement and Wellbeing team will be reviewing orientation again for September 2023 intake to ensure information is clear, concise and easy to understand. A series of drip feed communications will also continue throughout the year to enhance awareness of services to students.

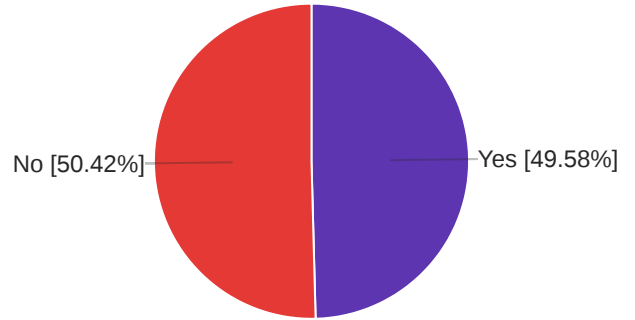
School Academic Inductions

All new students were asked if they attended their School Inductions. Please also see appendix page 261.

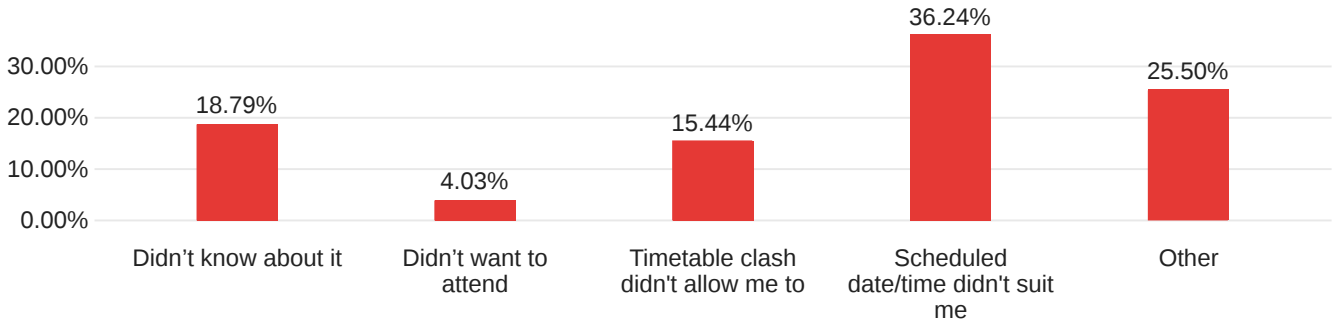
School Induction Attendance 2022



School Induction Attendance 2021



Those who didn't attend their academic induction were asked why not.



Those students who stated that they had attended their academic induction were asked to rate their agreement with the following questions.

Academic Induction Questions	Agree	Neither agree nor disagree	Disagree
The information and advice given in your School Academic Induction was useful	89.86%	7.43%	2.70%
School Academic Induction helped me know what to expect for the start of the academic year and beyond	87.76%	9.52%	2.72%
Overall, I am satisfied with my experience of the School Academic Induction	86.78%	9.83%	3.39%

Resulting actions: The Experience, Engagement and Wellbeing team will work with Schools on the promotion of the Academic Inductions. There will be a sub-group of the Welcome Week Planning Group created to discuss best practice. The sessions will also be promoted to students as their first class of the year with a focus on how important they are.

Business School: Academic Induction Questions	Agree	Neither agree nor disagree	Disagree
The information and advice given in your School Academic Induction was useful	98.25%	1.75%	0.00%
School Academic Induction helped me know what to expect for the start of the academic year and beyond	96.49%	3.51%	0.00%
Overall, I am satisfied with my experience of the School Academic Induction	98.21%	0.00%	1.79%

Biological Sciences: Academic Induction Questions	Agree	Neither agree nor disagree	Disagree
The information and advice given in your School Academic Induction was useful	88.89%	11.11%	0.00%
School Academic Induction helped me know what to expect for the start of the academic year and beyond	93.75%	6.25%	0.00%
Overall, I am satisfied with my experience of the School Academic Induction	94.44%	5.56%	0.00%

DHPA: Academic Induction Questions	Agree	Neither agree nor disagree	Disagree
The information and advice given in your School Academic Induction was useful	87.50%	12.50%	0.00%
School Academic Induction helped me know what to expect for the start of the academic year and beyond	87.50%	12.50%	0.00%
Overall, I am satisfied with my experience of the School Academic Induction	100.00%	0.00%	0.00%

Engineering: Academic Induction Questions	Agree	Neither agree nor disagree	Disagree
The information and advice given in your School Academic Induction was useful	76.92%	23.08%	0.00%
School Academic Induction helped me know what to expect for the start of the academic year and beyond	85.71%	7.14%	7.14%
Overall, I am satisfied with my experience of the School Academic Induction	64.29%	35.71%	0.00%

Education: Academic Induction Questions	Agree	Neither agree nor disagree	Disagree
The information and advice given in your School Academic Induction was useful	100.00%	0.00%	0.00%
School Academic Induction helped me know what to expect for the start of the academic year and beyond	100.00%	0.00%	0.00%
Overall, I am satisfied with my experience of the School Academic Induction	93.75%	6.25%	0.00%

Education: Academic Induction Questions	Agree	Neither agree nor disagree	Disagree
The information and advice given in your School Academic Induction was useful	100.00%	0.00%	0.00%
School Academic Induction helped me know what to expect for the start of the academic year and beyond	100.00%	0.00%	0.00%
Overall, I am satisfied with my experience of the School Academic Induction	93.75%	6.25%	0.00%

LLMVC: Academic Induction Questions	Agree	Neither agree nor disagree	Disagree
The information and advice given in your School Academic Induction was useful	84.00%	8.00%	8.00%
School Academic Induction helped me know what to expect for the start of the academic year and beyond	76.00%	8.00%	16.00%
Overall, I am satisfied with my experience of the School Academic Induction	80.00%	12.00%	8.00%

Law: Academic Induction Questions	Agree	Neither agree nor disagree	Disagree
The information and advice given in your School Academic Induction was useful	96.77%	3.23%	0.00%
School Academic Induction helped me know what to expect for the start of the academic year and beyond	93.55%	6.45%	0.00%
Overall, I am satisfied with my experience of the School Academic Induction	87.10%	12.90%	0.00%

MMSN: Academic Induction Questions	Agree	Neither agree nor disagree	Disagree
The information and advice given in your School Academic Induction was useful	90.00%	6.00%	4.00%
School Academic Induction helped me know what to expect for the start of the academic year and beyond	94.00%	6.00%	0.00%
Overall, I am satisfied with my experience of the School Academic Induction	94.00%	4.00%	2.00%

NCS: Academic Induction Questions	Agree	Neither agree nor disagree	Disagree
The information and advice given in your School Academic Induction was useful	70.83%	20.83%	8.33%
School Academic Induction helped me know what to expect for the start of the academic year and beyond	70.83%	20.83%	8.33%
Overall, I am satisfied with my experience of the School Academic Induction	66.67%	20.83%	12.50%

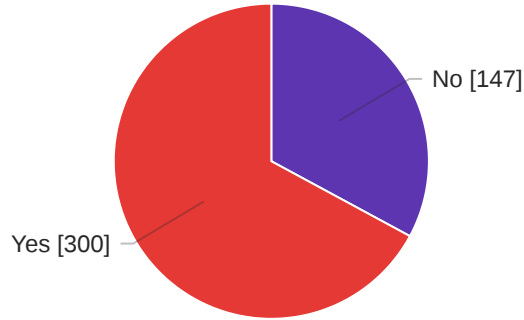
Psychology: Academic Induction Questions	Agree	Neither agree nor disagree	Disagree
The information and advice given in your School Academic Induction was useful	93.33%	6.67%	0.00%
School Academic Induction helped me know what to expect for the start of the academic year and beyond	86.67%	13.33%	0.00%
Overall, I am satisfied with my experience of the School Academic Induction	86.67%	13.33%	0.00%

Social Science: Academic Induction Questions	Agree	Neither agree nor disagree	Disagree
The information and advice given in your School Academic Induction was useful	80.00%	12.00%	8.00%
School Academic Induction helped me know what to expect for the start of the academic year and beyond	68.00%	28.00%	4.00%
Overall, I am satisfied with my experience of the School Academic Induction	70.83%	20.83%	8.33%

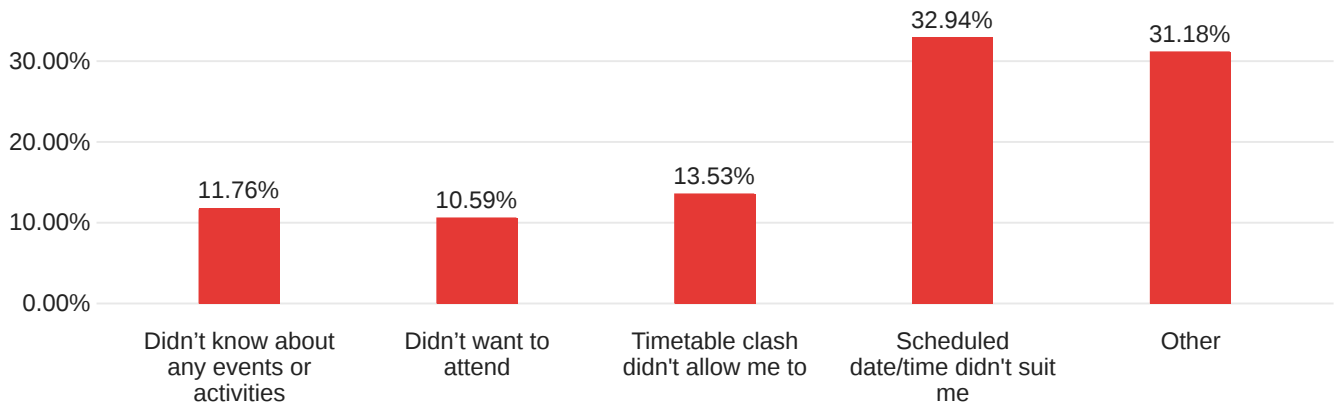
Welcome Week Activities

All new students were asked about Welcome Week activities. Please also see appendix page 265.

Did you attend any Welcome Week activities or events?



Those who didn't attend were asked why not.



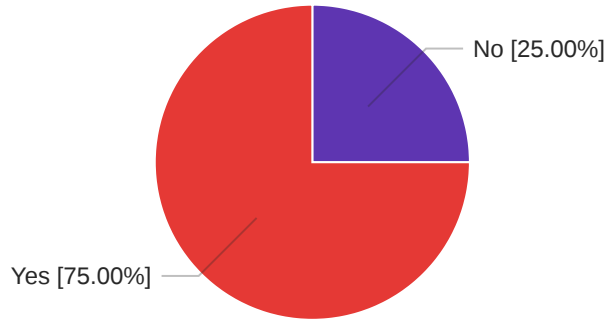
Those students who stated that they had attended were asked to rate their agreement with the following questions.

Field	Agree	Neither agree nor disagree	Disagree
The AUSA Freshers' Fayres (Monday-Wednesday in the marquee) were useful to find out information on joining clubs and societies	88.32%	8.59%	3.09%
The Experience and Sustainability Fayre (Thursday in the marquee) was useful to learn about support services information	73.68%	22.81%	3.51%
I had plenty of opportunities to meet other students during Welcome Week	77.47%	15.36%	7.17%

Qatar Induction Session

Qatar new students were asked about the Induction Session. Students were asked if they wanted to add any additional feedback. Full results are shown in the Appendix page 269.

Did you attend the in-person Induction session?



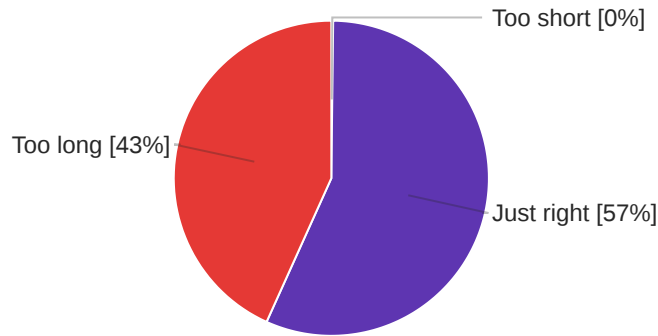
Those who didn't attend were asked why not. No additional feedback was provided.

Field	Agree	Neither agree nor disagree	Disagree
The information and advice given in the Induction was useful	100.00%	0.00%	0.00%
The Induction helped me know what to expect for the start of the academic year and beyond	100.00%	0.00%	0.00%
The Information on setting up an IT account was helpful	66.67%	33.33%	0.00%
The Information on MyCurriculum was helpful	66.67%	33.33%	0.00%
Overall, I am satisfied with my experience of the Induction	100.00%	0.00%	0.00%

About the ASES

To understand what students thought of the new format of the ASES, students were asked their thoughts on the length. Please also see appendix page 270.

Survey Length (2022)



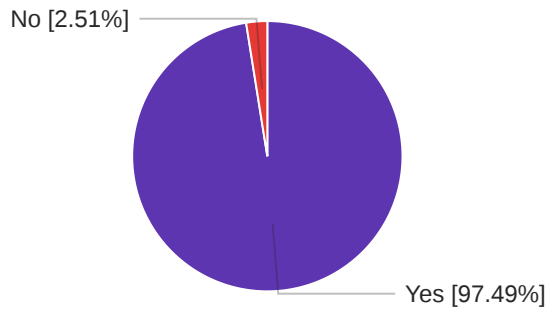
Year comparisons on survey length

ASES Year	Too long	Just right	Too short
2022	43.26%	56.55%	0.19%
2021	27.79%	72.12%	0.09%
2020	30.31%	69.46%	0.23%

There were a significant amount of questions added this year. These changes included DDIS and Library section. Next year the team will look to reduce questions down again.

Students were also asked if they felt the survey let them express their views. Results are shown below along with a comparison between 2021 and 2020.

opportunity to express views



2021 vs 2020 comparisons

ASES Year	Yes	No
2022	97.66%	2.34%
2021	97.49%	2.51%
2020	94.52%	5.48%

Appendix

Teaching and Learning

The following qualitative responses refer to your teaching and learning experiences question asking students if they have any additional feedback about their teaching, learning or degree programme.

SCHOOL OF BUSINESS

Filtered to Undergraduate

Do you have additional feedback about your teaching, learning or degree programme?

If your comments refer to a particular course, subject or module please be as specific as possible.

Business Ethics - MS3056

I really enjoyed Professor Keith Benders' lectures, his method of teaching and personality made the course very much enjoyable.

By only having half the notes available to us online before the lectures for EC2003 we had to fully engage in the class which made it more valuable to us

I always feel that tutorials are very rushed and I struggle to keep up with what they are saying and trying to understand what they are doing.

Lack of courses available for studying is not efficient for the stimulation of the person's brain activity. I have 4 classes a week, it is impossible for me to keep my mind sharp without taking additional courses outside of university. Thus, what's the reason for me to study here? Only for the piece of paper, that is strongly discouraging for my personal development in my field.

Within the Business Management modules so far, namely MS1009 and MS2006, I have found that little guidance has been provided on how to carry out essays and reports. Most people have never written a business report before and therefore a guide on how to do this/sections needed would have been useful.

I think I would be more invested in my subject if there were events or challenges I could do with other people. Finding someone who is passionate about the same field as me can be very exciting and motivating. I personally find it hard to find those people.

I am a single parent and my whole experience has been one that I cannot wait to end. I used to be so excited about university, I was extremely happy to defy the odds and overcome the challenges in my personal life to be the first person in my family to graduate. But now I cannot wait to be finished. The coursework itself isn't an issue however there have been many obstacles in my way such as timings of lectures and missing many, I've never asked for extensions despite being a single parent to three children, I don't even know if I can make my final exam because despite the timing of the exam for the last 9 years being 12-2pm, the one year there's a single parent with no support network, the timing has changed to 9am. I've had issues with absences due to school holidays and had to fight to have these absences recorded as reasonable causes. I've had one coursework extension over the last 3.5 years and that was only because I had COVID and had two reports due that week, despite being really ill, I still submitted one of these on time. But now, I'm so exhausted from fighting to have the same rights as my classmates, I really don't enjoy this experience any more. I used to be so proud to be a part of this university and now, I'm just counting down the days until I'm finished. I think there's potential for the experience to be better for single parents, for the business school to do better, but whether anything will happen I don't know.

All the experience is good.

In person better than online

None

Pls do provide further training in the psychology of learning and teaching to lecturers identified as struggling teachers by students, like eg Dr XXXXX XXXX, Dr XXXX XXXX or Prof XXX XXXX. Do contact them that an anonymous student has kindly and humbly suggested they may benefit from further teaching training. Many thanks.

The economics degree requires computer labs, since most of econometrics is statistics which we are simply not thought how to do on excel. More lectures and calculus classes are required, the maths and statistics course is supposed to be introductory but it is jumped in with the assumption that everyone knows the basics. This has lead to most of the class struggling.

Each semester is too short.

EC1006: Lectures and full lecture slides are not posted. I assume to keep attendance up but really frustrating as sometimes you can't write quick enough and so miss a lot and since it's not posted online you can't access it.

PO1002: Better off not attending lectures as the math is overcomplicated and easier to learn yourself.

AC1011: No negative comments. Andrew is a great lecturer and posts all relevant info online.

MS1009: Would not recommend lecturers. Thankfully the content was relatively easy or else I may have really struggled in this course.

Corporate finance final was too hard in 2021

I feel it would be better if we could find out our exams dates a bit earlier as I'm nearly completed intermediate microeconomics and still don't know the date of the exam

course MS3056 is very unstructured. Lecturer and tutorial leader are on very different pages when it comes to assessments - both say different information about what has to be in it and information on the question sheet for the essay part of the exams has been told not to be included which is incredibly confusing when it comes to completing the essay. The tutorials have been very interactive however and much more informative than lectures.

However, class MS3058 has been wonderful, and the assistance given by Jing Cai has been amazing, while she has been incredibly communicative and helpful for even the smallest matter.

it is really good

Maybe the professor provides the solution to the past paper would be better.

Feedback on writing for business course. I did not pass the summary evaluation the first time and was told to look at my feedback to figure out how to improve, but was somewhat disappointed to find that the feedback didn't provide me with any information on what I did wrong or areas for improvement. I understand that it would be difficult to provide personalized in-depth feedback to every student's assignment, but it's also difficult to improve if you are unsure of what you did wrong. The resources provided in the feedback section were ones that were already available for the first try on the assignment so I felt about as prepared for the second try as I had for the first. Otherwise, all of my courses so far have exceeded my expectations and been enjoyable.

Due to the fact I have a timetable clash I am unable to attend one of my lectures. I do get sent pre-recorded from previous years although I feel it does not give the same learning opportunities.

The majority of my lectures within finance are entirely adequate but seem quite un-inspired at times. Also the course FI4002 had an assessment worth 50% of the overall grade that was a critical review of a paper written by the lecturer. It seems like a vast conflict of interest for the professor to assess us based on a critical review of her own paper.

I feel that there are a few things missing in the Qatar campus compared to the Scotland one and hope we can implement them soon.

I have FI4002 and FI4003 every Monday. These classes start from 9pm to 5pm and I somewhat feel overwhelmed. Overall, my experience has been good but I hope the school can pay more attention to design the timetables for students.

As a whole, I feel we spend nowhere near enough time on learning and developing skills that we are going to use after university. There is too much of a focus on the advanced academics and not enough focus on how the things we are learning can be implemented in to our jobs after university. I feel the University do not do a good enough job at helping students on their path after University. I also dislike that very very few lecturers have any experience out with academics. I have a lot of respect for lecturers but with no real world experience it is hard to fully apply yourself to what they are saying. I feel that learning would be much more purposeful and the content would be much more focused if we were to learn from those that have applied what they are teaching in the real world

I really enjoy my time at the University of Aberdeen.

I really enjoy my "TL1001: Introduction to Translation and Interpreting" course, course coordinator Maria is very interactive and makes everyone's opinion feel valued, everyone feels welcomed and therefore are willing to interact in class/group discussions.

I quite enjoy my "EC1006: The Economics Of Business And Society", I enjoy the way professor Keith showing his own excitement about economics and therefore it's very interesting to listen to him, he explains the content very well, and tries to do everything so that students would be excited to come, I find it very fun when he connects simple children story books to the concepts of economics.

However, whilst I appreciate his point as to why he isn't posting recordings of the lectures and also doesn't post full presentations, so that people wouldn't feel they can just miss the lecture and they can just rewatch it later and at the end of the day all the content is in the book, but I do wish he did post more detailed presentations, as there are a lot of graphs and he has his own way of explaining them so that I understand, and in his presentations those graphs are blank, I've had to miss a couple of lectures for health reasons and when I try to look for the content in the book I get lost.

I also wish he extended the deadline for the online quizzes by a little bit, as his deadlines are from Thursdays 9am to Fridays 5pm, for me, it gives only Thursday to complete it, as on a Friday I am in university having lectures all day, I guess it would be nice if he extended it at least a bit later in the evening on a Friday.

For my FI1004: "Finance 1: Finance, Risk And Investment", I enjoy the detailed presentations, especially for the formulas explanations and also examples with answers, why I think it is very good that we have access to them is because I personally find it a bit difficult to understand the professors sometimes, purely because of their accent, it is clear they understand what they are talking about and try to explain everything in as much detail as possible, it is just my own problem as I have this lecture once a week for two hours straight at the end of the day, and after being in university since the morning, I find it very difficult to stay focused and engaged at this lecture.

For the "PI1018: Politics & International Relations 1: Democracy And Governance", I don't really have any points to make besides I find that some professors speak really fast so it is difficult to note down all the points they make, but I also understand that their lecture presentations are quite long and therefore they do need to keep up with the time.

Filtered to Postgraduate Taught

Do you have additional feedback about your teaching, learning or degree programme?

If your comments refer to a particular course, subject or module please be as specific as possible.

HR Essential

The course is very easy

No, no have any feedback, everything is ok.

Most of the students prefer to choose their group members by own. But few courses like BU5072 does not provide that option. It would be easier for students if they are given the choice to make their own group and people who do not do it will be the random group.

I think in Quantitative Methods and in Economics Analysis, students need more help in Mathematics.

What actions have been taken on feedbacks were not informed after course

I particularly enjoyed the teaching of my lecturers. They really understand what they do. They care about us and understand us. However, I think the programme can be extended to 18 months since it is packed. This will give the lecturers opportunity to cover their syllabus and also incorporate field trips, industrial placement for students etc to get industrial experience with what they learn. Thank you

As I started in January, the structure of the course was not efficient and well organized. I mean the courses in September are the basics for the courses in January, and it's not fair to do the thesis before covering all the subjects and especially the quantitative methods course which is a valuable asset in conducting the regression analysis.

I wish real estate economics could be more practical than the theoretical.

Overall I have enjoyed all my course module. The only challenge is my class is usually not engaging especially because majority of my classmates do not participate in answering questions or sharing ideas. During lectures you have about only 4 students who keep engaging the lecturer. Hoping students will be encouraged during induction to be more proactive and confident in class

I strongly recommend that all students should be required to defend their own dissertations as proof of independent work and to build trust in the quality of students churned out by universities and the quality of degrees obtained by students.

Courses are very practical and updated.

Would have been good to have some introduction material to do in the summer as it an intensive course, especially for those not familiar with a financial and/or that good at maths

I feel like in some courses there is alot of work covered in a very short period of time limiting revision yet assessment is always due.

no

no

N/A

N/A

On the MBA Global, advertised 24 hour response time from tutor's is rarely a reality. Some tutors are much more responsive than others. 3 of the 5 tutors so far have taken averaged around 3-5 days for a response but in many cases this has been much longer of around 10-14 days. This is completely unacceptable. The 24 hour response time, given that this course is 100% online is what has drawn many of the cohort to Aberdeen for their MBA. This needs to be rectified. It should be noted that my current tutor, Oiza Akubelem is not included in the above comments and has been excellent thus far.

The difficulty level between the courses in a particular programme is considerably variable

in my opinion everything is in excellent level

A number of cohort peers seem to be somewhat disengaged, which I understand may have any number of underlying reasons, however I think it has presented a degree of missed opportunities to learn from one anothers knowledge & experiences.

University of Aberdeen its a nice university. I will recommend for my friends.

So far, I am very happy to be studying at the University of Aberdeen. But I think the assignment could be less as most of us are working as well as studying. This will enable us focus on the assessments better.

For the most part teaching come crosses as if the as they need to get it done and just walk out and no real engagement with the class. It would be better in business courses if projects /reports would be implemented that would develop real-world skill as grading and teaching device.

I hope our school should have more and more course about learning English which help studen who is not good at. I am appreciate it and do very love our school.

no.

The course should be structured properly for jan and september intake

I feel that MSc programs that require January cohorts to take their dissertation after their first term, same time as September intake of the previous year should be restricted to just September cohorts. This way no one would be at a disadvantage.

The MSc Finance presentation needs much refinement to facilitate ready access to materials and tuition. The online experience is still too cumbersome.

-

Professors are encouraging and programme is collaborative. Some professors have asked about what can be improved.

Got the experience I have had for the my previous course, I know there is more room for improvement and hope an there will be improvement in the remaining courses, for a successful completion of my studies in University of Aberdeen. Thank you.

I'm concerned by the university accepting students in a master's program who are unable to speak English fluently which is a hindrance to group projects and assessments. What should've been a fun collaborative experience with students from different parts of the world now makes me dread wanting to take part in those activities. And also a concern looming on top of my head that the troubles resulting from collaborations with these students would negatively impact my grades.

I think each new student should be following the same course schedule and better way to show how to write essays

For the mathematics base courses, the tutorial time could have been longer.

There should be a foundation course available for the students from different backgrounds, to better understand the subjects. Also I highly recommend the need for a free week twice - thrice during the semester to recap the learnings and to go through the course books thoroughly.

I think that the course managing change was the most course that I learned and benefited from until now, as there was a case study that was solved in the class and there were discussions between students and we listen to each other's opinions and there were guests via video communication give us from their experience and knowledge. i really feel that this is a perfect way to study in a master class.

This course is at least 10 years old. Some modules/subjects/topics are outdated in the industry in 2022. We are using EViews which is not relevant in industry and not learning Python or R; Tableau or Power BI? There are also no choices/flexibility available in the Course. For example, What if a student is not interested in Management Accounting or Economic Analysis and need a choice with them. The MSc Acc and Fin Course should have core subjects and optional subjects like Auditing/Fintec/Taxation/ Strategic Finance or Performance Management and many others which are in trend to make it more appealing to students who wish to enter in more modern fields. These Tech courses can also be added during the dissertation period and can be done online. Apart from this, Some courses are too short like Management Accounting and Financial Analysis while others like Economic Analysis are too extended and students will lose interest in both cases. That's why flexibility is important. I hope I made sense. These changes will definitely help attract more bright students from across the globe and as an Alumni nothing feels more proud than seeing the ex-uni up there in the ranking table doing better than before.

The course BU5048- Business Strategy seems to lack good coordination. Likewise, the coordination of BU5963- Future Energies and BU593N- Business Negotiation Skills for Professionals are only average side. The courses were practical, which is very encouraging. but were almost brought to an abrupt end due to the way they were coordinated..

It's very unexpected for MSc students to have classes five days a week!

The difference between undergraduate and postgraduate courses is significant. The course I am studying is part-time online, while convenient, is somewhat restrictive as reaching relevant staff to resolve queries has proven difficult. During the induction, I raised questions regarding completing various activities as well as reported errors in the module I had been studying at the time. These are still unresolved (since July 2022!) and I have received no acknowledgement. The course content is repeated from previous years and in the suggesting reading of a variety of academic research papers, it was stated that a particular paper was available on Primo. This was not the case. Each paper was taken to an external site, and it is a long process to obtain these documents. One was not even available so I raised this issue with the Library which was prompt in responding simply stating the paper was not available. However, they should also have mentioned that it will be removed from course content or the facilitator will be advised rather than me suggesting it. Additionally, course content is vast and it is challenging to find the required time to simply read academic papers suggested in the course, without time for additional research.

Still curious as to how Managing Change was marked.

The career development section could be more assertive towards students in terms of part time job seeking. As Aberdeen is not a large city but has two universities here, it's difficult for international students to get a part time job. So, the University can be helpful in this matter as the institution is the local guardian for the international students. Also the University could increase on-campus part time job opportunities.

Lack of communication with staff and and courses supervisor. All the students during the study were suffering from the same issue. Also the academics were not helpful and they did not provide exceptions for students especially those who have the right and no one assist them. In the end of the journey no one meets the students and asks them what they need or provide them with a clear instructions regarding the grades and the graduation and the process of ending the program.

more essay practice needed for each course before assignment to have right feed back

The online learning should include some real life simulation of physical learning

For Jan intakes having the dissertation in 2nd semester is disadvantage, we are learning some important concepts after completing our dissertation which could have used while doing it

I wish the online class videos could have Chinese subtitles.

Lecturers should go extra mile by elaborating more on the courses that they lecturing. Thank you

I'm a confuse sometimes about how the lecturer notes are presented on blackboard. A lecturer who does teaches you have his lecture video on the blackboard

Quantitative Methods module could have a pre-sessional short term course during the induction week for students with limited background in maths. I am finding it difficult to build a strong foundation in basic concepts while balancing workload from other modules.

Economics Analysis module could have separate tutorial sessions. The lecturers are unable to complete the lecture materials and tutorial discussion on the same day. According to me, the learning experience is extremely rushed.

Filtered to PGR

Do you have additional feedback about your teaching, learning or degree programme?

If your comments refer to a particular course, subject or module please be as specific as possible.

Experienced excellent guidance by supervisor's, online teaching provided by UoA course booking portal, online access to library services. IT services were exceptionally great to conduct research from home. PGR School staff were wonderful to provide services during 3 years of Pandemic.

I am very thankful to the chemistry department, staff as well most important my supervisors. Prof Marcel Jaspars is a gem, I am very fortunate to have had him during my research.

SCHOOL OF BIOLOGICAL SCIENCES

Filtered to Undergraduate

Do you have additional feedback about your teaching, learning or degree programme?

If your comments refer to a particular course, subject or module please be as specific as possible.

I think more support could have been given in the process of writing the honours project from the school of biological sciences. Particular staff in the Biological Sciences school is not very efficient at replying to emails, which creates a sense of distress in many students.

I do not see very clearly how feedback is taken on by lecturers...

Frontiers in biological sciences: Not very good communication about labs, tests and lectures, lectures have been cancelled and work that is due is not very clear. The online tests are quite subjective and sometimes vague.

For context, I study biology. During my degree, I would have appreciated more hands on work, along with learning how to use R and GIS, which are very useful programs for a career in environmental sciences and research. In my first and second year, I had plenty of free time, I feel I could have invested it in acquiring skills that would have turned out to be greatly useful, such as learning how to make detailed maps and analyze data on GIS and R - instead of squishing all that learning into my 4th and 5th year, while juggling other courses and my dissertation(s).

I know much field work was made impossible because of covid, and I hope that, in the future, biology students will have the chance to access more hands-on experiences.

Also, I am overall very happy with my degree, as it's been paid by EU funding. I believe that, if I had to pay 9000 pounds per year (or more) I would expect a higher standard of teaching and an overall more stimulating experience at uni, and I wouldn't be that satisfied.

One of the things I enjoyed the most about my time at UoA is the fact that most my fellow students came from different cultural backgrounds. Being in a multicultural setting has been greatly stimulating, and it's a shame it's all gone to shambles because of Brexit. I think that now, only a fraction of foreign students can afford to come to UoA, compared to the past, and I think that is quite a catastrophe as of itself. Aberdeen uni is not open to all, in the end. It's only open to students whose country can lend them money, or whose parents are extremely wealthy... Quite worrying and very classist.

I think a reading week or catch-up day for STEM majors is necessary. I don't quite understand why we're exempt from it.

I really enjoyed all of my Biological Sciences courses. The professors were friendly, approachable and fair when it comes to marking and assessment planning. However, this year I also took Mathematical Foundations of Everyday Life and I am very disappointed with the quality of the course.

The professors that delivered the classes never had any idea how our work was assessed. We have seen XXXXXXXXXX once, which is the person who marks all our work and plans all our assessments. The assessments were a complete disaster too. We were put in groups of 5 or 6, which is too large for many of the assessments we needed to complete, like posters or abstracts. Complex assessments were marked in 2 or 3 days, with very minimal feedback. The marks were very low and the feedback did not explain why either.

We got absolutely no guidance on how the exam exercises were going to look like except for the practice tests. These, however, were completely different from the final tests, which I find completely unreasonable. I got lower marks on my test because I believed it would be similar to the practice test when it was not.

The course, which is a Sixth Century course and is supposed to be entry-level, did not provide me with the basics I needed. I did not know any computational mathematics prior to the course, and the teaching of this topic seemed clearly aimed to an audience already experienced with coding.

Engaging with this Sixth Century Course has absolutely negatively affected my opinion of the University, the Sixth Century department and the School of Natural and Computing Sciences, and it's safe to say that I will not be taking any Sixth Century courses again.

Great job everyone 😊

Thank you Aberdeen University for providing me with an amazing life experience.

Studying at the University of Aberdeen for a year as an exchange student has given me a unique opportunity to consider the differences in how the educational priorities of the UOA and my home university have been approached. The University of Aberdeen employs a much more self-directed system. There is an abundance of resources available for students eager to learn. The effectiveness of the individually driven learning process, however, is reliant on the students' motivation (a good thing) and previous development of study strategies (potentially a drawback). In my opinion, the tutorial sessions are some of the most effective learning structures as they encourage students to prepare individually and engage with the material in a collaborative setting, perhaps with perspectives they would not have considered on their own. More of this along with opportunities to develop professional presentation skills would be a plus. Overall, I've been very satisfied with the quality of instruction and focus on professional preparation.

Staff in the school of biological sciences are extremely approachable and helpful!

The lecturers couldn't be nicer they're wonderful and very understanding. My disabilities also are taken into account and barely impact my studies with the help provided.

BI3010 does not provide enough support or enough learning material. The testing is not neurodivergent friendly and the way the course is condensed means when you ask for support, there is not enough time to implement it to help you improve.

Other courses have been good, although some formatting such as 2 hour intensive lectures again, are not neurodivergent friendly and hinders learning.

Flipped classroom format I have found works really well, although meeting in person is sometimes challenging as certain university rooms can be overstimulating (e.g. heating in buildings at the moment is way too high- or is not tailored to that buildings heating needs) and again hinders the learning experience

Marine biology constantly allows you to learn different things every day you wouldn't necessarily know but would use in everyday life!

any dissatisfaction is not the fault of the professors, I am merely used to a more fast-paced and challenging course, and am therefore bored

I am currently writing my honours project so have found balancing this with the course I am also currently partaking in to be very challenging, I am currently sacrificing a lot of time on the this course to prioritise my project, I feel this is very detrimental to my overall learning and I am worried about achieving well in this course

I would also like to state that I have often found myself feeling overworked this semester again I am currently writing my project so obviously a lot of work is going into this however I have pulled multiple overnight studies and often work 9:00 - 23:00 days and I feel I am at par or if anything behind where I want to be, I have only had 2 days since the start of this semester which I have not worked on university related projects, I appreciate it is challenging to make a subject as flexible as an honour restricted if that makes sense but I think it would be worth trying to engage supervisors to encourage them to set down clear boundaries with their students to reduce them from overworking etc. As someone who struggles with mental health challenges I would appreciate this kind of discussion as I have found myself sacrificing my coping mechanism in order to finish work

On the Diversity of Life course, it would be very helpful if we could have more time during the tests as everyone that I spoke to afterwards had struggled to complete the questions on time. Furthermore, I think the structure and timing of assignments works far better in Frontiers of Biological Sciences, and that a lot of students in Diversity of Life could benefit a lot more if this was more similar. I also think it would help if we could get assignments that provide us with individual feedback as opposed to the entire class so that we have a better idea of where we are at with our grades and what we need to improve on.

My degree is 'Animal Behaviour' however there has been next to no teaching actually on animal behaviour, while there has been plenty on plants, soil, ecology, and conservation. We have had very few opportunities to actually study any animals, and when we did go out (2 field trips as part of the Field Skills in Animal Behaviour course', we were given very little direction as to how we should go about conducting our research. I had to take the 'Behavioural Biology' course as part of my degree, and again there was very little teaching on how to study animal behaviour and we did not go and study any animals. On the university website page for my degree, it states that "Links with the Edinburgh Zoo provide an unrivalled opportunity to directly interact with a diverse range of animal species", and when I spoke to members of staff at the open day prior to choosing to study at Aberdeen I was assured that my degree would involve getting plenty of opportunities to learn how to study animals. That is what I thought I signed up for, however I have spent almost my entire degree sitting behind a computer screen. I realise that learning was disrupted during Covid, however this cannot account for the full four years of my degree. I do not feel that you can effectively learn how to study animal behaviour purely by reading about it - it is a practical subject that I feel learn by actually practicing the skill. I do not feel that I am well equipped for a career in studying animal behaviour.

I think it would be useful to have a midcourse feedback form or forum, so that course coordinators can use our ideas to change the courses while we are taking them

I have found people talking during lectures to be a real distraction which obviously wasn't an issue when lectures were online. I have also found over the last week or so that blackboard is frequently down and I'm unable to access content. I wish there were more small study spaces. I only know about the library and the student hub as places to go between lectures so if there are more study spaces I would really like to know about them!

The honours project should have a possibility of more flexible date to enable us to go into topic in more depth. I feel like i need to rush with everything and i can't do the things i wished i could do.

In general, the lecturers/professors, that I have had teaching the courses I am taking at the School of Biological Sciences, have been engaging and helpful. I have generally felt that the teaching staff is very enthusiastic about the subjects that are being taught. This makes it an incredibly enjoyable learning experience. Feedback on assessments has enabled me to understand how to improve my academic writing skills as well as organisational skills.

However, there have been times when the teaching staff has been less helpful for courses such as BI3010 Statistical Analysis of Biological Data. Quiz questions have repeatedly been written in a way that confuses students causing losses of grades due to the lack of clarity rather than the difficulty of the course. There has often been a back and forth conversation about the accuracy of grades which shows that something must be improved in order to minimise these issues.

I find the structure of third and fourth year SBS courses much more manageable and that I am able to get more out of it when having only two classes to focus on at a time.

The course coordinators for CM1020 Chemistry for Life Sciences, and the whole School of Biological Sciences have been fantastic in terms of working with me through my disability arrangements, and I've felt as though they have each gone out of their way to make things easier for me, which I appreciate more than words can describe! For example, in first year, the CM1020 team contacted me in advance of the course starting to make sure I knew how to access the lifts and disability-friendly areas in the Meston Building. More recently, Clare Trinder, the course coordinator of BI2020 Ecology, upon finding out that I was struggling with the journey from the Zoology building to the Regent Lecture Theatre, went out of her way to make sure classes were closer together. She didn't have to do this, so I'm so grateful.

Regarding disability issues, I've had a poor experience with ST1506 Understanding Data last year and with CS1031 Web Development. In ST1506, I ended up missing 2-3 weeks of practical work as they had booked their weekly practical room in St Mary's - a building with no lifts and is inaccessible. I had to contact the course coordinator individually, as he seemingly had no idea. The same issue occurred with CS1031 Web Development, who had also booked the practicals to be in St Marys. Were it not for the fact that course coordinators for chemistry and biology courses were already aware of the fact they had a student with physical disabilities in advance and arranged things accordingly, I would assume that the ones from ST1506 and CS1031 just didn't have access to the information. But I know that they do - it just seems as though the coordinators did not want to check in advance just in case. I felt awful about having to approach the coordinators and specifically request that they go to a different building as I hate feeling as though I come across as entitled, but if I didn't, I wouldn't have been able to go to any class. I mostly just request that they start looking to see if they have any physically disabled students so the onus isn't on us to change everything.

Filtered to Postgraduate Taught

Do you have additional feedback about your teaching, learning or degree programme?

If your comments refer to a particular course, subject or module please be as specific as possible.

Population ecology is disorganised and useless as we don't learn anything in the lectures or practicals

More room in library, more group study pods. Would be nice if bookable online. Masters room is old and uncomfortable and dirty.

In general my MSc has been a rollercoaster, first with only 6 weeks to learn each course to finding out my assessments are not written écrans but essays all to be done in 6 weeks.

If that was all I would have been stressed and pained and that's all but I started in January, thus makes me furious because it feels like I was set to fail from start starting half way because I have to do the same things with September start student is highly on fair and a bit inconsiderate

Overall I have learnt a lot but I am so worried that all this concerns stated above has negatively made my result probe the opposite (which is that I haven't learnt anything)

I am dissatisfied with some courses that I have taken. Making January-start students start their dissertations just three months after classes resumed is a concept, I find not convenient. I lacked the necessary information to fully understand some crucial courses as a result of this development. These required courses should be completed prior to the dissertation just as it is applicable to September start students. As a result, I had a sour teaching experience, and I am generally unhappy with the methods. The Master's in Environmental Science offers very extensive programmes and has very rich modules. I also enjoy the diversity in my class. Our schedules are rushed, no lecture free day in some weeks. We continued to attend class the same week that essay submission deadline is due. This is not the best way to learn as the quality of my essays submitted would not be the very best. Additionally, before enrolling on campus, I did take some courses online, and I had the worst experience ever. Some of my students in class, along with the lecturers, were wearing face masks, so I was unable to hear them. I didn't have the best experience with Blackboard. I did not understand what was required in my essays and as a result of this my first two essay submissions were found guilty of plagiarism. So, I took the liberty of understanding what was required and ever since then I have not been found guilty of Turnitin as this is my first experience of using Turnitin. The GIS course was not well taught. I had difficulty with the GIS course. It is apparent that the modules could not have been taught in just six weeks. Owing to GIS's fundamental skills, my thesis involved the use of GIS and I had to study it on my own using YouTube. If I had taken classes in environmental pollution, global soil geography, and core skills before my thesis, no doubt I would have picked a different topic for my dissertation. My time at the University of Aberdeen was not very pleasant because of these and numerous other factors. Softwares such as RStudio and others should be taught more progressively. It helps students learn into details than just learning in six weeks.

Almost 0 hands on experience

Filtered to PGR

Do you have additional feedback about your teaching, learning or degree programme?

If your comments refer to a particular course, subject or module please be as specific as possible.

The offices are really outdated, either too hot or freezing.

I would like to say that the main contributing factor to my ability to collaborate and share ideas with my peers in research within SBS has come from the research group run by my supervisor, Paul Hallett. This has been a very important part of my time in SBS and I have really appreciated the time that he has taken to run it.

I am grateful for the multiple opportunities to provide feedback on my experience. The one thing I would want more of is opportunities to identify skills gaps and create a roadmap to address them.

None as of yet, I feel it's too early in my PGR experience to have an educated opinion

I have only just begun but my experience has been good so far

I don't think there are enough private rooms in order to take meetings out with the office space. The meeting pods in the break room of the Zoology building are quite claustrophobic and exposed since they are in the social break room where others may be having a social break while you are taking a serious meeting. The table is also far too small to even prop the laptop on properly. I wish there were more rooms available to book in order to hold meetings in private.

The struggle is settling in esp for International students. There are loads of issues the Uni could improve in that area. Thanks

I wish that staff took PGR feedback more (not necessarily supervisors but more other staff)

There is a need to allow PGR students to attend a particular course(s) they feel can improve their research.

Communication is very poor, both within departments and between.

SCHOOL OF DIV, HIST & PHIL'PHY

Filtered to Undergraduate

Do you have additional feedback about your teaching, learning or degree programme?

If your comments refer to a particular course, subject or module please be as specific as possible.

The learning spaces feel a lot like school and are not ideal for seminar based learning.

Any skills required in Honours years should be taught in first and second year as a requirement. It feels unfair learning how to do new types of essays at honours level.

I would honestly expect a more rigorous and comprehensive educational experience for students. The university could be more actively involved in personal development and fostering a more educational culture. I believe in interactive learning and would have expected more contact hours, more one on one meetings, and more interactive/stimulating classes rather than lectures. The school has an amazing faculty but they are under utilised.

Wholistic education should I believe also be part of the university experience. It should help us decide what we want to do with our lives, how to live, and what really matters. Universities, including UofA, should in fact be providing society at large with answers to these question. Sadly at present they are avoiding this and most students leave never having engaged with these important questions in any way with the university.

I have found the online course stimulating and enjoyable.

I feel like there has not been enough teaching done by staff at times. A big problem for me, especially in my first year of university, was the lack of routine in my life as the university can often make it difficult to work certain hours. I think the course has been too flexible as it has meant the organising my life has been incredibly difficult. I think that is personal to me and is not something I envisaged having such a big impact on my life as it has. I think more structure could certainly be beneficial to all students.

It's disappointing that the staff have been put in a position where they need to strike in order to be heard, and while I fully support their decision it has definitely affected my learning. Between strikes and covid, I haven't had a single year of uninterrupted teaching and I feel like I've learned so little. I wish the university would take their staff's concerns seriously. They are great teachers, so it sucks that their ability to teach (and my opportunity to learn from them) is being hampered by their employment conditions.

no not really</3

No

Very difficult to contact other students through Blackboard. It is a terrible platform.

The Theology Online programme lacks the flexibility that I enjoyed in the on-campus programme. I was not able to choose my courses in the online programme because there was only one set of courses that I could do. What is more, the online courses have serious overlap, so I heard more about mystery religions than on the Bible for two years.

Online students are clearly not a priority. The new coordinator has done a huge amount to try to include us so this year is much better than last. There is still confusion about using MyCurriculum since online theology doesn't use it but that isn't clear. We pay so much more than in-person students but the facilities are way lower. Hardly any books are available in the online library. We watch lectures which were recorded at least 2 years ago. Dates on slides don't match and sometimes the lecturer has forgotten what was in the lecture. It's so easy to do this since the course is already recorded. Tutorials are great because we get to meet the class and the lecturers are excellent then. I emailed Professor XXXXXX to ask about the strike action and she didn't acknowledge my email. I often feel I am there to boost your income and you can easily switch me off because I'm online.

I think more should be done for disabled students it's at the end of the first semester and I only having my assessment tomorrow

Course Coordinators to give more insight/detail about the assignments we have. Or if anything does change to make sure there is clear instructions on what has been changed

PI3069 Course feels like something has gone wrong with the timetabling for the first few weeks at least. We have to do advanced activities for tutorials but we were being asked to do activities which pertained to a lectures from that week so had very little time in advance to do the activity with the proper information.

Filtered to Postgraduate Taught

Do you have additional feedback about your teaching, learning or degree programme?

If your comments refer to a particular course, subject or module please be as specific as possible.

Teaching this term has been exemplary let down somewhat by IT / admin issues apparently following transition to an updated version of Blackboard. The only other adverse comment that is for a part-time online course it is helpful for students to know in advance when live virtual tutorials are to take place so that busy diaries can be coordinated

Would like to add, that I personally feel like the taught postgraduate course I am doing does not have as much class contact time as others, it is a lot more personal study, which is a touch odd since I feel like if it is called a taught degree, there should be a bit more class time.

My comments relate to your overall system for re-registering each term and online only students not being able to complete their enrolment online. I had to have someone manually enrol me, that person never contacted me and I had to get help through the online Facebook group. It's a mess. Online students should be able to enrol themselves online. Not go through so much drama just to re-enrol.

I am disappointed in the university for allowing the MTH programme in ministry to run with its current staffing levels. I do not feel like I know faculty staff or been introduced to them. The programme coordinator is not a practical theologian and yet that is what the MTH was sold as. I feel I have been misled by the university, school of divinity and programme lead.

Drs Kinsella and Anderson are extraordinarily gifted educators and mentors.

Make the Sir Duncan Rice library quieter. The noise from the whole makes it unbearable to study in. Also, the collection of theology books is limited, making research very challenging.

I am very pleased with the course and the university, especially the level of rigour. I answered 'somewhat agree' on several questions only because I am an online student and the time difference can make collaboration difficult.

In following an online only course it has been good to have such a widely scattered group of participants on the course. However, I am not fully clear as to who is attending the course and who is auditing. Some course members have never been to the seminars this term (due to work commitments) and some auditors have been sporadically present. Meeting face to face would enable me to feel more part of a cohort and that I know my fellow course members (at all)

It is hoped that the library will set up the channel and management methods of recommended books from postgraduate students. MyAberdeen sometimes makes mistakes and sends too many reminder emails that refer to something that has already been completed.

We interact with online students for one course. This is great but it has made me aware that some functions in Blackboard are less clear than is ideal when you have a mix of online and on campus students.

Filtered to PGR

Do you have additional feedback about your teaching, learning or degree programme?

If your comments refer to a particular course, subject or module please be as specific as possible.

As a part-time distance learner I need the university to take a more active role in helping me create community and support systems with other students

In the beginning, "My PGR" email group sent a lot of irrelevant emails which felt somewhat disturbing. Fortunately, it seems that they have solved this problem recently.

I have studied and researched at 4 other Universities and this is by far the worst experience I have had. I am very close to completing my doctorate but I feel the last five years or so have been a total waste of my time, and even now I question whether completing the thesis is actually a good use of my time. There are so many issues I will need to use numbered points. These are some, but not all, of the issues that I have:

(1) My course is part time-distance learning course. However, from the outset the University has not been able to deliver adequate, or at times any, supervision online. My supervisor's broadband connection at the University and at home (from where he conducted most of the supervision even prior to Covid) was appalling and kept dropping out.

(2) My main supervisor has been disorganised throughout, he also chose to leave the University and keep me on as student through some honours system. Initially, I was not allocated a second supervisor from University of Aberdeen History Department and because my first supervisor had upped and left to go to Glasgow. So for 18 months, I heard nothing from the University, although it did keep collecting my fees. Eventually I confronted the University and they admitted that the History Department had thought I had followed my supervisor to Glasgow University. After a while, the University appointed a second supervisor and in the last 3 years I have had two meetings with her, that is all.

(3) My main supervisor has little interest in my work. He claims that he wants chapters submitted to him so that the thesis can develop "organically", yet when I sent the main chapter to him he didn't even read it. I have also sent many emails to him asking for online meetings but frequently my emails were unanswered. In the end, I drafted the entire thesis over the last summer and sent it to him. My main supervisor had previously said that it would take him 5 to 8 days to consider the draft. Having heard nothing I chased both my main and second supervisors. On 17 November I wrote to my supervisors as follows:

"On 8 September 2022 I submitted a full draft of my thesis to you both for consideration.

In the video conference held prior to me submitting the draft, Dr XXXX advised me that it would take him between 5 and 8 days for him to review the draft. Having chased you both on 8 October 2022, Dr XXXX then responded by return saying she would send me her comments "shortly", while Dr XXXX responded on 7 November 2022 explaining that he would be looking at the final chapter and conclusion the following week.

As at today's date, 17 November 2022, I am still waiting for you both of you to respond, yet the final date for submission is 31 December 2022. In the circumstances, even if you both respond immediately there will not now be sufficient time for me to meet the end of December deadline. This is of course a part-time course and as I have previously explained due to my disability it takes me longer to produce drafts than it would have done previously and it is incumbent upon the University to make reasonable adjustments to allow me to complete the course.

Accordingly, something will now have to be done by the University, and not by me, to further extend the time limit for the submission of my thesis".

(4) I have now heard from both my supervisors, my main supervisor said that he took the point but almost ridiculously the second supervisor said "thank you for the nudge"!!!!!! I am still waiting to hear from both as to the comments etc on the draft and what arrangement they have made to ensure that I have adequate time to complete the thesis.

While I understand the university has a complaints process, what we are looking at here is negligence and breach of contract. Currently, it is my intention to complete my doctorate and then make a claim in the courts for damages for breach of contract and negligence for the failures of the University and for the 18 months when it took fees for me when its staff thought I had moved university. This will also have the benefit of drawing the public's attention to the Universities failings.

There is limited funding for humanities PGR students - especially in terms of sponsorship, scholarships or stipends. It is difficult for many of us to fund our research ourselves and study full-time.

The 6 month review process is not worth completing. It asks much the same questions as the PGR1 - which is a little more valuable - but the 6month review does not add much value.

I'm really happy at Aberdeen otherwise though - the staff are fantastic and I'm happy to be studying here!

The only minus that I have experienced is the time slot of the Practical Theology bi-weekly research seminar on Teams. The time of day is difficult for distance students like myself who live in a remote time zone from the UK.

We have shared office spaces do to research work (which is excellent) but if have to participate in online seminars we have to look for other places where we don't disturb others. Can such spaces be made available for all PGR students?

A few things. I think that the part-time student (especially mature and with a family!) can face several difficulties. Having no office as a PhD one is at a disadvantage in terms of the connections and conversations that make the process easier for others and this can be exacerbated as time goes on.

- The sound quality of attending the seminar online is still have space to improve
- The number of online materials I can access overseas are limited e.g. library books

It would be great if there were more opportunities to tutor (Divinity), as well as events to stimulate inter-disciplinary work with other disciplines (e.g., Social Sciences and Philosophy).

The negative experiences with administrative elements of the university directly impact the experience of research.

My supervisor (Tomas Bokedal) is superb and my motivation has only increased throughout the first year and a half of writing my dissertation. I'm very satisfied with my decision to conduct postgraduate research at the University of Aberdeen.

I am part-time living some distance away.

The heating in the humanity manse does not work. This makes it near-impossible to work there on cold days. Also the allocation of teaching opportunities is untransparent, much much too last minute, and appears deeply unfair.

SCHOOL OF EDUCATION

Filtered to Undergraduate

Do you have additional feedback about your teaching, learning or degree programme?

If your comments refer to a particular course, subject or module please be as specific as possible.

My Counselling Skills journey has been very meaningful and has brought many significant benefits to my learning, relationships and health. Thank you very much to Mel Whitter and my Counselling Skills colleagues for all their help.

Being offered an optional on-campus day of seminars really enhanced my learning experience on this otherwise fully online Counselling Skills course. The seminars were highly relevant and provided an excellent opportunity to practise skills, engage with fellow students and deepen learning. Our course tutor is amazing and embodies the course values. Interactions with her are inspiring, respectful and productive. Any concerns are promptly and effectively acted on and the ethos within our group is therefore very positive and supportive.

The requirements for passing placements as effectively as possible, regular communication with schools and allowing students best possible chance to progress rather than creating scenarios where the student is unsupported and their opinions/experiences are not taken onboard when assessing. HAVE PRIMARY SCHOOL/MENTOR FEEDBACK FORMS!!

I am impressed by the rigor of the academic program and I like the course's emphasis on experiential learning. A wonderful, exciting opportunity for me.

able to send in work multiple times to be assessed,

I have been overwhelmed by the support given to me from the school of education as I have been going through a really difficult time with my health. They have ensured that I know all of my options and have been open to speak to me whenever I need it. This has made my experience at the university a lot more bearable in relation to my health problems at the minute.

i would like classes to be face to face.

Online counselling course-can see improvements relating to course theory this year compared to previous

I enjoy the turnover of lecturers for the tutorials (ED201B literacy class) as it allows us to gain different insights and views.

Tutors/lecturers are great but for course modules feels very repetitive especially because it is the same type of learning every module e.g. inclusive/social justice without actually having much time focusing on things that matter in school - how to support additional support needs, behaviour management and other relevant information like first aid sometimes end up feeling quite unprepared for placement when it comes to the actual training even when researching issues on my own.

n/a

N/A

The lecturers really care about what we learn, how we learn and how we feel about our learning. This is super appreciated from a students perspective.

More information regarding grades... no info available when we get results by.

My only issue is my electives, I seem to do more work for my electives than I do my actual course and it's sometimes hard to manage the work load

It would be good to have the inductions on line and in person to allow for time to network with those students who are nearby to the university

I think more seating in McRobert would be beneficial. It can be difficult to get a seat to eat lunch!

Although my course is distant learning, an occasional day in the university to see my peers and tutor face to face would be beneficial

Elective - managing organisations. Lecture ran very, very poorly. Coursework all complete but tutorials still scheduled in November.

one thing I would criticise is the classroom in the McRoberts room MR106 as it has alot of technical difficulties which have disturbed learning multiple times

I think my only suggestion is that electives take up more of my time than my degree course, it's manageable but i prefer my degree course work.

I think the academic reading for pre engagement tasks should be less or not as difficult for the ED101B class

In terms of the MA1 year, I feel that not enough attention has gone towards explaining essays effectively. It feels as if it is expected that it should be common knowledge to know how to layout an essay however as this is our first year at uni, we do not know the uni standards.

I also do not feel very engaged in lectures and for several of them it feels as though we are simply being read to instead of taught, something I could do in my spare time and save on travelling. On a positive note, I really enjoyed the teaching style of Gordon and Colin during their lectures and feel that Faye is very helpful and approachable in tutorials

Filtered to Postgraduate Taught

Do you have additional feedback about your teaching, learning or degree programme?

If your comments refer to a particular course, subject or module please be as specific as possible.

The professional studies class is just a little too repetitive. The workshop is great but the lecture is the same as the workshop and I then take nothing from the lecture. I also feel that lesson planning in my subject area needs to be introduced earlier and more attempts need to be made

I have postponed my studies as a PGDE student for family and personal reasons. I feel fully supported by the Education Department. I think that I would not be alone in saying that the weeks of virtual teaching were very damaging as there was too much time alone and too many temptations to indulge in things other than study.

There was also a feeling that we were the first post-COVID class and, therefore, were Guinea Pigs for a new style of course. It wasn't a comfortable feeling. Socially we need contact otherwise we simply become a group of people who are competing for the few permanent contracts that are around in education these days. That's not Aberdeen's fault, rather an overly intrusive Political issue. I hope that at some point the Scottish and UK powers in charge of the education of our children see sense and address the deficiencies and overly bureaucratization of the system. Currently I would consider the system not the Curriculum for Excellence, rather the Curriculum for Excrement. It's broken. The children are being damaged. There's no discipline or pride and there should be plenty of both.

Now in anyway I was not in the right position mentally to go to study this course (however I hope to resume my studies next year) this year due to the unexpected death of my mother a few days before the course, but I have learnt a lot about the substantial problems we face.

It will take a shift change for Education to be properly recognized as the foundation of our society and for educators to be paid accordingly. I am glad that the educators at all levels have decided to strike and support their efforts for better recognition in society.

With kind regards.

The timeframe for providing placement tutor was very late. The on campus study has been great as well as staff getting to know more people. However when on placement and uni feels disengaged and the support seems limited due to timeframe. Feedback throughout the course or project should enable the student to be confident in final submission not blindsided by completely different feedback given.

PGDE course: I did not feel prepared to go on placement for SE1A. I ideally would have liked to have had more experience of planning lessons and teaching before beginning the placement. It would also have helped to have had more time to prepare for the placement, for example, by the school making it clear in advance what I need to prepare for. I would also like to suggest that there is another break other than reading week before the placement begins. Another suggestion is that it could be better if classes on Tuesdays and Wednesdays started at a later time in the morning (e.g. 11am on both days) - this would make a big difference for the students that commute to Aberdeen. Lastly, I'd like to say thank you to the wonderful lecturers on the course who have been supportive.

The workload of the first placement is physically and mentally impossible. Creating the units of work and lessons while honing teaching skills has led everyone in my course to experience extreme levels of stress. I myself have lost half a stone in weight in 2 weeks due to stress and most people I know on the course have been crying and close to mental and physical breakdown. I am lesson planning every waking minute and working till at least midnight every night. Students should be told to complete all lesson plans before they start their placement and schools should be encouraged to share much more information on how they want their lessons to be done prior to the student starting. Expecting someone to be a competent teacher after only listening to theory and teaching one ten minute lesson is beyond incomprehensible. Practical skills should be practised from the beginning. I suggest letting the students teach the lessons on how to teach from day 1 - the practical experience of teaching is equally important to the theory.

TQFE Dundee and Angus. Having undertaken previous study's at two different University's, my experience on the TQFE has been the best. A good combination of face to face and online. Smooth well planned and delivered course content. Feel like a valued learner. Thank you muchly

I started my post grad course in 2018. in 2019, and in Jan 2021 I was seeking support for learning/communication/organisational issues that I was confronted with but I could not get help from SLS. At the time support for issues with ASD/ADHD were not available unless I had a prior diagnosis, which was impossible for me to get as GPs in my area are not referring adults for ASD/ADHD assessment, only children. I did fill in a SLS request form and didn't ever hear back. So the only support I got was a bit of counselling which was nice but didn't help me get organised, and so I ended up deferring my final year for 2 years in a row. I am now in my final year and the timescales have changed, so my department have said that this is my final opportunity to complete, and I will not be given any extension beyond 3rd April 2023. Now it seems I CAN get support and have been referred for pre-assessment appointment and am getting an individual consultation with a learning support person. My comment is - it was really, really hard to get support. The signposts all seemed to point in opposite directions, and I really needed help. My department is Education and they were great, and referred me to SLS, which was all they could do.

The course has been really manageable with my full time position. I have used the blackboard collaborative recordings to catch up as due to staff meetings etc I have been unable to attend online classes. However these recordings have posed useful. The online discussions have also been helpful as it allows for opportunities of sharing individual thoughts but also exploring others arguments or similar thoughts.

Thoroughly enjoyed my course so far!

I wish there had been more on-campus experience to engage more with tutors and ask any questions in person, especially before placement.

MSc counselling. My tutors are very present and encouraging each offering space to explore personal experiences as well as offering advice on growth and ppd

Happy with the course and tutors are always helpful through discussion boards and e-mail. Great spaces to engage in such as the library and student union.

IT help initially was ineffective. Getting set up for online work was problematic in the first few weeks but this did create a lot of stress.

I suggest that school can may improve online network quality

the PGDE Secondary blended learning format is great

The course tutors have beeso supportive throughout the course so far. My additional needs were looked into and I have now provisions in place for me. The support has been so beneficial to me and has made a huge difference in my learning journey.

No

As much as I have loved my course choices, and I appreciate the hard work that has gone into writing them, I do feel there has been a lot that has been poorly managed and/or not fully thought out properly. I have felt like a guinea pig which is OK to an extent but when it crosses over into feeling alone, I then feel hugely disappointed. I feel like value for money isn't necessarily there, particularly in relation to CYP certificate. I have the upmost respect for my peers and tutors and appreciate the pressure and staffing shortage at times.....I do feel there is an impact to the students though as a result. More organisation and clarity throughout, alongside a balanced tutor team who communicate with each other would transform the experience for students on what is an amazing experience. I truly hope my feedback isn't taken as negative but instead honest and constructive and also with gratitude towards all involved.

Don't feel comfortable sharing here.

So far, the experience of learning on the PGDE (primary) course has been fantastic!

Disability issues. I have a schedule that was drawn up at the start of the course. Aberdeen Blackboard and Library etc materials are great for accessibility but I've noticed over two years the tutors on my course have not acted on requests such as material in 16 point, slides in advance (they just started doing this last week, two thirds of the way through my course!). I had on short one-to-one exchange with a tutor initially about accessibility needs. I am surprised also that there is no overall Univ requirement it seems for all teaching material, slides, handouts etc to be in accessible format. Just received a set of slides for a lecture tomorrow that are written in small indistinct pale yellow text on a grey textile background for example! Is there not an official accessible template for teaching materials? It would be helpful for all kinds of access problems, not just VI people like me. Can that be communicated to all staff please? Having experienced great disability services at an FE college recently, I was surprised that Aberdeen disability services staff do not offer regular check-up with students and staff to monitor how things are going. I have always recieved a prompt response when I have asked a question, but contact is never initiated, which I feel it should be.

The degree programme (PGDE Primary) is well-organised and is intellectually stimulating. The lecturers are knowledgeable and are very helpful if you have any questions about the course- very friendly and enthusiastic about their subject area.

Pdge drama - there was a drama practitioner who came in for a Dorothy Heathcott workshop, I felt like this could've been an online/recorded chat with him as I don't think it should've taken away from the 16 days we have with our tutor - it was useful, but I think more time with our tutor would have been slightly more beneficial.

Professional studies - racial literature and LGBTQIA+ should have been workshops and lecturers, not independent learning. I feel almost sad that it was pushed aside to independent learning as if it wasn't important as other things we've learned about, when discrimination is key to making you a inclusive practitioner

Filtered to PGR

Do you have additional feedback about your teaching, learning or degree programme?

If your comments refer to a particular course, subject or module please be as specific as possible.

It is quite difficult being a part time student as so many of the trainings are during the day (understandably). It's much appreciated that a number of the School of Education lecturers have hosted evening sessions to support us. It does feel a bit that as part time students we are perhaps not as well integrated as those who are full time. I also find that the university has SO many resources that it can be quite overwhelming / confusing where to look and what to engage with.

SCHOOL OF ENGINEERING

Filtered to Undergraduate

Do you have additional feedback about your teaching, learning or degree programme?

If your comments refer to a particular course, subject or module please be as specific as possible.

the degree program is full on and requires us to sacrifice alot of time something i wasn't really aware of coming to the university it's coming home

Could use of hearing students complaints and replace AUSA

Very few professors are actually doing their job right. Not being able to manage your workload is not student's problem and it should not be affecting our learning experience but it definitely has. Can't wait to graduate...

I think that drop in sessions should be made more frequent and more clear for study help. Lecturers sometimes come across as intimidating in tutorials as they expect you to know all the basics, if you have forgotten a method or technique for solving a question they sometimes are not willing to spend the time explaining.

Fundamentals of engineering Materials EG1012: we are given many different equations/formulas to use but are not given what each symbol mean or their units

Sometimes the students who teach us on the tutorials do not clearly explain the problems.

When our feedback is not acted upon we need to be given reason for why that is the case. Otherwise we simply feel like there is a lack of interest from the lecturers side.

I just need to thank you.

I have no thing to add.

Three of my courses have overall been very good: EG1012 (engineering materials), EG1008 (electronics) and the CAD half of EG1010.

One of my courses, CS1032 (Programming 1) has been poor; I think the course needs revising so that it focuses on learning programming & the fundamentals effectively because at the moment my opinion, and that of everyone I've spoken to who is on the course with me (across several different subjects), is that it is not effective at teaching programming.

No

The lectures ask us to fill out the feedback forms and often the feedback is acted on for a week maybe 2? But the after that it's back to how it was. This can be frustrating

-

There should be more group work and collaboration in courses since currently there is none in any of the engineering courses. All the course work must be done individually for courses EX3030, EX3029, EM3019, and EG3007. The work load for courses is impossible to complete fully. EX3030 Lecturer and other lecturers do not answer emails or change anything even though students give them feedback. Teaching methods and lecture delivery vary hugely between courses which makes keeping up with them very hard. EX3030 and EX3029 lectures are very chaotic and it is very hard to understand the chronology of the content and the content itself. In addition, no attention is paid in courses to diversity of gender, race or other factors. EX3030 course lecture slides for example still include gendered quotes in he/him for excluding all other genders. Also practical examples in all engineering courses such as EX3030, EM3019, EG3007, EX3029 are using oil industry based examples and have little to no examples from renewable industry. There should be more examples and practical cases shown to students from renewable energy and sustainable processes.

no

EM3028 is waste of time, topics covered are easy and intuitive and could be covered much more efficiently. There should be less lectures and more/longer tutorials. But I dont want to complain because I have problems keeping up with the other courses, so I dont want more work, at the same time I dont want to waste my time, lectures should not be compulsory. The notes should also be more concise. I believe all the topics could be covered in 20 pages pdf. Also, the granta edupack lab was too similar to the one we did last semester.

EM3019 laboratory was well connected to the topics of the course. However, the laboratory was too difficult. It would be better if we were given guidance with data analysis.

EG3007 relied too much on video lectures. In class lectures should sufficiently cover all topics.

In overall my degree should have more hands on experience. One joined laboratory that combines EG3007, EE3043, EM3019 and EM3028 should be designed instead of each course doing labs individually. It should be a group work, were students are allowed to choose groups, if they want to. They should have meetings with a professor to guide them through the process.

Wish to have more lectures like dr Hepworth, dr Gomes, dr Nikora

No comments

Eg1010 communications part the lecturer XXXXXX isn't good at explaining things

Tailored support for Mechanical with Electrical discipline

Communications- lack of information and instruction provided

EE3093 & CS3028, the lectures are ment to be watched online and not held in person. How is this in person teaching?

the first part of process engineering was not helpful i had to tutor myself cuz the tutor was not doing a great work

EG2012 - Richard is the best tutor I have had so far. Makes his lectures fun, engaging and easy to understand.

The compressed nature of the first term does not allow active consolidation of knowledge that is being taught. The pace of the learning would be acceptable given a longer revision period before assessments. However, we are at a one week deficit and will be learning new content up until one week before the assessments. Another solution could be to start the term earlier to allow for a reading week half way through term. Yes, we are attending lectures, tutorials and completing necessary coursework and labs, however how much of this work will be retained? The possibility of student burnout is increasing with the workload with mental health taking being impacted.

The university puts the onus onto students to manage their time and mental health according to their studies but take no responsibility when that time has been restricted outwith student involvement.

If the university want to deliver a quality education to their students then lecturers and students must be allowed the time to teach and learn effectively, and not just cram to the point of exhaustion with no real retention.

I have noticed that there is a tendency in engineering specifically EG2004 to begin lab reports before we have learnt the necessary background info to do the lab. I understand there is responsibility on us to do our own learning and self-study, it just seems inefficient if we then go on to learn the topic anyway.

I think some engineering courses could do with more practical work. Most of the few lab exercises are just clicking a mouse and that's it.

The timetable is changing a lot.

There is no a major chemistry tutor.

Workload needs to be structured better. Sometimes difficult to enjoy the course content due to an overload of deadlines and feel like you are in constant backtrack. Heat, Mass and Momentum weekly tests are good with regards to continuous assessment which I personally prefer, however combined with large weighted assessments I have found challenging to perform as well as I could.

It would be helpful if the university provided us information on how having on-campus exams will be compared to the online ones, as a lot of us students haven't had exams in person for years and some have may not even sat an exam in person before.

A lot of students are worried that their grades will be significantly impacted by having their exams be on-campus in the future as they aren't familiar with this type of environment.

It would be nice to hear from the university on how these exams will be levelled to make it fair.

Filtered to Postgraduate Taught

Do you have additional feedback about your teaching, learning or degree programme?

If your comments refer to a particular course, subject or module please be as specific as possible.

can school give international students more chance to exercise on how to write reports or essays who never experienced western education.

The course work (at least for this first semester) is way too much over a short period of time, it definitely reduces efficiency and the amount of information students can assimilate.

Proper account needs to be taken in terms of reaching out to students who resume for the session late and basically confused, instead of waiting for them to make a formal complaint, I was badly affected by this situation personally.

Lack of taking into account on a practical basis that some of the postgraduate students studying petroleum/Oil & Gas do not have a petroleum/Oil & Gas background and some of the basic concepts should not be glossed over when being taught.

Lecturers in general would rather we comment on blackboard than over teams, it's hard for distance learning students to understand the question papers at times so simple questions become hard as some lecturers are just parrot fashion off PowerPoint rather than lecturer, student interaction

Should involve some software Handon experience and industrial visit for best understanding

I'm from September intake actually, what i feel is this first semester is too short and there is no enough time to prepare something for assessment and course reports. The deadlines of different subjects assessments are pretty close to each other and that is too hard.

Date on our Assignments is to tight makes the workload overwhelming.

For online post graduate students, it is strongly recommended that the exam/assessment time frame be bit flexible instead of the fixed time. This will help students who work full time to have adequate time to study and gain the knowledge. At the moment, for eg. September end is the start of a course and 1st week of November is mid-term exam and again in December final exams, makes it extremely difficult and stressful to actually gain knowledge from the course. Rather it becomes exam based course and need a rush to compete for the exams. The intention of the course seems defeated. There is no adequate time to involve and provide full potential for study due to inadequate time.

It is suggested for online students doing post graduation, the time frame for taking up exams/ assessments be flexible, ie by 1 or 2 terms at student's convenience.

Refer to EG50T5, EG503C (2022-23), Loss Of Containment 1st semester second part, lectures and teaching style are completely dissatisfied.

The assignment schedule are not in proper manner in order to complete the assignment and submit the same on time is leading to poor quality work done.

Recommend introducing clip-on microphones as this will eliminate inaudible speech during lectures or tutorials.

Recommend to provide lecturers with pen-type devices as marking on pdf or powerpoint slides using a mouse is very challenging not only for the presenter but also for the students to understand.

There's limited time to learn some courses. The way some courses are packaged for example; the practicals for CFD is not appropriate for the available limited time. It would save time and add more value if the use of the softwares are taught and then followed by assignments rather than someone wasting time learning it the wrong way and may finish the course without knowing the right way to do it.

I am happy with my course

The quality of the audios has been terrible, the feedback for some assessments close to null. I'm very disappointed with the content of courses such as Solar. The professors in general are hard to understand, sometimes because of the accent.

Communication and responses from lecturers could have been better. They sometimes miss the timing and don't even bother to reply, for instance, fail to enable online exam on time. As I'm working I need to plan if I miss my schedule.

As I'm an online student, a reasonable quality of the recording is vital. The recording quality is very bad and sometimes it makes me frustrated and even thinking about why should I waste my time listening. The reason is my location is +8GMT and solely relies on online communications.

No standard way of uploading online exam answer sheets into myAberdeen. Every time I see something different and no time to explore whether I'm doing correctly at the end of the exam. Of course, 1 or 2 lecturers are doing great jobs.

The online exam content could have been, for instance, try not to test the same topic in the subsequent exam.

My motivation to pursue post-graduate is to learn something new that can be applied in my practical work creatively. Solving the same number of equations learnt in undergraduate (by hand) would not be useful in postgraduate. I'm studying Process Safety and a few modules are not related to process safety. You need to weigh the relevancy.

Thanks!

I think design-based assessments (with deadlines) is a better way to internalise lessons learnt than a timed assessment. Second to this will be a group projects work. Then timed assessments (either online or in-person) as the 3rd part of overall assessment. The weighting of overall assessments should be made in this order rather than having most (and in some courses) all assessments based on timed online or in-person exams.

Nil

For online courses, it would better improve interactions if sessions are made solely for the purpose of bringing people together. For example, there can be 'get-together' sessions whereby the students are asked to talk on live cameras, have live discussions with cameras on, do live tutorials where students ask and answer questions on live cameras, etc.

It currently feels too isolated and distant from everyone else.

I would like to suggest that engineering software should be utilized along with coursework to enhance skill of students. There are several software like matlab , Aspen, EES, Trnsys etc that are useful for solving engineering problems but Aberdeen online study does not teach students using any of these softwares . This for me is necessary to enhance skills of students in the real world.

Response from teachers could have been improved. I sent 3 emails to two different teachers but have not received any response yet

As an online student I am taking 2 courses during this term. Each course is taught by 2 professors if UoA wants to attract international students then it needs to work on teaching - acting, clarity of expression in English (none of the 4 professors are native English speakers), course design and content incorporating the latest developments are all important especially on the topic of energy transition where changes take place all the time. There is a huge difference between smart researchers and talented lecturers it's about delivery to the audience especially when you are online. Sadly I am not getting any discount for participating online so I have an expectation regarding delivery (it should be as good as if I were in the room) which is yet to materialise. There are problems with microphones, Wi-Fi connections, lecturer rooms, lectures being cancelled or scheduled at short notice. All of this from the university side. The classes start late most of the time by 1,3, 5 etc min. Scheduling is paramount when you have online students, we are not full time and have our own job/life, commitments, don't think the academics have adopted to new reality. I am disappointed.

None

The work load is cumbersome, especially the deadline for assessments submission across different courses.

It Would have been most appreciated if internship was added to the course module. This would have provided hands on experience for students.

Some modules having clashing deadlines impacted my performance in both trying to find time to do the necessary with a full-time job. Especially for demanding assignments, it would be better of module tutors (on the same semester) plan the submission dates in coordination with each other

Sometimes the time between submitting assignments/ sitting tests and receiving feedback / grades was very long, and often without clear info on when grades would be ready. Often, we would be told that marking would be ready by a certain date, but they were not ready until much later. It is not so much the length of the wait (I appreciate that marking must be very time consuming) but the lack of clarity on when we could expect feedback and grades that was an issue.

There must be university-industry linkage activities that can stimulate the likelihood of employability among students.

I do not have any additional feedback about my learning or degree program as all are vey well organized. Thanks

The admin of the course needs improvement, notification of cancellation and changes happen last minute. The IT facilities needs improvement. recordings are a little fuzzy as a result of poor connectivity. sometimes questions from the online students can't be heard and it impacts the learning. The courses are interesting but the admin of the course need improving, especially when I need to spare working hours to meet the classes only to find it gets cancelled or rescheduled due to IT reasons.

Feel like the MSc Renewable Energy Engineering class is being treated as a money spinner over quality. Online students having to share with in class student and not receiving a quality experience as a fly on the wall, particularly for tutorials.

Some lecturers are brilliant and others just copy and paste material and even whole lecture videos from previous years.

Material taught is good on the whole but some are utterly unfit for purpose and disappointing. The Wind module was very poor - as the biggest renewable energy source for the UK it has not been properly taught and certainly not in enough detail.

For my project the supposed academic mentor has all but ignored me as an online student. Lack of support for online students seeming to being typical from the school of Engineering.

Very little feedback received through-out the course - Lecturers complaining about too many students to manage.

University of Aberdeen have made online learning for myself exceptionally interesting and easy to navigate my way about online.

The feedback forms are only available for a few weeks ... that should change to a month in consideration of students who are working full time

Overall point of view during assessments time it would be very helpful not to provide lectures or tutorials because assessments like online which will be 2 hour or 4 hour window to submit, which makes very difficult to attend tutorials or classes on the assessment day.

There is less interaction with the lecturer. Not sure the best way to communicate. It becomes one way learning.

The deadlines of assessments is too closer. I can't have enough time to complete in a high quality.

More live session is required for EG5049: Organisations and people. This will enable students interact and talk to the tutor

I request that they install long/standing working tables on each floor within the Library. We tend to sit for long hours while studying, and this could have short-term and long-term effects on students. This will create more energy bursts, reduce back pain, less stress on the wrists, improve blood circulation, and have many more benefits.

I'm an Online student and would like to suggest that there should be option in case the student wants to be in the live lecture, instead of watching the recorded lectures only... Within the recorded lectures I could realise that instructors sometimes points to the board which is not available for an online student.

Filtered to PGR

Do you have additional feedback about your teaching, learning or degree programme?

If your comments refer to a particular course, subject or module please be as specific as possible.

I received the best support during my time in the university

There is inadequate research space in The Fraser Noble labs for the number of research students in the Chemical Engineering, specifically lab FN049. The absence of some office/desk space to use laptops away from chemicals and equipment in or near to this lab is a health and safety concern.

So far, I have been greatly pleased with my degree programme, particularly because of how helpful my colleagues and supervisors have been.

SCHOOL OF GEOSCIENCES

Filtered to Undergraduate

Do you have additional feedback about your teaching, learning or degree programme?

If your comments refer to a particular course, subject or module please be as specific as possible.

I am not all too comfortable with the new student teaching hub. It's an amazing space for practicals but for things like just lectures a lecture theatre is much better.

I feel the University needs to keep up better contact about important things, such as the strikes. More information is needed. I also feel I receive a lot of spam/stuff that doesn't apply to me or my course in my e-mail making it easy to miss actually important information.

Blackboard is also difficult to navigate and often times poorly organised - depending on the subject.

Not enough information is given out on certain things, for example, one of my electives has an exam on top of an essay and discussion board questions. However, the exam was news to me recently, they have not discussed it at all and we are unsure of what is expected of us, the time for the exam is also not decided yet. I feel students are entitled to know when something that important is going to happen and how.

The course feedback forms at the end of term simply don't work. They are not clearly acted upon and more often than not, they are released before courses are complete

Overall, my experience is great and my department (Archaeology) maintain a great atmosphere which allows me to enjoy my degree

As the workload can be heavy (due to many written assignments in the same time period), most courses do have a good variation of the assignment types (e.g. Course Creating The Anthropocene, Land and Marine Conservation, Space Economy and Society). However, sometimes if they overlap, 2 assignments per course can be challenging sometimes, as well as including the need to study for an exam as well.

Most of my courses were hardly interactive. Namely Creating the Anthropocene had a practical, yet no group work or interaction with others. Instead of looking up how to reference on my own, or analyze an essay on my own, I wished there was some group work (like a presentation etc.) involved to make it more interesting. Same goes for the course Space, Economy and Society.

I can say that all of my courses were structured very well though.

No

I LOVE the content of my course, but I'm so disappointed that provision won't be made to allow students to continue online learning post-lockdown.

As a parent, and as a student with additional needs, it was a huge disappointment that student support took such a hard line against my request to watch recordings of some of my lectures, rather than attend in person. As someone with dyspraxia, I struggle with executive function so planning for a day on campus, particularly around my parenting duties, is incredibly taxing. The drive into Aberdeen - roughly an hour - is also demanding in terms of mental bandwidth, and there is no viable public-transport alternative from where I live. As a result, I've seen a sharp increase in the amount of time I'm devoting to my degree, and a decrease in the marks I'm getting.

For example, I'm currently spending an hour driving onto campus. I arrive tired, miss half of what the lecturer is saying, drive home again, increasing my fatigue, and have to rewatch the same lecture in order to be sure I've assimilated all the points covered. This whole exercise takes between 3-5 hours. If I was able to watch the lecture online, I would be able to pause or slow the video, meaning that in total, it might only take 1.5 hours. This would then leave me with 1.5 hours to do the additional reading that I'd like to. Multiply this over the course of the week - as I'm required to be on campus most days - and the toll on my learning becomes apparent. The lectures that I requested to watch online were ones being recorded for students of the Archaeology Online Certificate anyway - to grant me the permission to view these remotely would have required literally no extra work from staff.

I'm 37 years old, and this degree is a huge investment - not just for me, but for my family. My husband, parents, and children have all made sacrifices to make this happen. I take my education very seriously - I won't let them down - and I don't feel as though this is seen by student support. The idea that I can only learn on campus does not take into account neurodiversity, or the familial set ups of mature students.

Aside from anything else, I find it deeply, deeply ironic that on a Wednesday I'm required to drive for an hour in each direction, in a petrol vehicle with only one passenger, to watch a lecture about sustainability.

Overall, I love my degree and the breadth of learning I've been able to undertake. I've discovered new passions and interests that I would never have come across had it not been for my degree. My only issue, is that I no longer have the time to explore beyond the minimum work set and as a result, I feel as though I'm achieving less in my second year than I did in my first.

Keep up the good work!

Archaeology should have 4th level courses worth 30 credits

Personally i think teaching could be more hands on sometimes

I have absolutely loved all the teaching I have received in the Archaeology department, specifically in the Prehistoric Britain and Test Tubes and Trowels modules. They have been engaging and relevant.

Filtered to Postgraduate Taught

Do you have additional feedback about your teaching, learning or degree programme?

If your comments refer to a particular course, subject or module please be as specific as possible.

In all courses, there is a lot to do in a limited time and deadlines are fixed right around the same time. If possible, i recommend courses with a lot of practical not to run concurrently. Basics of programming courses need to be taught clearly and more understandable way or practicals related to such courses be more regular (weekly small projects).

January start programmes are hectic, students learn from complex to simple. A lot of final year project ideas and projects are from first semester september start courses. There should be an accommodation to cater for this.

In all, courses are very mind stimulating and exposes the wide coverage of the programme in relation to career choices!

Thank you

Uav Remote Sensing, Monitoring and Mapping as Remote Student (online). This course is poorly organised. Deadlines for submission of work are communicated way too late; not clear what is expected, work load very light in beginning of the course, increases incredibly in second part of the course. The way this course is organised and given is not suitable for online students.

My degree is about sustainability and it's primarily based on global north. It could be better if global south perspective were equally taught. Sustainability needs in everywhere and in every sectors. poverty and hunger is also important factor. Courses could be more diverse.

I hope that we could learn the Drilling Engineering course with drilling programs which enables the real life industrial drilling engineering experience.

There is a lot of repetition of content at the same level between GG5065 and other GG5067. CS5097 feels badly organised. It started very late in term. The tutorials are often badly explained and lectured have been delivered out of order. It was also so hard to follow the set of lectures that I only learned the content from reading the textbook, making them a waste of time.

Only a minority of lecturers have shown a lack of engagement with/interest (GG5056 Food and Fibres - already mentioned to course coordinator

The relevance of some courses and it's content need to be updated to fit the current needs of the job market

Online students are being overlooked. No reason a recording of the on campus class cannot be provided for Online students

Overall my experience with Aberdeen is amazing and I feel proud to be a part of the University. I had a request that some of journals had no access with campus especially in research papers that i found. Its good if the access is extended.

Thank you

Filtered to PGR

Do you have additional feedback about your teaching, learning or degree programme?

If your comments refer to a particular course, subject or module please be as specific as possible.

PGR Office very disorganised

Laboratory facilities or office spaces can be improved for the prospective students. Though my team is trying really hard, one year into my PhD and I do not have a biology lab yet. The University needs to look into providing better research facilities for PGR students in order to get better results and publications.

I think there needs to be better processes in place that enable PGR students to have the facilities and tools available to them within a reasonable amount of time after their program start date. For example, I was not assigned an office until several weeks into my program, then it took two additional weeks beyond that to get a copy of the key made and then did not receive my university issued laptop until about 4-months in. That being said, I think there needs to be standardized processes and timelines to make the university more efficient when dealing with incoming PGRs, and enables those PGR students to use their time effectively to be as productive as possible.

I am an interdisciplinary researcher and sit between both the School of Biological Sciences and the School of Geosciences. My experiences between the two schools have been completely contrasting. SBS has an engaging and thriving research culture, a supportive community of postgraduates and lots of opportunity for informal learning. Geosciences is perhaps the least dynamic place I've ever worked, there are none of these things. No induction or welcome from the school and a culture of 'find out yourself'. Really disappointing.

I am incredibly grateful to be able to be based mostly off-campus. Not only is this important to me personally but, being based within a community that relates to my research adds extra value to my work.

Generally positive. I was however recently unhappy to find out that the map cabinets in the library have been removed, so I no longer have quick access (or any?) to the geologic maps it contained, which are vital for my research. I'm not completely certain of this but it appears that this action was taken without any consultation with the Geoscience School staff or students. It also appears that there is uncertainty as to where the maps will be housed, and how access will be gained. This is a serious problem for me, as although I am an Archaeology student I am working on a cross-over research program involving the use of geology and geophysics to help solve archaeology problems in Scotland.

Needs to be a postgraduate lounge space to interact and have lunch with other researchers.

SCHOOL OF LANG & LITERATURE

Filtered to Undergraduate

Do you have additional feedback about your teaching, learning or degree programme?

If your comments refer to a particular course, subject or module please be as specific as possible.

The FS2007 Course has exceeded my expectations and has been ideal both on campus and digitally, and has been very enjoyable. The EL2011 course has been okay, but compared to the other it has lacked in areas, specifically in organisation of lectures and its timetable.

Music education course could be more stimulating

The staff and teachers have been a major contributor to my positive experience at the University. They are responsive, supportive, and genuinely care about students. Teachers in particular do an excellent job at making classes engaging and ensuring that all students feel confident in their learning and comfortable in the classroom, to the extent that I am always excited to go to class and participate. Other staff in the school of LLMVC such as the abroad coordinators, school head for the personal tutor program, and my degree coordinator (Zhu Zhu, for MLTI), have been amazingly responsive and are always willing to set aside extra time to support just myself as an individual student. Overall at this school I have never felt like I was alone or did not have a member of staff I could reach out to for support academic or otherwise. I'm very grateful for all of them.

I have particularly enjoyed Timothy Baker's EL40FK course this year and I feel as though it was very different from any other English course I've taken over the course of my studies. I felt as though I was really listened to and that my opinions mattered.

I am greatly passionate about my course and I feel so honoured to have the opportunity to study my Undergraduate degree at the University of Aberdeen! I believe that this experience is preparing me with the necessary skills for my aspiring career, which I hope to pursue following my graduation in 2023.

The Gaelic programme is very literature based, I would like to see more variety in my subjects

I think that online studying should still be available as this would be extremely beneficial for students like me who frequently have to travel far away.

I have found EL40UU to be an absolutely fantastic course, so well taught and thought out. The professor goes above and beyond in terms of approachability and support. Genuinely the best course I have taken in Aberdeen.

Overall, the teaching I have received at the university has been excellent - I truly enjoy being a student at the University of Aberdeen. The staff are all very friendly, supportive and keen to see students do well in their studies. The workload is also manageable and enjoyable. However, I am struggling with the content we study in the culture courses in the School of LLMVC. The culture courses I have taken so far have been very biased, particularly against Christianity, and there is usually only one correct answer to all the questions we cover in tutorials and seminars. It would be good if students were encouraged to form their own arguments about the content we study, instead of being expected to agree with specific political/cultural/religious views.

Our Spanish 7 course this term is nothing but a joke. We have no useful oral practice classes, and no grammar classes. I do not feel like progressing or learning anything. The French senior honours course was filled with 5th and 4th year students. The 5th year students only complain and moan despite them having an advantage over us 4th year students. They are cheating on exams and have seen the translation texts in advance. Nothing was done about this. Yet, they still complain that they don't get enough support. I am so sick of listening to their complain when they do not put the work in. Meanwhile us translation students have skipped 1 year in French and Spanish and are expected to perform in the same way, and are being judged more harshly. There are girls in my class who do not speak one word of Spanish, yet, they are not graded harsher than us translation students.

I have already explained how frustrating and draining the single-honours program for my course has been and no difference has been made. Some suggestions have been told to me about what changes will be made, but I feel I was just being told what I wanted to hear and nothing will happen. When telling the heads of the school about these issues it didn't seem that they even recognised the issue that I was raising. There are only 4 of us on the single honours program and none of us have enjoyed our time at Aberdeen University at all. We had no choice on the courses choices for 4th year, same case as 3rd year. Ultimately, I raised these problems as I am in 4th year and my biggest concern was that the reply would just be "hang in there, you're not far from graduating now" and that's more or less exactly what I got. That, and a load of BS excuses about why our problems aren't worth addressing.

All of these answers are directed at the French department. They are all excellent lecturers individually but the organisation of senior honours language (FR4089) has been diabolically bad. I have no enthusiasm for it anymore and wish my degree was purely art history (the other half of my degree). The SSLC is far too early in the semester to get a feel for what is going on properly, from that point on complaints seem to be ignored. Even in week 10 I am having to tell lecturers that according to the information on blackboard they are sharing false information (e.g. they think we have class in week 11 but we have all been informed by blackboard that we do not have class) just for them to check with the coordinator and be told that he gave them the wrong information! There is also no consideration that our degree has been severely affected by covid. Those of us graduating this year on the 5 year path were equally affected on our year abroad as the 4 year path students who graduated last year yet we get no accommodations. They have never once consulted with us to ask what we think we need from them to help support us after essentially losing our year abroad to covid and thus losing the chance to develop our skills. We also haven't had a single taught lecture since before covid for language, we do one translation a week and that's it. Frankly I've lost the will to care about French anymore. LLMVC you have ruined my passion for French, I just hope I can get it back once I am done with this horrendous course.

The staff teaching music are brilliant

I think more guidance around the REMDOG project particularly for "Encounters with Shakespeare" [E2001] would be useful because even though we have had an expert come to talk to us, it has still left us with a lot of time on our hands and not knowing where to start.

put composition and theory in first year music pleaseeee

XXXXX is one of the most unhelpful lecturers I and other students have come across. His classes suck the life out of you, with useless class preparation that is not tested in assessment. He gives individual research projects out because that means less work for him to give guidance. He even went away on a research trip midway through term in the run up to assessment time, which suggests either a lack of care or organisation. He seems to care very little about what we do and learn. The sooner he goes and is replaced by a lecturer that actually cares about students and educating them the better. SP35SB, SP3088.

He lacks any understanding of what it is like to be a normal student and have a life outside of studying.

Patience Schell has been excellent at allaying fears and anxieties whilst still pushing us hard academically to achieve what we can

I do not enjoy the structure of the HI1022 course, due to the topic changing every week there is very little time to develop knowledge or a great interest in any topic. Additionally, as the one essay we have to write is only loosely based on one of these weeks, it renders half of the course pointless and encourages absences. Tutorials are also not great as we only discuss how we would write an essay - there are so many better uses for this mandatory time!

Our mental health is not accounted for, I needed help at the beginning of the academic year to work my getting better, so I asked the Hispanic department for exemption to be enabled to study online for some time, but it was rejected with the only reason given that the university moved to inperson and there's nothing they could do.

Despite the fact that Covid has not only seriously impacted my learning and my degree, it has also seriously impacted my level in my degree. The university, and my courses do not acknowledge this at all. When considering the fact my year group have had zero practice of in person exams, we are now, in our final year, expected to do in class exams, when our entire honours before this year has been online. This is failure in the system and a failure to students on the course. I am in my final year and have extreme anxiety about how well I will graduate this year. My whole degree is centred around the mandatory year abroad, which we did not properly get, nor get any credit for - and that has not been acknowledged in our academic progress, or level, at all by the university. We as a course have liaised this to the department heads and had a meeting discussing our worries. This was all for nothing after a false promise was given to us, which seemed like a method of keeping us happy and quiet for the time being. I genuinely feel so let down by the university. There has been no regard for the hardship we have faced, our learning that has been affected, nor the battering my mental health has had as a result of the crippling anxiety this has resulted in.

The school of languages has been an absolute mess this year. From oversubscribed classes that were not capped and then being made to feel like it was the students' fault and not an admin error to very unclear communication about the nature of examinations this year.

As a student in a 5 year programme which started in September 2018, my year abroad took place in 2020-21, at the height of COVID restrictions in Europe. My learning experience was greatly impacted as have my course mates'. This has not been taken into consideration at all and we are being treated as if we have not experienced any disadvantage. Additionally, my year group has not done in person assessments or exams since the first semester of 2019 and this year we are being chucked right back into in person assessment, with no practice because despite what the lecturers say, our classes in both French and Spanish do not make us feel like we are preparing for the assessed work (this feedback has been ignored and we've just been 'reassured' that the classes are preparing us). In Spanish after additional meetings with the head of department to voice our complaints, we were sat down by the course co-ordinator and told that the final exam which includes the translation section, would be online and was going to be online from the beginning and that we had been panicking for no reason. We were reassured only to be told two weeks later that actually, nothing had been confirmed and that the translation was going to be in person which not only is a complete contradiction of what we had been told but splits up the final exam into two parts and gives us another date to worry about.

We should be given the same accommodations as our course-mates who graduated last year did. They also started in 2018, went abroad at the same time as us and got much more tailored and adjusted final year which aligned with the disadvantages they faced. The only difference is that they opted for the 4 year course option. This is not fair, I am not happy and no one is listening to us. Why is in person assessment not being phased in for earlier levels and us being allowed to have the same accommodations which were deemed appropriate for our course-mates last year??

It is hard to answer this survey because I am doing a dual honours degree and the situation is different in the Language and Linguistics department and in the Spanish department. I am very happy with the Language and Linguistics part of my degree but have encountered a lot of problems with the Spanish departments. I think I should do a survey on each separately for my answers to be accurate.

My tutor was absolutely useless and no value was added to my learning by her 'tutorials'

On our week for XXXXX she made us go round the room and tell her what our spirit animals were. That was the extent of her contribution

Both departments seem not to care about student feedback. Our anxieties, struggles with learning and fear for our academic development is irrelevant to most (except very few lecturers i.e. Dr Jesse Barker, Professor Patience Schell, Dr Nadia Kiwan and Professor Edward Welch). Despite the help we, as students, have almost begged to receive we have continuously been ignored. I am still on track to receive a 1st class degree but if I could stop attending and settle for a 2:1 or even a 2:2 I would take the chance in a heartbeat. I find no enjoyment in my studies and I am simply going through the motions because I find teaching extremely demoralising and tedious. I also think it is ridiculous that we are asked to do in person assessments when we have never really been trained for them and when, despite what some lecturers seem to believe, our year abroad has been seriously impacted by the Covid 19 pandemic. This is not an isolated case as I constantly hear my peers regretting their choice of studying languages or in extreme cases attend university in the first place. I actively discourage people from choosing the degree I have almost completed in the hope I can prevent them from disappointment. I would definitely not repeat this experience.

Spanish and Latin American Studies

Time and time again we are being ignored. We have sat down with professors and asked to be listened to and helped but this hasn't happened. Our whole degree is centred around the learning we get from our year abroad however none of us got a normal year abroad. I had to live alone in a small town only speaking with my colleagues for a couple of hours a day and had no access so socialising in Spanish. Also, it is important to remember that in second semester of our second year, not only did it get cut very short by covid, we also had to endure nearly all cancelled classes due to strikes. This is not fair. We haven't sat in person exams since December 2019 and now we are expected to sit our most important exams. We are shouting out for help at every opportunity and being given next to nothing. We feel as though we are being set up for failure. We know we are the last year of covid stragglers but please don't let that be the reason that we are left behind and forgotten, we will not survive in the real world.

We need more practice rooms with drum kits. The music course is also heavily focused on pre 19th century art music where the study is mainly orientated around white men and also only really classical music. I would be confident in saying that the main interest of the vast majority of students in my year isn't this section of music.

Mostly I enjoy the course, but the campus is extremely inaccessible and the disability 'provisions' and safety are handled shockingly by some courses, archaeology specifically with completely thoughtless field trips and activities planned with zero thought or consideration for those who struggle to walk or stand. I have been made to feel like the university does not care about me and that no matter how much pain i am in, i will never be "sick enough" to receive proper help. Many disabled people on campus also feel this way.

The course 'Queer Times' is not what I thought it would be. I'm not sure what I'm learning/supposed to be learning during the lectures and seminar. The teachers are nice, though.

It is ridiculous to have oral language classes online still, or any language classes, really. If a professor can't come to campus, find someone who can. It isn't fair to us.

FR3086 French speaking classes with XXXXX - no feedback is given, no corrections or new vocabulary written up, the lecturer doesn't take control of classes very well and sometimes speaks in English or allows us to speak in English even though all of us have a high enough level of French.

It might be worth noting that I am also in the school of Geosciences. I am doing a joint degree, and part of it is in LLMVC, but most of it is archaeology.

For group work in certain courses (deliberately not mentioning which ones) I am sometimes worried. There are some classmates who I didn't see in class until week 7. It makes me anxious when I am doing a graded group project with them that they won't turn up to our meetings either. I suppose I'm saying the rules about turning up to class need to be more enforced because there is a threat of the C6/7 but never seems to be actioned.

For first year students in particular I think we would benefit from a more hands on approach initially, with the university being more proactive in checking on individual students to make sure they are settling in well and any teething problems they have are resolved - not everyone is used to the independence that comes with university and not everyone feels able to ask for help when needed.

Spanish department organised a hearing event for forth-year-students where they listened to our issues with the course and took the feedback to the department and changed accordingly. It was such a great thing for them to do. Overall I am satisfied with my courses and degree programme. The course selection especially for the second term is very good!

Online seminars do not always provide as welcoming a space as in person classes for talking openly and sharing ideas.

It sometimes feels like people in class are not motivated and therefore do not contribute. This can become an issue when we must take part in group projects. In a way, this is an issue that should be raised with students themselves and not with staff, as it would be a question of why some people study their degree if they are not passionate or even sometimes remotely interested. This is not meant as negative feedback, just as an observation: when we are asked a very basic question and it is always the same two people replying, I wonder if this is what a tutorial looks like in all universities across the UK. All the very best, thank you for giving us the opportunity to give feedback.

The move back to almost entirely on campus learning has been great!!

Filtered to Postgraduate Taught

Do you have additional feedback about your teaching, learning or degree programme?

If your comments refer to a particular course, subject or module please be as specific as possible.

I expect more practicals

I sincerely hope that before the future mcq online exams, the teacher can give us the question bank to practice, so that the review will be more oriented. In addition, during the exam, the program should be set so that it can be watched back and forth repeatedly. Questions that have been done and corrected answers so that they appear humane

It's hard to give feedback on the course as a whole because I feel that I had a varied experience. Some of my teachers, like Professor Baker and Drs Elliott and Anderson, were so amazing and helpful. Very engaging and attentive, and they displayed a clear interest in helping students grow. I feel grateful that I got to work with each of them multiple times. I think also that it was clear that things were not running as smoothly as maybe they would have before 2020, so I'm getting a strange experience. I did not feel that I got much chance to collaborate with other students, which might just be the norm for postgrad studies? I'm unsure. I appreciate the effort taken in at least some of my classes to diversify the reading list, even if that hasn't quite expanded to all courses yet. I don't know if this is feasible, but I think that it might be worthwhile to consider extending the program, or offering that as an option. I feel that four courses and a dissertation were not really enough for me to feel like I learned as much as a Master level degree might imply. There were many more courses in the catalogue in which I was interested, but I didn't get the chance to explore them because I essentially only had one elective course per semester.

TESOL department mostly depends on Dr XXXXX who is very strict and never think about students rather she wants students to be like her. Most of the students are afraid of her. We were just thinking how we would pass the time of her class. But Dr Agni, Vincent, Alison Julie are nice and provide enjoyable, anxiety free classes.

The course content of PD50C2, a compulsory uncredited module is so exceptionally basic, I can only describe it as intellectually insulting and outright patronising to attend. This course would have been insulting enough to sit through when I was taking my A-levels, I do however, already have a 1.1 degree. I understand what a library is, and how to reference my work. Furthermore, some 'information' given in the course is so reductive that it is infact, not only false, but also damaging to the understanding of what academic writing and research can be. One particular lecture attempted to dictate what is acceptable language for academic writing, however it was instead instructing students to confine their language to that fitting the paradigm of say; scientific research in a STEM subject. This damages the ability of humanities research to contribute to society beyond the technological, as it creates a culture of scientism and pseudo-science within humanities research.

Thanks to the University, the teachers and the staff. An extraordinary institution.

PD50C2: Critical Skills has been a frustrating course as the level of the materials varies from higher to first year undergraduate and much of the teaching specifies things that goes against what we were taught in undergraduate (e.g., don't write in first person or don't write from your personal experiences etc.)

All that combined with the course being mandatory and worth 0 credits brings the frustration. My 1000 word essay was written in a single sitting with no proof reading and is the worst piece of writing I've ever submitted because there's no reason for me to make a good job if it when I have deadlines for graded work on the horizon that needs my attention.

Going forward, I'd suggest that this course should be optional or at least there should be an option to opt out for those who are recently out of school/undergraduate who don't need this revision.

It sometimes feels more engaged with politics and culture than the subject matter.

I feel that the critical skills course is slightly insulting, having a compulsory 0 credit course taking up time that could be spent studying and reading for other courses whilst the subject matter seeming below the level of 1st year undergraduate teaching. I understand that the course could be useful to some as an optional course, but I was under the assumption that after applying for a Master's degree and providing evidence of my previous academic writing as part of that the courses would all be aimed at a postgraduate level

Most of the in-person classes create a big space and opportunity to discuss and improve analytical and critical thinking. But as every module is once a week for 2 hours, it is mostly not enough to fully engage in a serious topic. Also, assessments make the later weeks harder to engage, as we mostly try to spend our time on something we will be graded. After 6th week, it was harder to give enough time to the readings before the classes in order to understand them better and have ideas to discuss in the class. There is also not a very clear support on the assessments, as most of us come from different academic culture and background, it is harder for us to understand the specifics of UK master education. Additional course by Language Centre might be helpful, but they give only a very general overview and definitions. In practice, it is around 20-25% helpful for the assessments. University building do not provide enough space for socializing, student union activities are not well-promoted. I wanted to be engaged in some other courses as a listener, or to have opportunity to see the curriculum of other modules for researching independently for myself, but there was no opportunity to do that. Department has to be more open for all of the students to listen to courses, modules and classes they are interested in.

The idea of blended teaching is outstanding

With my program, Mlitt in Creative Writing, I'm finding it challenging to navigate the job market. It would be beneficial if the faculty or university can hold either a seminar or a one on one with each student to discuss about work opportunities out there that students can apply to, including further education and/or scholarship opportunities

I love my tutors, love university of Aberdeen

I would strongly recommend that there be more help given to foreign students coming from different disciplinary backgrounds, as a large chunk of my class is made up of foreign students studying 'creative communication', however they rarely involve themselves in group discussions and I fear it may be because of the language barrier. The discussions are typically lead by those of us on the 'film and visual culture' course.

The Blackboard doesn't always load all the links put up for reading. It would be great if this is sorted.

Filtered to PGR

Do you have additional feedback about your teaching, learning or degree programme?

If your comments refer to a particular course, subject or module please be as specific as possible.

I know this would be hard to implement in practice, but I think many students would benefit from more subject-specific training as opposed to having ALL PGR students attend the same seminars and mandatory training. Even just a separation between 'hard' sciences and human sciences would be beneficial. For example, I don't think that the current mandatory training in ethics feels very relevant to humanities students, what with most unethical examples being from the 'hard' sciences, like the discussion on animal experimentation or the one on the Nazi medical experiments. I fear that, while very relevant for a few PGRs, these examples mean nothing to others.

But my only real issue with my experience at Aberdeen is with the spaces. Some of the physical ones are nice, but our department is often forced to convey in inadequately large rooms, and while some of the office spaces are fine, those of some of my colleagues are not very suitable for office work (i.e. too many desks in the same room, faulty hardware, not enough helpful accessories like drawers). The virtual spaces are terrible. It is really hard to navigate the website, which is an issue that could be addressed by making sure that a generic page contains the links to everything related to that topic (for instance, I don't think it is easy to find the ethical application submission page from the general ethics page). Blackboard is just as bad, as links to important pages like "mandatory training" are not obvious.

That being said, these are all relatively minor issues in an otherwise positive experience. If they were addressed, it would be much better, even amazing.

I am having some issues finding current research in my subject at University of Aberdeen Library.

I really appreciate the work of the PGRS staff to create a programme of research training and foster space for PGRs to meet and have a distinctive space on campus to work.

The courses available via the course booking system have been very useful. I don't really get to meet up with /link with people on similar programmes at Aberdeen, but my funder offers opportunities for cross-discipline communication and cohort cohesion - e.g. meeting up and working groups

My supervisor(s) are very supportive offering insightful perspectives, sound analysis and creative advice. As a mature entrant - having worked for over thirty years in University environments, I have found the approach of the department and school to be exemplary.

SCHOOL OF LAW

Filtered to Undergraduate

Do you have additional feedback about your teaching, learning or degree programme?

If your comments refer to a particular course, subject or module please be as specific as possible.

Very happy overall. One slight issue I have is the fact that often the feedback forms are due before the course is fully finished and grades released. This means you cannot comment on feedback or assessment guidance as you do not have all of the information. My only other comment is that I struggle with the tutorials and lack of consistency. I don't feel the teaching in tutorials is equal which means students go into assessments not on a level playing field. I fully appreciate that Phd students are required to partake in these because it is perhaps not practical or indeed possible for all tutorials to be overseen by professors. But if the tutorial notes could at least be shared with all groups then that would be great. I know I've been in tutorials this year where we haven't had time to cover all the questions. Or in an equity and trusts tutorial 1 our tutor told us a different answer to the others and we definitely didn't cover the certainty of objects in detail which I know other groups did, and this was subsequently assessed. So the notes I feel would at least allow everyone to consolidate their knowledge to the same degree. Particularly important in law where a full transcript is required for law firms and therefore all assessments are important to our futures.

The lack of contact hours for honours courses is really disengaging and difficult

Whilst the subject I am studying is very interesting to me, seminars become more a case of lots of empty words being spoken at you, with little actual content covered, or opportunity to discuss, debate and learn. The content given across during these seminars then had nothing to do with the assessment material given to us.

Its hard to know what changes have happened unless you were the one to pursue it, so other students may not agree as strongly that the law school acts on their feedback. For example the fourth years last year might have found a dissertation aspect poor and the law school responded this year but I won't know of that change.

I disagree/strongly dislike courses which add footnotes into the word count. I find it counter intuitive as you end up either sacrificing proper referencing to show more knowledge and risk plagiarism, or reference proper but not expand fully on all your points - both affect your grade. Referencing is really just a means to an end and of course it is needed to show wider reading and give credit where it is due, however the main thing is allowing us to show our understanding. So footnotes should not be punitive (as it feels they are when including in the word count) I'd much rather an essay had a lower word count and footnotes didn't count towards it

Dr Graeme Brown Criminal Law Honours - An amazing professor who clearly cares for his students. I have never had so much support from a professor before. His essay feedback is very helpful and he also spent time discussing feedback on the essays generally in class to ensure we can improve for our second essay. I found all aspects of the course very interesting and the seminars were very engaging. The reading material uploaded to My Aberdeen was also very helpful. A Professor who is easy to approach and also replies to any questions quickly and with very helpful support.

I think that providing C7 after missing only 1 tutorial is harsh

Compared to Central European universities, the courses at the UoA are partly very strict in structure and very little encourages students to find their own solutions. This is especially true in a law program, in which the solution to legal problems can be worked out by the students themselves. Except for the essays that have to be written, this is basically not the case. Teachers sometimes demand a strict reproduction of their own opinion and do not really allow other solutions. This refers especially to the course LX401P.

School of Law is fantastic - great lecturers, interesting topics and well-thought-out exam questions and tutorials. Business school, however, has been a very poor experience. I took the Managing Organisations course for my elective and the first part of teaching was truly disappointing - the lecture notes were minimal to none, the lecturer talked about herself more than the course content and the exams were on the same day in November, before all the teaching was complete. This meant that a huge part of the coursework wasn't assessed on and that a tutorial subsequent to the exams was entirely futile. I certainly would say there is a huge disparity between the competency of the Schools.

Seems to be inconsistencies on how to reference - some lecturers happy with something and others now - a bit tricky to gauge what is actually correct and how to actually do your referencing and not be penalised for them.

1) LS2033- Dr. XXXXX does an awful job of uploading lectures online, they are uploaded, often at the last moment and so that means I cannot attend the next lectures in person because I still have not had a chance to learn the material the class is built upon.

It should be a requirement for lectures to upload the lectures at the end of each working day, or at least have some sort of requirement in place to sort this cycle that is forcing me to watch the lectures at home.

*When I emailed the course coordinator to ask if there was a problem with the recordings or if they would be uploaded, I NEVER received a response.

I refer to my Honours Course of Contract LS4069 where on each seminar we are preparing 2 presentations which are not helpful and useful enough to provide sufficient information, these presentations are taking away from the time in which the lecturer has the opportunity to say important information which can be significant for the upcoming exams. I experienced a lot of stress during these 4 years in the university and this is the specific reason why I became ill and now I have serious health problems from which I struggle every day, I believe I deserve more valuable teaching and I do not deserve my assessments to be judged so critically when I receive almost no training and help in return. I could learn from the internet in the same way instead of coming to 1 seminar per week where I get nothing, I lost my health, I am losing money and time and I do not deserve to be evaluated in this way and to have such demands on me when my education has given me nothing in return. I believe I do not deserve C1 but at least B3 in my first assessment, I had tried very hard but I see that no one even cares.

I think a reading week is necessary for 4th year students. Especially because October/November is flu season, I think it is imperative that students have built in flexibility to catch up.

I am overall happy with the law school program and teaching

I find that I lack the time to do revision and extra learning and mandatory subject work and online examinations. This is all very stressful

Lecturers have said they will not give any extra time to students with disabilities who require extra time. This is something the disability office should look into. Additionally when alerted of possible cheating, professors seemed unbothered and believed that by checking students grades on mcqs that they could tell if they had cheated. Some professors do not record their lectures and just say 'whoops' when asked about it (this is not fair for students who miss lectures due to sickness).

more sockets for laptops in the classrooms and no mandatory in seminars

The system the law school works with has been very beneficial to me over the past few years. We have called for stronger feedback on essays, and they have delivered this. They are also good at informing us of when there are extracurricular events that could be useful to us and any future careers.

I would prefer if modules did not have assignments in the same week. Law lectures are pretty useful and it's good because they are posted online as well. I do like the layout of lectures and modules.

All of my law modules this year have been excellent however, my extra business course: managing organisations has been very poorly taught considering the content is very engaging.

Filtered to Postgraduate Taught

Do you have additional feedback about your teaching, learning or degree programme?

If your comments refer to a particular course, subject or module please be as specific as possible.

I enjoy University of Aberdeen and its course combination. It's apt and fit for purpose

The online route to the LLM has been, to date, a fantastic experience. The "My Aberdeen" portal and the support from the lecturers has been second to none. I have personally had an experience which is has gone far beyond what I had hoped for.

Lessons seem to cover just the basics and don't really go into depth about issues, I understand self study is important but it would be nicer if this was reversed where we would have to study the basics ourselves and deeper issues were explored in classes

Instead of incredibly long reading lists, it would be more useful to have more seminars, where you can actually bring knowledge into action and enjoy the exchange with fellow students. With only 2 courses every two weeks, I feel like I am sitting in the library alone reading for most of the studies, which is not as effective as actively participating in a seminar. Also I feel like for the height of the tuition fees, there should be a bit more active learning provided by the school as in seminars / lectures, because I can go to the library and read books by myself, without paying that amount of money.

For assignments there could be a class providing clear guidance and addressing any doubts instead of being asked to email for small queries

In my opinion I think feedback for courses should be taken after results on exams have been published. This will give room for objective feedbacks from students (and not fear of being penalized for feedback on a course).

Secondly, I think students should be given the opportunity to interact or discuss their grades with their coordinators and given objective ways they can improve (most of my course coordinators did this but not all). In essence, lecturers should be ready to mentor and work with students on improving on their grades. For example, my least and worst grade was in Principles of Environmental and Natural Resources (and that was the course I read the most). My grades in the course were consistently a 'C' and the feedback was always that I was not really answering the question. I honestly don't understand that feedback because the question was what I always try to understand before I start writing. I think it would have been good to have the course coordinator as a mentor who would have guided me on her expectations in answering questions or better still, give a general explanation of how questions on each assessment ought to have been answered.

Lastly, regarding supervising of dissertation, I understand why the dissertation course guide places the duty on students to be the ones to reach out to their supervisors. However, I think the supervisors should also have the duty of checking on the progress of their supervisee. Personally, I was shy of reaching out to my supervisor and I wrote my dissertation in fear (I wasn't sure if I was doing the right thing). It would have been nice if my supervisor checked up on my progress with my dissertation.

The programme is incredible. The organisation, the regular updates, the staff are so open and welcoming. I attended a different Scottish University and there is no comparison, this course and its organisers are fantastic.

Dr. Graem Brown is the best lecturer in my opinion. He made criminology more interesting.

I prefer in the seminar course to choose a simple topic for the students assignment.

I expected my professional skills to be more practical than dissertation but it wasn't. It was below my expectations for the course. I ended up doing more writings and research same as dissertation.

Also the teaching pattern should be changed. We are actually not being taught. We are asked to read and just come make contributions in class. What about those who have no prior knowledge about the course?

In order to get a well rounded learning experience, I personally look forward to the possibility of auditing two courses next term, as I was not aware of the opportunity to audit earlier when I resumed. The courses proposed are however across the law and business schools, in order to balance out my knowledge of Energy Law and Energy Economics, as I prepare to write my dissertation. If I ever get this opportunity, I would have attained my Goal of getting my Energy Law education from the Prestigious University of Aberdeen, located in one of the energy capitals of the world!

Filtered to PGR

Do you have additional feedback about your teaching, learning or degree programme?

If your comments refer to a particular course, subject or module please be as specific as possible.

I would like to comment Dr Eddy Wifa as being an exceptional supervisor who gives his all into his work. He creates time for his supervisees and gives very practical insights that make the research process easier. Even when I lag behind in my research, he will always reach out and check if everything is okay and encourage me to keep going. This is the type of support PGRs require from the faculty. Well done to Dr, Wifa

It would be great if I have much opportunity to engage academic writing course for supporting my research

Research students will benefit from more part-time job opportunities and early career mentoring

MEDICINE MED SCI & NUTRITION

Filtered to Undergraduate

Do you have additional feedback about your teaching, learning or degree programme?

If your comments refer to a particular course, subject or module please be as specific as possible.

Just feel that sometimes, the opinions we give are not fully adhered to. We do get asked about it but at the end of the day, its the year leads opinion which counts for the most.

Please provide some help for foundation skills for science. Thanks

The switch to in person learning exposes the ableism in our policies

Looking forward to the Thesis Project

Schools should communicate better between modules ran by their schools to ensure that deadlines aren't on top of each other

University needs to be more receptive to medical students feedback about accommodation rather than labelling them 'difficult'

I have felt a lot of the time recently we were left in the dark about certain things. I know a few of my peers were upset about not being informed about the situation with selecting your own topics for honours projects and that they were to be submitted long before which meant they were too late to do this. Upon applying to the course with an industrial placement, in no way were we informed that we would have to find the placement ourselves and were not given a lot of assistance in this process which cause a lot of stress for myself and my course mates. Grades often take several weeks to come back which is understandable to an extent, however, if we are expected to hand in something every week without previous feedback it is hard to improve on our writing skills. Some lecturers seem to have lost touch with reality and base a student's worth on their grades alone.

I am currently in 4th year of Medicine, and find that the small group interactive teaching is very effective, I would like to see more of this in the curriculum.

I think that the MBChB course is over-recruiting students which is diluting the quality of the course delivery. We do not have the capacity at Suttie centre to accommodate so many students and it is a strain on the existing staff members.

Issues with online lectures not being clear / having poor audio quality. and the same lectures being used that were recorded in 2020, despite being terrible quality. + this not being addressed when it has been raised over multiple years.

the core academic staff are passionate about teaching, but there is variability with the clinical teaching staff from consultants. covid + class size and sudden moves to online learning has been very difficult for the entire medical school. however often the reasons behind 'why' XYZ was not accomplished are not made clear. there may have been action behind the scenes, but often it is not communicated to students. so instead just feel like you are shouting into the void.

+ real issues with the 2nd year teaching of anatomy in 2022, and the fact that a *huge* portion of the year had resits in august never seemed to be addressed? some of the blame was put onto the students. and it would have been good for someone to go 'okay it is not normal for 70% of the year to have to do resits in august. something else must have gone wrong'. Or tell us that they were looking into it? even a survey to those who had to resit as 'what do you think caused *you* to have issues'. support interviews were offered. I turned mine down, because I had already tried to contact the new year 2 lead several times in March/April with issues I had been having that were affecting my degree, and had never had a response / acknowledgement to those emails. so I did not want to attend a support meeting for my resit, because I was afraid I would get too angry at the way the whole previous year had been managed.

The issue with the number of resits, and discontent that year 2 felt was only actively discussed in september. by that point you had had an entire summer's worth to build up resentment and frustration.

the core staff involved in teaching seem really dedicated, but communication has been an issue. As well as the sheer size of our year group AND being online. It has been easy to get lost. and it feels like the number of staff hasn't increased to the same level that the number of students have increased.

A note. The former admin lead for Year 2 (She is now lead for Year 5), Diane Gerrie, was an absolute star, and offered more practical and emotional support for issues than many of the leads for year 2 did. She helped me get through Year 2, and absolutely deserves a Knighthood.

MBCHB our year feel left behind but new year 1 sounds better

Humanities is a wonderful course in year 3

year 4 placements are really good

I feel that the uni has done a great job of tackling the issues that have arisen since the pandemic. There have been times however where I have felt that the students' opinions or feedback have not been received well due to the fact it was not positive. Overall I can appreciate the hard work that has gone in to keeping things running and providing excellent content

Passionate lecturers

The extra teaching and clinical skills sessions for medical students on placement at Raigmore hospital are very helpful and extremely useful to learning

No interdisciplinary work across subjects in medicine, partly due to separate campus.

Amazing admin team at School of Medicine, always helpful and proactive.

I wish there was more support regarding advice on how to cope with large workload

better anatomy teaching in year 2, more manageable schedule. year 3 has been great so far!

Make the lecture halls brighter to easily fall asleep in and provide free coffee I'm broke

More labs would be good

I feel that there has been some mishaps with uploading lectures to Moodle. Also the arrangement of Moodle can be hard to follow

As a medical student it would be nice to collaborate with people from other degrees more as the medical school is based in Foresterhill and so sometimes feels detached from the main university.

Use of blended online and in person learning could be more directed - utilising recorded lectures from 2 years ago then blending it with the current curriculum doesn't seem to engage students. Additionally, due to some changes, we are covering work in person without having had access to the previous materials as they are in a different week learning. Students generally do not feel valued by seeing that they are being given 2 year old recordings to learn from

Providing students with more practical opportunities to put acquired literary knowledge into action and witness first hand how their knowledge/acquired skills affects and contributes to the immediate world may greatly enhance the learning experience for students who get exasperated and lose the motivation to engage with the volume of literary work recommended for the learning experience.

It would also be greatly helpful if feedback on assessments are received well in time before the next assessment so we can review areas for development.

the lecturers often hide the learning outcomes, and are often unclear, it would be helpful if a clearer outline was given to them so there was more consistency

Excellent teaching at Raigmore hospital, Inverness.

It is very theoretical and book based and personally more practical work or more applied work would be very beneficial

It would have been much appreciated if the exams were spaced out in order to get more time for revision.

I am currently second year Medicine. Last year one of our exams in December was postponed to April. Pretty much all students wanted this exam to take place in January (ie. right after the break before we started a bunch of new systems). However, the med school didn't listen to us and decided to put the exam in April (where we already had a bunch of other exams in addition to having had to learn a handful of new content). 189 students failed at least one exam last year (including myself) out of 220 students. Pretty horrendous... I had the resit and unfortunately didn't manage to pass due to the amount of stress and pressure I had as this is my last chance to study in the UK (due to financial reasons). I felt like the University could have listened to us students instead of just coming to their own conclusion in regards to when to postpone the exam.

Please read all of this. As a senior medical student, I was allocated a placement where I would have to commute for an hour away, this included a train journey, for 6 weeks, daily. This meant that I would have had to sometimes wake up at 5 AM to make the 8am start times (because the trains to this rural location are infrequent). This was extremely unfair as the previous students, within my year (on a previous rotation on this placement; within the same semester but just weeks prior) had been provided accommodation. Again, why were the previous students provided with accommodation and the following ones not? It was not just me affected, there have also been others and others who end up on this placement will also be subject to unfair treatment. In the past I have tried to reach out to the medical school and address some concerns, but I was but was heavily criticised and it almost felt like I was being bullied by them, especially the senior, non admin staff. As such I am worried about speaking to the medical school about any matter that I am concerned about. Moreover, I have also heard stories, of which I may not know if true, about a medical student that reported that the medical school exams were too easy, and the local press covered this story. In response, the medical school placed here in inverness for a number of her placements so that she would not cause anymore "issues". Subsequently, I am extremely afraid about speaking out against the medical school and the senior members because I do not want them to have a "vendetta" against me nor do I want them to jeopardise my carrier in medicine. If you address these issues, please keep it anonymised because I am genuinely afraid of the medical staff, who are ironically doctors. I would sincerely request that an anonymous platform be made for medical students to use to flag issues or "whistle blow" when needed, in a safe space.

If you want to use the above information, please make sure you avoid using too many details when addressing the issue as they might find out who I am, and, I really am worried about them finding me, genuinely.

Please make the teaching environment feel safe and fair again.

Kind regards,
Your medical student.

BI20M3- Feedback is incredibly slow and the course is very disorganised.

1. Lectures are very disorganised - the arrangements of courses are very disorganised and the quality of lecturers has disparity among each others. Some subjects had very clear guideline and learning outcomes; some would rely on students to figure out. Even though I don't mind to figure things out by myself, there's no sufficient time for me. The mixture of theory and partial clinical skills is the worst idea. I prefer to have very soild theoretical training before doing clinical skills, because we will learn all the skills through work in the future.

2. The quality of teach is my concerned - too many students in lectures. 300+ that really takes a toll on our learning. Some students are very talkative (I personally don't know why they have so many things to talk about) and I am not very enjoying it.

3. Some recorded lectures are just audio-version of textbook - lectures should be thought-provoking, but some recorded lectures are basically reading slides and textbook. It's not really working for me. I hope I pay more than 45000 pounds was not expecting such kind of quality.

I don't understand why instead of having actual laboratory sessions we have only Lt sessions in MB4050. I think doing things practically would provide us with much more practical skills than doing things online (not to mention that 2 years were online)

I have really enjoyed the content and teaching within the reproductive block and I am really looking forward to the next block!

Not having a canteen in the dental hospital has been extremely disheartening

At times the timetabling is extremely poor, causing a lot of unnecessary stress and hassle - leading to a lot of time wasted. I feel as though the staff have no consideration for the students' time.

Biology of human genome - unable to see where I've gone wrong on previous assessments. Don't feel I can improve if I don't know where I've gone wrong

N/a

As a student in the School of MMSN, it would be helpful if we were provided with more options to take classes on practical computer science classes, such as python, R, bioinformatics, etc.

The lecturers for the Introduction to Medical Science course are brilliant. Engaging, funny, obviously knowledgeable about their specific area and are always easy to understand. Also very helpful

I think the medical school has created an effective blended online and in person course. Being in my final year, I don't have as many lectures or tutorials but I do find them to be engaging and valuable.

I absolutely love the courses that I am enrolled in and the professors are very engaging in the learning environment. I would highly recommend anyone to study here from my home school because I love it so much here!

Common feedback from students of burnout and the course demanding too much however these concerns aren't acted on by staff who simply teach us to be "resilient" rather than taking a deep necessary review of the course itself and how it can be improved for the sake of student's mental health

I like the way all my courses are organised, makes it easier to manage workload

It would be very valuable to our learning experience if we could rotate through all specialities during 4th year (similar to how the old curriculum was laid out), as it is ashame not to experience certain specialities by end of medical school.

I have additional feedback I would like to provide about my degree programme - I am studying Sport and Exercise Science and I am not entirely happy with how it was structured. Depending on the course coordinators, the courses vary in workload although they might be completely identical in credit points and this creates imbalances between assignments which sometimes ends up in having 1 to 2 things to do per week, almost every week (in 3rd year specifically, I had an enormous amount of assignments in my PY3002 "Integrative Physiology" course which was 30 credit points compared to my other 30 credit course and frankly it was unbearable without a few extentions granted for the whole class). Personally I think some of the courses I have had through the years have been somewhat irrelevant to my degree (e.g. 4th year BM4009 Staying alive...) or too detailed in the molecular/biochemical/ genetic/ theoretical aspects and not enough put into sports-related practice! Definitely needs a big improvement in putting things into practice - i.e. more practicals that are useful. I do understand we lost some of that due to Covid, but we did have most of them online and I still think there could be lots of improvement. The degree is just too much theory, and even though there is an Applied Sport Science degree, the difference is so small I'd say both need more application. Some of the labs I have had have been almost useless or irrelevant (e.g. making soap for a lab in PY3002?). I think the topics should also be expanded - I have been learning the same topics again and again for the last almost 3 years, there is a lot more that could be focused or touched on and not just go through the same information again. Another thing that is also somewhat relevant - I think the semesters are too short because we end up having to learn too much information for too little time and this causes way too much stress than needed. I definitely could have been happier with my degree programme but frankly, the last two years have disappointed me. Some really poor organisation too on some of the courses I've had - 3rd year SR3508 Clinical Exercise Physiology - very interesting course but the organisation was horrendous. And a last point - if you are doing Sport Science or Exercise and Health Science you have the opportunity to do an industrial placement in your 4th year - the course that must be taken BT3006 Working out... was absolutely useless for those of us doing these two degree programmes. The course was mainly focused on promoting pharmacology, immunology and biotechnology placement opportunities, and yes, there were Sport Science placement opportunities promoted - and they were TWO in total. Utterly disappointed from this course too and the support that I was given. I did 98% of the searching and applying. The University should definitely try to make more links with other organisations or within the University itself!! (e.g. ASV and working with student athletes perhaps) just like other Universities. Of course, I am happy with some things - I love the staff particularly in my 1st and 2nd year. Love the opportunity to be able to email staff, ask and talk with them freely. I have definitely learnt a lot, I have acquired and developed a lot of skills but I do believe there is room for improvement.

N.A

My classmates and I have been wondering why we don't get qualifications as Personal Trainers on completing our degrees (example: Exercise and Health science/ Sport and exercise science).

-

Some courses are a bit rushed and could be spread out throughout semester more

none

N/a

I feel the School of MMSN did a great job during the pandemic with little time to prepare and limited resources. Wanted to make that clear as I know some of my fellow students have largely focused on the negative aspects which seems unfair.

all courses have a reasonable amount of work , although it can be difficult to keep up with the reading requirements due to have to work on other things

Nil

Medicine is difficult, and is only getting harder both under cultural and academic changes, but the University does its best to support learning and excellence. Every medical clinician I have met and been given access to through the university has provided me with invaluable learning, advice and opportunities to collaborate and grow.

Since coming back on campus after Covid, some courses are still mostly online which is not very rewarding for international students who pay a lot of money to move to Aberdeen. It is good to have online recordings available but we come here to actually attend university. There should be more possibility for discussion and networking. In my degree there are a lot of students and trying to have a discussion with a group of 200 is not very easy, optional smaller tutorials with lecturers for those who are really interested and motivated would potentially be more fruitful. I also feel like the degree is not challenging enough for the first 2 years, the leap between 2nd and 3rd year is big, which is bad because 3rd year grades matter. It would be better to have the expectations higher in 2nd year so that we get more out of 3rd year. This is just my personal view.

I love how flexible the degree is and am happy about the working out course this semester providing me with the questions I need to ask myself for my career aspirations

I am really enjoying the medicine course and am especially grateful for the Student Support Services put in place for medical students, their classes on studying effectively and 'Making the most of out of your lectures' really helped me improve in my studying tactics. Alison Jack is also very nice and had a 1 on 1 session on teams to consolidate where I was lacking in my studies and how to improve. UofA teachers for medicine have a very nurturing attitude compared to other universities.

I wish we could receive a rubric with what is expected of us to reach a certain grade.

add laboratory hours and then add some more

Week 4 (How Nerves Work) - Dr Catriona Cunningham powerpoints were very good, simple and easy to understand. Her recordings were also very straight up. I believe if all the powerpoints were like this and easy to understand and good layout, then it would make our lives easier. For example the powerpoints from Week 7 (Tumour Pathology 4&5) had around 110 slides per powerpoint, mostly loaded with pictures and not enough explanation. Yes there was a recording but some people prefer to read off the slides, also the recording wasn't very clear either. Week 7 is just an example. I think the thing to take from this would be to get advice from Dr Cunningham on how she does her slides and recordings and apply it across all modules in the course. Thanks :)

Blackboard can be a challenging resource to navigate. I feel like there should be an easier software that students could use, especially to communicate over and organise events.

Poor splitting of workload between weeks, feel a huge volume of online work is just dumped into weeks and this is not conducive to learning. Repetitive well being and learning lecture in person with key scientific content online

In general, there should be a module or course perhaps that is dedicated to teaching ethics within science and other issues facing research, industry and policy

It would be really useful with more tables in Sir Duncan library, to facilitate more students.

Feedback needs to be acted upon immediately rather than delaying things for a year. There's no communication between Uni of Aberdeen and medical school. When something is reported even to the rector, things are being discarded.

I sometimes find the lecturer such as in CM1020 speaking too fast, but it is manageable most of the time. Everything else is fine. Also, I like the fact, that all my subjects and enhanced subjects upload recordings of the lectures because I'm a slow writer. Sometimes in lectures, they just speak and move on, and I would still be writing what they said previously, then when I look up it would already be a different slide and they are already speaking toward the end of it. So, having the recording of lectures uploaded for every lecture I have is a lifesaver! Now, I just sit and listen to the lectures and make the note when I get home or in the library using those recordings. I find this way more effective as well since I can pause and rewind the recording meaning that I don't miss out on what the lecture might have said, and I can take my time to make the note at my own pace in neat and readable handwriting. In conclusion, I think all my lecturers so far are doing a good job, the course is going well, and I recommend they keep uploading those recordings of the lectures!

EC1006: The lecture notes don't get uploaded so I end up focussing more on getting the notes down/taking pictures of the board in the lecture rather than listening to what the lecturer's saying.

SM1001 - a little bit of a nit-pick but I'd enjoy the course more if the history part was reduced or more of the course revolved around drug discovery and the medical sciences as a whole, the history of medicine part felt a bit drawn out and uninteresting at times

The semester feels very short and rather rushed. The SM3002 course finishes in November and there are many continuous assessments involved that have all been squashed into a short time period. I believe it would be more beneficial if this course finished later in order to spread out the assessments and have more time to process the information we have been taught. This course is so interesting, and I feel it is a pity to rush it.

We have days where we have 6 hours of lectures in one day. By the end of the day most people aren't able to focus hence can't engage with the lecture to the best of their abilities.

There's not enough space to accommodate our year group (first year). For example all of us can't fit on the ONE bus that comes (every 50 mins) after lectures. Often groups of students walk 50 minutes in the cold to get back to Hillhead from Foresterhill as it would be quicker.

But our lecturers are lovely and so committed to teach ♥

Course feedback from staff could be more helpful and in-depth in terms of the appropriate next steps to be taken.

Sometimes I feel like there is not enough coordination between modules, in that topics overlap across different modules and years of study. I also wish my degree programme was more structured in general, especially 3rd and 4th year, as I am just jumping between random topics.

The medical school specifically and the university in general is failing its disabled students. Provisions are ignored or students are made to feel scared and inferior for asking for them. Staff will pay lip service to disabled students' faces and then complain about them to other students. Not only am I enraged at the treatment of disabled students but I am noticing this opinion bleeding into fellow medical students and see how this will effect future patients.

The workload is a lot but manageable if you have good timekeeping skills

There's a lot of opportunities to ask for help and get feedback which has been useful

Filtered to Postgraduate Taught

Do you have additional feedback about your teaching, learning or degree programme?

If your comments refer to a particular course, subject or module please be as specific as possible.

I have problems with Medical Statistics, but all the Professors are fine. I guess students who don't know about SPSS should take a Personal Tutor for this subject. Otherwise, it's a good knowledge.

Every subject have too much workload.

PU5922 (2021-22): Research Project

The discussion board used to be very active in the initial months and we could get prompt feedback from the teaching team that was very helpful. At some point, feedback from the teaching team on questions asked by students became infrequent. There are still some unanswered questions on the discussion board as at today. I suggest that this be improved for the best student experience and learning.

It is just an hour of Q and A session for statistics which is not enough time.

I enjoyed studying here

As a medical student, i feel it would have been great if we could learn and work on some hospital based case reports particularly in regards of cardiovascular science and diabetes.

Am privileged to be a student of Aberdeen

Suttie computer room is rubbish now desks so small and screens up like an office building! Need a new facility to study that is like the old computer room. Teaching and teachers great.

the term was too short and packed with a lot of course work giving little room for innovative thinking and self-guided learning. it will be good if these could be improved on

I need more face-to-face tutorial sessions for each course. I feel one tutorial per week for each course is not enough.

Nil

I am from MSC in reproductive developmental biology course stream and expected emphasis and focus on the specialised subject with simulataneous hands on experience with lab and clinical training . However , there is no such training and practicals being offered except a visit to the hospital only once which should not be the case . For an international student like me , is really difficult to enter the real world without any experience and its so devastating . Hence , i wish that the course should be designed in such a way where only the specialised subject should be focused along with practicals .

Fundamentals of research design is such an amazing module , personally I'm enjoying every single word of it but one semester isn't enough at all , this course worth 30 credits

The first two terms were interactive and manageable. I really enjoyed these two terms. The final term feels a bit too overloaded with lot of assessments.

MPH - PU5030 - Very disruptive class and during class test students spoke during the summative. Unable to focus and raised this during the test. Unfortunately there had been no improvement. Effected my performance on the test negatively.

Was expecting more in-person and interactive sessions, but professors were very helpful. The university has excellent facilities. The University of Aberdeen has been a great choice to study MSc Clinical nutrition remotely. Lecturers on the whole and study material have been amazing.

Nothing in particular

It is a little difficult to get feedback to queries sometimes and/or information on technical issues e.g. reminders saying assignments that had been submitted were late. The reminders went but we didn't get any reassurance or communications on our assignment submission.

Also, while I appreciate the messaging service and being able to send messages to all course members while relevant, some guidance on when to use it for students would be useful. I am copied in on a lot of messages where the queries are specific to the individual.

MSc Clinical Nutrition (Part-time). The workload is not appropriate for the exams dates, most of MCQ have too many questions and very little time to complete all questions. I have never completed one exam without running out of time. Teachers should study the exams, timings and workload more and make them more realistic. Part-time students are mostly full-time workers, including me,

Rather than including large subject portions in small durations staff should find a way to make students easily understand the concepts

Fundamentals of Nutrition and Metabolism:

- 1) There is no guide given to the amount of study time expected for each section and I have found it varies considerably. Part time courses have to be fitted around jobs and family commitments and we need to plan our time - realistic estimates of the time needed each week are essential for this.
- 2) 1.2 to 1.6 and 1.8 were very well explained with good handouts if a bit dry. 1.7 was less well explained and the material leapt from a very high level suddenly into a very detailed metabolic pathway. It was unclear what level of detail we were expected to have memorized.
- 3) Given a large amount of material to learn I think it would be advisable to send out some material to new students prior to the course commencing. I am coming back to biology after a long career in IT and I would have found it helpful to have longer to digest and catch up on my basic biology.
- 4) Fiona was very attentive and responsive both on forums and via email which was brilliant.

Assessment of Nutrition Health

- 1) The assignments were great. I really felt the material was being tested thoroughly and it made me go back over the learning material and really digest it. This type of assignment is so much better than regurgitating a load of learned facts.
- 2) The video introductions to the start of each week were great in terms of setting our objectives, keeping us on track with our learning, and making us feel connected to the University despite studying remotely. This feeling of being connected is demonstrated by the high degree of engagement in the discussion forums.
- 3) The course estimated the weekly study time which was really helpful in planning my study around work and family commitments. It would have been even more useful to have this in advance of the term start date so forward planning could have taken place.
- 4) Sylvia was incredibly responsive to forum and email questions despite getting a lot of them.

Overall the learning material are good, one small barrier is lack of face to face contact with tutors and other fellows.

I strongly appreciate the effort all the lecturers and other staffs such as student support departments, IT and others are doing to support students in every way!

Admin and academic staff working on the online MPH and associated modules are wonderful. I've only had good experiences with everyone involved.

not many outside working hours workshops available for people who work full-time

None

I came into the course not knowing how well I will get the needed teaching to get a masters degree, but your content is very strong and delivered in step by step to insure full understanding. The assignments within the courses also further stress on knowledge. In this semester, we have some courses that provide loads of online material and they repeat them in on-campus classes. This issue takes many times of us and some students cannot manage to cover both. So, it would be better to provide one of online material or on-campus class. I can mention courses such as Molecular Genetics MB5025.

1. The microphone and speaker system either don't work or the teachers don't use it. When the air purifier is turned on, it is rather difficult to hear the lectures.
2. We have 1 hour lectures on Mondays(BP5003)and Fridays(BP5008), if the lectures are held on Wednesdays, we would have more time to revise and do the assignments(and save money and time spent on travel for those who live far from the campus)

Over all a great experience

A lot of inconsistency in how feedback is handled eg FORD and Kirsty welcome it. Public health module doesn't, very hard if you're struggling to be told there isn't more help available. Think the cost of the course is very high compared to benefit

Many courses have too long pre-recorded lectures. Some of these lecture slides are also not being updated, so lecturers present a different slides than the slides we're being given. During the tutorials where we are supposed to discuss about the lectures, it's a repeat of online lectures, or a totally new information given (and asked during the exam - example molecular genetics), which means an additional lecture instead. Small molecule drug discovery course don't feel like it's structured properly, it's as if lecture materials are just being dumped without proper structure of the drug discovery process from start to finish (I still do not understand properly the actual process of drug discovery). Some courses have too many assessments (one course - 5 essays, one in vivo). It feels like a lot of information dumping with few areas where we can do analysis or discussion in the class.

Therapeutic course could deliver stronger and support more applicable and useful of therapeutics. Maybe adding some material in my aberdeen or adding practical or case study could improve the program.

For Public Health in action, learning materials are not engaging, actually are a bit boring, and this course has not been useful for my learning.

For public health in action and qualitative research, the assessments that are video presentations need to be evaluated to ensure there isn't bias in grading.

Although its great to have online lectures, it would be nice to have some of those lectures on campus, because even with workshops and tutorials, the information is not always well learned.

Individual feedback should be made available for MCQ assessments.

University of Aberdeen is the best..

hopefully it will rank the first on UK universities.

I think the courses assessment information is available at blackboard but need to be communicated to the students in the class as well as we are coming from different countries where the education system and assessment scoring is some what different... So humble request to all the course coordinators to ensure that every student is aware of the marling criteria... Although everything is available on black board but just for reminder or clarification I think if it's discussed it would be better. Rest of the things are okay.

I think that I should put in more effort to get better grades. Everything at University is perfectly fine, I really enjoy studying time. Needs better leadership from staff. Lacking course lead for a considerable amount of time

It's a great learning experience at university.

Course has been interesting and well ran. Unfortunately I as well as other students have had multiple administration issues with Registry and the Postgraduate Team that have caused a lot of stress and difficulties and time to resolve, with very slow/minimal responses back.

Some of my assignments are practical reports, but the practice is only virtually available. It would be better if I could get hands-on experience.

Master of science in Biotechnology and Bioinformatics

As a student in a US time zone, it is difficult to catch live sessions that follow UK time. I appreciated the Statistics format of having 2 live sessions repeated in a week so whoever couldnt wake up at like 3am for one, they could catch the other timed one. I wish I had that in public health in action. I still appreciate having one live session but it's impossible to always catch it at 3am :(

All courses were very effective to learn

The University of Aberdeen is an inclusive and nurturing environment to learn.

I have never experienced teaching as bad as this before. The lecturers clearly don't care about what they are teaching, don't know how to teach and this entire course is designed to make people fail. I regret ever applying to this degree. It is everything i hoped it wouldn't be.

All lecturers have been very approachable and provided the best learning materials, podcasts and lectures on Blackboard. As online-student, studying can be isolating and monotonous, however, courses were kept so interesting and varied that this was not the case

Feedback about Timetable. The curriculum should allow enough time to switch classrooms. It happened once last month (Wed 12th Oct). I had a class that end at 12am in Science Teaching Hub, and another class that begin at 12am in foresterhill campus. Finally, thanks for professor that letting us finish the practice early. We went next classroom by 9U bus.

Filtered to PGR

Do you have additional feedback about your teaching, learning or degree programme?

If your comments refer to a particular course, subject or module please be as specific as possible.

IT service could reply quicker

I was working in complete isolation on my PhD project. The only input was from my supervisor every few weeks to months because he is generally very busy. I managed to complete my PhD, but I am really relieved that this time is over. I would not recommend doing a PhD under the conditions I was facing. I did not feel important at all.

I enjoy working and studying on campus but since I'm in a collaboration with a college (which is the leading institute of my project) I often feel that this negatively impacts both my experience as a UoA PhD student and the quality of my research.

A Research Degree is always going to be very self directed but I wish opportunities were published more to develop set skills by joining classes etc

Sometimes assessments take time away from actually working on my project.

The University of Aberdeen, in particular the SMMSN, has provided an open and welcoming space for me to engage in my field of research, with Aravinda in particular on hand to provide support, opportunities and encouragement.

I do feel that the University as a whole would benefit from an institutional Covidence license as this will help more students to produce more robust research and contribute to the research output.

The courses offered by the University are always informative, and really help to contribute to personal and professional development.

I could not attend any conferences even the one happened in Aberdeen in September due to lack of fund to register for it. I applied for a travel award from SMMSN for which I applied and initially when they invited applications they informed that the outcome will be made known to us by mid-august, but it came way after the conference, and I could not attend it. I am already in my third year and not sure I can attend any more conferences.

I am very thankful for my supervisors and other staff I work with within my area. However, I have been frustrated with the wider university staff related to my PHD experience. I think they try the best they can but they don't seem to have enough resources, so responses are slow. There is so much unnecessary admin and there is a constant battle of PhDs being caught seen as students and staff - so we end up often getting the worst parts of both!

MRes in medical sciences. Either go the full PhD way and have the possibility of getting funding to be paid monthly and have the tuition fees paid for, or go the taught masters/undergrad way and dont pay us but give us the amount of days off that undergrad/taught master students get. It was mentally extremely draining for me to work at least 9-5 every day without getting paid and my friends having 3 months of summer holiday. On top of this, a MRes is preparation for a PhD. However, it doesnt end until September 30th, and then the viva and corrections continue in the months after that. But funded PhDs start the first of October. Me and the other MRes students I know all started our PhD fully exhausted, with no chance of a break, and we still had to complete our MRes during our PhD, as this is the way the system works. This is not fair to us, and not to our new PhD supervisors, who get exhausted and stressed out students who need to balance starting a PhD and finishing a MRes for the first 2-3 months. I would suggest ending the Masters in August lastest, or make it 11 months instead of 12.

I think more could be done to integrate the 2 Aberdeen campuses. I think trainings for PhD students should be more thorough (a 2hr training is not sufficient unless it's a very very specific topic). A training should be 3-5 days to actually dig into the material (instead of going over the surface-level methods or detail that you could find in any academic paper in an hour or two). There should also be more opportunities to meet staff and learn about their research.

I completed my BSc and MSc at the University of Aberdeen, which were both great, but I feel like my PhD has been the best experience so far. I feel like I have been exposed to so much different and interesting research, most recently at the PGR Conference, and there have been so many opportunities to engage with researchers and other people at events such as Cafe Sci/Med. I have also had a lot of chances to be involved with research out with my own PhD project which is really exciting for me.

The IMS has no social space for research students to come together and have an informal chat. To my knowledge there are unused spaces that could be turned into a social corner. The argument against these things is usually that we could meet in the Atrium, however this isn't a space that is comfortable and inviting to use and also not exclusive to research students.

there should be more opportunities for tutoring, grading and demonstrating for researchers who want to go for academic path later.

I am doing a masters by research and I felt like the specific information for our course was left a little late. The first week was very much aimed at phd students which is not a problem, but I felt confused until we had the MRes specific meeting.

SCHOOL OF NATURAL COMPUTING

Filtered to Undergraduate

Do you have additional feedback about your teaching, learning or degree programme?

If your comments refer to a particular course, subject or module please be as specific as possible.

I think some professors don't realise how hard online learning was, and that we were effectively teaching ourselves. It was very difficult to stay motivated and keep the same standard of previous years that were taught on campus

More groupwork

More support when considering changing courses would have helped

It would be great if recorded lectures stayed for good, as it is sometimes difficult to focus or hear everything in on-campus lectures

Stop doing assessed work in the STH with those tiny laptops. Book computer rooms or something similar, those laptops are not big enough or good enough for assessed work outside of taking notes in labs. I respect that laptops are expensive and there are a lot of them so there are budget restrictions, but the laptops are the worst computers this university offers (at least that I've seen) There's no need to upgrade them, but there's also no need to use them for tasks they aren't built for.

timetabling should be better as some classes will be across campus from each other and be right after one another

As a chemistry student i really like that our class is small, with actually having more staff than students at my current year. This gives us the opportunity to have very close 1 to 1 experience and we can also come up with questions and struggles to relevant academic staff. This also gives us very personalized experience, as all staff knows us very well and can advice personally students on their strength and weaknesses. we used to have small tutorials every week with 2-3 people group meeting with a lecturer/professor at their office back before COVID and i hope we could come back to this one day.

For the Operating System module, I am not satisfied with that. Less explanation and huge workload. We are taught everything properly but given huge level works what are really a pressure to handle.

very glad to be back on campus

In general I love the idea behind mini in-course competitions like the Galois House cup. More of those types of group-driven course activites would be really good.

nope

Most lecturers seem like they don't care about what they're lecturing about

Too many deadlines near to exams

it's good

No

Practicals are too individual and can all be done just as well at home, leading to less motivation to turn up the them

More engaging and to-the-point lectures that are 100% about learning objectives. More information on the application of the theory and it's potential uses and significance.

I believe the transfer from online learning to in person is proving more difficult than professors expect and can sometimes seem upset about it.

MX3035 is very disconnected from previous courses and does not really do a good job motivating it's results

MA2010 Probability - course is much more difficult than other level 2 courses and lectures are not engaging.

The music part of my degree is very enjoyable (contrary to this survey), but the computing side is not (which is how I answered this survey). I thought Computing and Music would integrate more with each other but it just seems a one-sided degree programme, with more computing courses than music courses. It seems a bit pointless the computing side of the degree programme as there is already a course in music to do with music technology which I have taken and therefore the computing side of the degree is mostly pointless.

Mark grades quicker and double check errors in tests given

Some of my lecturers are very approachable and helpful and do their best to create the best possible learning experience for us (e.g. in CS3033), while some others are not quite as good at implementing student feedback

Programming 1 was advertised as a "beginner friendly" course, which, many people agree, is incorrect.

Economics of business and society is great.

-No break between lectures?! I keep running from lecture to lecture without being able to visit a toilet or top up my water. If I'd do so, I'd arrive late to the next lecture.. Also one goes into the next lecture with still having the previous in mind. A fixed 15 minute break to get across campus could help here!

-lectures could be more interactive

-some courses have a massive workload (CS3033)

-light conditions at library (it's pretty dark at times)

My best course is Galois theory, the teacher is involved, experienced and wants us to thrive. His teaching is the best I have seen in mathematics (explaining the intuition behind a concept as opposed to just proving theorems) and his method of teaching are nice.

The other courses are less challenging, they are fairly easy and don't go very fast so it is of course less interesting

Would have preferred a broader range of level 4 courses

It would be better if some courses used fresh examples in lectures and didn't just read the notes word for word as they are already available online. This would also be likely to increase student attendance at lectures.

Filtered to Postgraduate Taught

Do you have additional feedback about your teaching, learning or degree programme?

If your comments refer to a particular course, subject or module please be as specific as possible.

The quality of teaching is very poor compared with high cost .

Information security course is I am not satisfied unclear explanation boring lectures only reading from ppt

The quality of teaching is very poor compared to the cost

Overall the teaching, learning and degree program has been so good so far and the teaching staff was very supportive in terms of course, assignments, etc.

Since I am pursuing MSc. Data Science and me and my fellow classmates expected a lot from this course but haven't met our expectations. The reason is "course structure". Data science conclude with different computer languages which are in demand in today's market. And we all have expected we'll be taught on same but no. It is completely different here. We are getting taught only one language and that is Mathematica, which is nowhere in demand. It's not been used on enterprise level. None of the companies, whether it's a startup or big one, uses this language. We gave feedback for teaching us different languages and they taught us Python and R only for one subject that's it.

This Mathematica has not helped us a lot. Also, not going to helps us getting jobs in future.

I am okay with everything

But with one course we have had at least 3 lectures teaching the same course which is a little confusing

Teaching would be more interactive by asking questions and providing examples to make students understand better.

I prefer to get a whole year timetable for the courses rather than log into MyTimetable every week just to check my timetable for classes for the week

- The first course "Introduction to programming" is actually introduction to Mathematica, programming is much more bigger subject. At second course "Introduction to Data Science", it's somehow 60 to 70% about how we can use Mathematica at data science, 10 to 20% statistics and only 10% about data science subject and that's made me thinking about the order of courses, why could not we had "Introduction to Python and R" as a second course to be able to have the choice to use Python or R or Mathematica instead of being forced to use Mathematica then basic and advanced statistics courses as third and fourth courses to make it easier to focus on data science concept at "Introduction to Data Science" course and also have the opportunity to use Python or R.
- There are no homework given at the courses (I mean here homework to be checked by the professor) to make sure that I am going on path and able to understand what I am learning. During the first two courses so far, there is nothing for me as a part time student to measure my understanding.
- The new system "MyAberdeen" is sending some wrong alarms sometimes such as sending me a warning about missing my exam which is actually an exam for in campus student and not for me as an online part time student!
- As an online part time student, I expected more flexibility for communicating with the professors since sometimes I will not be able to attend the live lectures and have to listen to the recorded ones but the only available time for me to communicate with them was during same day and time with the on campus students during the course period which is not logic since I will take more time to finish listening to the lecture (there will be a time gap between me and the on campus student) which made me missing the opportunity to communicate with the professors.
- I tried to submit some of these information at first course at the feedback form but it did not work, I sent a message through "MyAberdeen" messaging system but I did not get any reply!

Filtered to PGR

Do you have additional feedback about your teaching, learning or degree programme?

If your comments refer to a particular course, subject or module please be as specific as possible.

Experienced excellent guidance by supervisor's, online teaching provided by UoA course booking portal, online access to library services. IT services were exceptionally great to conduct research from home. PGR School staff were wonderful to provide services during 3 years of Pandemic.

I am very thankful to the chemistry department, staff as well most important my supervisors. Prof Marcel Jaspars is a gem, I am very fortunate to have had him during my research.

SCHOOL OF PSYCHOLOGY

Filtered to Undergraduate

Do you have additional feedback about your teaching, learning or degree programme?

If your comments refer to a particular course, subject or module please be as specific as possible.

The psychology course as itself is brilliant but as I've already studied it, I'm struggling to stay motivated as I don't feel challenged.

Cohesion between schools for electives etc. would make life a lot easier and give me more time to focus on studies than having to repeatedly have the same conversations

Changing professors and topics every class is a difficult way to learn.

I feel that the psychology undergraduate course covers the same content several times over the course of the four years, which becomes repetitive. For example, we cover the same aspects of perception in level 2 and level 3. We have also discussed Phineas Gage, patient HM and Broca's area on several different occasions in different courses. Considering that level 3 courses are all compulsory, I think covering things that we have not discussed before would keep people engaged with a module they perhaps did not want to take

Coursework has been a great mix of essay/scientific writing as well as presentations and viva based projects. Allows the development of a diverse range of skills and is nice to have something a bit different

There is often a lot of mental health stigma tossed around, especially between students. I think it would be beneficial to have some sort of training or something to limit the amount of damaging discussions had in class. Especially for Psychology students I am amazed at how uneducated people can be, and the 'saviour complex' of trying to 'fix' mental health problems and neurodivergence. It scares me to think that these people are going to go into the world of work with these views and potentially deal with people who need support but their biases will stop them being empathetic, knowledgeable and considerate.

Something needs to be done about this in an educational setting. Organisations like See Me (the Scottish Charity to end mental health stigma and discrimination) runs training courses for universities to try and limit the stereotypes and stigmatising language around mental health (it's funded by the government, so no cost to the university)

Please make available more copies of the prescribed books for the course in the library and arrange a peer learning facility either in Teams or on Campus for the weak students to discuss the difficult portions of Statistics and Perception classes.

Please make available for the lectures to discuss the difficult portions by spending extra time. PAL Sessions are very useful.

It feels like we don't have enough contact hours per week and sometimes I feel alone in my journey at university.

There's nowhere near enough support for the second year methods course, and the theory course also doesn't have ample support.

Major problems with course selection at beginning of year meant many couldn't select their classes until a day after everyone else. Poor organisation of yr 3 blackboard curriculum

More time for multiple choice tests would be appreciated

I've found studying at the University of Aberdeen wonderful so far

For psychology courses, I really love the debates we've had this year for PS3014, PS3012, and PS3011 and would love for there to be even more of this even if that means more classes/week to engage and discuss the topics we learn about

I am absolutely loving the law courses LS1022 and LS1025 and find the Law School to have given me the most and best information on university life and requirements in relation to my degree Psychology and Legal Studies. I find the PS1009 psych course to be fine and seems to understand the limitations of the new students coming in this year but it's PS1011 that I have issues with.

The communications from the course coordinator are unprofessional and often bordering on inappropriate, I am not interested in mushroom foraging or her personal life at all. We were given an assignment to write an annotated bibliography with overly harsh grading standards not keeping in line with the university grading scale which pretty much the entire course failed, the lectures are not worth attending as they don't cover material that is relevant to the assignments for the course at all and mostly discuss information on the types of psychology you could find on the British Psychological Society website. The general feeling I get from the PS1011 course is one of complete tone deafness from extreme privilege and disconnection on all levels with the students they are meant to be educating.

I also feel there is a massive lack of regard for where a lot of these students are coming from. These are young adults who spent the last 3 years trying to be educated during covid, they are not up to the standards of students 3 years ago and they are trying their absolute best with the limited skill set they have. I am an older student with more experience and life skills at my disposal and even I have found this course to be discouraging and demotivating to the point that I have considered dropping the psychology degree completely and focusing purely on law and psychology is something I have dreamt of studying for over 20 years. Currently I am just doing what I need to in order to complete the course, but I won't put in extra effort as it's not rewarded and I would actively avoid any courses the coordinator was connected with in the future.

i am stressed about the PS2017 exam being 30 questions in 30 minutes because i don't feel a time limit this short will allow me to show my extent of knowledge because i don't have enough time to think about each question properly

N/A

As I have studied psychology at A level I have already learnt the introductory concepts and methods. Due to this I'm not as motivated or engaged

PS2018 course is great

But PS2017 MCQ tests are way too challenging and the essay deadline is way too early in the course, I wish we had more time to work on that

I enjoy my lecture

More revision materials or guidance on how to create revision materials

I feel like more professors should use techniques of teaching that make the students feel more involved. That makes the teaching experience easily more memorable and exciting. I don't want to lose my passion for the subject of degree I chose.

For EC2003 - The lecture content feels very mundane at times as we never have any real world examples/interactivity added into the topics. I often can't help but feel bored when attending the lectures as it doesn't offer anything truly engaging

the ps1009 course has been really interesting and you can tell that the lecturers love their job

Having early lectures can take a toll on a lot of students, as a majority of young adults are not 'early risers', this has a biological cause - not only social. It would have been nice to have lectures that start the earliest at 10:30.

I wish the neuroscience with psychology course was less psychology focused in the first two years and I had more hard science courses.

All my courses are engaging and the teaching staff is friendly, enthusiastic, and helpful. The psychology courses are well designed and it is visible that there is a lot of energy going into this. Most lecturers know how to catch attention and lecture in an engaging way.

In psychology methodology courses there is sometimes ambiguity about what is required and because of that, students receive conflicting instructions, which can be confusing and de-motivating. I have struggled with depression and anxiety and nearly dropped out last year. As I am doing a joint degree of Psychology and Philosophy, I can say that from my experience, the school of philosophy creates a much more flexible environment which promotes my creativity and helps me keep motivated. Having ADHD, I don't do well if I have a lack of options as my focus is interest-driven.

I must say that I have some objections to the psychology administration office and the way in which they communicate or fail to communicate crucial information about assessment. I see this as unfair considering the relatively strict policies with regards to extension requests, to which I would object as well as I do not think they are justified.

There is much more to be said on the positive side of things and I don't want my feedback to sound unduly critical, it is always easier to see and comment on what could be improved.

As a general bit of feedback teaching needs to be a little more autism friendly ie having options for a different approach to group work if you can't cope with it. Also providing more revision materials like questions

Filtered to Postgraduate Taught

Do you have additional feedback about your teaching, learning or degree programme?

If your comments refer to a particular course, subject or module please be as specific as possible.

105 St Mary's Building, there were about three instances during this semester where the device did not work, such as not playing videos properly, microphones failing, and lights not turning on, which had a very negative impact on learning.

In addition, although the final exam in December is an open-book exam, each question only has an average of 2 minutes to recall/review and think, and although the exam statement emphasizes that this is not a memory test, the short time seems to force students to memorize all the lecture content, which makes many people very stressed.

Unfortunately most of optional courses are online.

Could have added disorders into the course. I know it's a conversion course but still, even in my undergraduate when I studied psychology, we had abnormal psychology that included personality disorders. Inclusion of that would have been really beneficial. I had a hard time to start the course and to complete the essay and is still struggling to get on with the course. It would have been much easier if I had a human to guide and talk to me about all these instead of asking me to go through the websites and links!! That's the only thing I found very annoying and upsetting!

I am glad that there are MCQs practice tests this semester, and the exams aren't weekly. I believe the school has taken students' comments in consideration, and this is much appreciated. The quality of some elective courses could be improved, in terms of professor's engagement and lectures' recording quality - not simply unclear reading from slides - this concerns the Wellbeing course. Thank you, all in all.

Filtered to PGR

Do you have additional feedback about your teaching, learning or degree programme?

If your comments refer to a particular course, subject or module please be as specific as possible.

In our Methods courses having the assignment due on Monday midday but really learning how to do it on Friday afternoon before makes it so we HAVE to spend hours over the weekend on our assignment, making it hard to have a work/life balance. This is mainly true for assignments where we need to use programming language which is a completely new ability for most of us so we can't work much on the assignments from Monday to Friday, maybe only on some theoretical parts. I can spend anywhere between 6 and 20 hours on those assignments, depending on how much I understood Friday's tutorial - but because I can't ask over the weekend, it can take hours of just being stuck at one line of code. This really takes over my weekends.

SCHOOL OF SOCIAL SCIENCE

Filtered to Undergraduate

Do you have additional feedback about your teaching, learning or degree programme?

If your comments refer to a particular course, subject or module please be as specific as possible.

Lack of student representation in Politics. Lack of consistency in teaching methods. Lack of proper support and guidance in essay questions or essay writing workshops. Boring lectures and lack of a wider knowledge of a taught topic.

Well, the rules at the school are rigid, and the university is not supportive of students who might want to study online for a term because of possible employment and the school doesn't support students with their employability

The communication via email with tutorial leads or lecturers is extremely poor. Replies are rare and when I do receive a reply it's often blunt, harsh and doesn't answer my question

Its too common that classes are being held in way too small of a class, making it cramped, uncomfortable to be in and just generally bad.

Psychology - not seemingly taking into account students response to the too short MCQ exam

Teaching quality at Aberdeen is excellent but perhaps there could be more encouragement to debate - even if all students generally agree on the same principles they could play devil's advocate just to engage with multiple sides of the historiographical or political debate.

I really enjoyed my classes this year. It is great to be back on campus.

The course SO3066 - Thinking Sociologically has deepened my interest into sociology because of the way the course is structured, the professors simple explanations and the discussions during tutorials.

Grading needs to be more standardized. Our current "rubric" is very subjective, and it isn't fair or equitable, especially for social science essays. We should be graded on specific things, like how well we learned certain topics point by point, not just how well we're able to repeat them on an essay because this isn't a skill that everyone has (or needs.) It isn't fair to put people with good narrative skills above others because they're able to write prettier essays, when they learned the same amount. Essay writing is an important skill, but it shouldn't be used to demonstrate all of our learning. The STEM exams don't have this issue, because they require you to demonstrate a learned skill, then move on to the next question, not place proof of learning in an abstract format such as an essay. Social science exams should be the same, especially when they take such a massive proportion of our grades.

In my sociology class, in particular, I feel we need more feedback from the lecturers. I am struggling to be able to tell how I am getting on and where it is I need to work on.

I also feel in general, we need a lot more guidance when it comes to referencing for my essays. Something more than just 'referring to the good writing guide'. Although I try to follow that the best I can, I still get marked down for my reference.

some additional support with essay writing in individual courses

I am absolutely honored to be a student at the university of Aberdeen

I would like to do more physical, practical learning sessions rather than just listening and reading to powerpoints

I believe that the University of Aberdeen should, like other universities, should provide a section on its website where all existing courses (whether currently running or not) should be featured. When approached on this matter, members of staff have told me to simply look at previous years to learn what courses are available to be run. This is certainly possible, but it is rather imprecise. Previous course catalogues may feature courses which no longer exist, and as such may be unreliable as an indicator of what a department has organised.

I am disappointed with assignment feedback- it is not usually constructive. Course format for PIR is not varied- long essay assignments would be nice to combine these with exams and collaborative group working or individual presentations. Tutorials feel like more of a formality than productive discussions and I feel that lecturers need to prepare more for tutorials rather than putting responsibility for discussion on students

Prefer to have coursework rather than the stress of exams.

Library is a brilliant study space. Cafes are brilliant

My teaching staff are all very approachable, kind, understanding and helpful - this makes the university experience a much more enjoyable one! My personal tutor is also very helpful and approachable.

PI2009 could maybe have a second tutorial during the week as I feel having just the one is not enough.

Sociology - too broad, feels like I haven't learned much.

Malcolm Harvey is the best teacher I have come across- He is able to push me to perform the best whilst being understanding of my mental health and makes me feel really relaxed and motivated!

Religious sensitivity in the modern religion course should be implicated. I had Dr XXXXX insinuating that the media isn't at fault for addressing Muslims as terrorist and that is unacceptable

I have very much enjoyed my lectures given by Professor William Naphy, as he makes every lecture interesting, even if it is about something as boring of a subject as cannonballs used during medieval warfare.

My tutorials for Politics and International Relations: Ideas and Ideologies has been largely unhelpful. Instead of providing a forum for debate, clarification and learning the tutor has just given us another lecture. There has been no student/student interaction.

Still unclear about what kind of discussion is expected in essays across both of my courses (Ideas and Ideologies and Political Philosophy).

The courses are very interesting, the teachers are qualified and attentive, but the only drawback is the students' commitment. Indeed, I am a little disappointed with the tutorials because there is very little participation and debate.

it's alright iy

I have noticed lots of students struggling to reference, myself included at times, so going over this step by step at the very beginning would've been extremely helpful.

I would like to be able to find out different social and events that on

Particularly regarding the Sociology course: there aren't a lot of modules on offer/to choose from. Rather than having only one 30 credit module in the years before honours, and a choice of 2 30 credit modules during honours, it would be better to have smaller courses (even taught by the same staff, and worth 15 credits for example) that are more focused on a specific topic and actually allow students to explore their personal areas of interest. I felt quite limited during my studies because the only course on offer for my area of interest (gender and sexuality) is only available in 4th year, and I am not even able to take it because I am a joint honours and my research project takes up all the 30 credits for both terms.

Need more charging sockets as there is only one in the physical are of the social science building and for the amount of students there at any one time that isn't enough.

I would like to that that teachers involved in Staff-Student liason meetings are more considerate towards their students' words and treat them with more care. This is not in reference to the School of Social Science but rather LLMVC.

This is not anyone's fault. However I am a 4th year student and I am feeling like this is my first year. I have missed so much university with covid. Thanks to this, I am doing a Master's degree. On an academic level, I think fourth-year students have learned more than I have learned, and I strongly think this is due to covid and lack of talking in front of people etc...

For the most part I think everything goes very well however I feel sometimes things move a little too fast and it's hard to understand things at the pace they're being taught

I also study Spanish and Latin American studies, this degree programme has been disappointing. I feel some of the oral teachers are disrespectful and do not take their job seriously. I feel that I am left alone, with little opportunity for feedback and expected to be fluent despite there being massive discrepancies between the tools provided to us and the level expected from us.

More personal teaching especially in languages. Only 2 hours per week is clearly not enough

The university is a new beginning for me(never in my thoughts), a slow process in my head (i thought I knew everything but really I knew nothing, but a good challenge (most of the time:-(grades)-: sometimes my brain feels like it is in a tumble dryer, but I enjoy the learning and thank you for the opportunity

Good workload for second year

Too many essays for AT2010

Enjoying online assessment

Library facilities are very good

I appreciate guided reading questions, prioritized reading lists, past paper/project examples, and available rubrics

I think that PIR courses have such a great opportunity for discussions in tutorials therefore it is a little bit disappointing to find that tutorials for PIR seem to be like another lecture with almost no interaction. Sociology tutorials, however, are fantastic and very engaging

Managing organisations course has been appalling this first term. Lecturers not teaching at all, super short lectures, just being told to read a textbook that is extremely expensive and not one I will purchase as I'm only doing the course as an extra module this term. Assessments for the whole term all in one week. Haven't been taught any of the info for the essay questions and the formatting for the quiz was all wrong. Overall very badly managed for a business management course. Terrible delivery and feels pointless to go to any more classes now that all my assessments are finished 4 weeks before end of term. Disappointing.

Communication with History staff (e.g. emailing regarding questions I have) is always very good - prompt and helpful replies.

I have had both physical and mental health issues over my time at uni. The support I have received, esp from my mentor Dr Julie Ross in SLS, and my dissertation supervisor, Dr Rhoda Willie, has been outstanding. In addition the counselling service has been superb. Throughout I have been shown great empathy, patience and understanding, without which I would not have been able to continue with my studies. In the light of reported suicides of students at other universities, I am so thankful to have been able to attend Aberdeen.

Great lecturers

Being face to face has been a game changer in the best way possible

Lack of feedback on essays in course SO4051 - I only received 2 sentences feedback.

Reading week for SO4051: The reading week was not announced and nothing was said about it. It is in the course guide but I know 2 students in the course still showed up to lecture and tutorial.

SO4070 positive feedback: Luisa makes an effort to include all students and makes a good learning environment as she praises good points and never says a student is wrong.

Some of the tutorials taught by PHD students aren't as engaging and informative as they could be.

Filtered to Postgraduate Taught

Do you have additional feedback about your teaching, learning or degree programme?

If your comments refer to a particular course, subject or module please be as specific as possible.

teachers needed be more insightful and engaging.

IR5007 - Lectures highly interesting but would appreciate more seminars/room for discussion.

Outside the degree, I'd like to make a complaint about the resources available to international students particularly in the days prior to the start of the academic year. My CAS letter was only issued by the University in the final week of August, due to which I was not able to receive my student visa in time before travelling to the UK to start this course. This led to an issue arising with Immigration upon my entry in the country, that I could only resolve by leaving and re-entering the country prior to being allowed to attend lectures, at my own personal financial expense. While I appreciate that this is an immigration matter and little else could have been done to resolve this situation, I would have found it very assuring had I been able to reach out to someone from the university to fully clarify my situation. As this was the week prior to fresher's week however, I found almost no one available in person on campus, while info hub provided very little help. Ultimately I managed to get in contact with someone from the immigration team on the advice of one of the library's secretaries. I appreciate the efforts put in by these individuals from the university's staff to help me, but I feel disappointed in the overall service provided to paying students as they relocate to Aberdeen, especially given that such a situation could have been avoided had a CAS letter been issued just a few days earlier.

The marking system can be made equal to other universities in England and Scotland as well, as the distinction is given after obtaining 82% marks whereas in most of the universities, it is counted from 70% marks.

Being a January start has been really difficult in the Social Sciences field. I had to write my dissertation before I learned how to write a dissertation. The dissertation process was extremely difficult as a result- I was not trained in theory or methods as an undergrad and I had never written a research paper before, let alone a dissertation. I had no idea where to start, and I needed to teach myself so much so quickly, only after my project was approved. During the first 2 weeks of the fall courses, I already felt like I could have done a whole letter grade better with the invaluable knowledge I was now privy to. The feedback I got from assessors was almost exactly what I expected after 3 weeks of courses- because they were the same things I had written down in my notebook under the heading "How to fix those recurring roadblocks I faced over the summer." Had I been able to have methods and theory training before my dissertation like everyone else, I would have produced MUCH better work and would not have had as many mental breakdowns. The first thing I do after graduation will be ripping my dissertation apart to make it something I'm actually proud of, rather than something that was essentially written by an undergrad in a master's program. That being said, every class I have taken has been so incredible, and each one of my instructors and advisors has been supportive and encouraging through everything. I feel like I've grown a lot as a result of this course, but I would NOT have applied as a January start if I knew ahead of time that I would be doing the course in reverse. It has taken me months to feel as though I can stop second-guessing myself after such an overwhelming experience that made me feel like I was not worthy of being in this course due to lack of experience that September starts already had. To be frank, I hate that I feel this way about this course because it would have been the best academic year of my life if I had just waited 6 months- but it was not. My hope is that this issue will be fixed so no one else has to go through that process, otherwise, the Uni will realize how silly they look for letting this happen.

I wish there were more dedicated quiet study spaces on campus

I don't have any feedback now maybe in the future but for now, I don't. Thank you.

Would have liked to have more lectures and tutorials for my IR (Msc in IR and Management) courses. Two classes in a week seems too little.

Would like the professors (especially for post structuralism and Marxism) to engage the class more in discussion/debate and not just lecture for the whole 2 hours or 1 hour.

Would really like to see some trips/excursions related to our course to aid networking, intellectual stimulation and bonding overall as a highly diverse class.

Filtered to PGR

Do you have additional feedback about your teaching, learning or degree programme?

If your comments refer to a particular course, subject or module please be as specific as possible.

Although support from staff is superb for research students at the uni. we don't really have the opportunities like specific workshops or seminars or else, I think. We have some, but I think not so embracing whole research students.

The Advance Qualitative methods lecturer, Dr Marta Trzebiatowska has made the course interesting, enjoyable, relevant and grounded. She's a star.

Online Campus

Do you have any further comments or suggestions about your University experience to date.

Previously made this comment in this survey, but I do feel additional consideration needs to be made about how to signpost part-time students to items that perhaps are more readily available to full-time students. I do feel disadvantaged as a part time student in terms of access to seminars etc. and it is not clear whether these are available after the session is complete. Also not being on campus seems to have some disadvantages too in terms of access to learning.

Non-supervisory and non-Helpdesk support is a bit patchy

Qatar Campus

No data found – your filters may be too exclusive!

Belonging & Experience

The following qualitative responses asks students about their overall university experience and if they have feedback.

Business School

Do you have any further comments or suggestions about your University experience to date.

more online class opportunities - hybrid/blended learning

Learning should be more interactive so student could engage more to course and could find the help needed.

I am happy with the services I have received so far. Thank you very much

The semester structure for the January intake put me at a disadvantage. I had to learn a lot of skills on my own to be able to complete my dissertation while these skills were taught to the September cohorts in their first semester

I hope the University could support MSc. Students With Laptops when necessary.

So far my experience has been good

I would suggest the University source from good markets and subsidise prices of goods and services for student especially in this era of high cost of living Crises.

Had fantastic memories while studying in here, thanks.

I have noticed a massive amount of students (myself included) fall victims to procrastination. I've met students from every year and many of them face this problem. I think the university would see better results in student engagement if it provided more ways to deal with procrastination.

NONE

I'm satisfied

It takes a lot to come back to university as a single parent to three children. I'm more motivated and determined now than I would have been at 18. But it is so much more difficult to fit in studies around children. Despite this, I've done my absolute best and achieved mostly As and Bs. But when trying to have the same opportunities as my classmates, I really have to fight and I feel like a nuisance. There should be more support in place for single parents.

Pls, do invest far more resources in hiring more lecturers, reducing class sizes in lectures and offering parallel sessions of them in both the morning and the afternoon. A maximum of 50 should never be surpassed and all level 1 and 2 modules should be offered in both the morning and the afternoon. Pls, do extend class hours to 18:00 so the existing venues can be used for an additional hour each day. Thank you

No

only i am sorry one of my answers was wrong and i want you correct it . it was about the honor of being a student at the Aberdeen university , that i correct it , i am strongly agree.

The PGT degree programme has turned out to be a wee bit different from what I was expecting, but I'm fairly broad minded and flexible so I'm happy to say it's been thoroughly enjoyable (albeit tiring). Still... if it was easy everybody would be doing it & the challenge has been both earned & thus rewarding.

Economics students need more support, more math and more support re math. From basics ~ not everyone has the same background. More essay writing practise in the first year, to properly write essay, again everyone has been taught in slightly different manners. More practical studies for economics, more lectures and computer labs such as learning to use excel to analyse big data sets.

Sometimes activities have clashes with my assignments deadlines or courses. So, I don't have time to attend these activities.

A bigger deal of societies etc. It was massive at University of St Andrews and really helped the university spirit as well as making friends. The fresher's fayre at St Andrews was incomparably better and bigger than University of Aberdeen. In saying that- the people here are much more friendly and approachable.

The forum has been so helpful with brainstorming and engaging. Asides, the workload and not having any synchronized sections with the tutor, I think everything is going on fine for now.

I absolutely love my university experience so far! I would definitely recommend it to others!

No

no

Substance over pretence, please

It can be good to have some brainstorming workshops.

Keep up the good work

I would love to experience lectures from professors from different Universities to gain different perspectives on the subject discusses in the class.

More activities would be great.

please sell and ship worldwide the apparel of UOA considering international students.

Hope to be more experienced

Everyone's friendly

It is a privilege to study and growth with students of different cultures and age groups.

Sometimes I feel three weeks of teaching one course is a bit too quick for me, specially when I'm new to the human resource field. I think long teaching method would be better to build robust knowledge.

The University could liaise with the industry to take up very good students from specialized programs

The union should provide a wider selection of food

Value your students

Library needs to open 24/7.

There should be more get together programs so that newcomers are not shy to mingle.

It would be better if I had more classes in 1 day rather than 1 hour here and there.

To provide more support during induction and easing into modules 1 & 2

The school should offer accreditation for professional clubs/societies for Energy Management students

i would wish the school provide plagiarism tools such as turnitin for students to review their works before submitting

The University could improve the service of career development sector

Get new finance professors that are interested not just in their field but in teaching it as well. And for the love of god make the school of business record their lectures. There's no reason for them not to adhere to uni policy.

The University should strive to inform online students via their course advisers of trainings, learning, career and development opportunities rather than just university emails. We are quite busy to check the emails.

Want more respect for women.

Perhaps pay more attention to help connect students with a variety of employers. Also aim to improve our university ranking so students can have more confidence in applying for jobs

Nothing else after all I've already said

Ms. Lindsey Tibetts who handled the induction sessions for Msc students in accounting and finance programmes was inspiring and provided critical information about the course and University in an actively engaging manner. Her accounting lectures are easy to grasp and I always feel like I'm learning the subject from a practical perspective when she constantly provides real world current examples. I am also gaining a lot of exposure from the opportunity to work on Eviews during workshops in Quantitative methods module. The Math support tutor Dr. Richard, was extremely supportive and provided guidance in learning BU5025 tutorial concepts. On my part, I need to utilise the student support learning services to improve my quantitative skills.

Biological Sciences

Do you have any further comments or suggestions about your University experience to date.

More communication from lecturers

Students are trained for years on how to develop and deliver a good presentation. Nevertheless, the number professors who give terrible presentations is appalling. From loads of text, to no text at all and just random horrible getty images photos - so many lecturers lack the skill to make visually nice presentations and to present the contents in a way you'd be happy to pay 9000£/year for

N/A

I have really enjoyed my course and the School of Biological Sciences, but I would not recommend the University for anyone interested in Maths, Physics or computing sciences.

Minor qualm but being explicit about where is and isn't a permitted eating area would help greatly.

None

The accommodation is terrible value for money

University campus could run services later so the space can also be used for socialising (e.g. Union Building- keep food running for dinners and/or drinks for get togethers)

The counselling service is really well set up and the resources recommended are really useful

Some lecturers fail to post recorded lectures, which are very helpful for revision purposes. It would be much better if they could ensure that these are available to us

I think there is still a lacking of lecturers and staff of colour, especially on my biological sciences course.

Joining the women's football society made my university experience a lot better being able to meet people not just on my course but from the club

I understand that the University of Aberdeen is a very diverse school and rich in history and academic excellence. These and many more is why I chose the university. However, my academic experience has not been the best as I had imagined. I put more work on my academics and my grades were sometimes not as I thought. When I saw my thesis grade, I was demotivated to continue study and I stayed up all on my own and my mental health was poor in those weeks. I believe some feedbacks on my courses have been quite harsh.

Perhaps the uni could improve situation with matured students i.e. with their families around. Its a shock to the whole family and of course you have to keep it together in your studies as well. Not easy when the uni is not supportive enough.

Other universities have more passive reporting systems for T4 students, which I recommend employing rather than the sign in sheets.

I think streaming lectures online still would be beneficial

The campus and the teaching experience at the university are incredible. However, the on campus food and drink prices are not affordable to everyone (e.g. Food court prices should be accessible/free to all students as seen in university canteens in Europe) and it is important to make sure all students have the opportunity to properly fuel themselves during long studying days.

I really like the flexibility of class choices at the university.

Divinity, History, Philosophy and Art History

Do you have any further comments or suggestions about your University experience to date.

Covid definitely hampered the enjoyability of my university experience.

More wholistic university culture, more face-to-face teaching, more stimulating classes, less shy tutors, more free and open debate, smaller student-teacher ratio. Nonetheless I am extremely grateful for what has been provided.

I feel safe in the campus as long as avoiding the Seaton Park...

I wish that there was a much greater community. My brother has just started at Oxford University and the impression I get from him is there is a much greater sense of community. Many more things to make you feel like part of one intuition or college which I think many universities, including Aberdeen, could certainly build on.

Make it more user friendly. If you need help enrolling, the people on the online chat can't help, the postgrad email address never replies and overseas students don't want to call. So make something work.

I am an previous graduate of Aberdeen and was excited to return. Aberdeen university has a very special place in my heart and gave me an opportunity 20 years ago to study and I am very grateful - however this experience is has not been good or benefical to my now new career path. I have expernced sexism, discrimination, and not an inclusive or indeed safe learning environment within the school of divinity.

No

Continue to strive in becoming more and more inclusive and plural.

I would have appreciated more support for gaining teaching/tutoring experience

As I mentioned, some sort of modest red button that would allow PGR students to bring attention to any mild deficiencies in supervision without feeling like they are jeopardising their relationship with their supervisors. Also more social engagement opportunities for mature and part-time students, especially as the latter have no on-campus presence from day to day with no allocated office space.

I started my studies in January and received no news or information because I wasn't in the system from the start of term. Things like Sophia would have been interesting. I only knew about what was available when I started my next course in September. Why exclude January students, when they probably need more support in being in the minority...

I really wish there was an attempt to help students who started during COVID become more connected to the Uni and passionate about their overall experience.

My supervisors are excellent, and have poured themselves out for me.

I am looking at going into a masters degree but have yet to be given any advice on how to apply etc

lower future tuition to attract more EU/international students

It would be better if there was a canteen with more choices and lower price.

My course is entirely on-line, but I had expectations that there would be more interaction with staff and other students (which has been minimal). I am also disappointed by the brevity of the on-line course material provided - typically just some short notes and/or short audio recordings each week, combined with long readings from learned journals. I was expecting to see some actual recorded lectures with presentation slides prepared by UOA lecturers, but this has not materialised (apart from in one single week).

staff have been helpful and friendly

I'm retired and doing my course for 'fun'. I understand why employability is an important aspect for pre-career students but please ensure that the joy of learning for its own sake isn't lost against more commercial pressures.

Education

Do you have any further comments or suggestions about your University experience to date.

Keep going.

At this time I have nothing further to add.

Not good value for money

As an education postgrad I feel there wasn't much open when we starters and more could have been organised to make us feel part of campus before the other students arrived.

My course is delivered fully online. The breadth, consistency and presentation of the online materials and readings could be enhanced further. Having previously studied in person at the University of Aberdeen and Online at the Open University, I feel there still is some room to enhance the online studying experience.

Just as I have stated in previous comments, assessment was poor, support for next steps were made out to be better than they are e.g 'can go straight into work after passing' - it's been two months since passing and still unemployed having to seek support through universal credit as university financial hardship fund did absolutely nothing to support. Missed out on a year of secure employment and pay, especially in the current cost of living crisis.

A lot of mental health implications due to this experience.

Previously made this comment in this survey, but I do feel additional consideration needs to be made about how to signpost part-time students to items that perhaps are more readily available to full-time students. I do feel disadvantaged as a part time student in terms of access to seminars etc. and it is not clear whether these are available after the session is complete. Also not being on campus seems to have some disadvantages too in terms of access to learning.

no loved it!

Yes, please don't ask me what my title is (MS, Mrs, Mx or whatever). And definitely don't make it so I can't proceed with an online registration process until I choose one. If you want to know if I am married, have the courtesy to ask me if I am in a Civil partnership too. Thanks.

My online tutors have been great too.

More opportunities for work to be assessed throughout the course, before submitting

Consistent tutor per module improves learning experience

Wish I had more on campus experience.

My experience up to date has been a positive one. I feel both supported by my tutor, the department and the university

Any changes to next year modules should be discussed with learners.

N/A

no

I know not all students feel this way, but I would have enjoyed more in person lectures, but I am honestly extremely pleased with my experience.

Opportunities for face to face lectures with my peers and tutor

I have felt unable to fully access support for my disabilities due to the level of paperwork required to prove my condition, that I don't have and can't access without paying private fees to my gp which I can't afford. Sadly my proof of pip receipt was not sufficient. I shouldn't have to prove my conditions to that level. It has put me off accessing the support I needed.

The faculty could use some training in effective online teaching strategies. They could especially use some training in effective presentation design.

Making C6 forms a bit easier to navigate as I can't send them as a document on outlook

Engineering

Do you have any further comments or suggestions about your University experience to date.

let me see teaching staff are horrible most of them like they only concern of throwing pdfs and lectures on us and give exams with no regard to us as students of them. the social event at uni is disgusting oh wait there are none for engineering school. I can say i wish i chose another uni in the uk were students and staff are better

Been hugely impressed with the careers and employability team. The best set of folks I have met since I got here. They understand both the emotional and skill side of things. Special regards to Regina Jaschke.

Being more proactive in reaching out to students, especially the foreign students whenever they come here for the first time, beyond the orientation (as it is important that the university remembers that some students resume late and nothing is better than that one on one touch) as opposed to just sending generic messages of if you need help call this or that number. I arrived here late and I was lost and no one reached out, just the generic stuff I was getting and information on tests and assignments coming up, not a good introduction at all.

Avoid making courses too voluminous, it is counterproductive no matter how good one's intention might be.

I will add one important comment that would be better to get access to technical softwares such as orcaflex and etc in order to make program accessible for online student to familiarize with relevant software as campus students.

More places to study around exam time would be great.

The lectures timetable needs to be revisited. For the Master level, the course days must not exceed 2 or 3 days maximum per week.

Some lecturers are not up to scratch and do not have a good way of presenting information

Love the Sir Duncan Zebra cube.

Appropriate softwares used in the field such as Phast, for process safety would be beneficial

More opportunities for studying e.g. study sessions for all years so that the year below can ask the year above for help.

no

The quality of the audio must be improved. It's very annoying to watch a tutorial and not be able to understand what they are saying.

Please see my earlier comments

I think January starters should be allowed to complete all modules before embarking on a thesis. I also feel the University should look at incorporating industry placements as part of the course.

The course feedback questionnaires should come out much later in the semester. I find they are so early, I haven't really had time to form an opinion on the instructor or the course delivery method, so I never fill them out.

Providing scholarships based on the grades would be really helpful and encourage more students to put more effort to study.

I feel covid time was more beneficial for online students where all were valued equally.

Now i feel a slight disconnect

The careers service (engineering adviser especially) have been fantastic

Takes ages to get IT support - unacceptable when you use your own computer and off campus

You don't get the feeling that you are a distance learner. You get the same feeling like you are on campus

Overall, the university has the resources to effectively impact their students, however the deadline for assessments submission is quite too short in some courses.

Amazing and knowledgeable lecturers that are have great listening ears to all questions students ask

UoA is fantastic enough to be part of, hence no suggestions at the moment :)

no

In my opinion the University should provide at least 6 months access of university online facilities and the library after the completion of the course. The University can include online workshops and coaching for career support those who are graduating, and the extension of facilities access to the next 6 months would be of real help for those are in need until they land themselves in a career of their interest. And they can utilize those extended period for self-learning in any topic of software with the access of university library resources.

Prospects for research need to be more readily apparent, and professors also need to assist students more thoroughly through the opportunities associated with research and academia.

I do not have any further comments/feedbacks. Thanks

none

No

No

No comments

The tuition fee for international students affect some students confidence and concentration.

Less activities or opportunities for online learners

i feel like the events that help a place bat uni are more likely for drinking and that does not seem to consider other people's choices so it would be better if the events consider all sorts of people because i had to miss so events because they were held late night or in a bar or it was mostly drinking and that made feel like i am excluded from university activities

Overstretched teaching in the Faculty of Engineering.

As an online student i will like to pay a visit to the University at least once before graduation, this will give me opportunity to see and know some of my programme staff physically

It would be great if the Sir Duncan Rice Library would be open 24 hours a day some days.

Geosciences

Do you have any further comments or suggestions about your University experience to date.

More accessible resources for mental health.

University should support some stuff for student such as hand-out or printing for studying.

Great

Online education can be a great addition to the University, but it has to be organised in the right way.

no

There is clear resistance to change on an individual level within departments which does not align with the organisation or school level strategy. It seems that some staff have pride over the courses and departments they had been major actors in and are reluctant to allow others to change and improve them.

There needs to be more recognition that not every PGR wants to be an academic!

I think it would be great if there are extra courses (with reasonable fees) PGT students can have the choice to take. In my case, I have been studying my last course at the beginning of this semester for 2 weeks. & it. I wish I had taken 1 or 2 more courses during the semester since I have the time to do so.

Nope

Maintaining the current integrity of the system will do the university great.

More clarity surround accessing extensions

I think I covered pretty much everything in a pervious response to a comment - making hybrid learning available to parents/students with additional support needs would make an enormous difference in participation of other events.

It's one of the best experiences of my life

Students are hoarded by some lead supervisors without having any interactions with others, they cannot enforce a meetings on their supervisors. There is no checks and balance and students should not be at the mercy of one person.

I would like to suggest that my subjects provide more practicals as opposed to theory classes. We also need more field trip.

When a student with multiple learning disabilities asks "will my needs be accomindated ?" don't lie to them saying you can then not provide those services

Language, Literature, Music and Visual Culture

Do you have any further comments or suggestions about your University experience to date.

I hope that teachers and staff can be properly recognized for their positive contributions to the university environment.

I wouldn't mind more information about how to get involved in clubs and societies. I had some technical issues at the beginning of semester and, with how hectic the first few weeks were, I was unable to join any societies this semester.

The school can regularly organize food activities and invite everyone to taste various food for free.

Keep up the great work!

i have really enjoyed myself!

It is ok to say that you don't know the answer to a question a student asks. Assurance that

None

Most of the features are good one or two teacher's attitude towards students and way of taking classes need to be updated.

Hypocrisy with environmental impact with trash going all into one bin (no recycling), some lecturers experiences and their salaries are sad yo listen, Qatar... a region where homosexuality is rejected and the uni promotes homosexuality whilst owning a spot in Qatar... comes to show the interest in money first, rather than humanity

Please listen to the language students, we are all drowning, not just in French.

PGRs must be treated as staff. I feel that some of the issues with the PGR experience can be addressed by providing PGRs with a written employment style contract on admission guaranteeing terms and conditions for the research to be carried out as well as basic workplace protections. This would help to counter much of the ambiguity and disparity in treatment myself and my colleagues have encountered.

N/A

Non-supervisory and non-Helpdesk support is a bit patchy

no

Smokers; I know they have their own problems, but invariably they huddle outside doors and in the likes of King's quad this means that often, to get into or out of a building, you must run the gauntlet of smoke.

no

I plan to participate in the Radio. It is a necessary and helpful tool to connect the students and the academic departments with the City of Aberdeen.

When lecturers actually genuinely care, it makes such a huge difference. Whether they care about your progress as an individual, or the subject matter, or you as a person, it doesn't really matter, what matters is when they care. A lecturer who doesn't care does not teach well, nor do they inspire or motivate

Certain online tools appear to be being used less and less (such as Microsoft Teams, Panopto, etc.), which I find deeply worrying, as these are resources that I still find particularly useful in my learning. What is even more worrying, is that the infrastructure for these online tools does not appear to be in place on campus: for example, certain rooms claim to have 'lecture capture technology', but these technologies are not easy for certain members of staff to use, which results in them being used rarely, or not at all. This means that the benefits of the online resources are completely lost, and in some cases, the limitations that in-person sessions have, make it not worth the while doing the session in-person. I hope that in the future, on-campus sessions and online sessions will compliment each other, with both being valid, independent, methods of learning in their own right. (For the avoidance of doubt, I am meaning that a student should be able to complete the course either completely online, or completely on-campus, with the choice of attending either type of session to 'enhance' their learning, if they wish to get a different experience. This will require the technological infrastructure to be in place for both online and on-campus spaces at the same time, which is tricky, but I hope that this will be achieved.)

It would be nice if the esports society could receive sponsorship to purchase PCs and gaming equipment so we could pursue esports careers and becoming a rival to the American teams.

Compared to last year, I feel the quality of education has gone up greatly.

easier way to find out information about the music concert series

Student friendly, openness

I would love for the University to be able to provide letter of reference for students who are applying for jobs in the UK

Keep up the good work!

The university seems to be very good at saying the right words to act like they care, but do not follow these up with action. It is a shame as it negatively colours what is elsewhere an enjoyable experience. The small passages between king street and the library/student hub could really use some flat ramps putting in because walking on the cobblestone is extremely painful. Also many students (such as myself) are falling inbetween the cracks when it comes to provisions for disability. Requiring documentation from a GP to enact any disability provisions is extremely ableist given that it is currently almost impossible to get appointments or care from the GPs and I thought a university that claims to be so inclusive would have understood this. I feel often that I am too sick to be a normal student but not so sick to be considered "disabled" enough for help despite the fact that i can barely walk. Even my fellow disabled friends who do have provisions have commented that they are almost never followed through by the lecturers.

I want to pursue pH d.

My life as an international student has been extremely stressful, financially. I lived off of £2 for two weeks recently. I think it is absolute nonsense that there is no longer hardship assistance available for international students. I got very angry and sad while speaking with support services, but it is not their fault. I have other international friends in similar situations, and I feel we are really on our own. It negatively impacts mental health and studies.

Decolonise everything.

I wish the terms were longer and not so intense and that the breaks (particularly in summer) were shorter.

I was very open about needing additional support for mental health issues in my application but this does not seem to have been passed onto my school

Get all the departments IT, Fees etc on campus to discuss. E-mails to them takes too long to get answered.

I am enjoying my university experience and I am thankful for my tutors and the people I have met through my courses.

Law

Do you have any further comments or suggestions about your University experience to date.

Suggest for a mature students group to be set up or for mature students to be put in contact as it can be quite isolating. Particularly on the regular LLB as many of the mature students are accelerated. Although this has perhaps been exasperated by the pandemic. So not a criticism of the university in any way. Just a suggestion.

Better structuring and organisation of possible timetables.

I think the University should organise more events/trips such as the International Centre do where you can meet students of other disciplines and learn more about the surrounding area.

Law school needs to provide more information for students studying English Law; they also need to get some English based/global law firms at the law fair or have some connections to them.

Also would love some events on the history of the University, or Aberdeen in General.

Aberdeen University has been a joy and I cannot recommend the online learning experience highly enough.

All events are in the evening when a lot of people work, i think there should be some events in during the day too

Yes, the Law school should undertake the student retreat workshops for PGRS each semester. Those are key in blurring the lines between PGRs and lecturers

many seminars and academic activities are provided either by university or law school

I wish the library's online access capacity would be wider.

Whilst I understand while lecturers need to keep a strict posture towards students (particularly for unserious students and bad students). I think lecturers should always be ready to carry out dual duties of lecturing and mentoring their students. I am honestly grateful to Dr. Eddy Wifa for his readiness to mentor. My writing and thinking skills (of essays and articles) are far better than how they were when I started at the University of Aberdeen because of him. Prof. Patterson, Dr. Mark Igehion and Dr. Tomilola Akanle are lecturers who I will forever be grateful to. I am a better person because of these lecturers. They didn't just teach me, they mentored me.

A very small thing, I am not assigned an advisor as I understand it is a small group but if that space could be filled out with the details of who best to get in touch for advisor questions that would be great.

None apart from previously stated

More support for students regarding public speaking, not making in mandatory in tutorials for ungraded things.

It would be good to allow older students to be compile a list of issues and tips for the 1st years.

More affiliation with RGU

I wish students engaged more socially on class groups (through the different courses) by comments on the blackboard.

I do very much prefer being in-person for seminars on-campus. However, I think students may find it beneficial and more reassuring if there was an option to attend a seminar online in exceptional cases of illness where attendance in person is not possible. This would help in not missing out on any vital information and teaching relevant to assessments etc.

More access to long term mental health support

Medicine, Medical Sciences and Nutrition

Do you have any further comments or suggestions about your University experience to date.

I have enjoyed my university experience so far but sometimes I wish there were more study spaces and places to go and work comfortably.

The staff members on the course have mostly been attentive and caring

i am proud to be an Aberdeen university student, but dysregulation of the course structure can sometimes make it very difficult to enjoy and cope with your studies

Teaching in Inverness is far better than the teaching in Aberdeen for senior students - maybe try and do more stuff like them if possible, I get it's harder with a larger cohort. Support students better - 4% of us medics are from working class backgrounds and work lots of hours at jobs on top of studying and yet I've not seen the uni arguing with politicians to give us better loans to support us. Money is so hard right now and it seems the uni and government have forgotten about us unfortunately.

It would be great if there was a large student union with a nightclub/ bar similar to that of Dundee University- it would be a great way for younger students to mingle at a cheaper price. Lots of my friends from other Scottish unis spend a lot of their early uni years at their union's and it would be nice for aberdeen to consider creating something for the future

Better recognition of students with ill health and supportive measures in place for them; go further than just offering a call with someone e.g. exam support, support in taking next steps, recognition of good results during tough times and educating staff on what supportive measures can be taken. Have a separate form for withdrawal from studies due to ill health and don't respond with an automated email - this shows no compassion for what the individual is going through.

Overall the uni provide a great environment. Everyone has the chance to contribute any thoughts they may have and most are taken on board.

More support pl

No I like it now we are more in person

I am most pleased with the connections I have been able to make at the university, the opportunities I have had to help others using the wealth of knowledge I had garnered over previous years, as well as the difficult times that have allowed me to reflect on how I interact with and value human life...much more than I have enjoyed the academic aspect of university. Much more than the academic knowledge, I have valued the interactive spaces the University of Aberdeen as provided to discuss with people from around the world.

It would be great to have further financial support toward asylum seeking students.

I need the libraries to be quieter.

Have more events like freshers fayre etc where everyone can get together for a few days! Really enjoyed this years' one :))

Please please please more activities, food choices, and student space in Foresterhill! We cruelly lack of those..we all feel that everything is in Old Aberdeen even though there are more students in Foresterhill. We don't have time to take the 9U bus to relax in the PGR space, most of us are lab-based. We feel isolated from the rest of the University here

As a senior medical student, I was allocated a placement where I would have to commute for an hour away, this included a train journey, for 6 weeks, daily. This meant that I would have had to sometimes wake up at 5 AM to make the 8am start times (because the trains to this rural location are infrequent). This was extremely unfair as the previous students, within my year (on a previous rotation on this placement; within the same semester but just weeks prior) had been provided accommodation. Again, why were the previous students provided with accommodation and the following ones not? It was not just me affected, there have also been others and others who end up on this placement will also be subject to unfair treatment. In the past I have tried to reach out to the medical school and address some concerns, but I was but was heavily criticised and it almost felt like I was being bullied by them, especially the senior, non admin staff. As such I am worried about speaking to the medical school about any matter that I am concerned about. Moreover, I have also heard stories, of which I may not know if true, about a medical student that reported that the medical school exams were too easy, and the local press covered this story. In response, the medical school placed here in inverness for a number of her placements so that she would not cause anymore "issues". Subsequently, I am extremely afraid about speaking out against the medical school and the senior members because I do not want them to have a "vendetta" against me nor do I want them to jeopardise my carrier in medicine. If you address these issues, please keep it anonymised because I am genuinely afraid of the medical staff, who are ironically doctors. I would sincerely request that an anonymous platform be made for medical students to use to flag issues or "whistle blow" when needed, in a safe space.

Again, If you want to use the above information please do not use specific details when addressing them because I do not want them to find out, as I am scared, genuinely.

Please, please make the learning environment feel safe and fair again.

Kind regards,
your medical student

N/A

Many of the lecturers seem to be worn out, so the Uni should care more about their well-being.

Think about how we can specifically build skills in PhD students rather than just do the project

I think it would be very useful to have some introduction sessions for foreigners.

Facilities(student space and catering) at Foresterhill, in particular the Dental school is dire!

More sheltered areas outside. Especially during autumn/winter periods

Even though Aberdeen isn't very diverse it's nice to see that there's a lot of diversity at the university!

Forresterhill Campus needs to be more student focused.

n/a

As an online student, it was difficult to make friendship with other students. Mybe something can be done to improve online students experience interesting.

I am very proud and delighted to be part of the University of Aberdeen community!

None

Nope! Absolutely wonderful institution.

Please listen to student concerns of burnout, in an anonymous whiteboard session in year 4 lots of students wrote they were suffering from stress and burnout to the point it covered the screen to which it was brushed over with mention of student support and the screen quickly changed. This issue needs to be addressed properly!

I am always fascinated with the support the university offered , this is amazing

No.

If the university could get us more opportunities for employability in the Healthcare field it would be great.

More events for students!

No.

No

More support for parents (if this is possible).

None, except that they should take students feedback for each courses very seriously.

Every other uni has unions - we dont even have a bar

None

several technical issues within the course page

- videos where tutors dont use microphone are hard to listen
- the PPT video and the ppt to downlad are on different pages
- layout very busy due to content + including forums in the front page

To avoid the overlap of the assignments, before starting each semester there can be something like a table available to all tutors where they write their course assignment. In this case they can spread assignments more even. We had a week with four assignments and 10 days without any.

The university could conduct more course specific career workshops, especially in the medical campus

I prefer online lecture/PowerPoint style live sessions, rather than sessions where you have to interact with others heavily because connection problems can occur, and other students often don't engage in breakout rooms.

Also, although I appreciate the university trying to be inclusive, it's somewhat disappointing to see that after all these years, many things are still not being catered to different cultural's requirements. One example, as a Muslim, we need a prayer room with a space to do ablution. And the prayer rooms need to be separated by gender. We do not have this facility in the foresterhill campus, depsite having so many Muslim students. I studied in Australia in 2009 and they already have this facility. Also, halal and kosher options of food in the library or university's cafe would be nice.

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Staff are friendly and seem to be passionate about what they teach which is so interesting and engaging

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There is too much content in every course, so I am always very busy.

Communication from student union about events is disorganized. This causes issues when it relates to matters of safety such as transport during freshers week and similar.

Loved it, and I love the mini events the hillhead reception does ever so often.

I wish the teaching was sometimes more academically challenging

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I feel that there need to be opportunities for students on a tier 4 Visa to take online courses in addition to the in person courses. I should have started at the University sooner.

Would be useful to have hot food available in the library particularly over exam periods when students are staying on campus all day and all evening.

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Excellent

The vending machines should also contain healthy snacks

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Maybe an update to the seats in MacRobert building, its a little distracting and restraining with every seat moving at the slightest movement, makes me feel like everyone watches when someone moves which is slightly panic inducing. Other than that, everything was great.

Perhaps in first year, you could remind students that they do not have to stay in a degree if they do not enjoy it. They should not have to feel that they have to push through just because they have made a decision.

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Put students education first not just the money

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I am very excited to start studying at Aberdeen University. I feel very lucky to have this opportunity.
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Also, as the weather is getting colder, is there a microwave oven available for students to use near the Sir Duncan Rice Library?

I've had so many years of covid that it's hard to say to be honest

Natural and Computing Sciences

Do you have any further comments or suggestions about your University experience to date.

I would recommend the University of Aberdeen to my friends and families

Maybe arrange more practical workshop and certificate awarding course.

Students are not protected enough from certain staff members.

I would like to say that the university atmosphere is very positive and the quality of my course is very good.

The lecturers can do better and the course content is not very good.

The course could have been more intensive.

Some courses would benefit from better organisation

The workload of some courses (namely CM2016) wasn't distributed the best so the workload is really intense right at the start of the exam season, which has caused me a lot of stress and I'm sure others can relate.

When it comes to support services i wish there would be more help for science students in regards to academic writing. You can obtain a lot of support with essays but not really with how to write good lab report (as after 3 years i still struggle)

Live on the lawn was fun - do more big scale events like that please

Prof. Marcel Jaspars is a gem.

I was allocated a laptop that I should have got when my course started; I still haven't got it.

No

More guest speakers and inclusion on research projects and activities within the department.

NA

Really think the workload for computing especially is too much this year with in person exams on top assignments has been unmanageable workload is too much for me to enjoy anything. I understand the department is understaffed but it makes it really hard for students to get the right kind of support for certain modules

- Could do with cheaper food on campus

- The 9u shuttle bus leaves ARI at 8:50am but lectures start at 9pm so it nearly always means (especially with traffic) you are late for first class

More support for international students

Some classes do lack motivating lecturers

Open the food hall earlier

I think I would feel more connected to the university if there were more collaboration in classes. Because many of my classes are primarily lectures, it can be difficult to make connections with other students and professors.

the orienteering activity in the welcome week is really good

but I really hope the student canteen can open longer for example also provide dinner but not only the lunch

Previous comment on lecture content.

Psychology

Do you have any further comments or suggestions about your University experience to date.

I have enjoyed my university experience so far but sometimes I wish there were more study spaces and places to go and work comfortably.

The staff members on the course have mostly been attentive and caring

i am proud to be an Aberdeen university student, but dysregulation of the course structure can sometimes make it very difficult to enjoy and cope with your studies

Teaching in Inverness is far better than the teaching in Aberdeen for senior students - maybe try and do more stuff like them if possible, I get it's harder with a larger cohort. Support students better - 4% of us medics are from working class backgrounds and work lots of hours at jobs on top of studying and yet I've not seen the uni arguing with politicians to give us better loans to support us. Money is so hard right now and it seems the uni and government have forgotten about us unfortunately.

It would be great if there was a large student union with a nightclub/ bar similar to that of Dundee University- it would be a great way for younger students to mingle at a cheaper price. Lots of my friends from other Scottish unis spend a lot of their early uni years at their union's and it would be nice for Aberdeen to consider creating something for the future

Better recognition of students with ill health and supportive measures in place for them; go further than just offering a call with someone e.g. exam support, support in taking next steps, recognition of good results during tough times and educating staff on what supportive measures can be taken. Have a separate form for withdrawal from studies due to ill health and don't respond with an automated email - this shows no compassion for what the individual is going through.

Overall the uni provide a great environment. Everyone has the chance to contribute any thoughts they may have and most are taken on board.

More support pl

No I like it now we are more in person

I am most pleased with the connections I have been able to make at the university, the opportunities I have had to help others using the wealth of knowledge I had garnered over previous years, as well as the difficult times that have allowed me to reflect on how I interact with and value human life...much more than I have enjoyed the academic aspect of university. Much more than the academic knowledge, I have valued the interactive spaces the University of Aberdeen as provided to discuss with people from around the world.

It would be great to have further financial support toward asylum seeking students.

I need the libraries to be quieter.

Have more events like freshers fayre etc where everyone can get together for a few days! Really enjoyed this years' one :))

Please please please more activities, food choices, and student space in Foresterhill! We cruelly lack of those..we all feel that everything is in Old Aberdeen even though there are more students in Foresterhill. We don't have time to take the 9U bus to relax in the PGR space, most of us are lab-based. We feel isolated from the rest of the University here

As a senior medical student, I was allocated a placement where I would have to commute for an hour away, this included a train journey, for 6 weeks, daily. This meant that I would have had to sometimes wake up at 5 AM to make the 8am start times (because the trains to this rural location are infrequent). This was extremely unfair as the previous students, within my year (on a previous rotation on this placement; within the same semester but just weeks prior) had been provided accommodation. Again, why were the previous students provided with accommodation and the following ones not? It was not just me affected, there have also been others and others who end up on this placement will also be subject to unfair treatment. In the past I have tried to reach out to the medical school and address some concerns, but I was but was heavily criticised and it almost felt like I was being bullied by them, especially the senior, non admin staff. As such I am worried about speaking to the medical school about any matter that I am concerned about. Moreover, I have also heard stories, of which I may not know if true, about a medical student that reported that the medical school exams were too easy, and the local press covered this story. In response, the medical school placed here in Inverness for a number of her placements so that she would not cause anymore "issues". Subsequently, I am extremely afraid about speaking out against the medical school and the senior members because I do not want them to have a "vendetta" against me nor do I want them to jeopardise my career in medicine. If you address these issues, please keep it anonymised because I am genuinely afraid of the medical staff, who are ironically doctors. I would sincerely request that an anonymous platform be made for medical students to use to flag issues or "whistle blow" when needed, in a safe space.

Again, if you want to use the above information please do not use specific details when addressing them because I do not want them to find out, as I am scared, genuinely.

Please, please make the learning environment feel safe and fair again.

Kind regards,
your medical student

N/A

Many of the lecturers seem to be worn out, so the Uni should care more about their well-being.

Think about how we can specifically build skills in PhD students rather than just do the project

I think it would be very useful to have some introduction sessions for foreigners.

Facilities(student space and catering) at Foresterhill, in particular the Dental school is dire!

More sheltered areas outside. Especially during autumn/winter periods

Even though Aberdeen isn't very diverse it's nice to see that there's a lot of diversity at the university!

Forresterhill Campus needs to be more student focused.

n/a

As an online student, it was difficult to make friendship with other students. Mybe something can be done to improve online students experience interesting.

I am very proud and delighted to be part of the University of Aberdeen community!

None

Nope! Absolutely wonderful institution.

Please listen to student concerns of burnout, in an anonymous whiteboard session in year 4 lots of students wrote they were suffering from stress and burnout to the point it covered the screen to which it was brushed over with mention of student support and the screen quickly changed. This issue needs to be addressed properly!

I am always fascinated with the support the university offered , this is amazing

No.

If the university could get us more opportunities for employability in the Healthcare field it would be great.

More events for students!

No.

No

More support for parents (if this is possible).

None, except that they should take students feedback for each courses very seriously.

Every other uni has unions - we dont even have a bar

None

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Social Science

Do you have any further comments or suggestions about your University experience to date.

By promoting cultural diversity - and opening a multicultural centre - might help reducing racism in the University of Aberdeen. A task that International centre failed to do so.

Letting the students to check freely their work or assignments before final submission.

Maybe making the communication through my Aberdeen better

I would love to bring back the wearing of scarlet gowns or toga rubra by students.

More traditions of the uni. Support of sport clubs at sport events.

I wish the societies received more attention. It seems like there is a major disconnect between AUSA and the actual students in societies. It can take a long time to get a response or get things done, there's a lot of disorganization, and it doesn't improve involvement or make people excited to be involved.

There should be a free child day care system for the student mother like me.

I am finding 4th year more difficult and I feel have no way to ask for help to develop these skills I should have learned years ago. The rest of my experience since the pandemic has been difficult and unrewarding.

More practical classes! And trips, especially in archaeology!

Could we extend office access hours to weekends?

More collaboration between courses and course

Coordinators, more effective monitoring to ensure fair grading across courses and consistent academic standards such as delivery of courses/ lectures and tutorials

More sensitivity for vulnerable people in situations like asylum

Please fix the course structure for January starts, let people know before they apply so at least they'll be warned, or get rid of January start as an option.

The only complaint I have is that my personal Tutor has not reached out or has introduced themselves so far this year. I do not feel like I can reach out to them as I barely know who they are!

No

I like to know if it's possible to get timetables for other courses, I would like to attend lecture theatres for other courses out of curiosity

There could be a little bit more involvement from the school in student clubs as when they are fully run by the student union mistakes are made.

I think that there has genuinely been a disregard for the amount of pressure that students feel. Perhaps more care is given to those in the STEM discipline. But in my experience in LLMVC and Social Science, there is very little empathy especially for those in junior and senior honours year feeling depressed and anxious out of their minds. As a whole, it's clear that non-STEM students are not as well regarded. Even looking at something as small as the difference in buildings and technology available to us versus the STEM students. Or looking at how most jobs advertised on TargetConnect are aimed at STEM students. It can leave you with very little hope for the future or even the now. I appreciate the University's efforts to improve but the differences are so wide.

50p soups are great!

no student union pub

When I got my drink spiked in first year, the support services at Hillhead were terrible and unhelpful. This needs to be addressed.

It has been a great year with all the trainings and guidance received for my academic and personal development.

I would like more involvement in the local community

I am not in favour of final exams, but so-called open book MCQs, the time allotted this year appears to be a challenge 30 minutes to answer 30 questions, 1 minute per question, but for a subject that doesn't have an obvious answer it takes more than 1 minute to read and understand the question so is there time to refer to an open book? either way, personally I think it is a test of memory and speed not a test of learning and knowledge. will I remember in months' time? eg if I move to the 'Times' crossword from the local rag I will lose confidence until I get used to it but do I have time? I think essays are good for research and knowledge, but again you have to get used to what each school is looking for. I respect the difficulty the University has and do not criticise, (even though It's what am learning to do)I just pass on my experience so far.

Unhappy with "bare essentials" merch shop as it doesn't provide XS as a size option

AUSA needs a complete reconstitution, students should optionally be involved with and hear from AUSA. AUSA should be less political, e.g. making comments about a war in Ukraine claiming it to be wrong are political, as well as more neutral on their social media platforms, e.g. claiming that they don't have time for people who do not take an active part in protecting the environment

More interaction in PIR tutorials would be lovely

There's further work to be done around the needs of students in receipt of state benefits and how regulations clash. Not enough room here to discuss further.

Better lectures

The careers service is absolutely useless and they don't know what they're doing at all.

I see other students from another school wearing the school shirt I was thinking if the university of Aberdeen can also give us some to wear to rep the school outside. Thank you.

My university experience to date has been wonderful and it fires my resolve to excel

I feel safe on campus but with it getting so dark, I'd like if there were more lights especially near the library then I'd be more likely to stay later

My student accommodation experience - I live at Hillhead and I wasn't aware it was so far from university. I think that the university should increase the frequency of the 9U shuttle leaving from Hillhead to campus as it leaves for the last time at 9:25 am and it would benefit students if it also left at 10 am, 10:30 am, 11 am and 11:30 am as well. Another suggestion would be to petition the council to instate lights in Seaton Park. It is the shortest route to uni and I found out that everyone walks that way, even in the dark, irrespective of the sign. The alternative is to take the long route and walk along Kong Street and then onto Don Street to reach Hillhead from uni. I feel lights in the park would be in the interest of safety of the students, the public and make life easier all around. I myself have walked in the dark only once with two friends and was really scared the whole way and the whole experience would have been different had there been lights.

My biggest complaint about Hillhead is that I found I was freezing in the mornings as I would wake up early to go to the gym, and I was told by the receptionist at the Community Centre that Hillhead switches off the heating between 11 pm and 7 am and that I was free to buy a oil heater if I like for my room. Don't think buying a heater is the solution. Heating should be on 24/7.

Given the cost of living crisis, I think the university should have some events geared towards providing free lunches, snacks and drinks on a regular, weekly basis for students.

Also, I think the university should hold more events like the Shwapping Event where you can get plates, spoons, household goods and clothes for free.

I also think departments should organise class wide outing, at least once every 3 months to bring about bonding and letting everyone get to know their classmates outside the classroom.

Lastly, I feel I would like to see more events geared towards post graduate students - like the Postgrad Coffee and Cake that happens every week at the MultiFaith Chaplaincy. If there were trips and outings planned for mature and post grad students, I think I would really like it.

Filtered to PGR

Do you have any further comments or suggestions about your University experience to date.

I feel safe in the campus as long as avoiding the Seaton Park...

Previously made this comment in this survey, but I do feel additional consideration needs to be made about how to signpost part-time students to items that perhaps are more readily available to full-time students. I do feel disadvantaged as a part time student in terms of access to seminars etc. and it is not clear whether these are available after the session is complete. Also not being on campus seems to have some disadvantages too in terms of access to learning.

It is ok to say that you don't know the answer to a question a student asks. Assurance that

Please please please more activities, food choices, and student space in Foresterhill! We cruelly lack of those..we all feel that everything is in Old Aberdeen even though there are more students in Foresterhill. We don't have time to take the 9U bus to relax in the PGR space, most of us are lab-based. We feel isolated from the rest of the University here

Could we extend office access hours to weekends?

Think about how we can specifically build skills in PhD students rather than just do the project

Yes, the Law school should undertake the student retreat workshops for PGRS each semester. Those are key in blurring the lines between PGRs and lecturers

Prof. Marcel Jaspars is a gem.

I was allocated a laptop that I should have got when my course started; I still haven't got it.

UoA is fantastic enough to be part of, hence no suggestions at the moment :)

Forresterhill Campus needs to be more student focused.

PGRs must be treated as staff. I feel that some of the issues with the PGR experience can be addressed by providing PGRs with a written employment style contract on admission guaranteeing terms and conditions for the research to be carried out as well as basic workplace protections. This would help to counter much of the ambiguity and disparity in treatment myself and my colleagues have encountered.

Non-supervisory and non-Helpdesk support is a bit patchy

Continue to strive in becoming more and more inclusive and plural.

I would have appreciated more support for gaining teaching/tutoring experience

More support for parents (if this is possible).

As I mentioned, some sort of modest red button that would allow PGR students to bring attention to any mild deficiencies in supervision without feeling like they are jeopardising their relationship with their supervisors. Also more social engagement opportunities for mature and part-time students, especially as the latter have no on-campus presence from day to day with no allocated office space.

There needs to be more recognition that not every PGR wants to be an academic!

It can be good to have some brainstorming workshops.

many seminars and academic activities are provided either by university or law school

Online Campus

Do you have any further comments or suggestions about your University experience to date.

I will add one important comment that would be better to get access to technical softwares such as orcaflex and etc in order to make program accessible for online student to familiarize with relevant software as campus students.

no

Previously made this comment in this survey, but I do feel additional consideration needs to be made about how to signpost part-time students to items that perhaps are more readily available to full-time students. I do feel disadvantaged as a part time student in terms of access to seminars etc. and it is not clear whether these are available after the session is complete. Also not being on campus seems to have some disadvantages too in terms of access to learning.

no loved it!

The quality of the audio must be improved. It's very annoying to watch a tutorial and not be able to understand what they are saying.

Please see my earlier comments

Yes, please don't ask me what my title is (MS, Mrs, Mx or whatever). And definitely don't make it so I can't proceed with an online registration process until I choose one. If you want to know if I am married, have the courtesy to ask me if I am in a Civil partnership too. Thanks.

Aberdeen University has been a joy and I cannot recommend the online learning experience highly enough.

Online education can be a great addition to the University, but it has to be organised in the right way.

More opportunities for work to be assessed throughout the course, before submitting

The course feedback questionnaires should come out much later in the semester. I find they are so early, I haven't really had time to form an opinion on the instructor or the course delivery method, so I never fill them out.

Make it more user friendly. If you need help enrolling, the people on the online chat can't help, the postgrad email address never replies and overseas students don't want to call. So make something work.

I feel covid time was more beneficial for online students where all were valued equally.

Now i feel a slight disconnect

Takes ages to get IT support - unacceptable when you use your own computer and off campus

You don't get the feeling that you are a distance learner. You get the same feeling like you are on campus

Any changes to next year modules should be discussed with learners.

Non-supervisory and non-Helpdesk support is a bit patchy

As an online student, it was difficult to make friendship with other students. Mybe something can be done to improve online students experience interesting.

The forum has been so helpful with brainstorming and engaging. Asides, the workload and not having any synchronized sections with the tutor, I think everything is going on fine for now.

no

Filtered to Qatar Campus

No data found – your filters may be too exclusive!

Student experience

Students were asked to sum up in one short sentence, tell us how they feel about their student experience so far and why they felt this way.

SCHOOL OF BUSINESS

In one short sentence, tell us how you feel about your student experience so far and why you feel this way.

covid disrupted it in 2nd year and now I feel behind because I'm not used to current work standards

I feel privileged

Nice learning experience

I feel very comfortable. Because the University provides me a good learning environment, and the classmates are very friendly. It was very different and unique experience. As the way of teaching is different from my domestic country.

Feels good to be back in education again, hopeful for the future.

due to covid pandemic, i would wish for univeristy to create more oportunities to socialise with other students

I feel very involved in student life because Aberdeen gives give the vibe of student vibes.

I have thoroughly enjoyed every day of my studies and life at the University of Aberdeen.

Student experience has been welcoming and has allowed me to reach my potential and engage effectively in my field of study

Very enriching experience

Enjoying it greatly and feel I can fit in to the university.

Everyone is friendly around campus and there are lots of study spaces and cafes.

I have very much enjoyed my time at the university and have learned a lot from staff and fellow students

Very nice lectures by enthusiastic teachers and a nice environment.

Very welcoming environment, so feel at home here.

I am enjoying my student experience so far because of my friends in my course and I'm actually learning important information that interests me!

UofA is a good university with good support

I feel excited of my student experience on campus because of the support from the school and getting to know and having friends from diverse cultural background.

lots of classes to try and people to socialise with. great learning environment.

Very good teachers, staff and environment. But needs more focus on assessments of those student' who are struggling on studies.

Student support is really caring

it has been an adjustment coming from North America but great.

a worthwhile experience

Due to the pandemic, I don't feel I had a great student experience.

I like the connection level and tools for contacting students for fast reporting of the issues or for sending information. The overall student community is friendly and I feel safe in this environment.

I am now convinced that choosing university of Aberdeen was NEVER a mistake. The student support systems in place are superb. The Lecturers are caring and play fatherly roles as well as mentorship.

The welcoming international students community made my student experience enjoyable

I like the community

To a greater degree I fee being part of the University. In addition, am happy with the facilities at the Duncan Rice Library.

I feel it has been brillant as the teaching is excellent

I feel safe especially when you need help there is always somebody ready to assist

It's been great but the only thing is that cost of living for students on campus is very expensive. Buy basic needs like food is too expensive for students. It's even more expensive than buying off campus.

Okayish

Feel energetic to study due to its superb location.

I have enjoyed the variety of module choices and the ability to take outwith my degree.

I feel happy and proud about being in this university overall.

ACQUISITION OF SKILLS AND OPEN SHARING OF IDEAS

It's been tough as the work load is much higher than school

The teaching and assessment style is quite different from what I'm used to, I'm doing my best to adjust.

Very good teaching quality

good

Great and Still evolving

I don't feel valued, I feel like a nuisance by trying to fight for the same opportunities as my classmates.

it is good

I feel happy and proud as a student of this university because it is one of the reputed university in UK and they maintain their stander and provide all kinds of support to their students

Kindly ,warm and active environment

I really like University of Aberdeen, it's a challenging but great experience.

It feels like I have been able to see students from divers backgrounds as it is said that 50% of the students here are international.

Good, enjoyed learning

It's wonderful!

Welcoming and fun

The curriculum is greatly flexible and allows to specialize interdisciplinarily.

I am happy with the course I am doing and my lecturers are nice.

Slightly boring

after 58 years old , just understood that , what is quality, i feel here quality is in the best level.

It has been a steep learning curve as it's been over twenty years since I was an undergrad at Aberdeen, but the University helped my to find my feet once more!

Everything has been perfect this far, but both of my 3rd year honours courses have been arranged in a slightly qestionable manner.

So far so good.

Made lots of great friends. Enjoy going.

I am very happy with how easy, relatable and teachable the reading materials are. Everything is well written and very eye catching. Professor Ibrahim Kalaji is so reassuring, available and gives constructive feedback.

A great environment to learn and challenge myself

I feel good because the campus is incredible and the quality of teaching is high.

I feel like my student experience has been good, I'd just have wished to know the right pklaces to look for support earlier

I am glad to student of University of Aberdeen.

Welcoming student community. Terrible learning institution.

I am very honored to be a student of the University of Aberdeen, because the learning atmosphere here is very good and the campus environment is also very beautiful.

Good tho

My experience is very good and I'm enjoy my class.

Really loved the whole campus experience.

It has been good but I feel less connected to the course as 2 semesters were online

I have felt like a part of a learning community that is committed to nurturing the next generation of leaders in the best way possible. I feel this way because in my time here, I have had the opportunity to learn through seminars, dynamic tutorials, guest lectures, industry trainings, and workshops.

it has been very unique

The experience this far has been disappointing

The student experience was impaired by Covid, but after first year and joining sports societies I have made a solid base in Aberdeen both academically and socially.

fruitful

The environment at the University of Aberdeen motivates me to learn and progress, both in academic life and outside of it.

I was well-informed and well-motivated while I was in Aberdeen. It is a memorable moment in my life.

Supported by staff and students to chase my goals and strive for more.

good, however because i lack confidence to join any societies which i think would improve my experience

I feel satisfied by all the services and facilities that University provides. I especially appreciate the sustainability solutions and mental health support that the University provides.

fun and educational

I fell free because I can say what I want to say.

University of Aberdeen is welcoming, collaborative, and provides an excellent student experience.

Good

Excellent

I feel accepted at University of Aberdeen because of the support services that I have received from the school.

In the land of academia anything is attainable/achievable with perseverance

Disappointed about my first two years because they were online.

Everyone is friendly

It's an amazing uni with good resources for us to grow

I feel secure because most support I may need is readily available to me.

I feel motivated being a student at UoA because of the study material formats and the respective assessments on each module.

My university experience is a challenge that is strengthening the ability to prioritize and expand my knowledge.

Overall I feel good about my time at the university of Aberdeen. I feel many of the professors have really cared for my future and wanted the best for me.

The teaching method is interesting, in terms of prep week, teaching week and examination week.

Still early days yet but generally satisfied

My student experience, while rocked by covid, has been satisfactory. The university creates a great environment for people to befriend likeminded individuals.

Living the student life after work ex in itself is a journey to cherish, moreover at University of Aberdeen it has been even special because of the different cultural experience and learnings.

Annoyed that it was disrupted by Covid

It's been great!

I have paid about 18,500 as fees now i am struggling to pay it back.

The experience so far has been pleasant

Immersive experience with a chance to meet so many unique individuals

Student Experience is not bad, however the study part is what I am more interested in as a Mature student.

Enjoyable, good mix of studies, and extra curricular activities

My student experience has been great. The challenges faced during my study were not beyond what I can bear as a student living with my immediate family.

The information and skills I acquired at University of Aberdeen allow me to provide face-to-face treatment to my patients, obedient. which greatly boosts my confidence in my professional career.

Studying online has been convenient, although somewhat restrictive and isolating.

It is fine. The school can do better with organising job fares and seminars for student interaction with prospective employers
i feel proud to be a student of Aberdeen Uni

I feel secured and happy at my campus because the University has secured multicultural environment and I never faced racism on campus

I thoroughly enjoy my social experience because there are a lot of interest people here. I do not know any people from my school because the lectures are huge and the tutorials infrequent and short. I am satisfied with the majority of economics lectures and with a minority of finance lectures. The finance professors seem entirely disinterested in teaching.

I'm enjoying the freedom

im enjoying life in aberdeen, the uni is great... the workload is a lot.

not entirely satisfied as I expected more in terms of practical teachings, partnerships with organisations and focus on employability post degree

Great campus location, nice atmosphere

Being back in-person has made my overall experience significantly better.

I feel a bit above normal in terms of my satisfaction as the study has really being considerate to my work life balance

Very exclusive environment, many societies to create new friendships

UoA is beautiful and well maintained, the office staff is good and supportive, we had some amazing prof. And teaching staff.

Being a Jan intake was a bit disadvantage for me personally as important topics are getting covered post dissertation

It was a wonderful experience. I was able to assess my skills to the limits

Pretty good, but there is some disrespect for women.

fantastic study life

I FEEL WELCOME AND ALSO THE AUTHORITIES CARE ABOUT THE STUDENT BODY

I am happy as a student at Aberdeen university

I have thoroughly enjoyed my experience, as my first 2 years were mainly online, I appreciate having an on-campus experience so much more.

Overall, my study experience has been good because the school has been supportive.

I feel I am in a big family and welcomed at all time.

I feel very happy. The staff and teachers were always patient and warm when I needed help and they gave me a lot of encouragement.

It has been very engaging and I have learnt a great deal of knowledge, I have seen myself become more mature as a person and progress ahead in my career

I am astonished by university support for international students.

I have excellent experience and almost i attend all the class it was amazing experience for over and lectures was excellent.

My routine at university is just to come in, listen to the lectures, and go home, I didn't really find people to communicate throughout the day at university, but I am personally alright with that, and enjoy my time.

I feel really excited

It's been good as the academic side has been interesting and easy to organise. While the co-curriculum has been fun.

I am proud to be a student here and it is a significant achievement for me, but also I feel sometimes lost because I do not know what to do besides studying and it isn't easy during my free days.

I have felt welcomed into the university and found it easy to settle into a routine

The quality of education, university environment and support from University staff have really helped me to be engaged and motivated in my studies. As of now, I'm finding Economics and Quantitative methods a little difficult to cope with because of a lot of concepts mathematics which are completely new / those learnt in GCSE maths, which needs revision.

I've always had high hopes for university and University of Aberdeen has made them true. I couldn't have chosen a better university and overall I am very happy with my choice to study here.

Outsider.

i feel so welcomed into the University's society because everyone is given the same opportunity no matter the gender, race, religion or status

SCHOOL OF BIOLOGICAL SCIENCES

In one short sentence, tell us how you feel about your student experience so far and why you feel this way.

My experience as a PGR student of the University of Aberdeen has been great and is paving the way for a great career in the near future.

My experience at the university helped me develop independence

I love being part of such an international community

goof

My experience so far has been very positive because my education has been thoroughly supported and encouraged by staff and I have been respected as an individual at all times.

It's been very welcoming, all the events and activities

I really enjoyed being able to connect with other people in different societies and meeting like-minded people in my courses

It's been fun

Excited to learn more, as the lectures are given in an engaging way

Limited due to covid but good

I don't like aberdeen but I like the University

So far, I have found my student experience fulfilling, due to the friendly, approachable, and genuine nature of the staff and other PGRs I've interacted with.

I am glad the University allowed me to build strong connections with other students, thanks to societies and clubs

Lost as lectures are difficult to contact and ones who can be can't help

Very terrible, school only follows student handbook rules in favour of them

I have just started but over all I feel very welcomed and supported by staff and students here.

I am satisfied with my student experience so far and feel well supported by my supervisor and SBS administration staff, however I also feel that Aberdeen could be doing more to encourage a culture of equality with regards to protected characteristics.

I feel as an international student the uni system here is more accustomed to my learning style, but my program can be quite unorganized which is quite stressful.

I have been supported as a new PGR student and feel that I have clear avenues to draw attention to my needs

Great environment, but delays to support services have made things problematic at times.

Outside of school-life, I have found socializing as a non-Brit difficult

It's been enjoyable as I have met lots of people and my course is interesting

I have really enjoyed my course and being a student at the University as it's brought me closer to the research path I want to achieve, but I'm sad I missed out on most socialising opportunities at the start of my course due to COVID.

Loving the independence, a refreshing change from A levels. Practical portion is in depth and applicably related to the more theoretical studies. Overall excellent.

By the end of a term I feel tired but in a positive way

I enjoy it here

i like it as there is a wide range of societies

I like the food bit

As a masters student having to record attendance makes me feel undervalued. I can make my own choices

it's been a bit stressful due to personal circumstances, but overall I'm happy to have the opportunity to study at the University of Aberdeen.

It's been a rollercoaster ride that I am thankful for the fun ride and thankful they the fear and concerns on the ride is almost over.

There are so many opportunities. There is a lot of flexibility with what you can do, being able to change degrees is an amazing feature.

It's been a great experience so far, it matches with tales I've heard of others' uni days

I have been able to develop and apply professional skills in a way that excites me for the future.

Student experience has been on a standstill from COVID but my final year is really making up for it and giving me the student experience I hoped for.

My department's PGR culture is incredibly welcoming and makes me feel included and safe.

The way the university handled the covid pandemic compared to others was really well done, and with the high standard of courses and teaching I feel satisfied being a student here.

I love the open and friendly environment around campus.

Exciting

Although I have only just started here at the University of Aberdeen, I have felt welcomed by everyone.

fun however lack of motivation this semester has made it hard.

Extremely grateful to be at a university that prioritises students- my disabilities are taken onboard and never dealt with as if they hold me back or are annoying

I have enjoyed my learning and the social aspects of university

It has been greatly hindered by the pandemic and feel like I have missed out on a large portion of the university experience

I feel like I have more freedom because I have to do most things myself as an individual so this experience has helped me for the future where I have my own home and space.

Inclusion-I believe I feel part and protected as a student.

UofA has allowed me to develop a lot - academically, socially etc - i feel supported and safe at this uni.

I don't feel challenged, but I am enjoying my free time.

I feel quite happy, I don't have any other university experiences to compare it to, but I feel that the class durations are good, and I appreciate the built in time to move between physical classes.

I prefer second year so much more because I can interact with people so much better

I'm enjoying it so far

I feel my time at Aberdeen has been challenging but supported and has pushed me to develop not only academically but also as a person, I have never felt unsafe or unable to reach out for support when needed

I have really enjoyed my university experience as the staff are really friendly and helpful, and support is very accessible.

I feel disappointed that my degree has not been what I thought I signed up for

I love it, some of the best few months of my life.

I feel the lecturers genuinely want to teach us important things that will help us in our futures/in deciding what we want to do in the future. They care about our feedback and some make the lecturers interactive and memorable. The library is a lovely place to go in-between lectures and provide a comfortable and safe place to study free of distractions.

fun and engaging

Listened to because the university is constantly getting feedback from students in order to improve

I appreciate the opportunity to participate in societies that are related to my interests.

I'm finally happy that I can study things that are more tailored to what I want to do in the future and not a mix of different subjects

I am glad to be finally studying what I am passionate about.

My student experience has not been really good. I found out that lots of students of other races are anti-social.

It has been a good experience so far, I've learned a lot and am experiencing new things.

I am happy for libraries provide avenue to read and search for literature

I work 20 hours a week around my studies so I have limited time to take part in extracurricular activities and struggle with work life balance

So far, it has been the best experience. Struggling with settling in with my kids.

Enjoyable so far, everyone is very friendly and the resources we have are excellent

Feeling an independent researcher because of flexible work time and responsible supervisory team

Don't feel listened too

I feel isolated and unnecessarily monitored with visa reporting requirements because they are not entirely needed by the home office.

I have so far had a great experience. The support from the research community, support staff and supervisors is incredible. The environment is just wonderful to study and do research

It has been great, I found a lot of friends.

enjoyable, especially being back on campus

it's okay but i'm not very social so i don't participate

Disappointed in the level of support offered.

I am glad to be a student at the University of Aberdeen as it has done an incredible job while dealing with the challenges of the pandemic and I am glad we are able to be back on campus.

I have enjoyed my experience thus far as a student. I like being able to talk to others with the same interests as me, get involved in different societies, and take classes directly pertaining to my interests.

It is empowering: learning about topics I like, having internships and volunteering possibilities and many extracurricular activities.

I'm happier at Aberdeen University than I have been elsewhere in a long time

SCHOOL OF DIV, HIST & PHIL'PHY

In one short sentence, tell us how you feel about your student experience so far and why you feel this way.

I feel very comfortable being on campus as I know issues I have can be resolved.

I like the independence I have gained from being at university and staying in halls because it's like a stepping stone from living with parents and having them around to help, to living alone when you finish your degree/move away from home

I am a valued student and I feel my coursework is equipping me for my future.

My experience has so far been good, as I have experienced no difficulties with the courses I have taken.

Its great, I feel guided and my needs respected by everyone on campus.

I have struggled to fit in socially and I am not a fan of Aberdeen as a city, but the academic side of my university experience has been largely enjoyable.

It's been fine: covid was no fun, but generally well-handled by the university.

Good, but could be better.

its been a strange but overall positive experience

I feel positive about my research and supervisor but unsupported in creating community amongst other students

My experience at Aberdeen Uni has been great so far. I've worked hard and enjoyed my courses but also had a lot of fun. The Uni supports its students very well.

I am satisfied with my experience at aberdeen as it is a well run university

Overall satisfying.

It's been great so far! I met a lot of people coming from different backgrounds and enjoy spending time on campus and at the library!

I feel i can reach my fullest potential at Aberdeen University.

Engaged and engaging

I have had an appalling experience at a negligent and incompetent university

Feels like being back in a familiar place, having done my undergraduate degree here, it feels good to be back and involved with the university again.

Feel welcomed into the research community - they communicate that they value what I have to contribute.

The support from members of staff has enabled me to learn and study in the most optimal way for me as a student.

Stimulating and enjoyable. The course has been outside my comfort zone but has been intellectually stimulating. The online format works quite well. Staff are experts in their fields.

Generally happy but I think humanities should have more funding

Great because of so many positive and encouraging words from both academic and admin staff.

It has been good. Whilst it has certainly been a difficult one that is not something which is unique to me. The academic side has been enjoyable but the rest of life has been much more difficult to handle.

My student experience in my courses is good, my experience as a student of the university could be far improved. Why have an online enrolment portal and then make it unavailable to online postgrad students? I should be able to enrol myself in a new subject each term.

A bit ambiguous - it hardly felt like a student experience half the time because of covid, but I also don't think there's a graceful way to handle a global pandemic.

it's been fine - I'm a part-time distance learner

Disappointed and missed my degree programme

very different to what I thought it would be like

overshadowed by strikes and covid.

I feel slightly disconnected, only because I am a distance learning student and, due to time zone differences, I am usually unable to participate in live online events. I was, however, not expecting more. I am satisfied with my experience.

interactive with helpful staff

It is a privilege to participate in the Christianity and the Visual Arts program.

Great for mature students

I deeply feel that UoA is for me, I'm accepted as I am and I very much feel I am part of the wider university family.

The university has surprised me as its reputation doesn't reflect how much work is really being done here. I've been very impressed with the high quality of teaching and research in the Art History department. I am also impressed with the quality of the library resources as well as the work they are doing to make their resources accessible. The campus is very friendly and so are the students.

Despite frustrations with the supervision process and exposure to some of the Uni's assets because of my part-time status, I enjoyed my time and feel enriched by it.

I am a mature, online student and don't really feel affiliated to the university.

I have enjoyed it this far

I feel like I'm learning in a very positive environment. This is especially due to my professors. The art history department is really there for you.

I am excited for the future because of how the past couple of months have gone.

The academic work has been very insightful and helped me to develop my analytical skills.

My department has been an amazing community of support and learning, stimulating much of my research, but I have felt little-to-no connection to the University as a whole.

I feel it has been awful, unsupported, and borderline abusive. I have not been listening to when I raise valid concerns and have experienced transphobia directly from staff.

Overall I feel good about my student experience. Aberdeen has allowed me to meet lots of people all from different backgrounds from me while also providing me with any social support I need. For academics, I feel like the courses are very well structured and allow first year students to ease their way into a new setting with new learning experiences.

My student experience has been excellent.

I am happy that I study here, because I feel like I am actually becoming the best version of me thanks to everything that I have experienced in Aberdeen

Collegiality, rigour, and tradition.

My experience has been largely mediocre, while the courses that I have done have been stimulating, there have been many times where I have needed support and I have not been able to get through to the right person to access it.

I'm happy with my experience and feel that it has been a rewarding and enjoyable one

Very enjoyable experience.

It has been content filled and diverse, there is always more you can do and always someone to answer your questions.

The faculty are knowledgeable and responsive; the online platform is easy to navigate; the library database is fantastic (in terms of access to publications as well as easy to navigate); and the courses I'm taking are fascinating!

I feel it's been challenging but also very enjoyable. Have made lifelong friends and learnt loads of new things

I am motivated and cheered by the professional development courses and seminars.

The University is a very open and inviting place for most. However, I am a conservative Christian and thus do not hold many of the social values that are prized by others. I do feel pressure to conform to the sexual and political opinions of the majority of the University's students and staff. There does not seem to be any room or acknowledgement made for those who share my views.

I enjoy my course and feel that there is a lot of effort put into how my courses are managed and taught.

I LOVE the Theology department. The rest of the university... meh. Constantly having my research flow disrupted by pointless reviews is highly annoying and I don't feel like I am getting appropriate support in finding funding opportunities

I have enjoyed my time so far as Aberdeen has a very supportive learning environment.

inclusive, interdisciplinary

No matter what, I always feel included and supported, because the staff whether in my department or in student support, are all incredibly understanding and supportive.

My student experience has been very positive because of how friendly and supportive the philosophy staff are. Also the library facilities are really good

The experience has been academically challenging but really rewarding too.

Quality of teaching and attentiveness of staff.

The program is intellectually stimulating yet unpretentious; I am pleased that I have access to the university's offerings online.

I am enjoying the experience of studying once again and the course material is fascinating, but I am unconvinced I am getting good value for money.

I am retired and taking a course for personal interest, The course has been stimulating and useful to me

I loved my undergraduate experience here and am delighted I've been able to return as a post-grad.

SCHOOL OF EDUCATION

In one short sentence, tell us how you feel about your student experience so far and why you feel this way.

I mean it's okay.

I feel included and welcomed.

I feel I'm on a good path to gaining and being proud to have my degree.

Great experience coming to Aberdeen, doing the PGDE in Primary Education. The support is great.

The University of Aberdeen has created the caring conditions where I, an autistic Scottish man, can partake in my diverse and dynamic community.

I have had an enjoyable experience, where I have learnt alot about the subject and about myself.

Very good, and supported

I feel supported by my tutors and know i can contact them with any questions and for support. My studies are on-line, knowing i can get in contact so easily helps me to complete my studying effectively

I feel as if 3rd year has been the best year of teaching due to finally being online.

Disappointed in the change of lecturers

respectful

I feel positive as the course is encouraging me to develop in the direction I wish and feels highly relevant.

Very let down by the system, felt only a minority of people were here to support me. Very disappointed and wouldn't want to continue with any more higher education.

I am really enjoying my course and the balance between online, placements, and in person learning

I feel that the University of Aberdeen staff have a genuine care for their students unlike my previous university experience. We are treated as whole people and this goes a long way to feeling positive about the student experience.

I am enjoying my experience learning a topic related to my work

I have enjoyed making new friends and I know some are going to be friends/confidants for life. The support and welcoming atmosphere from staff really makes me feel like part of the university community.

Valued, listened to, involved, with the ability to be self lead in my learning with the guidance

Feel included and heard by tutors regarding the course and progress

There are registration issues, e.g. I had to put my marital status but Civil Partnership was not included. I wrote 2 years in a row to point this out and my email was never replied to.

The university has been quick and supportive when I was struggling to log in.

The course coordinator has been really helpful and supportive with online discussions

My experience at Aberdeen has challenged me to grow and learn in new ways.

Some of the questions were irrelevant to my course as it has been done virtually but when I've reached for support with Dyspraxia the help has been fantastic.

I feel I am teaching myself my degree, not being taught.

I am extremely satisfied due to the support I have been given throughout my time so far at the University

I feel fully supported and happy with my course but I wish the classes were face to face.

Staff are always eager to help and collaboration allows for good socialisation with other students.

I have enjoyed it a lot!

I have thoroughly enjoyed my time at Aberdeen university from a course view as I have got to be involved in interesting discussions in tutorials and have been supported in my studies. However socially we have not had it easy but this is not the university fault it was due to covid but the university has definitely tried hard to overcome this but I feel as though social societies are not very inclusive. I am really hopeful that the education society starts putting on things.

I feel a valued member of my course

Positive due to feelings of acceptance and warmth

It has been positive, engaging and enjoyable but I feel it could benefit from more support and understanding in certain areas of the course

Very helpful - pleased to see my progress through both campus time and placement

A well supported and engaging experience

yea i'd say it's pretty good, i am learning and having fun at the same time

Learning. I am learning a lot. Sometimes overwhelmed but still learning.

I am really enjoying being a student at the University of Aberdeen

It has enriched my practice and professional career

I feel very supported in my studies by my lecturers. I feel my lecturers communicate clearly and I know what i'm doing at all times.

very good

The study groups and links with fellow students on line, alongside critical and reflective feedback from tutor as encouraged me to continue. Al though I would still appreciate some fave to face meetings with course leaders.

In the two months I have been with the University I have loved every minute of my on-line learning, it is very informative, engaging and stimulating.

I like that there feels to be people from diverse backgrounds and I feel like there are more people like me than in other universities I have attended.

I feel I have been connected with an amazing community of learners and facilitators.

The variation of in person, virtual, online and holidays has made it hard to get into a routine of being a student. Therefore, it is hard to feel fully part of the community.

Would be good to have opportunities to be more involved on campus and to network with other students.

As a mature student, I have been very well supported, with understanding shown to me regarding the outside pressures I may face due to responsibilities.

Inspiring environment and staff

I have enjoyed learning and expanding my knowledge

I have loved every minute of it

I really enjoy my time at uni both course and living with friends. I think this is because the uni were supportive in my first few weeks and eased into the course to allow me to find my feet.

I love my course choices but frustrated with the delivery and lack of organisation combined with high costs

wonderful experience looking forward for upcoming year

I feel very lucky in my cohort of students, and I might not feel so satisfied if it weren't for them.

It's been good, I feel electives shouldn't be a thing

It has been stimulating and challenging

Enjoying 2nd year a lot more than first. First year felt very depressing and tough.

I have had an amazing time so far. I am thriving as a student to the the support from the staff and other students

Very welcoming and full of resources.

It has been a brilliant experience - UoA have given me the opportunity to achieve a lifelong dream and the teaching and support has been 2nd to none!

I love being in Aberdeen uni. It makes me feel excited to learn. My teachers are amazing at their jobs.

Very challenging but rewarding

I've always wanted to go to aberdeen university, and it's met my expectations! I love it!

I feel my experience so far has been very good & I have not had any troubles

It has been good, and I've enjoyed it

I find the course challenging at times, but feel support is available where required

Overall, very positive so far

Good support in becoming a (mature) student. Interesting course. Helpful staff.

I feel included in the community at University of Aberdeen.

I am stressed, overwhelmed and exhausted with the workload, but I enjoy coming to Aberdeen University and the support has been great.

Very open and welcoming, especially during freshers week

It's overwhelming and different to what I'm used to but I'm trying to adapt, the uni itself is very good and has nothing to do with my struggles.

Very interesting

Overwhelmingly good experience so far. Thanks

Overwhelming but beneficial

SCHOOL OF ENGINEERING

In one short sentence, tell us how you feel about your student experience so far and why you feel this way.

Awful I enjoyed in my old uni in IRAQ more than here

i feel it is a positive experience the only negatives are most of the scholarships are for scottish students which isnt bad but at times feels unfair

Just there... It is nice to be able to meet individuals from other countries though

As a MSc student i do feel very satisfied for overall supports and services. However, there are few points those can be upgraded and made study period much more beneficial for online student such as: solving problems related to lecture records which sometimes are not full or not sufficient enough because of lack of visibility of board and class. Therefore, I do believe that electronic board should be utilized and shared at the same time with lecture itself considering importance of both lecturer gestures and sketches drawn on board. And definitely will be much more better for both online and campus students those can watch again lectures and better understand.

It has been a great experience so far, I started my course during peak COVID time in 2020 which impacted my learning during that time, however my experience with online classes has been great as well as my experience with most of my course coordinators.

It is eventful

It is a one of a kind experience compared to previous ones.

I am happy as I am growing my technical skills with the modules in the course with interacting with many students from different parts of the world.

It's really challenging. This is because you have to put on a severe hard work to become successful.

It's good to be the student of the university of Aberdeen, great university with many features. Specially i love the library which gives a very good vibe.

not satisfied

I have really enjoyed my experience at uni so far, Especially being back on campus I find it much easier and much more enjoyable.

Good, better that everything is back in person.

It has been great all the way! Learning is fun mixed with other activities.

Great

Its been good

I feel very good to be student of the university and thank the course coordinators for their support which is very good.

The overall experience is great because of the content of the degree course.

Very satisfied

I enjoy being back on campus, feels like I am finally able to get the 'student experience' that I missed out on during the last 2 years of my undergraduate degree

Absolutely love it, right course, right accommodation, good friend groups established and active society member.

bueno

Ok, need to improve workload (too much)

I feel great

The teaching is more academic inclined and more can be done for persons from the field operations

Satisfied because of the other students I have become close with.

challenging through covid but improving significantly since September 2022.

Satisfied

proud. I am really happy to built my future with thw university of Aberdeen.

I feel very happy.. They give a good teaching and are very supportive.

everything is quite good

I'm frustrated in general. I feel like I'm not learning anything applicable to my job, I'm just studying to pass exams that are not relevant to my career.

Not so happy, but OK

The online experience has been challenging but rewarding thus far.

I feel "rushed" through the program.

Equality and Diversity

I feel the university makes strong and continuous effect to improve student experience; but onlin students are misses out on much of it.

More and strategic online live academic and social interactive sessions, will improve online students experience and networking.

Online students should compulsory have a profile photo, plus a profile video (setout for a specific manner, content, and duration).

I chose Aberdeen because it offers online asynchronous learning (I live 7 time zones away). However, that means I can't really participate in many university activities.

It's okay

I can invest in my future and thanks to co-curricular activities I can develop the skills that my future employer will value.

Good support system. The Lecturers are very supportive and devote time for explanations to students

It's a nice experience with a lot of social opportunities and a society for you no matter your interests.

Excellent courses

Covid has dramatically effected my student experience and now the cost of living crisis is causing me immense stress at a time when i have 4 exams and a 5 page report to do for my individual project.

It has been somewhat disappointing due to poor delivery, cancellations, rooms, microphones, Wi-Fi, no email address book for my classmates or professors - how do you expect to collaborate when/if you don't know emails addresses of your virtual classmates. There is no platform set up for introductions or anything like this.

Learning has been very easy with teaching aimed at passing information and not just filling up paper.

Happy to be here as I've made lots of good friends and feel like I am effectively educating myself

The experience at the university has been somewhat engaging and highly demanding academic wise

my student experience has been great because I had the opportunity to interact with people from other nationalities.

Felt impressive; I was really impressed with the level of expertise and understanding shown by my supervisors; they were very nice and very efficient. The atmosphere of the office with fellow research students was very warm and welcoming, and I had a fantastic, informative time where I felt that my needs were met.

It's been onay, but I hate how the university's services don't do anything about actually resolving students issues or taking action on tackling sexual harrasment.

its good

I feel quite overloaded at the moment as there are a lot of exams and information to learn in such a short space of time

I cannot feel fully involved to the education; online education can be intellectual somehow, but emotionally it is not the same with on campus learning. We cannot have opportunities to attend events and there are not any online sessions through teams. Even I do not have communication with my peers, since I do not use social media tools. I think, university should supply alternative way for communication, instead of making us use social media.

Great study abroad at a historic university with rich university life around the studies.

Diversity and an Inclusive environment that leads to belonging. I am in love with UOA.

The weather is unbearable, so is the city and most of the people, nobody wants to communicate.

I feel like a small cog in a VERY large wheel

Everything very well organized which i believe demonstrates how good job University staff done overall years to ensure all lesson learns are capture & actioned accordingly. I am quite satisfied with a way I am receiving material related to my courses and also it is worth mentioning how good is student support team.

I am proud to be a student at the University, as an online student, I feel disconnected from all the other activities that are on-going.

Worried to come back on campus and studying with young people, what was wrong with me? They are all lovely and happy to have a chat with anyone, no matter what age they are.

It's a good experience, meeting new people is fun and education aspect is interesting but tiring as well as busy. No time to relax or breathe as there's just one report or test after the other or multiple with exams around the corner too extremely motivated.

I am proud to be a student of the University of Aberdeen. The success of this institution stems from the long experience of the professors who teach in various disciplines.

I feel its been rewarded but the specific qualification seems like it is trying to cast to wide a net with regards the subject / disciplines and this has presented a challenge for engagement as many areas outside of interest or prior experience.

It's been great a lot more freedom than secondary

My student experience has been very immersive so far. Although it has been very demanding, I am very pleased with how much progress I have made. The experience has helped me learn new skills and sharpen old ones. I have the opportunity to meet people from different cultures and really appreciate our differences.

Online, not really the "university" experience

Excellent. I enjoy the online taught course and the fact that lecturers are recorded

Took advantage of as much opportunity as I could handle in the UoA community and benefited greatly from it on my way to graduation. Mainly from my experience in the University Air Squadron and Team Aberdeen University Formula Student.

Very engaging

it's been very positive to grow my skills within classes and outwith

Happy so far as most things going well

Love it, have the opportunity to be independent learners but still have access to support if we need it.

It is quite great. Everyone has a helping nature which I don't find it in other cities/countries.

I feel I have been treated very well and up to date at all times

Very stunted by covid

i enjoy uni, fun and educational

Very good, engaging and interested

To be honest the teachers, tutors are very hepful and they listen to students and their enquiries; The notes and the lectures are good as well.

Satisfied except for the Summer period where most of the facilities were limited (eg: library opening hours) though MSc students had to work on their dissertations.

It's been great, challenging because of the course content but rewarding so far.

I feel like I am being well supported in my academic career.

I am adapting with the system. Wanted to interact with lecturer but don't know how

amazing i get to have what i am asking for

I am happy with how my experience has been so far especially with all the restrictions due to covid in my first year

University has been a pleasant experience since the get go. The campus is secure and has a good working environment. Aberdeen as a city is great and have really enjoyed my time here. Coming to this Uni has made me work harder and challenged me to learn advanced skills.

it has been very enjoyable as everyone in Aberdeen is very friendly

Tired. Academic work is difficult

I am an older student so feel some area's are not really aimed at me

Lecturers have been really helpful and students have been friendly.

really enjoying it so far. brilliant uni experience

I feel great about my study in the University of Aberdeen due to the interactive nature of my course

Great to meet people from all over the world that are wanting to do/interested in the same thing

Still fitting in to uni

As far as my online experience goes, I'm very happy.

Feel good so far though still yet to find a rhythm

on-campus experience is immeasurably better than online

It has been easy, because there is still online elements.

Very happy, there are loads of great societies and the library is an excellent resource for study.

Very difficult to meet new people and make new friends if you did not stay in student accommodation and if you are not a part of any clubs or societies.

I am not satisfied.

Mixed, student experience has been the highlight and enjoyment. Studies have been a little to much at points. Mainly 3rd year 1st semester for me.

Grateful, the tutors are experienced and pass onto the students the most important skills.

As an international student, it's been quite intense coping with academics, part-time work and, other extra-curricular activities.

The best way I believe to experience all the UoA offers to students and even the city of Aberdeen is to prioritize things and pursue to fulfill and achieve your goals. I felt that 1 Year course in M Sc , the duration is literally short to explore and experience and maintain a balance between academics and other things.

Struggled through the first two years but now feel I have been able to pick myself up in 3rd year after a year out and am happier at uni

Exciting

I really enjoy how we learn every day something new.

SCHOOL OF GEOSCIENCES

In one short sentence, tell us how you feel about your student experience so far and why you feel this way.

As a PhD student/researcher my expectations or needs from the University wasn't entirely met, but as an International student all the necessary support is provided.

It has been great so far, although I wish there was quieter spaces and larger PC desks in the main library and it was open 24/7.

As an exchange student in my last year of studies, I've found it difficult to connect and form relationships with people outside of other Americans or my flatmates.

I cherish the department staff who have provided me with so many opportunities to do what I love, but everything else just feels like background noise.

Fun and exciting.

The overall is good, but university should support international student.

Wide range of opportunities, both academic and social.

As a mature student I really struggled at the start, it took me one full month to get up to speed with everything, that's a lot of days, a lot of lectures. I feel that's where the intervention should be.

Now that cover has passed and everyone is back on campus, perhaps physical feedback/suggestion boxes distributed/available weekly and collected/opened weekly for first month so that organiser can accurately gauge who has problems, where the problems are....

Very enriching, learned a lot of useful knowledge

Let down; I was excited to be obtaining new knowledge and learning new skills, but the course has been very demotivating.

I am a student

I have felt welcomed at the University given how kind the staff and administration were since I moved in.

The Archaeology teaching staff create a community within the department which the students are a part of which means I have felt supported and engaged through my studies.

It's been a pleasurable experience. It is because the workload is manageable, and teachers care about the student's feedback and questions, helping students to do better in different assignments.

I feel as though I have been welcomed and given a broad array of opportunities to learn from experts in my field

I love it. I have made so many friends

My first two years were difficult being online and social distancing but now in my third year I feel super involved and enjoy every minute of university life

Very proud and high expectations.

welcoming community and safe environment!

I feel pretty good about it, while not perfect, I still have fun and feel welcome.

Great experience so far, staff are very good in the department.

Invigorating

It has been engaging and interesting, helping me develop as a person.

The university seems to have good professors in my field who are genuinely engaged with the students, which incentivizes development and assists in learning.

I feel that the University's multi-faceted approach to education allows me to follow my interests and I have the resources available to accommodate that research.

It's overall very good.

Met lots of great friends!

I feel there could be a more hybrid approach to learning, it's not necessary to be on campus for every single lecture and the qr code tracking seems excessive, especially when University should be a chance to manage your own time. Feels more like an extension of high school than a university establishment at times...

It is very early impressions. I have high expectations with regard to the value added I can expect as an interdisciplinary researcher interested in returning to an applied career.

Great due to all the support and opportunities

Coming to Aberdeen as an Erasmus Student taught me how university life should really be: fun, challenging and engaging!

It has been fun if hectic bouncing around the different buildings especially when not let out in time to travel.

I feel like the University of Aberdeen has made it feel like a place where I belong because of the endless support from staff and the student support and counselling service.

As an minority asian, I felt really nervous coming to aberdeen. However, towards the end of the course, I feel like my social skills has been enhanced in a multicultural experience.

When i really needed. Student support was there and i will never forget this things

One big family.

I feel good about my student experience as the study spaces are great and good lecturers

I have an incredibly supportive supervisory team at UoA who partner effectively with supervisors at another institution to provide excellent support even though I am based off campus.

I've really enjoyed it and feel more confident for the future.

Very good extracurricular systems and support systems

Generally speaking my time at the University of Aberdeen is going well. The workload is really high and I wished the courses better "coordinate" between each other to not do the assignments at the same time...

The student experience has been great for introducing me to new people and ideas as well as new approaches to progress my academic qualities

Great and friendly community with lots of opportunity

So far my student experience has been second to none because the coursework has been stimulating

I feel privileged to be a student at the University of Aberdeen, one of the top 20 Universities in the U.K., which offers me the opportunity to become a researcher.

Generally good, with no significant negatives. The faculty and to some degree other students seem to understand and appreciate that my life has involved a wide variety of opportunities to learn at times unusual skills and experience a variety of life situations, as they can add to what I can bring to the group.

Challenging but rewarding

My first year experience was actually perfect. I felt really supported, and really able to get the most out of my time studying. This year, with more and more expected of me on campus, I've felt increasingly stressed. I had planned to join various societies and take part in other things (like NARSS talks), but I'm just too tired at the end of the day, and because I'm spending so much time away from home, I don't feel as though I can ask my family to pick up my slack any more than they are doing.

The university just feels like a second home for me and I really haven't had a bad experience so far

I feel my student experience was nice because my coursemates were nice. I cannot say the same for the bigger picture of the University. I didn't make more connections outside my coursemates and I didn't like it. The opportunities were not really there to do so

It's a journey, not a normal one for me. I have had a rough and restricted student experience, completely let down by the supervisory team if there was a team.

As a PGR student I feel completely removed from staff and students as the University does not set a clear roll for PGR students- are we staff or students- neither.

It is challenging but somehow I am managing quite well.

I have had a very enjoyable and fulfilling experience so far at Aberdeen University as the course has been very stimulating.

I don't feel I belong to the university or my School. A better sense of community in our department or School would improve this feeling.

I haven't had any problems so far, so I'm satisfied.

It's been a nightmare and I've felt very alone throughout

It is a really great experience studying at the University of Aberdeen and I can absolutely recommend it.

I feel like it has been very though provoking and brought about a newfound independence as I've learned so many new things and taken my style of education into my own hands as it is up to me to figure what to do with the information I have been given. tiring but rewarding

I feel, I am part of something brilliant and I like to take my part in it efficiently.

Good but isolated

There should be more group work, it helps build comradery

Awesome

Being in 3rd year following years of covid teaching, I feel only now am I having a student experience

I feel engaged with and supported in my studies, and motivated to achieve.

SCHOOL OF LANG & LITERATURE

In one short sentence, tell us how you feel about your student experience so far and why you feel this way.

I feel the university could have done better accommodating students that are going into their third year, having spent the previous two years online, it is difficult to adjust to exams.

Exhilarating

I am satisfied with all the new friends I have made here and all the opportunities I am given.

Really good. I love Aberdeen and have great friends.

Enjoying my course, even though I am struggling to manage the workload at times, but feel I am not able to access the social side of university as I am nervous to put myself out there.

I feel welcomed, accepted and valued. Staff are caring and understanding.

The staff, teachers, multiple support systems, and their open communication with students creates an environment that feels friendly, safe, and supportive, where I am genuinely happy to come to school each day.

Very busy, I do too many different subjects

Overall good, but I have had quite a few issues with my disability provisions not being taken into account, and other issues regarding the general accessibility of the uni campus and the structure of some classes.

I'm happy because the staff are great, friendly and very patient

I feel more immersed in the university because I live on campus and am therefore constantly surrounded by the university and its students.

My student experience has brought me out of my shell and helped me become more confident.

Awesome life here.

While studying at the University of Aberdeen, I have always found the students friendly and the faculty supportive and encouraging of my academics and work experiences (i.e. internships). I will greatly miss being part of the University once I graduate!

despite the impact of COVID, i feel very connected to the university community

University of Aberdeen feels like home; familiar and safe.

It's been very smooth. I especially enjoyed online learning during COVID. It was well organised and efficient.

I feel happy because the University has provided many instances for me to grow and develop academically and socially.

I feel privileged to be a student at UoA

I have gained new friends etc from studying my course. I just feel like the first two years of the music course was a waste of time as it will not benefit me as a teacher in the future. The last 2 years have been fantastic though. Just a pity the first two weren't.

I've found it to be difficult, isolating and stressful as I feel there is a real lack of support and communication from the university.

I feel I've had an amazing time as a university student, as I've been able to try out new things and challenge myself.

I'm enjoying my experience because there are clever and supportive people in my department.

The close interactions I have had with some teachers (and almost all library staff) have been lovely. It seems that there is a lack of communication between some different departments in the university, particularly with regard to international students. My arrival was severely delayed because, essentially, a single department misplaced my information and didn't get around to it until I reminded them. During my visa check-ins, there was very little communication between my advisor and the school office, which sometimes led to additional confusion about when and where I was meant to be checking in. I understand that the university is huge and it's difficult to keep communication effective and consistent, but I think that an increased effort at keeping departments in touch might be beneficial.

.My student experience has been enlightening

I feel like I've learnt very interesting things not only about the course but about myself and what I want to do in my future I feel the uni has encouraged me to do more

I enjoy the courses I study, have made a few good friends, and am aware of all the societies I could join but I struggle to fit in with most of my classmates.

Disappointed and exhausted.

I thought I'd enjoy my experience a lot more, however with the pandemic taking away nearly 2 years of my on campus experience, I felt isolated and strange when things went back to normal. I wish my personal tutor made a bit more of an effort. He contacted me once in my third year and that was it. I was expecting an email at the start of my current 4th year and never got one. I would email him but I did email him for a reference for a grant sometime last year and he only got back to me after the deadline passed, so that just disappointed me further. Then again he's probably got a lot of his plate too. I don't feel supported and when I do reach out for support, I am let down.

My student experience has been really fun and enjoyable and was great with transitioning from college

I feel disengaged from any sense of a creative learning environment, with little evidence of enthusiasm from the University as a whole to foster such.

Proud to have accomplished a postgraduate degree in such an iconic setting at the University of Aberdeen. So many students from so many places have made for amazing friends.

I feel very supported and people are all so nice and accommodating.

I think the University is a safe space for many students all across the world and my student experience benefited from that aspect.

I feel that the learning experience has been entirely helpful for me. I have developed my skills and strengths primarily through the encouragement of the teaching staff.

confused at the start as i was unsure how to work the online system and unsure about classes, now know how to find information i need

Eye-opening

It was good and except one tutor's classes

As a white student, yes I feel fine being here, but listening to other's experiences —rejection, opinions disregarded, lecturer salaries, racial differences— have made me feel less liking towards the system the university has

I am very confused as to why the university keeps sending emails out, patting themselves on the back for having a good student satisfaction rating, when I and many of the students in my class that I have asked, haven't enjoyed the classes.

I feel it is a great experience to be a student at the university

Ignoring my experience with the language department, I have had an excellent time with art history, they are the best department I have had the pleasure to work with and they have really broadened my academic skills and knowledge base. I feel that with them I am getting the best of the university experience.

As a mature student, I am very satisfied with my experience because professors and students alike have created a friendly and creative environment of mutual respect and collaboration.

I feel part of an international intellectual community that strives to improve academically and on a personal level.

Educational, mind opening and filled with personal growth.

It's been a mixed bag - I've learned a lot about myself and my area of study, and found it really worthwhile at the end of the day.

It's provided me with an open and enthusiastic environment to continue my studies in.

This student experience has allowed me to find myself - I have always belonged to a label before I came here and now I can express my individualism, whilst also accessing other people's individual ideas and thoughts to create connections.

Various factors mean that I am slightly more disconnected from the University than I would like

Absolutely grand.

it's been alright, I guess

I enjoy the tutorials, and although at times feel almost overwhelmed, appreciate being 'stretched', it's why I'm here.

Interesting and thought provoking albeit stressful at times

very good

Great

It's been very fun and nice in general because of the people and the way the university/staff has been welcoming us.

It was a catharsis, a completely different methodology than my country.

It has been intellectually stimulating and enjoyable to return to study as a mature student.

Motivated

Everyone has been very friendly and helped with any issues I have faced.

Good lecturers make all the difference

it is okay but i am finding it difficult to find friends

I have been a student at UoA for over 4 years now and I have been supported by staff in a variety of areas.

For the first two years, I felt that I was starting to get the hang of how to work at University, and was making some progress (doing everything remotely, online). In my third year, I no longer feel like that. This is because I am now having to travel to and from the Campus, which takes time away from my studies, which I would have had previously to complete my work.

I'm only here to learn.

I feel very content as I've felt really well supported and challenged academically during my time here

As an alumni student I feel like the progression in teaching from 1st year undergraduate to postgraduate has been challenging in the best way

I've had to take two years away from university between first and second year due to a personal reason, but the university has made it so easy for me to slot back into life here. The staff have been extremely understanding and supportive of me as well, not only since being back at the campus but also offering me support while I was on a break.

happy

I feel very comfortable and I enjoy being in Aberdeen as I have found a lot of people with similar interests to me.

I feel very connected to the university and have been given the opportunities to expand my range of activities and friends

i am really enjoying it and i find everyone to be really friendly and helpful

Missing the welcome week has a big negative impact to my experience. It would be better if we would be welcomed in groups and had university tours, showing us buildings, talking about history of the university, facilities etc.

Tremendous supervision, active community of PGR students, vibrant student life, safe and comfortable place to live (Aberdeen city) - very happy.

Academically I feel supported, but infohub is ALWAYS rude.

I like learning, but any suggestions made in students with staff meetings are not taken into consideration

I feel my experience so far in my final year (discusses previously) has soured my time at UofA.

My experience has been a good basis for first year and despite being an international student, I don't feel isolated.

This year has been a mess, not being listened to, considering striking, the school of languages is a mess

I feel like there is a good balance of academic and intellectual with the social here.

Why does it take three

Weeks in utter darkness to

Change my flats lightbulbs

I feel like the teachers and the staff in general have made my experience here very special because they listen to students. Also, they are very eager to include everyone.

I regret having studied languages. For all the reasons mentioned before. Also, we are constantly repeated that our opinion and feedback matter but in 5 years no one has ever acted on it. I chose my degree due to my vocation but university has destroyed any passion I had in languages and now I am stuck in a field that does no longer interest me.

Started off rocky, but slowly setting on course

I feel disappointed and dissatisfied. I love my course but the past couple of years, this year especially, has really ripped out any joy I got from my studies. The constant stress and worrying about not being listened to or taught properly has ruined my time here.

It is very enriching.

Beyond expectations

The University of Aberdeen was not my first choice initially, but I am glad to be attending. It might just be that a university environment suits me more than a school or college environment, but I like being able to work at my own pace and I feel like the University's application of virtual lessons during the pandemic was effective in conveying the necessary information for my course.

very positive, I am thoroughly enjoying my course content and doing things I couldn't even imagine.

It's been a very enlightening, inspiring, liberating experience

I have made many good friends and I feel like I have learnt a lot during my short stay at the University of Aberdeen.

so enjoyable and fun

I feel confident in my skills development and employability because of the extracurricular programs offered by the University, and I enjoy studying my courses.

I for the most part enjoy my time. Most of my modules (Latin, Swedish, Celtic) have great lecturers who communicate well, are considerate and make me feel supported. It is just the disability service at the uni, very poor accessibility on campus and lack of care or thought in some courses (Archaeology) that let it down.

It's amazing. Because of the learning environment and cultural variation.

I have loved being at U of A because I have met amazing people, both staff and students, who have made me feel welcome

I started excited and about to finish proud

I feel excited and passionate.

I love that I have the opportunity to study for a second degree, and that there are so many societies I have been able to join, contributing to my overall experience. The professors are great as well, and are even working with me to create a new joint degree. I also love how many out of class, hands on opportunities there are in archaeology.

The pandemic mostly ruined two and a half years of my student experience. It was bearable because of support systems I had outside of university.

I am only 2nd year I feel this should be aimed at 4th years.

I feel great even if I am a bit overwhelmed by the assignments I have to do because it is really different from France, shockingly enough.

wonderful

I enjoy my time at UOA. I have been able to meet great new friends and not struggle too much with the difficulty of my work, however, the volume has very often been too much for me to handle on top of having a part-time job and trying to keep up with hobbies, fitness and social life.

The University is very rich with activities and inclusive events, not to mention the staff so far have all been very welcoming and friendly. I definitely feel safe at the school.

My student experience has been great, I was able to meet a lot of different people with lots of different backgrounds, and overall, I just feel more supported as a student.

I am really enjoying most things but there are one or two important unresolved aspects such as not meeting my personal tutor which have caused some stress.

The experience feels very inclusive.

My student experience has been excellent so far, I've met great people and learnt a lot both in and out of the classroom

It has been relatively unremarkable.

Inspirational. I like the learning environment. It makes me thrive.

I am happy to be studying but feel slightly 'different' as a mature student amongst mostly students who are 1/3 of my age.

I feel supported and as though I've been given good opportunity to grow personally and academically.

I feel good about my student experience so far because even though I am anxious, I know my tutors and the staff will help me.

I'm satisfied with just about everything.

My academic experience has exceeded my expectations, I couldn't be happier with my degree choice.

Classes and study spaces make learning/ studying easier, plus teaching staff are great at making sure to make time to answer questions which benefit our learning.

Has gotten better and better every year

SCHOOL OF LAW

In one short sentence, tell us how you feel about your student experience so far and why you feel this way.

University of Aberdeen is the perfect mix between social and intellectual learning.

Although I may have selected somewhat negatively on some questions overall I must say I am very very happy with Aberdeen. Lecturers are available and approachable and I have had no problems in getting assistance where necessary.

It's been pretty good but the course is hard

Its a good uni and I really like it

I really enjoy being a student at the University of Aberdeen and this is because I really feel included.

I feel I have had a positive experience at UoA - I have been here for just over 6 years and, over the course of 2 degrees, have found the uni to be a reasonably welcoming environment. The libraries are, to me, the most vital element and provide very good spaces in which to study

it has been good

a good experience, lots of opportunities for academic improvement as well as extracurricular activities

I have enjoyed studying and living in Aberdeen, and all my lecturers have been very friendly. However, the lack of attentive feedback on assessments, the poor administration and general feeling of simply being a 'cash cow' for the university leaves me feeling very disregarded as a student here.

All the staff I have come across in respect to teaching/course co-ordination respect undergraduate students and are happy to help explain things without making you feel inadequate.

I am moderately satisfied with my student experience. I think students could benefit from training in emerging tech skills.

I just wish covid had never happened so that I could have gotten 4 full years out of the university. I feel I started to grow up here, become independent here and so have grown an attachment to here

I enjoy the study environment and how dedicated the staff are to helping provide employment prospects.

Student experience hasn't definitely had its ups and downs, but then again, reasons outwith anyone's control. Uni is fab

The support system at Aberdeen is very good.

Been alright the work is harder this year.

The University of Aberdeen feels like a community, the campus, the teaching staff supporting you and the opportunities you have with other students creates a welcoming community atmosphere.

It was fine. But primarily because of some societies.

The University has great facilities, lecturers and a wide range of societies to get involved in. I think the atmosphere is very positive and really enjoy studying here on the whole.

Enjoyable - promoted social activities and learning support from law school is very good

the students and staff help encourage that sense of community

As an international student, the support, opportunities, and activities the university offers have been so beneficial in helping me adapt to life here.

It has been a great and new experience due to the support and effective teaching

My student experience has been different than usual as I did my first two years all online, but overall it has been fine.

It has been very enjoyable with lots of great courses.

It's okay, haven't been able to socialise though because every event includes drinking/ clubbing and I don't do that.

Very good, loads of fun people and approachable staff

My university experience has become much better since in-person teaching has resumed

It has been mostly positive, and although stressful at times, I have found the workload mostly manageable.

My student experience has been amazing so far as I've met lots of amazing people and I get to study topics which I am really interested in

I have nothing but good things to say about the online learning experience, it has been straight forward and uncomplicated, allowing me to concentrate on my studies at hand.

perhaps more effort should be made to engage rather than just offering services

Overall, I am enjoying my experience however I do not always feel a sense of community and belonging at Aberdeen.

My experience is very good, I am happy with my courses

You get out what you put in.

It has been really enjoyable and I feel relaxed and surrounded by like minded people

I feel challenged and that I'm learning a new way of utilising law. I feel this way because of the more broad and complex perspective my lecturers present

I am loving it so far as I have made so many new friends which I didn't expect at all.

It's been a wholesome and wonderful experience. The teaching staff and community at Aberdeen have been wonderful. I did my LLM at UOA and decided to stay for my PhD because of this wonderful community

Is worth being a student here

Fantastic. Everything has been really interesting and accommodating, I have no complaints at all

I feel it so appreciated because the research environment is extremely good

I am enjoying being on campus, it took a wee bit of getting used to. Looking forward to next semester.

Covid has made it a bit lonely, but otherwise good.

I have thoroughly enjoyed all of my time at Uni and am a bit gutted it's ending next year

The student and campus life at UoA is great, the teaching is of good quality, but sometimes I feel a bit like treated as a child by the University, when it comes to attendance and compulsory courses.

Underwhelming, the university seems to run to its own pre-determined agenda and scarcely listens to students and their feedback

super supported!

Engaging especially this year with things back in person as lecturers and professors really care about the students.

I feel my student experience has been the best it could've been, considering what we went through with the Pandemic. And I currently feel seen and value the on-campus and hands-on learning environment.

I am proud to be student on University of Aberdeen. The lecturer, staff and other students support to my research.

Just feel like im getting a good education

Very diverse set of individuals and lots of opportunities to get involved - great experience

Considering there was a global pandemic it had still been interesting, engaging and fun

I think my experience has been exciting because I have been involved in lots and I enjoy student life

Felt very comfortable and welcomed.

While COVID has a significant impact, the University has improvised to assist my studies.

I feel lost in some cases since I don't know how to find help. Lectures and assignments are great which trigger to interactive learning. But I cannot find time for next steps such as finding my research area for dissertation or job opportunities after graduation.

Overwhelmed

I feel undervalued and like I'm not good enough to be part of the university.

Professors are great and encouraging. Course contents are great, too.

So far happy with my student experience. Second year has Brel a lot better since being on campus

Equipped and prepared to make a huge difference to the society. I am so excited I made the decision of investing all my savings for my University of Aberdeen experience.

I feel valued, comfortable and supported here. This base provides the ability for me to work my hardest and achieve more than I thought possible.

My overall student experience has been satisfying

Confident as I am able to study something I am interested in with a wide range of resources on hand

Happy and safe

So far it has been an amazing experience am enjoying it

overall excellent

Excellent experience so far some very good lecturers

It has been an overall positive experience, with no issues regarding the course.

It has been overwhelming at times because there is a lot of information imparted in a short space of time.

I feel valuable thanks to the University's wellbeing organizations.

I am strongly satisfied because everything is going well and good

Well organized, better than my home university

I am content with my student experience at aberdeen

I feel included and even though I'm a lot older than most of the students I'm never made to feel like I don't belong.

I feel greatly elated being a student of the University of Aberdeen.

i feel really comfortable and welcomed as an exchange student, because everybody is trying to be a helping hand and answers questions quickly

Very much enjoyed it feel included.

I feel like I've had an all-encompassing experience at UofA. Sports, academia, social life

The University of Aberdeen has given me the opportunity to actually be myself!

Especially in comparison to my experience at a German university, I clearly have the feeling at the UoA that I always have a contact person who goes beyond academic support (support with emotional issues, etc.).

enjoyable but unique experience due to covid

Everybody has been very friendly and kind.

It has been educational but challenging. The staff and courses are engaging but the workload is not always manageable.

Good because keeps me busy and stimulated intellectually

I feel a bit short changed and this is because I didn't get what I expected from my professional skills course.

Tremendously positive experience and I've found so much support online and in campus, and with my lecturers. The University made my transition back into study smoothly and with so much support, especially being out from academic life for quite some times.

My experience, especially this year, has been great & a huge improvement the years before (e.g. 2020 due to COVID).

Very different from 1st year, enjoying the in-person lectures much more

I resumed late to school because of a delay in the issuance of my visa. However, the tremendous help of the law school staff; Taylor library and the careers & employability service have all contributed to my early adaptation to the way things are done here. It's been a wonderful experience!

I feel that aberdeen is very inclusive, and I feel at home even though my family isn't here. There's amazing people and opportunities for us to excel and enjoy our university experience. I love the small city and close knit community. I also think it's such a safe city for Students.

I feel great. As an international student, I truly feel like I belong.

It has been great getting back to on-campus seminars and interacting with both members of staff and fellow students.

Engaging and provides uni/life balance

so far I have had an excellent teaching experience, Aberdeen University is a great place to learn I really recommend.

Social and very inclusive

SCHOOL OF MEDICINE, MEDICAL SCIENCE & NUTRITION

In one short sentence, tell us how you feel about your student experience so far and why you feel this way.

I've enjoyed every aspect of studying in aberdeen and I wouldn't change my university even given the choice.

Fast. Lots happening so going very quickly

I am managing well and I am thankful for this.

Different to expectations, but still okay

Great support from the teaching staff which really helped me in many aspects

I've only been here for a short period fo time so don't have a solid opin, but it has been nice

i love my friends

i feel like i made a right choice by selecting UoA.

It has been fun, and I have enjoyed being at university, as the work is interesting, and the people are good

University of Aberdeen has prepared me well for my future career and has supported me throughout all 6 years of education. I feel staff are invested in me as a person and in the quality of my learning.

Loving Aberdeen so far and so glad i choose to study here. Overall, the uni is incredibly diverse and supportive.

I have enjoyed being a student at university of Aberdeen but it has been hard as I have struggled both academically and socially, so haven't been able to experience being a student at the fullest.

Overall pastoral care is good, but when it comes down to the small practical details -that actually make a difference to how you can study- about how they can support you this is where it falls short.

I feel accomplished but also as if my degree does not mean too much. Sports/exercise science seems to be pushed aside and seen as one of the lesser sciences and it often feels like people don't take us seriously which can be frustrating.

I feel like I have been allowed to grow into myself and my personality in a nurturing environment during my time at University of Aberdeen as I am encouraged to leave my comfort zone but always with the proper support.

I don't feel listened because they don't change any of the course

I am grateful for the past 5 years because Aberdeen is a quirky, beautiful city with people who grow on you as time goes by. Had a great student experience, love Aberdeen as a city and have really enjoyed studying at the medical school. Have learnt a lot about myself on the way!

strong focus on teaching which is positive. but the university has struggled with managing COVID

I feel like I have really developed my learning due to the high quality teaching and support available

very friendly

it has been mixed, but i do feel supported at university and the teaching is really second to none

I have really enjoyed my student experience so far, the course is intellectually stimulating, the sports clubs are welcoming and the campus is beautiful.

Had the opportunity last semester to meet some brilliant students as well as had the opportunity to work in a team with my supervisor with regards to my research project. Overall, was a really nice experience

I have had a wonderful experience at UoA! There is a real community feeling within the uni, particularly at the medical school and I feel the staff and students really care about one another

I am proud to say I study at the university of Aberdeen

Forever changing, always learning. Grown up a lot in the 6 years I've spent here. Also covid happened

Glad I chose to come to Aberdeen. Teaching is great, staff are great, hospital is great, placements are great - it's been a good 5 years.

Really enjoyed my time at Aberdeen Uni, but definitely feel they could improve the student union building to have something similar to Dundee Glasgow or Edinburgh

My degree is relatively isolating, with all the things to study.

Have enjoyed the course but don't feel like much of a uni student due to separate campus

I love being a student here. I have made so many friends here and feel like I'm part of a community. The teaching throughout my time here was stimulating and engaging. The thought of graduating makes me nervous, because of how much I love being a student here :)

The uni offers great student support, more so than many other universities. I have always felt heard and listened to when I've had concerns or given feedback and always felt well supported.

It's ok the course is interesting

Enjoyable so far but was particularly challenging last year due to workload, better this year

I have enjoyed my time here so far due to good contact between students and staff, well organised coursework and well laid out spaces (library, computer rooms) that give you the supplies to learn.

Lots of opportunity and in person experience with friendly staff and students

It has gone well. there's lots of opportunities with both my studies and extracurriculars

satisfied as Aberdeen uni life has lived up to my expectations

I feel like I haven't had much of a student experience

Good

I've really enjoyed my student experience and I've had a lot of opportunities to meet new people and make friends

I love Aberdeen

i like it because everyone is nice

I feel free and welcome to participate but sometimes there are pre formed groups and I can feel left out if I go by myself to events

I am satisfied as I have not had any issues and I learnt a lot.

I am very satisfied

Positive, lots of opportunities available

It's been an experience

I love the diversity of the campus and all the study spaces around campus

I have enjoyed being at the university so far however wish it was a bit easier to join societies etc as many of the society intro events were exclusively during freshers week which was already busy and confusing so I would have liked these to maybe be a few weeks into the year.

Positive general environment - specific processes require review to adequately protect students

It is inclusive as everyone is responsive

I feel very pleased with my student experience so far particularly because of the diversity of the student body and ease of access to interact purposefully with people of diverse origins to have conversations about how we could make positive contributions to our immediate and global society.

i feel great, it's been wonderful

I feel great because the university creates the opportunity to be yourself and to develop your skills through assessments and other activities

I feel welcomed and at home because everyone has been so kind and generous since I have arrived

Good experience so far, improved greatly since pandemic resurrections have lifted and return of face-to-face teaching.

Completely satisfied with the student experience

Overall positive, but very impacted by disability.

Not good

Aberdeen was not my first choice but I am extremely satisfied with my education and glad to have got it in the end!

Being a student of UoA, I feel I am a global citizen. I have gained lots of practical experiences not only education related, but also life changing views, felt confident to speak my opinion because I came to know how to prepare myself for future development.

It has been fine. The staff can be really helpful and are mostly engaged.

its been alright

Very calm and intellectually challenging.

Comfortable as I get full support from staff when i need

enjoyable because staff and students are friendly

Challenging due to the university trying to transition to a post covid way of learning

Aberdeen has good support and it's a nice city

I loved the university a great deal

Great community feeling, but as I mentioned previously, I sometimes don't feel as if the medical staff listen to us students.

It has been a great experiences and I have had so many amazing opportunities

This MSc has given me back my confidence as a scientist after a poor experience at undergrad, however, Universities do not truly accomodate for disabilities and those with chronic illness, we are still bound to the academic calender despite the fact that our illnesses will never work to a calender.

I feel welcomed to the SMMSN community

I did not study here. My PhD project did not feel associated with the University at all.

Strong sense of a diverse community and history

Please, please make the learning environment feel safe and fair again.

Extremely happy, UoA has allowed me to challenge myself academically and also grow as a person. I feel proud to be a UoA student

Proud to be part of the Aberdeen family but the experience is negatively impacted by being split between Aberdeen uni and a college.

Good. So far, no problems.

Great place for professional development, but far from excellent. There is life outside academia, so the curriculum should contain more industry related knowledge/experience. (e.g., teamwork)

I have really enjoyed studying medicine at aberdeen because of our early clinical skills and anatomy classes. I am now studying all of the things I have been interested about for years

Beautiful place with an attractive oppurtunities to the students .

I feel acknowledged

It's not very positive. Students are shy. I understand that it is just very remote here, and probably students are from even more remote area. My mate said, people here are kind of wearing chip on their shoulder. I think things are getting worse after brexit, without a bunch of open and active Europeans, just some very sad people.

As a gay man, I would say the LGBT community in the university is not very healthy. My mate stays in hillhead said, 'there are so many horny students'. I am not very sure whether this is a very positive environment that the university wants to create. People just fuck each other and fucked up each other's lives. I am not lying.

Also, I don't know why the fresher fair was supported by ATIK. It was very terrible. It is a clud full with troubles. I don't think this is the image that the university wants to create, drinking, partying and fucking?

Forgive my language.

Satisfied and optimistic.

Works alongside a full time career

Learning experience, everyday you are learning more from your course, from living on your own and from participating in social activities

Love it - achieved everything i could of dreamed of

I am not happy as I felt lost throughout my whole studies.

I am really enjoying the varied ways in which the teaching is delivered i.e. face to face lectures, online VLE, small tutorial groups

Great experience, but expected more supervised interactive academic sessions.

I felt overwhelmed by work at first which i i feel limited my social interaction and development, however I'm starting to get used to it so I believe I'll be able to put more focus on my social life next semester, aside from that I am overall happy with my learning experience. 😊

As part of the Foresterhill campus, its easily to not feel like part of the university itself but instead governed by the NHS

It has been great, I like how we are able to take electives specifically as it lets me broaden my mind and not be bound to just one subject during the semester.

Online learning is more effective way for me to learn and has been excellently delivered.

Confused as to how the student satisfaction levels are so high when many people in my year find the way things are to be miserable.

Good

Pride to be a part of the university of Aberdeen

good

So far, my experience in the university has been positive

Excellent

I have had an amazing time this term, I feel like being fully back on campus has helped me be more confident and sociable with other student

I have enjoyed my time as a student but exceptional wider societal circumstances have hampered that experience

I feel very well supported and heard.

It's very unique to anything I've experienced before, especially as I've been to university before!

The research staff is great.

Due to being a covid student, I feel very ambiguous about my experiences.

It fits in with my lifestyle and offers me flexibility.

Stressful, but informative, porogressive

My experience thus far as been deeply enriching and collaborative, and something i truly believe has shaped my personality for the good in the last 3 years.

I'm not that satisfied because I feel like I don't get time to understand topics inside courses.

Good

The university is loyal to its students and cares about their professional and personal development

Very impressed by the online learning experience and the tutor support. I have used the maths support too and it was fast and targeted. Brilliant support.

The learning processes and being a student is great!

As an online student, I felt that majority of the lecturers were extremely supportive which made online learning effective and enjoyable at the same time.

Busy with the workload but have many opportunities for socializing and career development, but hard to navigate the different systems, and feeling like academics are placed at the top of everything thus resulting in too fast of a pace.

I think being part of the medical school means that a sense of community is already built in. I feel comfortable in that community. It's just a shame that I don't feel as much part of the wider university community. I'm not as comfortable around the Old Aberdeen campus even though I live nearby.

Very good learning experience, I appreciate the academic staff and their wealth of knowledge and their willingness support students on the course. As an online PG student there are very limited opportunities to feel involved in the University of Aberdeen community. I was disappointed that the option to complete my Masters project in Aberdeen was removed from the course options as this would have given invaluable practical experience, and allowed students to integrate more into the university community. Also, on my course MSc Clinical Nutrition, there isn't much careers guidance or support which would be extremely helpful, for example seminars or Q&A's with former students, or professionals in industry would be very helpful.

I wanted to study abroad and I picked the perfect program. The classes I am taking are very interesting and engaging and I love my classmates. The extra curricular activities are wonderful and because of my school-personal life balance I have been able to take trips to Europe while studying abroad, making my experience here even more memorable!

Enjoyed the course but my mental health has deteriorated due to burnout which has negatively affected my social life, especially when required to attend placement during covid.

I feel it is a safe and comfortable place to be because i get to be myself

Great. Learned a lot in recent years after becoming part of university of Aberdeen

I have enjoyed this due to being part of a very interesting course which I thoroughly enjoy.

Inclusive and very academically enriching experience

Overall I am satisfied with the University but I do believe there is room for further improvement both academically and for the whole student experience but I am glad that it is an open-minded environment that accepts differences, creates a peaceful community and moves forward for further change.

Feels like an academic experience over a social one. Probably because it is Medicine lol.

Has been great fun and very stimulating.

I feel overwhelmed to be part of university of Aberdeen. I have learned many new skills which I haven't learned in my undergraduate level. I have overcome my stage fear by having many interactive classes. I thank all staff for that.

Cathartic. Having spent years working in a lab and hitting a professional plateau, I applied for the doctoral programme desperate to develop and for a change. The PhD journey is never straight forward, but I prefer this to the alternative of never quite hitting my potential.

I feel very satisfied, the teaching has been challenging whist not pushing to the point of burnout and the student community is amazing.

I love the diversity, the internationality and the positive atmosphere in Aberdeen and in the University ❤️

I feel proud and enlightened. I feel satisfied with my experience at the University of Aberdeen

Why dont we have a student union

It has been incredibly supportive as everyone in the university has approached me amiably whenever I need help. Knowing that I am able to settle down to a completely new campus life in a foreign country with ease is more than enough evidence to demonstrate my contentedness in the University of Aberdeen

I feel strong in knowledge of the field i chose because content is very strong within the courses, and the online courses are easy to follow

I feel powerful, because previously I could manage many assignments together and now my management is far more better.

this is home away from home. very empowering and the best

Too much workload and no workshops conducted at the Medical library. I feel like missing out a lot not being in King's college.

Rollercoaster, had some memorable experiences

Great ability to develop skills which will be used throughout my career as well as had the ability to meet knew people and create new friends for life.

Much better and more innovative education provided

my experience has been smooth but suitably challenging so far.

Fulfilling as I have made good progress with my studies and relationships.

It has been a challenging experience, but rewarding. Engaging with and finishing the material gives a sense of accomplishment.

Perfect- can get all I need

A welcoming experience with many exciting training opportunities available

Half way through otherwise I would quit

I feel uninspired because I don't feel the courses are intellectually stimulating and organised.

Besides the 2 years of Covid, everything has been great.

The program is so intense that I couldn't manage my time to join university activity and the circumstance of city and weather makes it harder to be adapted to the condition.

feels like a community, ive always got someone to ask for help

My experience so far has been very good because of the people I've met, the work I am doing and going to do in the future, and the support that is available to me.

I feel comfortable in the university of Aberdeen and it feels like home

Very very busy workload

Pretty good so far, only had one proper year since last two years were COVID about enjoying in person a lot this year

Great

I feel studying my masters has demotivated me to continue. This is due to supervisors giving contradicting information regarding assignments and making students feel more confused when they refuse to just tell you what it is straight, when you've told them for weeks you don't understand

Moving to a different country was daunting but I've fit right in and I'm liking Aberdeen

Before starting my course it was quite daunting but as soon as I arrived and found my people the uni experience started feeling great and has been since

I always have opportunities and events to look forward to which ease off my workload

I feel proud of being a Student here, It's my greatest achievement so far!

As an international student, I feel very welcome in Aberdeen and believe that staff do their utmost to support students from different international educational backgrounds.

I think the medical course compares favourably to others in the UK.

i've made easy friends and i enjoy going to my classes, it's far from where i live but i do feel home here

Very well supported learning environment that I feel is setting me up well for future life.

Being on foresterhill campus and so separate from everyone else, particularly as a phd student can feel lonely, but my research is adequately supported.

I feel like I am finding my own strengths and it's because the university allows me to be myself

Happy

I have loved the experience as the workload is manageable and enjoy what I am studying.

So far so good!

As an overseas student, I thought it was going to be difficult for me to feel welcomed, but I'm positively surprised with how fast I felt welcomed here.

Every staff I have been in contact with has been very understanding of my circumstances: they have gone out of their way to assist me or direct me to the correct communication channel if anything requested is out of their expertise.

Good

I feel so far it has been what I expected and I am content with that

I have really enjoyed it as it is a very friendly and welcoming environment

I feel proud and privileged to be pursuing a career, education, and ultimately life that would otherwise have been inaccessible without Aberdeen Universities support and outreach.

Conflicted. I have had wonderful support from supervisors, mentors and others. However, I have been frustrated with experiences of others.

The lectures have been uniquely designed and I feel like I'm learning so many interesting things within a short timeframe. Although, it was challenging to settle into graduate school life, my student experience has been inspiring.

I feel I belong to this university of legacy, because of the teaching system and teaching staff who are really supportive and patient.

Well firstly I would suggest that this survey should be conducted after the course completion as we have just started and we don't know many things. Secondly yes it's quite good experience at the university of aberdeen the lecturers are supportive when we approach them and feels like home when we have a talk to any of our course coordinators 😊

Very engaging

I love it as the university is friendly, international, historic, and I feel taken care of.

I really enjoy studying at UoA, because I progress significantly every day.

I feel like I'm yet to really get into a routine but I will soon

Feel left out because I arrived late.

As an international student who started the university during the first year of Covid my experience has been disappointing - it was hard to connect with coursemates and up to the 3rd year of university I had no friends in my course. I understand there is only so much the university could do to help the students socialise in these circumstances, but it greatly affected my experience.

The university has opened many future opportunities, for example by offering language courses (this opens up countries for further studies).

I feel happy I chose this university as not only is it in a beautiful city but it is also filled with a vibrant atmosphere and smiles

I have had an incredible experience as a student at this university, the teaching staff for my degree have been phenomenal

I feel engaged in my studies happy in my other commitments as well and part of a friendly supportive community of people

Somewhat average

Very at home within the med school. Little to no interaction with non-medical students.

UoA has given me a place to learn and grow in ways I haven't ever before.

Very international and full of excitement

I have been enjoying being a student at uoa, I find it to be a good place to study and live (city wise)

My student experience, while overwhelming has been a great opportunity for me to improve and mature academically and intellectually

I am enjoying my experience as it is exciting and I have met many new people from different background.

UofA has a very nurturing, kind atmosphere and there's always someone ready to help-- which I know I would not have found in the other universities I rejected.

Good, it has allowed me to experience things other than just school.

I did my undergraduate degree here and continued onto a PhD with the university of Aberdeen because of the support offered to me by the undergraduate school and student support services and so felt welcome and that I belonged.

I feel proud of my academic ability but this year feel let down by university organisation and staffing

it is fine

I have very much enjoyed the quality of the instruction received and the amount of support that is available at this university.

It has been exceptional since I have made a lot of friends

My first term here has been an easy adjustment to this new way of living due to helpful teaching resources.

The University of Aberdeen campus is breathtaking, and the course load is very challenging.

I have the feeling that I am not taken seriously and treated like a child. Everything feels like a tick box exercise from the school.

I feel like UoA staff actually are passionate in teaching which results in them being extremely understanding, caring and listening to you.

It has been difficult but rewarding, as it is shaping me into an academic.

It has been fun, engaging and a great experience for starting university

Good, although I would strongly disagree anyone from doing a MRes, it was horrible. But I also did a taught Masters at UoA, which I really enjoyed.

I feel like it's highly independent

I feel completely engaged in my own PhD research and I am grateful for the exposure to other research and opportunities available.

Have met likeminded people which has made the experience of returning to university a fun and easy one

I am having a holistic experience with social engagement and academic progress.

I am delighted about how all my lecturers answered all of my questions, even though my questions were just a simple one Busy , because the study task is too heavy.

I really enjoy my course and the extracurriculars that I take part in

I did have some troubles knowing who to contact, how, and what were the deadlines

Staff go the extra mile and make me motivated and proud to be here

I am enjoying my student experience; I feel there is something for everyone through the activities available on campus.

medicine is a more isolating degree, however well integrated into my own course of people. I feel this as we are away from the main campus and don't really get the same time to be part of the full university experience

The workload is so much that you hardly have time for other things especially as a parent. Learning used to be fun but not anymore

During my time at University, I have thoroughly enjoyed my academic studies and I have seen a rapid growth in my confidence, skillset and knowledge as a result. I also enjoy my social activities, as I have managed to meet many like-minded individuals through my course and society events.

Its been amazing as everything has been provided to me and the campus is a generally safe and has a positive atmosphere.

Good, but since I am an MBChB student, I feel that I am sometimes isolated from the other students in Old Aberdeen.

Don't feel like a student, feel like an unpaid hospital employee

2 months in and it's been one hell of a rollercoaster

Excellent

I feel, as though the teaching schedule is not the way I would have liked. Moodle confused me a lot and for that I fell behind on some topics. I think the university ought to review it.

I am satisfied with my student experience so far as the University's flexible approach to interdisciplinary studying lets me enjoy a whole range of subjects that are of interest to me.

I am now more confident and expressive. All thanks to AUSA. Their interactive sessions and programs have pushed me to make more friends and talk to everyone.

i feel staff are treating me differently (maybe due to being foreign as i have no other reason)

Very satisfied academically due to the care taken by course directors

I appreciate the contact maintained with my course coordinator and other teachers through email. As an online student, I am able to reach them with issues or questions, timely.

Excellent environment to grow and learn.

As an exchange student, I feel like I have got a warm welcome here and I feel included in all activities!

I feel fine so far, although morning lectures are a pain in the neck, but I enjoy the lectures, so I guess that is fine so far.

I feel like my experience has been okay so far. Socially, I haven't joined any clubs yet but I've been to some society events where I've met new people and I've also made friends in my lectures/practicals. Academically, I would say I'm coping alright although there are a few times where I get off track for a bit when I'm not understanding the content but I usually get back on track once I start to understand.

I feel comfortable on campus and relaxed in classes, the first few weeks were nerve-racking but it mellowed out fast and now I feel like I've been in Aberdeen all of my life. The campus is really accommodating and the majority of my lecturers are down to earth, funny and respectful in terms of understanding that everyone else has different things to do, of which I really like. Overall, I extremely enjoy my time in person on campus.

I wish I had more opportunities to interact with others. I also would have appreciated more variety in terms of background in sports societies

Pretty good, content is engaging and interesting

I am feeling very good because all academic systems are helpful

Excellent

Because very friendly people and environment.

Excellent because very friendly environment

I feel like it's been overall a positive experience

I am very glad that I chose to come to the University of Aberdeen for my studies, it is such a warm and welcoming community and better than I could have ever imagined.

SCHOOL OF NATURAL & COMPUTING SCIENCE

In one short sentence, tell us how you feel about your student experience so far and why you feel this way.

i do not feel connected to the university, it is not that special

i would recommend University of Aberdeen, but probably not my field of study.

Amazing, having a great time and the balance between work and socials is superb

I feel like with the workload being a lot there is not enough time in tutorial classes that helps get a better understanding of the material

I feel confident and motivated to be studying in this university.

School provided support to me when I was in difficulty, from screening to approval was quick contrary to my expectation.

My experience so far has been informative, inclusive and challenging at the same time.

Even though I am not completely satisfied about the course curriculum and method of teaching, but there are plenty of other options to fill that gap up. So overall University support system is good for me.

My experience has been alright, but some campaigns from the university have felt more performative than genuine.

I've struggled significantly as a student with ADHD, especially in finding resources to help.

Not satisfied. I haven't felt developed at all academically.

My student experience has been amazing because I feel like part of a community

So far so good

I feel appreciated and welcome

Intense. To be honest, I've not had a weekend in over 4 weeks with university work and my part-time job combined. I'm stressed to the highest level and I have no idea what to prioritise but I'm still kicking so can't complain.

All though starting university while still mainly learning online did hinder connections at first, I feel this year we are much more connected and that is due to in-person lectures and being able to spend time in between classes too

Very much listened to by the staff and staff gives many opportunities not only to give their opinion but also supports great ideas and different points of view

My student experience has been great so far, everyone is helpful and welcoming.

I like the University of Aberdeen and feel proud of being a student of it. I experienced different kinds of people and can know about their mentality, behaviour.

This city feels like home, and that's mostly down to the friends/memories I made at uni

Incredible societies driven by very passionate students combine with a rich learning experience to deliver a very satisfying student experience.

Excellent student experience at UoA

Excellent student experience as a researcher and credit goes to my supervisors.

I feel I am a student being respected and listened to simply because my question or feedback always could be solved.

It's brilliant: I feel welcome, appreciated, challenged, encouraged, and valuable.

I love University of Aberdeen

My experience so far has been amazing

Made wonderful friends

I enjoy living in Aberdeen and the societies are nice. My philosophy lectures are good but all my CS related ones aren't too great

Full on and enjoyable

I think I have made some lifelong friends here, which makes me feel good.

Recovering from the COVID period has had its challenges, having my first in-person exams in third year isn't great, but just the times we live in I guess

It has been very interesting, and I have met lots of new people

Good

I feel included in the University of Aberdeen community and I feel that my studies are progressing as expected so far

It has been very life changing for me. The cultural experience, diversity and inclusion are things I will forever cherish

I feel mostly because i got to go to exchange for a year

My opinion is invalid due to my first two years being fully online.

I feel safe and listened because staff is very reassuring and it prepares us in every way

Had a good time in lessons and socially, the societies are sick.

i feel very good here and i am sad that i have to go because the community is very strong here

I am stoked to have selected Aberdeen for my exchange. I have made great friends and been able to be apart of a lot.

Wish I had more time to be a student, when I can its fun but computing degree makes it impossible

A breath of fresh air from secondary school, as I don't feel like I'm drowning in the incredibly high expectations set by other people.

Much better now we are on campus, not online.

Pleasant experience, there aren't any problems that come to mind

Been pretty good

I feel I've made more connections, explored more hobbies, and learned more than I otherwise could have.

My experience overall is good, other than ways and situations unavoidable due to covid.

Being given responsibility for my learning and student life makes me feel like I can succeed in the outside world.

Very enjoyable extra-curricular activities (societies etc.) The computing side of my degree programme hasn't been the best I feel like the lecturers aren't very interactive with the students and if so it feels like they don't really care and just want to get through the course. The music side of my degree programme is very enjoyable as all the lecturers are helpful, interactive and feel more human if that makes sense.

i feel great because I have friends doing the same course to study with

I think it is overall positive, nothing awful has happened.

i like it here because its nice

I am very satisfied with my student experience and all the societies and other engagements offered, but don't often find time to pursue those because of the immense workload

amazing

Many events provided by the university have been interesting, and I would like to attend. However, these often fill up too quickly, making it difficult to find opportunities to engage with the university community.

A comfortable stable overall environment

Best Student experience

Covid ruined a lot of things and has meant that for my first two years, i didn't know anyone on my course and felt very lonely and isolated.

peace,friendly,technology

Due to the massive workload I wasn't able to join societies, which I find very sad.

Students are open to utilize all the resources if not more and the staff are friendly and supportive.

The student experience is perfect. There are a lot of societies and free time to join them. As an exchange student, it enabled me to make friends easily and I am really grateful for that. We don't have a student life in Switzerland so I was really impressed when I arrived here. Everyone seems so nice and so helpful, like they are all here only to help us. I am used to teacher only caring about teaching and staff not caring about students so this is a big positive change for me !

I think the staff and the campus itself are both very inviting and make transitioning from school really easy

An amazing trip where I had the opportunity to share experiences and make new friends

Good, dorms are mid but easy food access and catering card is good

academically is really good but is it possible only to carry 2 courses at the same period of time? 3 courses at the same time seem to be a little tough

I feel satisfied because the University has always supported me during my studies either by offering tutorials and feedback hours, or by providing new learning opportunities.

I feel my student experience has been positive as the in-person teaching has allowed me to engage more in my learning and meet others on my course.

The atmosphere at the university is very nice. Because everyone is likely to help me in my daily.

Good, the student flats allow for better socialising than other unis

It's not as I was expected and I already submitted the reasons during the survey.

It has been very welcoming and has allowed me to make life long friends, in my short time on campus it has also increased my knowledge on my degree a lot.

I am completely satisfied with the services university provide

I love the abundance of societies.

nice small community

SCHOOL OF PSYCHOLOGY

In one short sentence, tell us how you feel about your student experience so far and why you feel this way.

Very good

I feel satisfied with my student experience as I feel at home.

I feel that there's no push for me to engage a lot with the university coming into university during the online learning year. It would be nice to have more

My time has been good especially as there is some much room for development as well as change being made.

It has been a little odd due to COVID but I have enjoyed it none the less

Hindered by covid, but enjoying my final year on campus

Due to being a direct entry student and my first year in the university being at the start of the pandemic, I feel as though I haven't had the typical university life experience. Of course this is out with everyone's control. I feel like the university has tried its best to deliver the material and teach us as normal as it could be, which I greatly appreciate

My student experience so far has been a big step from secondary education but I feel it has improved my social skills and ability to adjust in a new environment.

It's been good

Stressed. Overwhelmed with workload. Due to past tests that have now been amended but my grades are still incredibly low because of it which has created extra stress.

I feel very safe on campus and have had good experiences with support staff

I love the university, I feel very included here

University has been great for me as I have come out of my shell and gained confidence .

Okay, courses are easy

welcoming

I feel no obligation or notice of why I should be on campus more than my mandatory classes - I enjoy my time however I believe that if I were incentivised I could be a bigger part of the university community.

I've really enjoyed my student experience at university of Aberdeen. I feel the university has provided a environment that allows everyone to do that.,

It has been great even if I have been struggling with person issues

Although it can sometimes feel difficult to implement changes or feel listened to, the University is otherwise very supportive and pastoral care is easy to contact if need be.

I absolutely love it. Everything is amazing staff are supportive and lesson lay outs are good

I have generally enjoyed my student experience and felt I got the support I needed when I needed it. Although I often find classes are not suited to neurodiverse students, like dyslexia where instructions and files can be laid out in a manner that makes it difficult to understand and creates a disadvantage

I enjoy coming to lectures and studying on campus due to the range of environments and places to work schoolwork can be overwhelming but the social, fun and creative side of uni can balance it out.

Fine enough, just as a mature student it is quite a different experience for me compared to most average students and I have quite a financial pressure on me so I can't do everything I would like, for example revise more and attend some sports clubs

I am enjoying my studies and have had a good experience at university.

My experience has definitely improved as things are moving to on-campus; it allows me to feel like I'm learning and taking in more information.

I feel quite positive as I have learned a lot and gained valuable personal skills.

I feel like this year particularly has been the experience I was looking forward to when I was thinking about attending university.

Happy. It has great help if you need it and the teachers are good.

It has been a pleasant experience so far because the staff is friendly and approachable

I feel happy and safe to be a student of the UoA because every time I need something from the UoA I have obtained it, so everything works.

It's alright, I met new people I was also able to talk to more lecturers and ask them questions. I actually joined a sports society which is very nice

I am very lucky that I have given a chance to study at Aberdeen University. Staffs are great and the lecturers are all amazing, they do all their best to give the students the best knowledge we could get. Chemistry makes me feel overwhelmed but I know its part of learning process.

My experience has been one extreme to another from first year all online apart from a tutorial every two weeks, with masks and distancing to this year all on campus. It's made my experience so much better! Face to face teaching and interaction is the way forward.

Generally been positive, thank you.

I've gotten a chance to make friends through the variety of societies the university offers

Not the usual university experience, due to covid ruining my second and third year at university.

It's been everything I wished for

It was a lot of work but manageable with right mindset

I have enjoyed my experience so far, I think the social side of uni has been great. I'm still managing and figuring out how to structure studying and deadlines

I feel the amount of support is great, but perhaps better resources could help speed up the processes put in place.

The best decision I've ever made was to move to Aberdeen and study at UoA

Facilities are excellent. Teaching is good. Social aspect is great.

It's been alright, enjoy the range of extracurriculars. Having spent my first two years online really ruined my experience

I feel like it was greatly affected by COVID-19, but I am making the effort to be more active in activities.

I feel like I don't belong which has caused me not to want to be there in person.

I have enjoyed the teaching so far this year, however, as a mature student I have found it difficult to make friends.

I feel happy and proud of the place I study and my course as I think the quality of teaching is really high and the learning environment is aesthetic and pleasing, like the library and uni itself. It makes me want to be there and study there.

As an older student I don't feel there is much available to me that is relevant I am old enough to be the parent of my classmates and tend to be in the same peer group as my professors.

I feel that the university has been very flexible and the university services definitely help with problems within the experience, such as student support and the counselling services.

I feel comfortable with my experience, because its fairly low stress

Lectures are great, tutorials are not too engaging.

i feel good because i've made friends and have done good in my course so far

Enjoyable and fantastic

I feel happy with my student experience so far and feel listened to by staff

Its been great

I am very satisfied with the academic learning I have done so far, as I found it intellectually stimulating and challenging. Due to the prevalence of continuous assessments and take-home or online exams, the study was accommodating to my learning disability and was not as stressful as it would have been otherwise. I am pleased with the student life offered by Aberdeen, with plenty of societies and sports clubs and socializing opportunities for all students.

I have felt appreciated and able to express myself freely

Its great being an exchange student here, like people are supper friend and helpful for me. Just exchanging cultures and things in Aberdeen.

I feel like there are a lot of opportunities to interact and meet people which helps when you're just joining uni

I feel like I am part of it to the degree to which I feel comfortable. I feel like there are many events I can joing but I don't feel pushed to attend what I don't want.

I like it cause everyone is kind

it is interesting because it's all new

I think it's been good because I like the way I am learning right now with the recorded lectures and in person lectures

It has been an enjoyable experience so far and I have been able to make such amazing friends in just a few weeks as everyone is so welcoming and kind.

I feel to be part of a nice community here: people are friendly and always ready to help out. I feel that I can handle problems both by talking with my peers, but also with my supervisors or staff members. I feed supported!

I feel like my student experience was impacted by covid restrictions during the majority of my first year at UoA and now i am a second year i feel as though there are some areas that are lacking as a result of that, such as finding it harder to belong in societies who have already established themselves in the previous year.

I have met lots of nice people and feel comfortable with my surroundings

It's been a roller coster.right now I feel lost.i hope it gets better.

I feel included and happy to be part of this community. The vast choice in societies and clubs affiliated with the university has given me the opportunity to even better integrate with the other students on campus.

I feel like I lost a lot of opportunities from it not being fully in person from my first year

I feel welcomed by staff and other students, I have found little difficulty in making friends in courses and I feel supported by staff.

Terrible the first two years, fantastic in 3rd year in person.

I learned what I wanted to learn.

I feel my student experience has been almost overwhelmingly impacted by Covid. Now that I am in third year, have a more intense workload and work part time I have very limited time for engaging in societies/university events. I do not feel socially included in the university and feel I have missed the opportunity to be more involved with the university throughout first and second year.

My student experience has been enjoyable, as my courses have been quite interesting and I feel like my workload has been manageable so far.

I have had a really positive and enjoyable induction into the university. I feel welcome and valued here.

I've made amazing friends and connections, plus all my lecturers have always been supportive - especially my personal tutor.

My experience has lead me to grow both personally and as a researcher.

I feel like my student experience so far has been very transformative as it has allowed me to learn more about myself and the world around me.

Overall, I feel positive about my experience so far. The academic staff provide valuable content.

I have loved my student experience, the staff has mostly been amazing and after I graduate I would love to continue my studies in this university

very positive, i feel challenged and respected

Under pressure, pushing down on me , because the assignments requiring the most effort are all due in the same month.

I love meeting people from different countries, backgrounds and exchanging experiences, knowledge and culture.

Positively challenged, but also quite distant from the opportunities the university offers.

its nice that theres no cliquiness

I have found it more challenging than expected due to social and learning differences.

A bit disappointed, again for the courses. Campus and support are good

i've had family issues recently and the support and guidance that the university has given me has been top teir, i can't stress enough about how much the uni has helped me

i like what im learning and there is careers paths advertised

I have mixed opinions as I have been through some of the worst depressive episodes in my life here, but now that the teaching is back on campus I feel more positive and like I am part of The University of Aberdeen.

I am extremely happy so far with my experience at the University of Aberdeen, I feel included and supported by staff and other students.

SCHOOL OF SOCIAL SCIENCE

In one short sentence, tell us how you feel about your student experience so far and why you feel this way.

Despite being disrupted by Covid, I feel much safer and welcomed than I did in school. I feel more valued and respected.

My student experience has been relatively up and down depending on circumstances. My father passed away and I really needed my personal tutor's support and guidance which I didn't get. However, I got lucky enough to meet the right person to help me out when I most needed it.

It feels unique to me because of the Aberdeen way

Moslty good, nothing very extremely good nor bad has happened so its just kind of neutral.

I feel so exited and proud to be in the best university in England

I love Aberdeen because it feels like home

My student experience has been decent so far

very nice

Generally satisfied with the academic aspects, but lacking in support services (particularlry for international students).

Good

It has been fulfilling and I feel like a more well rounded person

I feel at home because the first response I receive during any disastrous situation is from my University.

I felt instantly at home and welcome, allowing me to be more confident in my studies and as a person.

I like my student experience in UoA as it allows me to prioritize my mental health.

I wish I could lengthen my study abroad experience here

I'm happy with my student experience, especially with my Sociology teachers and the Sociology department.

My student experience was proactive as there were lots to do both with my studies and outside

It was a smooth journey though I was a mother of 5 years old, I got some support from the teachers.

I think the uni offers a large range of societies for all manner of students to join.

I feel really positive about my experience, able to express my interests and I feel very accepted.

I feel the Covid-19 pandemic impacted my learning and the development of my skills.

AMAZING

More last-minute than it has to be (eg, I've no idea about dissertation expectations at all and I'm halfway through third year) but interesting and helpful in developing my skills.

I feel happy about my student experience due to lots of fun student activities/clubs and interesting content in classes

Overall it has been pleasant and interesting. Covid-19 has to some degree changed my experience in a negative way but is not the fault of the university.

A creative and motivating environment that is The University of Aberdeen's forte in studying contributes to my continuous work.

Very pleased; I'm getting everything I want out of university.

I feel that my time here has made me a much more rounded person as I have met people from across the world and been able to work with them in a stimulating environment.

Really good. I've felt supported by the staff at Aberdeen.

It's alright, the prestige of the university is good and its international partnerships are very solid, however, the amount of money paid on tuition fees doesn't seem reflected in the payment of university workers, nor in the online peer reviewed journals to which Aberdeen is subscribed.

I feel my experience has been marred by a recurring feeling of listlessness, which has often been intensified by my interactions with students and some members of staff. This largely derives from tutorials, where it is too often the case where other students have nothing to say to even the most basic of questions. This, it seems, often leads to apparent disengagement on the part of staff-members (which is understandable), which in turn makes the emotional 'coldness' of tutorials even more intense. Much of this may be due to the particular period of time in which I find myself to be a student, however, so I do not know what can be done about this issue.

Challenging and satisfying

Slightly disappointed, I feel that if I was an international student paying for my tuition I would feel deeply disappointed. There is a lack of care from teachers and also from students- lack of student motivation around me creates a negative work environment that doesn't encourage success

It is much better in person than online but still need the online stuff

I have thoroughly enjoyed studying at the University of Aberdeen due everyone being friendly and welcoming enjoyed my experience lots of places to meet new people

I feel that I have matured after becoming a University of Aberdeen student as the work given to me is almost completely individual and has elaborated my sense of independence.

I feel happy with my student experience because I have had the opportunity to meet so many people and learn so much about the world.

Completely positive as the teaching staff are kind and helpful, the class content is interesting and the workload manageable. Also, the sports societies offered are a great thing to partake in during free time.

I feel good about it but sometimes I wonder what I am learning.

Rewarding

really productive and positive

I've had a difficult few years none to do with the university itself but some students in it and because of that I've not had the best experience socially

Feel really proud to be a UOA student so far. And the university is so pretty.

Frustrated, because it was wonderful, except for the fact I did my course backward and therefore did not get the same quality of academic experience as my peers who started in September.

I feel that the University of Aberdeen has been very welcoming since Freshers week. I have met new friends with encouragement from the activities. The professors are for the most part very approachable about their subject and are willing to help in different situations.

After transferring from the University of Edinburgh I have found the University of Aberdeen to be more focussed on learning and supporting the academic development of students.

I feel unchallenged. While I enjoy parts of my course I feel like only a limited amount of the things we learn are actually tested. I rarely have to apply any knowledge and the entire psychology course aims towards scientific research and not other disciplines

I feel pretty good. The administration is very responsive and that's really great. In addition, the wide range of societies allows you to integrate into the student life of the university.

I feel independent and happy due to being on my own and being able to create memories.

boring, haven't really made friends

feeling positive about my learning, however more on site parking/nicer, closer accommodation would make it more accessible and welcoming.

Straightforward would be the word for my time at the Uni. as I think I do what required from me not much not less.

Everything feels very designed to encourage success and understanding of various struggles. Its interesting and fun it's been tough getting used to this new way of education but i am used to it know

Satisfied, nice campus, nice learning experience

The campus makes the university feel like a community, and its easy to meet people with similar interests to you.

As a quiet socially awkward human I feel happy here, everybody is friendly and I thoroughly enjoy my course work and reading recommended books and articles.

I should go out and socialise more but that's not the universities fault, its my own haha

My student experience was marked by COVID and other personal circumstances, but overall I feel like the university is doing a great job in providing students with support and options for education and recreation.

It's been good, I just wish it was easier for me to make friends

It's been fun as my lecturers on the most part put in effort to make lectures as captivating as possible.

I feel okay but not amazing because I feel that I have been unheard at times, not just within my two Schools.

I have enjoyed my time so far and have found extra curricular clubs in the university which have made my experience better An amazing learning experience.

So far my experience has been great, I've been able to meet lots of new people and my courses are interesting. I know where to go for support, which I think is vital for a student experience.

Fun, interesting, and most of all edifying

UoA is really easygoing so it's easy to feel safe and comfortable.

I feel though that it's been an amazing experience and I'm so glad to have had the opportunity to study here as everyone is so friendly and I've made a lot of good friends along with my studies.

Love it! Happy to be here :) met incredible people and Learnt so much

satisfied, but would like more support

As an international student, I have never felt like an outsider. Always felt a sense of belonging

I feel my student experience has been positive so far. The staff are nice and I am enjoying my course.

I think it has been great because there are a lot of opportunities both academically and socially

UoA is welcoming environment that I am able to thrive in

Good campus and study areas make learning enjoyable. Range of societies means there's always something to do after Uni.

It's engaging because i've always wanted to do my selected course

The University is a multicultural environment.

Fun, interesting and educating.

Diverse, forward-thinking, high quality academics

First and second year were difficult, as there was little support to help integrate newly international students. Third year was challenging due to Covid however my final year is proving to be extremely satisfying and i feel content here.

I feel supported with my research as my supervisors are resourceful.

It's great everyone is very friendly

Online was horrible, in person is more engaging but more chill areas around campus would be nice

life has its ups and downs as does University life, that's life!

Happy and comfortable as everyone is welcoming

I am glad to be part of the University of Aberdeen. It's been an amazing experience.

I have had a great time learning about the culture in the UK, people have been very friendly and the university is really nice

I feel very happy with my student experience due to how welcoming the university has been to me. I had some reservations coming due to how far it was away from my home outside of Glasgow. However, these were silenced almost instantly.

I feel very privileged to be at the University of Aberdeen due to the way it fosters a student environment.

I have struggled academically, but have received some help/accommodations from the university

It's been difficult but rewarding, I know what I am capable of now.

Generally decent, not much to complain about that wouldn't be present at every other university in the UK

I feel very at home in the university. I feel very safe and there is definitely a strong sense of community which is enabled by events like live on the lawn as well as study groups. The staff are lovely and the career advisors in particular really take the time to listen to the students. Studying here definitely makes me feel more optimistic about my future than studying elsewhere has

I like the experience because of the campus, societies and teaching staff.

Good as campus is nice and safe. Could be better but that's down to personal reasons

Fun but lonely

I feel like its been both an academic and personal learning experience, simply based on being part of university life here.

I have been treated with dignity, empathy and compassion.

It's great, I couldn't have imagined it being better.

its been good, nothing that i could point out specifically.

I would describe my university experience as a 'welcome challenge'. I have really felt pushed academically and socially at the university but I have enjoyed this and noticed the benefits in the personal development.

this is mostly due to covid, as I was not able to make any friends and connect with other members of the community

I feel included in a community of people who care about their education.

Great, I feel like I have made many friends and I belong here.

I feel so proud as a student of the University of Aberdeen because it is a great school and I have not regretted choosing this school. I will always choose the University of Aberdeen.

Meeting people from so many backgrounds and having access to a vast list of courses teaches more than simply doing my course.

It's been great to kickstart my grey cells and get back into the swing of critical thinking with excellent support from lecturers and my younger classmates.

so far it's been good as I fit in and I have made good friends and I am enjoying my lectures.

I feel on top of the world assimilating the Aberdeen spirit

Think being face to face has vastly improved my student experience, the first two years were fine but it's much more positive now

I am truly proud to be a part of this university. It supports its students in every possible way, and it does not feel like a cold institution, but rather a platform that listens to our concerns. In fact, in many instances it anticipates situations in which the students might need extra support, and prepares for it.

I feel that it was ruined by COVID. By the end of COVID, I was in 3rd year and it's very hard to make friends the further you are in university. This definitely affected my experience at University

I feel the student experience is wonderfully diverse, inclusive and well positioned for an international student. The reason being there are always events lined up for students to attend and be engaged and most importantly, for me was the emphasis on mental health. Freshers Fayre, BeWell Week - these two events allowed for mingling, learning and immersing yourself in the university experience and making friends. One of the safest most welcome places on campus for me is the MultiFaith Chaplaincy, which has become a safe haven for me, where I feel included and cared for by the people, the loving and friendly atmosphere created by Jillian and Mary Lee. This place has become my go to spot everyday to eat lunch, study, have a chat and even relax and watch some Netflix and unwind. I think the fact that such a wonderful, cozy place exists on campus is a testament to the university and all that it stands for.

I feel intellectually challenged in my classes, which I like, as it pushes me and motivates me to keep up with the workload and my peers

I was scared coming here especially that im from a whole different continent but i feel very welcome and happy

Recommending the University

Students were asked to rate how likely they were to recommend the University to others. Those who rated negatively were asked to explain their rating.

SCHOOL OF BUSINESS

You stated you would not recommend the University of Aberdeen to others. How could we have improved your experience?

I wouldn't recommend this university to my friends who are parents but I do recommend it to my other friends without parental responsibilities. Some of my lecturers have gone above and beyond for me in my situation and for that I'm extremely grateful. However, I've missed a lot being a parent and not had the same opportunities as my classmates.

I do not feel that the course is value for money, also the ranking of the university is also sliding for the past few years.

Education/ teaching experience needs to improve. I feel like I am constantly been talked instead of engaged and establishing more organic learning. Currently feel I would have been better off going to library than going to university of Aberdeen

Positive and substantive engagement, particularly by administrative and teaching staff

Atleast give us a fixed classroom, some classes thought through online i have not even seen some of the professors

Higher Ranking

SCHOOL OF BIOLOGICAL SCIENCES

You stated you would not recommend the University of Aberdeen to others. How could we have improved your experience?

Students are not listened by the admin staff, school management group can abuse their power towards student

I love Aberdeen, i love m'y school however it's is really expensive to study hers as an international student even worth the 20%discount ...I won't recommend to my friends because of this.Aside fees I won't recommend January start to any student it's a trap ... aside this two complication I rep UNiABDN ... it's my second home

My degree (Animal Behaviour) could have included actually studying animals instead of just reading papers about it. My degree also consisted mostly of learning about soil, plants, and ecology, and I don't feel like I have learned anything about how to study animal behaviour

The impression when applying for this course is that we will be out in nature sampling and learning on site with practical experience, this was not the case and the price for the programme is exaggerated

Having people who listened and acted on information given to them. My years have been utter shambles due to lack of organisation as well.

Divinity, History, Philosophy and Art History

You stated you would not recommend the University of Aberdeen to others. How could we have improved your experience?

The University should have done what it was paid to to and it has not. It has failed to provide adequate or at times any supervision.

See previous feedback in relation to being unable to control my own enrolment and relying on a person who never contacted me to enrol for the term. Despite multiple follow ups, this person never did and I had to get myself enrolled through more follow ups and eventually through the online student Facebook group.

A fairer and more inclusive experience

Listening to me and even attempting to address the concerns and issues I have raised as opposed to completely ignore them.

SCHOOL OF ENGINEERING

You stated you would not recommend the University of Aberdeen to others. How could we have improved your experience?

nothing can be done now to improve it I am already third year student :/

I would not recommend engineering school for the reasons i have stated above. It is sad because in reality the university is really good, but the staff just don't care. Every year I spent time completing the SCEFS, hoping that something may change. Never did and it's always the same people. But if university really cared they would have done something about it. Just check class' performance in every course and SCEFS and you will get a lot from that.

The content of the courses has been disappointing. For example, in Solar, we were taught things that were correct in 2019 (cost of bifacial modules). 3 years is old now since it's an industry that it's constantly innovating. I think we pay a lot of money to be taught something so old that is not applicable anymore.

I have never complained about the stress of university however it gets to me practically every year and especially with the cost of living crisis currently I don't think the university is taking into account the effect this has on students renting out flats and having to pay ridiculous amounts for bills. My main take away from University is that the experience i have received is not worth the £9250 a year i'm having to pay for it but i suspect this is an opinion i'd have no matter what university i'd attend.

Course content and delivery, better online delivery and scheduling.

By having efficient student support that really helps and supports students and gives them the right advice and resolve your issues. For me my experience with the student support has been very bad and I have been left hanging many times without knowing what to do or faced many problems due to wrong advice from student support. My experience would have been improved also by having sexual consent trainings for all university students and more action in tackling sexual and gender based harrasment. Also by having a programme for women in engineering or a official university scheme for it would have been helpful in tolerating a lot of harassment as a minority in engineering.

The University seems to be run like a business, where getting tuition fees and creating a good image/reputation comes before working with the students and meeting their needs

More support. Higher quality teaching of course. Relevance of course

The tutors do not have a high quality in teaching.

SCHOOL OF EDUCATION

You stated you would not recommend the University of Aberdeen to others. How could we have improved your experience?

Just the deliverance of the he course i.e. lecture that really has not a lot of meaning after the workshop. Either one or the other would be better, lesson planning introduced into the course and

Better options for resitting, don't put your students into more debt/worry than necessary! Moderating staff for the placements to ensure it is a fair assumption.

School and mentor feedback forms to prevent students having to experience negative mentoring

More support needed for students who struggle

SCHOOL OF GEOSCIENCES

You stated you would not recommend the University of Aberdeen to others. How could we have improved your experience?

Make sure that courses that are open to online students are made in such a way that online students can successfully participate.

The tuition fee is very expensive. Compared to RGU, I won't say the quality of education differs much to cause such a difference in fees. Also, some things promised on the website for courses (e.g., industry field trips)do not align with reality

At the school level, a better relationship between staff and students would help to improve my experience.

I have learning disabilities and I have to wait weeks for support to be put in place each semester of each term 8-9 weeks being the longest 3-4 weeks being the shortest

Language, Literature, Music and Visual Culture

You stated you would not recommend the University of Aberdeen to others. How could we have improved your experience?

I feel generally isolated at the university. There is, in my experience a real lack of communication between the university and the student body, and also amongst different departments within LLMVC which has caused issues for me as a joint honours student. I don't know who to go to for help and have found that typically when I have asked for help that which is offered is limited and/or dismissive. For example, I have never met with my personal tutor or even really heard from them. I feel very alone when it comes to dealing with university issues. Also, everything seems to move slowly and you often have to send multiple emails in order to get a response.

I would not recommend the university as the level of teaching has gone down. Also the Go Abroad team discriminates against students with disabilities. I have been discriminated against when applying to go abroad, while abroad, and now after when applying for a job. I have filed an official complaint and nothing came out of it. Yet, the person, is still working and not getting any disability training.

Improve cultural opportunities within the university. Where are the gallery spaces? Where are the theatre and performance spaces that would bring art, theatre, literature, music to audiences, and encourage cultural discourse from those within the university and across the wider cultural sector?

Too late, I'm hopefully leaving/graduating next year

Listen to the views of your students and genuinely care.

Listen to our complaints within the school of language and give us the appropriate accommodations considering how gravely we were affected by COVID

Course structure is terrible. None of appliances in accommodation worked. Student support were a nightmare

All lecturers should start listening and adapting their teaching methods and assessments to students needs. Adaptability should be a vital skill for lecturers but very few seem to have it. More organisation is also a must. We are more than half way through the first semester and my peers and I are still confused about what is expected of us. Exercises are assigned but not discussed while formative assessments are frequent and not always useful. Many courses have also not been updated. For instance, in this week's French exercise we are asked to discuss the current restrictions put in place to reduce the spread of COVID 19.

As stated previously, I have been let down in my final year. A bit of time spent by course coordinators to realise what is realistic to be expected of us would have helped. Also, being listened to when we ask for help.

Again it is very degree specific obviously but I just find the music degree to be very narrow and centered on western music from 18th and 19th century

Naturally, experiences will differ from person to person. The University campus is beautiful, and I think this is what attracts many students. The city itself lacks entertainment and a sort of energy that is harder to put into words. And although this is not linked with the University's resources in general, location is something to take into account when applying to University. In terms of academia, I feel like I am not academically challenged enough, but most importantly, it feels like other people in my course are not passionate and do not want to contribute in class. It sometimes feels as if we are still in high school and they did not choose to be here, which I thought before coming to Uni was, well, the point of uni: everyone wants to be here. The professors are kind, some courses are really well thought out, and the course content has at times proven to be thorough. It just is based on my experience that I would say to pick another university whose environment may be better suited for someone who enjoys better weather and a more lively environment.

SCHOOL OF LAW

You stated you would not recommend the University of Aberdeen to others. How could we have improved your experience?

The administration of the university has left me feeling disappointed on numerous occasions. When it came to study abroad, it took 3 full months of multiple ignored emails, minor back and forths between several people to finally be told that I had missed a deadline which was my own fault, even though I had contacted that department (before the deadline) for help. Moving into the next year, I experienced technical difficulties with my laptop breaking. I was told that I should have prepared for this and should use the university computers. I was then allocated a loan laptop around 2 months ago. I have still not received said laptop and can't afford to fix my current one, so have to use an external keyboard when working.

Better quality and informative training.

Medicine, Medical Sciences and Nutrition

You stated you would not recommend the University of Aberdeen to others. How could we have improved your experience?

Actual structure to courses

See my other points. A PhD in isolation without any colleagues is just not a great experience.

On my first year when I moved here from abroad, I felt completely lost in this educational system and there was absolutely no guidance which might have helped me. Even though I am a 4th year student now, I still sometimes feel lost on what is right and what is wrong in terms of university experience with my only comparison being universities in my home country and from this comparison I am not happy with my university experience.

Even though we are provided opportunities to voice our opinions, we are never listened to. Even though we know how to seek out support, why would we want to when we won't be listened to?

The course system currently in use is very different from how it is where I am from. I feel like since a lot of my courses include so many different topics in detail, it is hard to spend time to actually understand each topic. If the courses would be broken down to multiple courses that would not run the whole semester, I feel like that would help with managing each topic area. It is also very much to try to remember in detail for exams, which causes more stress.

Previously mentioned. Very expensive. Huge workload for people who are working. Varying levels of support and understanding across modules.

I personally do not agree with MCQ based exams. Although memorisation is important in science, in reality, that is rarely the skills required in work environment. I would prefer a more assignment type assessments. As stated before, tutorials and workshops feel more like lectures than discussions. Lectures should be more organised, in how they're presented on the blackboard in chronology, and how the previous lectures are related to the next lectures. I understand because many lectures are presented by different lecturers, and hence, the disconnection. But there needs to be someone looking at the bigger picture and see how they're related to one another and how all these lectures achieve the objective of the course.

More opportunity for social activities with other PhD students-can be lonely

I meant to say I would

It is not as much the university as the city at fault. There is not much to do or ways to escape routine in Aberdeen, especially if you don't drive. The variety of societies is great, however a lot of them (especially sports societies) revolve around drinking. I also chose Aberdeen University over RGU for the better international exchange opportunities, yet when it came to applying my only options were 2 universities in Canada, and 2 in America, absolutely nothing in Europe (despite getting into the university while it was still in the EU). Naturally, the competition for those universities was much higher and I ended up not getting the spot because 'my academic performance was not good enough'. It was not good enough because I really struggled living in Aberdeen, so this ended up being a closed circle of not being able to get away.

Taking PGR concerns seriously, e.g., the urgent need for in-depth training courses for statistics

Include medical students in general uni life instead of segregating them or putting on events for them that are totally inaccessible due to placements requirements and lecture times. It's tokenistic

The way our school is run is not okay and I regret joining it and wouldn't like others making the same mistake

Having lecturers that know how to teach and enjoy teaching and provide content to allow you to consolidate the work such as proper tutorials.

Natural and Computing Sciences

You stated you would not recommend the University of Aberdeen to others. How could we have improved your experience?

too expensive, and many of the lecturers do not seem motivated. they teach with powerpoint, i do not think that is a good approach

A lot more improvement needs to be focused on the teaching and the course materials

Sending a reply to my notes which I provided during the survey.

SCHOOL OF PSYCHOLOGY

You stated you would not recommend the University of Aberdeen to others. How could we have improved your experience?

Courses in my school don't seem to be on a high standard

As a student in the January Start batch I feel the September start batch students are given more opportunities and guidance in the right way. I strongly feel the January starts should be treated as a separate batch in itself rather than being add ons to the September start students.

The courses i took were not satisfied. Plus clinical psychology and counselling were cancelled

Social Science

You stated you would not recommend the University of Aberdeen to others. How could we have improved your experience?

More support for my mental health and various modules while I was going through a hard time.

More work and more classes with more group work and proper lectures also designated schools with a bit of rivalry would be fun

Tuition fees are getting every-time more expensive in the uk, people of my nationality are not eligible for any undergraduate scholarships, that can be demotivating and thus I don't think I will recommend the university until it offers the same support to Latin American students than it offers to North American and EEA students.

just don't like the people here, the uni isn't bad

Did not have the chance to communicate with peers, as each semester courses are with different people, and if you meet someone, you will never meet again, as there are hundreds of students in the subject

Offer more benefits to students. Im literally paying 30k and I have no special benefits, I don't even have a gym membership. I didn't even get a free t-shirt for going here and I repeat I paid 30 thousand dollars to be here. There's also a lot of accessibility problems I wish there was a free tram or shuttle service between the school and city centre.

During COVID, I was aware of a lot of other universities going back to on-campus learning quicker than ours. I was very disappointed because of this as it felt like the University did not care that much for students well being during COVID.

Belonging and Experience (AFG College)

The following qualitative responses asks Qatar campus students about their overall university experience and if they have feedback.

Do you have any further comments or suggestions about your University experience to date.

We need more courses related to health

I suggest that the topics of the course could linked to the Qatari labor market and that we discuss the challenges we face and how to link them, and try to develop appropriate solutions or recommendations for them.

It would be better if we had more ausa mercy or something along those lines so that people know who AUSA in the Qatar campus are

Student Experience (AFG College)

Students in the Qatar campus were asked to sum up in one short sentence, tell us how they feel about their student experience so far and why they felt this way.

In one short sentence, tell us how you feel about your student experience so far and why you feel this way.

AFG has made everything a breeze , from contacting the staff to the courses and I'm absolutely delighted to be studying here
It's been a great experience studying in AFG so far and this is due to many reasons e.g. university environment, Lectures, Doctors, learning criteria.

Relatively new to the college. Need more time to understand how the university operates.

I am feeling honoured and ambitious

I have had a great experience at AFG College

The life in AFG university of aberdeen has been good so far

my experience so far so good

Excited and scared at the same time, because it is a new experience for me and fear because of studying in a foreign language

Moderate, small campus and no electives to choose but great degree

teacher are very good only issue is not having enough writing practice and getting feedback before assignment is important

I feel engaged and welcomed but I wish there would be more workshops and ways to keep us interacted with the university

Very satisfied

Recommending AFG College

Students were asked to rate how likely they were to recommend the University to others. Those who rated negatively were asked to explain their rating.

No data found – your filters may be too exclusive!

Supervision (PGR)

The following qualitative responses refer to Supervision Experience question and asks students if they have any additional feedback.

Please let us know if you have any additional comments related to your research experience and /or supervision experience

I am in my third year and I do not feel as though we are told much of what is expected in our final year regarding finishing-up our degree (when should I hand in my thesis? On the last day of the degree programme?) It would be nice if there was some sort of briefing for every year of the PhD.

Not at stage to know about final exam

I received the best supervision and support during my time in the university.

My supervisors are nice. Besides them, I know that I may contact the School Administrator for help, but am not sure in what way they may help me.

It would be good to have additional supervision for the area of my research that I least specialise in to ensure my research is thoroughly well-rounded.

You need to read my answers to the previous questions

I have had trouble with the first lead supervisor. I went through all the necessary steps, such as talking to the supervisor and secondary supervisors, my advisor and the PGR Engagement Team. Everyone seemed very supportive and understood my concerns. I was finally asked what I would like to change, and I said I reached a point where I did not feel I could continue working with my lead supervisor. The PGR School said that this was going to be difficult since she was responsible for the funding. I felt alone and not supported. Only because my supervisor changed the university coincidentally soon after, my lead supervisor changed, and things got much better. If she had stayed as my lead supervisor, I think I would have terminated my PhD.

Just to restate that my supervisor has been very supportive and I really appreciate the work that he puts in to supporting me as an SBS student.

Glad to have two supervisors from Aberdeen uni as one is too busy with research and government work to join any meetings and the like...

I could not attend the in person induction as it clashed with programs from EastBIO, future coordination might be beneficial for new students

Would be nice to have been given more details of the assessment process when I signed up

Exceptionally knowledgeable and experienced to teach and provide guidance through online meetings for very interdisciplinary research project. Very punctual and regular meetings makes to realize the importance of time management. UoA's research experience is great and wonderful

My supervision experience has been wonderful. I would like to pay special tribute to my supervisors Eddy Wifa and Greg Gordon. They have always encouraged me to keep going and advised me not only on my research work but also on my future career. They have allowed me to explore how else I could fortify my research experience by suggesting visiting scholarships. Dr Wifa has been 150% committed to the task of a supervisor. He goes over and above to challenge and guide me as a researcher which has made the journey easier in many ways. I am pleased with my supervision team

I have the best supervisors any student can ask for. Regarding other information regarding Viva and PhD process I feel it too early for that now but in due course my supervisors will provide the necessary support needed

I feel that I am getting excellent support from my supervisors, even in fields that should be the responsibility of others. My supervisors really go above and beyond to support me.

Just swapped to another supervisor as primary supervisor left Abdn, so can't really assess just now

Leon van Ommen has been a very supportive and knowledgeable supervisor for me.

I have been fortunate to have developed bond with all of my supervisors, particularly my main supervisor. All three come from different backgrounds, with different skills that I have the privilege of learning from. I also have a bonus fourth supervisor, who despite leaving the University (and the continent) has maintained contact and is providing valuable feedback and support. I could not be happier with the supervisory team that I have.

I think there is an issue with potential complaints. I liked my supervisors but found, especially but not exclusively during Covid, that they were hard to pin down. At times they took months to give any feedback and meetings dried up. They felt inaccessible, yet because I was at their mercy in terms of supervision, I felt powerless. I know from conversations that I am far from alone in feeling this. There should be a sort of gentle but formal cattle prod that students can apply using a third party when their supervisors are essentially non-responsive.

My supervisor is exemplary in their support and consideration of my needs, it's early in our working relationship but I already know that they understand my reasons for undertaking research and what I want to get out of it (i.e. not a career in academia). They are tailoring their supervision accordingly and I feel very lucky to be collaborating with someone forward thinking and progressive. My experiences outside of this have been that the Aberdeen University research culture is a bit 'trad'.

many thanks to my supervisors

my supervisors highly support on my research

I am only at the start of my second year so I would not expect to fully understand the viva process at the moment

Because I started when many staff were still not on campus (Jan '22), my interactions with the PGR and administrative arms of the staff were very weak. I wish there were more opportunities to connect with the wider research community, as well as meet some of the staff. Also, I have found the library very much lacking in my discipline, and frequently use my graduate institute for the resources I need. Finally, there seems to be little opportunities to partner with other universities for library access or visiting research, unlike those in the Russell Group. Thus, while I love my department and supervision, researching in Aberdeen feels very isolating, not only geographically but academically – to such a degree that I have to qualify it whenever recommending it to others ("don't come unless you're willing to spend money to build your own library and visit other Unis at your own expense"). :-/

The thesis and viva information I have asked for and have spoken to other students about. There is not clear guidance currently. Our questions are often left unanswered or answered vaguely.

As stated above, I'm very satisfied with the supervision I am receiving.

I've had nothing but great experiences with my supervisor

My experience has been excellent thus far

Yes, I am going towards a PGR1 experience.

There are many helpful tools describing the course and requirements of PhD studies. However, the vocabulary takes time to master, particularly for a foreigner used to different academic terms and procedures. Perhaps a document with a list of terms and definitions would help new students?

Although I understand the aspects and requirements of a PhD, it sometimes feels like those in the PGR school do not and are unable to help if questions arise. Perhaps more people need to help in the PGR school.

I'm still early in the process and learning how the system in the UK works.

The reviews we keep having to do are pointless, disruptive, and speak of a lack of trust by the university in both it's students AND its staff, our supervisors

I did a MRes. All the information online only speaks of a PhD. All the postgrad emails only speak of PhDs; it was extremely difficult to understand the requirements for a MRes, and to get any info about the viva. I got the viva requirements about a week before my actual viva and only after sending multiple emails, which was very stressfull.

Happy with the way things are going!

I have heard other supervisors speak poorly of their PhD students on more than one occasion. Comments that they can't wait to fail the student, that they dread attending the student's supervision meetings, and comments about their intelligence. I think this is completely inappropriate and makes for a hostile work culture where students are not respected and sometimes seem set up to fail

My experience with my supervisors has been fantastic so far. I knew my academic supervisor from my MSc degree but I also have an industry supervisor which has been a new experience for me but a really good one so far.

Exemplary.

He has been fantastic so far. Thank God!

NO meeting or interaction initiated with 2nd supervisor by lead supervisor, always a battle to get documents signed. No interactions with other researchers allowed that could be beneficial, no opportunities to attend conference or publish not supported. Not an experience student should face.

More guidance on the MRes thesis in specific would be helpful, as the only guidance specific to the MRes in the PGR handbook is a word count of 40,000 which many students and supervisors have said is much too high.

No information provided on the thesis and viva

There has been no clear communication about who to contact for different things. There has been no document explaining things.

Postgraduate Research School (PGR)

The following qualitative responses refer to the PGR School and asks students if they have feedback on the PGR School and ideas on how they think it could be improved

We would like to hear any additional feedback you have on the PGR School and ideas on how you think it could be improved.

The PGR provided support to me as at when required. Although, the response time to emails by student can be improved. Overall, the PGR teams I have had contact with are wonderful.

I have heard of online PGR communities that I can join (e.g Shut Up and Write, Silent Reading) — by receiving random emails. I have zero interest in these courses. The main problem is: I am able to read and write well. What I need is some courses that may be closer to my profession. For example: I prefer Library Courses, because they help me find **what to read**, rather than read some random articles.

Again, read my answers to the previous questions

I know who my school PGR reps are because I am one of them. But we strongly agree that we are only highlighted during the induction events, then students forget about us. We would welcome any feedbacks from this survey

I have had trouble with the first lead supervisor. I went through all the necessary steps, such as talking to the supervisor and secondary supervisors, my advisor and the PGR Engagement Team. Everyone seemed very supportive and understood my concerns. I was finally asked what I would like to change, and I said I reached a point where I did not feel I could continue working with my lead supervisor. The PGR School said that this was going to be difficult since she was responsible for the funding. I felt alone and not supported. Only because my supervisor changed the university coincidentally soon after, my lead supervisor changed, and things got much better. If she had stayed as my lead supervisor, I think I would have terminated my PhD.

a revision of the 6 month review process and it's necessity

I would like to see more practical skills based learning opportunities or instruction on how to seek these out

See previous responses

There was a lot of talk about skills audits then mapping of opportunities to develop more would be highlighted to me (E.g. joining MSc classes etc) but that has never happened. I've just picked up things as I went along, with support of my supervisors

Excellent Admin support for all replies to mails. Great learning experience with online teaching

I've booked for peer review online course with confirmed place. Just the day before received an e-mail stating course is fully booked and not received link to join the next day. It would be nice to inform students course cancellation by email in advance.

PGR monitoring form and all other forms should be an electronic form, manual processes should be eliminated and digitally enabled process should replace this processes for efficiency, convenience and ease and speed

Information is often confusing and taking me off my actually project. I don't feel particularly supported by the PGR School, my main support in all areas always comes from my supervisors and fellow students.

As said before, I really appreciate the work they have done to create space and workshops for training and connection with other PGRs. I have learned a lot and felt supported by the things they have offered throughout my studies. That said, I think it would be helpful if the space at Crombie was marketed more clearly as a PGR dedicated study space. Perhaps some posters that can be put into all departments across the uni / in office spaces used by PGRs which summarise what PGRS can do for you (and where to reach out with suggestions!) would be useful.

I like what I've seen, but am not on campus hugely often so I don't feel qualified to comment!

I know the opportunities are there, I just have not had the time or the need to engage with them.

It would be great if there are some in-person conference or seminar like meetings for students to meet and collabrate from different disciplines. PG school encourages students to meet and work together and provide several meeting spaces but I think these are not enough to create scientific collabration.

More opportunities for PhD students to meet each other in an informal setting.

I personally struggle as a parent with young children to make it in to the office, as I'm sure many others do, and the current cost-of-living has made childcare even more difficult to obtain. The only suggestion I have is, perhaps, for the University to provide resources for research students that have family commitments so that they are in the best possible place to complete their degree programme, contribute to the University's research output and continue to develop professionally. Having to work from home (although it has its advantages) has made the experience isolating, and I feel that I cannot fully form bonds and relationships with fellow research students.

Oh - and the entire University would benefit from an institutional Covidence license!

The PGR School's function is a bit of a mystery outwith some of the more general functions. It is only on filling this survey that I wonder if it would have served to help with advocacy for my frustrations with my supervisors. The fact that it occurs to me only now means that they probably need to emphasise this function more (if it is indeed one).

Some of the induction and training so far has felt rather basic. I am waiting to see if the PGR school can meet my training needs as a person who has had a career for 10+ years and then returned to studying, as my needs are very different to someone who has not been outside of the university system.

you are a great team. kudos

it would be better if the course or training have longer time to support the research

I think just an ongoing awareness that not all of us are based on campus

I'm still very unclear about what the PGR school does outside of send me forms to fill out? I watched an induction event when I started, but there were technical issues and when I tried to go to the office, the person there simply said most staff were still working remote (this was in Jan 2022). Again, I think this has to do with COVID, but now I'm not sure what to do. A simple invitation to meet with a rep would be really nice.

I think they could work more closely with the local PGR school teams. There can be overlap - it's not entirely clear who does what. I also wish they would work more closely with CAD for those of us that also teach/demonstrate. I would also like them to work with other departments so we can reduce the amount of admin and overlapping training courses we need to do.

The emails for sessions are sent too close to the time of events, which is fine for full-time on-campus students but not for part-time students to make accommodations for being able to attend them. I missed the only AHRC sessions because the email was sent one day before and there are no more available.

The mandatory training seems more targeted towards science students. It hasn't really been useful so far, but this might change in later parts of the training.

It would be nice to have training courses created just for the Psychology department, and not dedicated to the broad community of students. Sometimes the needs of each department are slightly different.

May be the PGR can work more closely with the specific schools for more visibility to the PGR students

I am looking forward to peer review skills for the next six months

PGR1 section two.

I have heard several students complain about constant emails and reminders of PGR meetings and events (such as Silent Reading) that they would not like to attend. Perhaps these could be advertised via the newsletter and students who are interested could sign up for reminders?

It needs more people to answer student and supervisor queries. Few in the PGR school are very supportive and others need to be

The new "MyPGR" team on MSTeams was TERRIBLE idea and either needs to be shut down immediately, or at least moderated and PLEASE make it clear how to either leave or mute all the ridiculous, pointless chatter

Send information about the viva sooner after submission. I got the info about a week before my viva, which didnt give me much preparation time, and only after sending multiple emails. Additionally, not requiring us to pay 120 pounds to finish our MRes in time while starting a PhD.

I already feel a little bit overwhelmed with the amount of notifications through teams and email about the PGR and find that I don't take the time to go through each one properly because there are so many to get through at times.

For the sessions the PGR school organise - to suggest a target audience or who the course would be useful for (i.e. 1st year PhD) in the description on the course booking platform.

Face to face get together once in a while

Have sessions based on the school i.e methodology for science research instead of broad and general writing tips

It is completely ridiculous that it takes the PGR School 12 weeks to sign off on a pause/ suspension in PhD studies. If the University wants to behave like it is a business then it needs to run by the 2 week rule or make it absolutely clear that it takes 12 weeks to suspend your PhD. What if there had been a medical or family emergency? Am I meant to schedule in someone's death or when I get ill? It is an absolute disgrace that it takes 12 weeks to sign off saying someone can suspend when both the student and the supervisor sign off at the very beginning. And if there is some magical reason why this does take so long it should be made clear what the process is and why it takes so long to suspend studies.

I think it would be great if the PGR school could facilitate some meet-ups/social events for PhD students across the university. As someone who has done two years of PhD in a pandemic, I don't really know anyone from a different school. I think that's a bit of a shame!

Again, it is not clear what their job is, which sub-department does what, who to contact when, and how to do that.

Still observing

Social Media Communication

Students were asked to detail other communication channels they prefer to receive information through. These are detailed below.

Other - Text

Letters in post

in class

Digital Skills

Students were asked if there are any other digital skills courses which would benefit them

Are there any other digital skills courses which would benefit you that were not listed?

Anything I can learn.

Very interested in python

Studio production

Advance software for projects to develop skills

Reporting and interpretation of statistical analysis

Cybersecurity

Matlab software basics

Presentation skills

Product management

Excel spreadsheet

leadership

No, your list was very comprehensive.

Financial/Excel data modelling

SSC are good to do something else, but the time could be spent far better. Same with the specialties block in Y4. Use this time to teach us more useful things, such as all the things listed here - designing studies and research questions, how to use SPSS/R/stata., basics of statistical analysis, how to write papers, how to identify conferences to attend and apply for, how to write academic posters, teaching, how to develop teaching recourses, audits, chances to do things to get portfolio points that ain't a pay to win scheme for us poor folk! Etc

Learning to use stats programmes as med student

Use of excel

Extra help when starting to use CAD software or MATLAB

MsExcel and Word training

More specifically - digital research platforms like Westlaw, LexisNexis etc

Graphic Design

Digital Time management

Power point presentation

How to use day-to-day services, such as Google, Microsoft Word, etc. this will eliminate the need for students to use these services on the shallow level and can help them with their studies.

Marketing and entrepreneurship

Deep learning for Python, SQL, JAVA, Machine Learning,.

Graphical and mathematical skills (Excel, Desmos, other mathematical programs)

EXCEL

Data analytics.

I would love to do further training on formulation of clinical trials & scientific writing

To be familiar with excel

compulsory basic excel course in first year and advanced in 3rd+ year as after all not everyone is on the same level

Law and politics related digital courses

Discipline specific softwares

Off-Campus Activities

No, that was a fairly comprehensive list.

I would love to have proper Translation classes without the French / Spanish 5th year students who only waste our time.

mental health first aid courses online

Data science is the most important to me

Bioinformatics

Graphical representation of data

Workshops on writing skills and plagiarism and Seminars on relevant topics

How to host effective online video meetings

Work with microsoft excel

I don't think we so far have any digital skill courses.

GIS training

I would like to suggest that engineering software should be utilized along with coursework to enhance skill of students. There are several software like matlab , Aspen, EES, Trnsys etc that are useful for solving engineering problems but Aberdeen online study does not teach students using any of these softwares . This for me is necessary to enhance skills of students in the real world.

Excel specific

Excel courses

All the listed courses are good

Computational Chemistry related softwares (AI softwares)

Softwares simulator

Creating a CV, effective searching method

Machine language

Stata training, Latex training,

More focus on statistical analysis

Project management

Python

Quantitative analysis

Matlab and python

R program

qualitative data analysis skills

Excel

Sexual consent course for students, how to report harrasment and misconduct in the university

Focus on crucial skills for degree's job market, i.e GIS for Ecologists etc

MySQL, python, R

Bioinformatics, career fairs

Memory retention and recall techniques for study skills

Support with confidence when speaking to a large group

LaTeX, arduino programming

Time management and Organisation while being online

Intro to Python would be good (I believe it was on in the past but I haven't seen it recently).

video editing

Essay writing

This is somewhat personal, relating to my research, but I'd be happy if there is a workshop for geographical info systems.

Learning excel

Solid works

SEO

Podcasting: The equipment and editing required.

Perhaps designing engaging patient facing materials (i.e., invitation letters, social media/normal flyers)

Panopto

Essay writing and writing assignments

Statistics

Not quite a course but advice on what podcasts, documentaries and cinematography that would be helpful to watch for my specific course.

Where to find the main sources of important information for the subject area

Essay writing for specific degrees

Effective use of word documents

Python

Maybe something along the lines of being a researcher in a digital world, post-Covid(ish). So, for example, tips on presenting online, networking, public engagement. Anything I've attended seems to still have that in-person mindset but it would be good to consider how they might differ now with online or hybrid delivery and audiences.

Using the HPC

Excel skills course

Essay writing and structures

GIS. Geographic Information System. That's learning to create digital maps and track data by geography.

No, but the faculty could use some training in effective online presentations.

Linkedin use

Agile model

Data safety

GIS for beginners

Search engine optimization

Not off the top of my head!

Search engine marketing (SEM)

Academic writing

Graphs, diagrams etc creation

Full stack development course

Yes, how to use Microsoft Office efficiently?

Marketing

Piano

how to organise your wires and set up to avoid issues

any learning is good learning.....whats available?

Using Microsoft Excel to create spreadsheets

scientific reporting

Report writing, e.g. how to make a good introduction / abstract

Photoshop

Managing job finding social media (ie linked in)

No - and I will add, I have a doctoral degree and already possess many of the skills listed in the previous questions (hence I answered most of them "moderately interested"). These course offerings would be really important to students who have yet to develop those skills. I'm impressed with all the UoA has to offer students!

Making digital spaces such as teams/zoom, accessible and accommodating for different situations such as 1-1, group presentations etc. Not sure if that relates to one already mentioned!

The use of statistical analysis like R

Data management

Microsoft Excel

I am very much interested in honing my digital skills and I would appreciate any course to enable me do that. I have skills in HTML, CSS and JavaScript. I also look forward to honing my data analysis skills.

Help regarding public speaking and presentations

How to work on endnote , SPSS and other most used research softwares.

advance skill in excel

audio transcription

Python, Tableau and Power BI

Financial literacy

Excel tricks

Sibelius class

Reading Academic Articles and Books

Map!

effective revision

No, but I am not a typical student. I'm a retired Geologist/Geophysicist with almost 40 years of applied research, grew up with computers (my father was a developer in the 1960s), and went through 2 years towards a PhD in geology in a University in the USA in the 80s. My biggest adjustment has been to the UK system, and the necessity of citing references, as that is not possible in the oil industry as nothing of importance is allowed to be published in a timely manner.

None that has not already been listed

Critical thinking, critical writing, forming arguments within our reports/essays, correct format/layout of assessments,

Editing manuscript for self publishing or to a publishable standard for students who endeavour to produce and publish their creative writing in order to build their portfolio and writing resume

the university should help students by providing turnitin apps for review of assignments before submitting

How to mute MyPGR on Teams

Cv and resume writing courses

map making with r studio

I would be very interested in learning digital scientific illustration

Statistics

Software skills - Stata for e.g.

Digital time management i.e. installing and using productivity apps which help manage social media/non-relevant content

science communication

Language

Crypto currency and mining

Hands on experience

Improving communication skills

Dashboards for report presentation

speaking

AWS/Azure services

How to prepare effective and engaging oral presentations e.g. for presentation at conferences

Most of the courses listed before this were no longer applicable to me, not were there options to say I had already taken the ones of most interest!

Learning photoshop/ how to take and edit images for academic publications

Digital marketing

Actually I like the things given here .. it's good and fine

Coding and Matalab

Running medical audits and medical research software

Bioinformatics

how to use anki

How to fight procrastination / organise yourself better (work/life balance) / deciding what's more important (finishing prep or sleep?) / Good habits / How to move away from technology (less time on phones/more effective use) / Why you should talk more to people in person (life skills?)

photograph

No but I should mention that one of the responses was made up of only 'extremely interested', 'slightly interested' and 'neither'.

coursera courses

Excel, PowerPoint

Photoshop

Artificial Intelligence

It would be helpful if the classes allocate time to teach some of the digital programs they would like for us to use in our projects.

Effective use of Microsoft services e.g., Excel

LaTeX

How to balance studying for university and life (work, society activities, sports, health, mental health)

Using LinkedIn and learning the basics of R

Statistical Training

Business data analytics

Dealing with various database systems

None that I can remember at the moment

Creating content

finance skills

CV/cover letter workshops?

No, all the ones I'm interested in knowing more about were listed

Certifications have to be included in the course

*Technical note - options under "Finding academic sources and literature searching" are inconsistent.

using R software

Student Support

Do you have any additional feedback on Support Services, or suggestions on how it could be improved?

Filtered to Aberdeen Campus

Do you have any additional feedback on Support Services, or suggestions on how it could be improved?

Thusfar, I haven't required any, so my opinion on this is irrelevant.

By creating informative events

Support service is pretty helpful.

Maybe something specific to mature students.

They should enlarge the beds in each room

Counselling sessions should be more person focused, not task based

More streamline for what type of support people are after: help in disability diagnoses, counselling etc etc.

No, I think the range and variety of support services available is impressive. Only comment would perhaps be for more visible/frequent communication regarding the services that are available to students, as I have some friends who don't know much about them - and sometimes people will ignore information if they don't need it at the time but then a month later will need help and not know where to find it.

more therapets on campus!

At this time I have nothing further to add.

Was supported well when I needed it.

Significantly approve the administrations staff ability to reply to an email within 3 weeks and at the first instance of emailing disability mentors? especially / ideally people who are disabled who are working, and are able to share how they managed. in my circumstance, we have the Regent scheme for medical students, but that is a professional relationship, so it would not be appropriate for the Regent to discuss their own health with a student. however it can be incredibly isolating to be disabled / sick, and in an environment where illness affects everything, but discussing that is difficult to do in an 'professional' environment.

the idea being mentor-to-peer meetings, or even 3-4th year student meeting with 1-2nd year student, and being able to offer practical support that is *specific* to their degree, and they are matched on 'these two students both identify as having autism. these two students both have autoimmune disease that cause fatigue'

other 'competitive' vocations / degrees may also benefit, as well as Medicine. e..g Law, Dentistry, Education?

I find Well being services available through the Multi-Faith chaplaincy extremely helpful and supportive. Having this space at campus is very beneficial.

increase support service

Support should be shown not just discussed. Eg offering a third resit so if people are ill or bereaved for the first exam they still get their equal two opportunities for passing

As far as I am aware, the Support Services have been praised by my colleagues as being excellent.

Every time I've needed support it has been there and been great every time. The staff are brilliant without making you feel judged which is key

More transparency with what these support services are for, and to what extent they are useful.

No it's pretty decent

No, seems adequate. My only problem is that 'support' is so separate from everything else, I wish the principles of support were a bit more integrated into general student life and culture. Mental health isn't specific just to some people, its important to everyone.

There should be more out each from the career services. Networking opportunities

Be more prominent. Through email or lecture visits/talks

No I haven't had to use them so can't comment

I think the support services do a great job and they reply quickly when you need them

After searching through the website and contacting info hub, I only found out about student support drop-ins by trying it much later in case. New students would probably benefit from this information being made more available as it is a very helpful service.

More help for single parents

Please stop sending so much absolutely not important mails per day. It is hard to filter between them and the important ones. Also it would be nice if there would be the possibility to forward mails to private accounts.

Impressive support services

The finance team have been a really good help in times of financial hardship - always provide useful links to organise your money etc.

follow through when you say you are going to get back to a student within 24 hours

Maybe some support for students who are living at home/ off campus

More staff? Wait time of months for an appointment with student support will surely end in some students falling through the cracks

I think the Support Services is very helpful and always provides assistance to students!

A few more online student specific events.

Sort out the hardship funding!! Stop expecting students to rely on family and hard earned savings!!

Nothing really, support services are well signposted and easy to contact.

Student work placement opportunities with employers in Aberdeen

Its has improved support services at present.

Workshop on procrastination

Very nice skilled and welcoming staff.

Add Anonymous safe space for feedback on Teaching doctors

The student support team have helped me tremendously, both this year and last. I do not think student support could be improved.

If a student files a complaint for discrimination, it should be taken serious and not ignored.

Having more clear instructions on where to go and what needs to be filled out to obtain mental health support.

Yes, I do, and It is to prolong the office access hours to weekends for PhD students.

Counselling Service are amazing.

I think the university is doing really well in providing students with support as well as making sure everyone is aware of the existance of these services.

emergency temporary accommodation for students going through abuse or a difficult time at home. Also, accomodation for part time students which are affordable and available for visiting student

I feel fully supported with my disability

Weekly scheduled meetings should be conducted to know the mental and physical health of the students and their progress in academics.

Check ins from learning support to see if things are still working for students throughout the year

AUSA could check in with society committee members personally, not just through society emails. I was left to run a society on my own which became very stressful and didn't have enough support from AUSA.

more awareness of students in low income situations

I think the general support needs to be more ready to link with the support that is specific to our subject area.

Support services are doing a great job, so no.

Quicker response time

Just to not feel like you have to chase down to have support especially with mental health issues such as personality disorders

Maybe have more talks or events to promote

Add more station in the 9U bus station

Staff based at Hillhead Halls for some of the week for walk-ins and/or counselling sessions with students who may struggle to engage otherwise.

Student support services should be improved in a way that the student is provided with actual help as soon as possible rather than varying answers. The student support should also have a physical reception where issues could be resolved or drop in sessions.

More financial resources for the discretionary funds.

Disability officers should act more like learning specialists liaising more with lecturers, teaching administrators and a student's medical officers.

Be better about dealing with sexual harassment/assault cases- victims feel like they are left out of the loop and not feeling heard.

until now everything was good and i do not have anything to say

Can't think of anything right now.

Have more activities in winter and summer vacations

There should be job specified events and support for the students recently graduated that should be available up to 1 year after graduation.

Unsure, I know there was a society/group for mature students but it wasn't well attended and very few of us had anything in common other than age

Personal tutor should keep an eye on you more than once a year.

It's hard to say whether there should be more available without having a full understanding of what is currently available. Also, as a student who applied for DSA through support services as a PGR student, the understanding of how the system works when you are not an undergrad is quite confusing. Improved knowledge in the team of how the system works for PGRs would be really good. Also, it took over a year for me to get any support and in that time I had to send multiple reminder emails to understand what was going on. While I have found support services useful, the communication and confusion with my support has been a bit upsetting.

The support services are doing a good work by always being there to help students but there are ways for improvement by being punctual in getting back to students.

further adding to social media usage

Yes, I can not register with aUSA, my student id is not working

There could be more employability support for each student providing them with individual career mentors maybe.

I'm not sure what student support services even help with but it would be good to have mental health help/motivation place

Keep doing the good work ;) but also fight for further change - focus even more on mental health!

They have been amazing in getting me the help I needed to aid my learning.

No support services are very good

the events that are being organized can be more frequent

I have been fortunate enough not to have to use any of the support services, however I recently received an email to say that the University is offering cheaper meals at the Old Aberdeen campus, and opening the library later for a warm place to study. This is great news giving the cost-of-living crisis that we are all facing. Very proud of the University for this!

Update the software, equipments and hire professionals with technical capabilities.

I also think more financial support should be offered to Junior and Seniors Honours students. I appreciate the bursary but it is only available for a certain amount of time and is always less than the amount of years we study, meaning 3rd and 4th year students are at a disadvantage

I would refer back to my previous comments on accessing support for my disability and how the process was unclear and off-putting due to high proof demands over and above pip receipts

Sessions should be help online mainly if it unable for both parties to be present on campus.

Some society services and information (like accommodation groups) are only available through Facebook, as I don't use it (and don't plan on using it in the future due to its questionable security) it would be great if some offers would extent past Facebook.

Waiting time could be improved

Hire more staff.

Discretionary funding isn't well advertised and is complicated/strict to apply which is off putting

i would love to see any financial support service that would focus on providing financial support, especially for international students.

it takes a while to get an appointment with them

I think upstairs in the student hub thing is not well sign posted, like you immediately walk into the foodcourt and then have to figure it yourself to turn around and go up the stairs, it ought to be more user friendly and sign posted and look a little more inviting too

Use the employment services a lot. Really helpful

Support services are fantastic and have been amazing at helping me through some difficult times

Disability services should make their eligibility requirements clearer. Its also pointless having an initial meeting over halfway through time.

They need to actively stay in touch with and reach out to vulnerable students. I am known to have mental health problems and have been in contact with student support for several years. Yet I still often feel like I'm bothering them, my issues don't always get followed up with and I have to chase up replies. When I feel low it's hard to send emails and seek support. I wish they cared to check-in when they know a student struggles with mental health and could realise that engaging with and feeling worthy of support may be a student's primary barrier to getting help.

Parent-students may be supported on accomodation, living expenses, children adaptation and school placements.

Easier to find information on disability services- online form etc for people who are nervous with emails or in person

Credit to their work

The co op has been out of medicine for a week

Less hacks and tips, more real help through financial aid

I think I am well supported but if you did not grow up with IT as basic learning it is difficult to find/know what you are looking for It is frustrating to have to email every time to book a counselling appointment and difficult to maintain a relationship with a specific counsellor.

The phone line should be manned so that we can call to quickly clarify questions.

Also, a speedier response to emails would be appreciated but this is obviously not essential

Specific information about who to contact in certain situations, as there are too many people to choose from when you have an issue that needs resolved. Also maybe update the university website more often as some of the pages seem outdated in terms of information.

I have often found myself not knowing where my exam will be held or how much extra time I can receive on a report up until the last minute. This creates more stress around students with academic challenges

This is where I feel the University excels, I have no suggestions on how it could be improved as it is excellent.

Very accessible and helpful.

Don't know enough to tell you what needs to be improved

None currently as haven't had experience

Quicker

No they are already beyond helpful!!!

There should be more languages group activities

There should be some mental training sessions in school to deal with stress and anxiety

Due to more people understanding they have a disability or need support, the support services needs to have more people available to help

It should be more practical.

Student support. I think there's just a limited time for each student to convey their concerns.

Regular meetings with personal tutors/in person so we can get to know them.

Make holiday/ term dates clearer for students, as the dates posted are either not available or too generic with no direction to configure

I have been well supported by the university Support Services both with my mental health and job search advice

The counselling team is great, thank you.

If you can tailor the career opportunity emails to specifically ones about your course that would be helpful. Maybe you can and I've just missed it

Student support personnel should be given the opportunity to hold class or seminar

The University could develop the career development section by expanding their network

Assign 1st years a fourth year to help them out initially

When I first got in touch with regards to getting my ADHD diagnosis, I had actually put it off for nearly the whole academic year because I was unsure of who to contact and what to say

More information on university proceedings for international students

Student Lunch Buffet

It's a small thing, but I don't use a smart-phone (as mentioned, I'm dyspraxic and have broken 3 iphones in as many months, so returned to a Nokia 3310). Using the QR codes to log attendance of lectures isn't ideal for me, but I struggle to think of a different way I could do so.

It's nice that it's a come as you need basis so that there's not crazy long waitlists

Perhaps help with accomodation and settling in

The hardship fund process is incredibly invasive and puts people off accessing it, reassessing how this process is undertaken would improve the service.

Support which is face to face and not online

Great

Increase visibility and stigma around using the services.

Student support should offer in person needs assessment

Incorporate opportunities / access for online students

I know we have tutors for tutorials but they are often post grad students and some have never taken the course in this specific university. Back in my high school, for some subjects we had days where people could come in to talk with students usually older who have taken a course before. You can then get feedback from them on your work and they can often offer insight knowledge on the course and give you some tips. For example, I am really struggling on where I should start my research for this one essay for a class, I really wish I could find an older student who has taken this course before and tell me how they approached the problem and let me try and work through some ideas with them. I know this may lead to concerns on plagiarism but technology systems will be able to catch this anyway and the insight of previous students is always an amazing resource.

It is good I like the dogs everywhere

Collaborate with housing agencies that have apartments that can suit the above need.

I think it's great

No you're doing an excellent job

A desk should be created to help students out with making proper choices and informed decisions based on guidance from persons knowledgeable in the banking sector

No, I have been very happy with the help I have received from staff at the university - I haven't met anyone yet who is unwilling to help me in any capacity, even when I am clearly not in the right place to ask for help. It is a real testament I think of the overall friendliness/good will so far.

My main issue with freshers was the lack of centralised information. If the University offered a handbook with all the information and contacts which were deemed highly important or useful tips navigating the first weeks, this would have been useful. Talking to other students it seemed like finding the relevant information was proving difficult.

Reference person to go to. Support network is very wide and it's overwhelming to try to contact someone for help.

More microwaves should be added to the campus. I have to wait for so long at the canteen to use it.

The library is confusing to use for the first time. There could be more information about the layout of the building and how to check-out books. (Either as a leaflet to be picked up at the library, or in the form of signs/helpful library staff).

Have them more accessible as I needed a 2 minute word with student support and a careers advisor shunned me out because I didn't have appt but I genuinely needed 2 mins

Personal support

Support services could be sign-posted further for senior years, for those who did not require support services during the early years of University.

I think referring to support service it is critical to follow the queries from students struggling with learning difficulties

I would like to see resources for queer muslims. It would be nice to have some space for that experience.

I feel the uni needs to care a bit more. (An eg would be my friend with social anxiety who doesn't have panic attacks was only given advice on a panic attack)

Not currently available

the heating schedule can be provided? I really do not know when the heater will be opened and can just guess

a more robust support for carers

I think more staff is needed to minimise wait times, mistakes being made and quicker communication. I needed help but nobody has gotten back to me and the assignment is now already overdue.

Get them a office on campus.

Proper training is needed for supervisors.

It is great, keep it up!

My experience with the support services offered by the University has been really excellent. It's useful for me to know that I can turn to them & will be listened to.

I see that some other universities give out branded school merchandise for free to new students, especially items like warm clothing, hoodies, USB storages and other items that could help the students adjust better to the environment upon resumption. Why doesn't this happen at the University of Aberdeen?

Make it easier to find support services for specific needs.

I think the support services are useful and accessible

Students are struggling to afford to live. Make the food and drink providers on campus reduce prices! or offer student discount or something!

I have a feedback regarding the Counselling service. I greatly appreciate the one session I have been to and it helped me in the time of need. However, when I asked if they could point me to some other services or support groups, this part of my email was ignored. Also, although the session was very helpful at the time, the active expression of empathy which was well-meant and served the purpose at the moment also felt slightly degrading and I would have a hard time visiting the counselling service again because of the invoked feelings of vulnerability and shame.

I believe the first issue could be easily addressed by paying close attention to the content of the email from people who could potentially need serious help and by knowing the contacts to some external services and resources.

I posit that the second issue could potentially be resolved by collecting feedback about student's experience with the service and/or providing staff with additional training.

Students can be given the option to attend one week of pre-sessional math workshops which would cover basic quantitative concepts covered in Economics and Quantitative methods

Autism trained support workers

I'm not sure if this is specifically support services, but the counselling service - I've spoken to a good number of students who didn't realise that the counselling service was run by professional counsellors and not by students and volunteers. This previously was putting them off of using the service, as they wanted to see professional counsellors and weren't comfortable with speaking to volunteers. It may be worth emphasising this point?

Do you have any additional feedback on Support Services, or suggestions on how it could be improved?

Student support should offer in person needs assessment

I know we have tutors for tutorials but they are often post grad students and some have never taken the course in this specific university. Back in my high school, for some subjects we had days where people could come in to talk with students usually older who have taken a course before. You can then get feedback from them on your work and they can often offer insight knowledge on the course and give you some tips. For example, I am really struggling on where I should start my research for this one essay for a class, I really wish I could find an older student who has taken this course before and tell me how they approached the problem and let me try and work through some ideas with them. I know this may lead to concerns on plagiarism but technology systems will be able to catch this anyway and the insight of previous students is always an amazing resource.

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Have them more accessible as I needed a 2 minute word with student support and a careers advisor shunned me out because I didn't have appt but I genuinely needed 2 mins

Personal support

Filtered to Online Campus

Do you have any additional feedback on Support Services, or suggestions on how it could be improved?

Stop with all of the surveys

no Ive not used them

See previous comment on trying to get learning support but the website saying it not being available because I was not diagnosed, but I couldn't get a diagnosis.

N/A - very happy overall

I am happy with what is on offer.

There could be a dashboard that brings all channels of non-course communications, such that it looks all integrated.

Introduced at start, service available for students who work full time. So opportunities after 6pm

Financial support is desired. For instance in my case I am an African living in Nigeria and taking this course. Due to the foreign exchange rate I sometimes struggle to pay my tuition fees. I have asked for any financial support from the school but i got none.

There should be a representative from on campus student who can represent online students and can resolve issue if there is any

They are very helpful

A whatsapp group should be made for each course to discuss challenges

More support for online disabled students, i.e., one to one session to help manage difficulties in studying, meeting deadlines etc..

Virtual student events, virtual careers guidance and support, virtual careers fairs etc would help integrate the online community better

I do not have any additional feedback. Thanks

need to reach out more

Introduction of these services to students

I didn't know there is a support service...

I would like more examples of career progression routes from my course. What have other students done next?

Keep up good work

Public speaking classes would be interesting.

Create a forum where class cohorts can communicate, ask questions and help each other

Plan a week for each academic year for online international students to visit, provide a visa processing letter to willing students the UK embassy.

Admissions show be done quicker

perhaps a specific set of appropriate support tools for fully online students who are not in Aberdeen

I have been really impressed so far. I think that the level of support has improved since I went to Uni, but it also might be that I did my degree in Australia.

The updated Blackboard Messages service is dire. It would be better if it were not used at all until it is improved.

Do you have any additional feedback on Support Services, or suggestions on how it could be improved?

No

Incorporate opportunities / access for online students

No you're doing an excellent job

Admissions show be done quicker

perhaps a specific set of appropriate support tools for fully online students who are not in Aberdeen

I have been really impressed so far. I think that the level of support has improved since I went to Uni, but it also might be that I did my degree in Australia.

Filtered to Qatar Campus

No text submissions.

Are there any Student Support services that you feel the University should provide, but are not currently available?

Filtered to UG

Tell us what is missing

Idk any about them

Ethnic minority issues

an on-campus psychologist

introductory support for undergraduates before they go to uni

Multicultural centre

international student advisor (for eg. medical needs)

.

N/A

more poc

Nothing

It would be nice if we could have an easy way to anonymously alert student support about other students who are struggling with their mental health/other things and who could use extra support.

More financial aid

I think there is limited support available and I would like to see more than one session being available as from personal experience this did not help me.

Union/collective space at the Foresterhill campus

ADHD academic diagnosis.

Neurodivergency diagnosis

Advice and support

More academic support than just one personal tutor, more communication with lecturers

A support service geared towards those struggling with mental health issues, particularly international students who may not have proper access to healthcare within the country. From what I've seen, there are student support services and some forms of counseling, but none explicitly for these purposes. It would be beneficial to have some idea of where to go when your mental health begins to affect your education.

Food banks

Foodbank

Regarding the services for sports.

Perhaps feeding aid for students faced with sudden difficult circumstances

This may already exist at the uni but I would say a mental health space where you can easily talk to someone about personal problems and mental health issues where you could perhaps receive guidance and advice.

100% extra time for students with test anxiety and require that much extra time.

For a course that is delivered fully online, it would be really helpful to have the additional option of an in-person induction . I feel it could help students form mutual support/discussion groups.

A better counselling service - I will not be able to solve or aid my mental health problems with one off sessions - I appreciate the existence of it, but I believe that a better funded service is necessary with the current generation of students

Monetary support and scholarships for international students.

Placement support service e.g covering travel costs, being unnecessarily failed, safe space to comment on experience without it impacting your assessment

The counselling services are not extensive enough and don't provide long-term support

Areas for online meetings on campus

Someone you can go to directly about any academic or personal issues for support and advice, i.e. if you're not coping with the workload etc

Academic writing help with lab report (same like you are doing with essays)

Help with getting in contact with landlords and finding private flats

Anonymous safe space for feedback on Teaching doctors

A disability training for XXXXX XXXXXXXX

ADHD support.

There should always be a quiet study space, not just during exam time as the library can be too loud

Place to get the Hot water

Guide to the transition between ISC and University/ University to real life

CBT counselling

We need more than the basic level of counselling available, and it's impossibly difficult to get via the GP

Group support workshops

Financial aid for years 4 and 5

Autistic Led Student Support for autistic students. (There's a huge disparity between information developed designed to be done unto autistic people, and information and approaches done by autistic people. This can run alongside more traditional options, but as soon as I saw that the support offered to me would be delivered by a non-autistic 'specialist', my immediate response is 'this is a waste of time and money'. There's a place for non-autistic autism support, but unfortunately, a lot of the training that autism specialists have undertaken is using old, outdated paradigms.

Support for parents, especially single parents

therapy.

Financial help

Further financial support for students and more social opportunities

Advocacy for speaking to staff about issues

Specific disability counselling/support

Specialist Student mentoring open to everyone and Women in Engineering and other under represented fields support.

A university health centre, including a GP practice liaising with lecturers when students cannot attend assessments on medical grounds ad QMUL morand most US unis do.

More career help for student wanting to work abroad

more help on making friends or confidence workshops

As an older student, I feel there could be more support. It's a very different experience in your 40s and probably the only time in my life I have struggled to make friends.

Better financial assistance for the cost of living crisis and reduced rent on student accommodation. Some students have courses which are too time consuming to be able to hold down a part time job and student loan does not provide enough money for standard rent and bills especially halls where rent is much higher than a standard one bedroom flat for an ensuite room in a shared flat. The university needs to do better on this to provide equal opportunities for students to have the halls experience.

Fun days

Practical placement for music degree

Economic party

nothing!!

University needs to provide help/advice towards gearing up for certain popular non-UK exams.

nothing

Off campus common room, showers, lunch prep area/microwaves/lockers. Chance to meet other off campus students.

Having a prayer room in sir Duncan rice library or close, as many times me and my friends would like to spend time at the library but need to plan day according to prayer times, usually cannot stay longer than 2 3 hours at the library due to having to make the trip back home for prayers

I really think you need to widen the counselling services available to help support students abroad. After being the victim to two assaults during my Erasmus exchange, I was unsure who to turn to and informed that I was not able to use the counselling service. I was instead directed to a website, and this felt really impersonal

Quiet places on campus that are used to call helplines, doctors, speaking to a counsellor ect. when they don't have access to any service/privacy at home.

Better mental health support.

more accessible mental health services - I'm virtually unaware of any at the moment. I know there will be some around but just don't know how to act on them

I feel tiktok should be more used

While counselling is available, I feel that actual therapists should also be available

Earlier career session in business school

Extra essay planning courses that are better for access

Inclusivity in sports clubs

Free Clinic

Climate Anxiety Support

Psychological help on campus that's easy accessible. More financial support, including with housing and food to guarantee the students needs being met

Sensory spaces

More support for learning difficulties

Proper mental health services

Sensory Rooms on campus

Mental health

More mental health opportunities

Academic support and picking correct modules

Funding and scholarships for students especially for international students

Legal advice

Empty tutorial classrooms for students' use. I find it extremely helpful to do peer studying and revising with the use of white boards. It creates a safe and personal environment, where groups of classmates can help each other out understanding the lecture materials. Writing and drawing on whiteboards allows for bigger ideas and concepts to be written down and it helps creativity navigating through the academic materials.

I personally have attended an online course, but didn't see this as an option, but how to write a university standard academic essay and reference correctly. It's something that i now know how to do but would be very beneficial earlier in the year.

I've noticed that a lot of the vending machines only provide fizzy drinks and not water. I do not drink fizzy drinks and so sometimes this can be a bit frustrating.

Advisors that actually engage with you. Or tutors or whatever they are called

Hybrid learning as part of a disability/parent & carers provision would be a phenomenally helpful asset. The difference in my experience last semester vs this semester is huge, and I would really, really like to return to the hybrid model if at all possible.

Accessibility on campus and in classrooms

Mental health support for trauma or depression etc. The student counseling offer is great, but everyone I talk to who has been in contact with them has has a negative experience because they felt that all the available help was geared towards academic or exam stress, when really a lot of us struggle with past trauma and need help

More mental health services and support

Peer Tutoring

maybe an actual nurse or something, if you feel a bit sick you can go to her, there only seems to be mental health support, and not actual health for issues that arent important enough to go to the gp for, or that the gp won't help you with, it would be useful to have someone on campus to talk to instead.

I was not told I needed to bring a lab coat (and what type) and safety glasses until after they had been sold on uni campus.

Ukrainian Scheme/ refugee resources

finding external accommodation. grouping up students who would wish to rent a private flat.

Quiet rooms - single person occupancy for tough times or to be alone and have a breather possibly go to for lunch etc

As I said in a previous comment, the lack of hardship assistance for international students is absolutely shameful, especially considering how expensive tuition is for us, and the current cost of living increase.

I would like to have more support about healthy eating as i know may people struggling with that and have unhealthy relationship with food

more mental health services

In person academic skills classes.

Mental health support groups.

Autism support

Long term mental health help

Filtered to PGT

Tell us what is missing

A subject

Always proactively reach out to new students individually

Nothing

Renting service of Mobility Scooter

Nothing

Is about the student accommodation the beds are too small

Nothing is missing

no

Nothing

Support finding traineeship providers. Liaising student with providers

All full time students should have access to free city transit. This cost should be part of your tuition costs. There should be a gym facility at hill head student village.

At each semester break to use the time needed to engage with industry for short duration internships.

Takes a while to get through to student support and get the help quickly

The rights and interests of those who don't like to be noisy should be protected, so that they can enjoy a quiet living environment. At the same time, there is no boiling water supply in the library, which is very unfriendly.

More staff? Wait time of months for an appointment with student support will surely end in some students falling through the cracks

stop clock break facilities for dissabilities

There should be interactive seminars for NCS post-graduates student and visit to other universities, so that the students can interact with each other, share their knowledge and increase their network.

University could help MSC. Students in need of Laptops.

One on One lecturer supervisor and student service

Social presence, intimations

Accessible doctors

Feedback /suggestion boxes to be placed at entrance to certain social spaces and that this would be encouraged and advertised, its more anonymous that online, as I had to input my student id no to log on here

Having the available counselling be single, isolated sessions does not show much interest in the overall wellbeing of students in crisis. While I do appreciate the way the appointments are made, I didn't feel the counselling service was able to help as much as they might be able to with even a four- or six-week monitoring or series of appointments.

A chill-out zone for students to visit in times of stress

I am satisfied with the university but my only suggestion is to increase the accessibility

Academic regulations are hard for the students coming from different parts of the world.

Improved student staff engagement

Tutorials

Having companies and industries come to the university to carry out direct student recruitment and internship placements

Financial Aid

At my undergrad campus (penryn campus, falmouth and exeter university), there was a small medical clinic exclusively for students living on campus. I had a friend with mobility issues this was an excellent service for them.

The extended access of at least 6 months for university resources

Support services for mature students related to skill evaluations and recommendations.

Nothing

Radio and Television broadcasting.

Many students were not happy with the outcome of the cancellation of some of their electives, and they came to become counselling or clinical practitioners. It did not fill the gap after the school cancelled the above courses. Part-time jobs on the official website

International students guidance to register for the health services, account opening in the bank

Support service for international students who have children.

Regarding the single parents who have their kids, and how to excel in their postgraduate studies

Student led welfare club

Help in ACADEMICS and finding work to keep u busy.

Sometimes reporting somebody means nothing .

The effective use of turnitin for International students and how bwst to avoid plagiarism

Culture and community

Health and Wellbeing should be school rather than AUSA.

I think everything is okay.

Preparation for students especially in programs/discipline that is not related to a certified profession, such as art students or literature students, on how to navigate the job market as searching for jobs, for graduates of those disciplines can be challenging

Student Lunch Buffet

Better counselling for all students struggling with mental health

International Student support

Internships for preparing us for graduate roles

Airport Desk 24/7 to welcome new students

something about information to introduce by someone ,not just the e-mail or web-site.

Easy access to content in UOA guide app

The welcome week was interesting and exciting.

Sports game

Not too much changes for the student activities

1.Temporal accomodations for especially international students and consider that some have dependents.

Support for international students who are feeling homesickness or depression(not my case I'm alright)

Bank Account opening services where possible for foreign students who are not conversant with the Banking Sector in Aberdeen and Scotland at large.

May not be missing but I remember there being academic sessions on essay writing/referencing/etc at my old university that I haven't seen advertised - it probably exists but I have no clue where to find it.

Can Have a beginner's session,where they can help a new student to settle down and prepare for university.

Library access is limited to Oxford online resources and some other publishing sources.

Better furnished common rooms in accommodation halls (Fyfe)

Book Recommendation

Perhaps a forum for finding flatmates in private accommodation would be useful

Microwave stations

Medical services outside of a GP

The schedule with detail. Since we are international student, if I know the schedule in advance, I could book the flight early

Free English Language support oriented to international students

The university has failed to consider parents who are studying when structuring their timetable. Depression is real and a lot are tired

cooking classes? many students need to start cooking for themselves after staying at the university, maybe that might be helpful. as I just boil vegetable soup as my everyday dinner

more historical events to introduce us to the history of Aberdeen. as I don't have much knowledge of Aberdeen now

STUDENT LOAN TO SUPPORT OURSELVES

Physical accessibility.

The services are not always clear. If you call the number it gets connected back to the switch board. The phones are not answered even if it did say 24/7.

There is no support at all

Exchange programmes

student mentor for post graduate students

Pre sessional math workshops for BU5025

Free lunches and breakfast every week given the cost of living crisis. Not just soup or porridge. Full fledged meals.

Postgraduate books recommendation

Filtered to PGR

Tell us what is missing

Access to e.g. autism and ADHD screening which is impossible to access via the NHS

It would be much better if the university can give us 24h access to office including weekends (or at least until 10 pm) and proper equipment for our study. I know the new students are provided with much better equipment now, but for the students who started two, three years ago, the PCs and monitors are unusable.

Proofreading software free access

Support towards LGBTQ+ family and people from other cultural backgrounds

All staff in a supervisory role should have basic mental health first aid. This would improve staff and student well-being to a great extent and ensure for safer, more understanding campuses.

I have found that many early undergraduate students do not have appropriate IT skills, namely Excel and Word and although training is available through the IT help pages/toolkit, it is not widely promoted. Basic IT skill courses should be more widely available and advertised, especially for first and second year undergraduates

Working in a EDI environment workshops

Maybe the services for introduction to new students

Service (email responses, appointments with team) that officially runs beyond 9-5 (9-7/8?) so those with work/caring responsibilities or classes which run all day can better access what's on offer.

Support groups which are not Facebook-based

I really struggled with funding during my PhD and I would have appreciated to have some direction.

Support for parents - I'm not sure if there is any - and if there are support services they aren't well documented as I have never heard of these.

Dedicated occupational Health / DSE for PGRs who are sitting at inappropriate desks and can't get a response from their School Technical Resource Officer!

A bit more support for those of us off campus including short-term, low-cost accommodation (i.e. a week or a few nights) to allow us to have face to face time too. This kind of accommodation (single room with bathroom and access to a kitchen) was previously offered by the institution who co-supervises my PhD for £20 a night or £120 for the week, but this facility has now closed. I am a bit stressed about finding reasonable accommodation for my campus visits now as it already costs £100 return to the mainland plus travel costs for Argyll to Aberdeen.

As mentioned above, it seems there should be a (short-term) service specifically for students who started during COVID.

24 h open pgr office or library

Psychological support with real psychotherapist, and not just a counselling service.

A training course on how to handle the winter here in Aberdeen: I came from a Mediterranean country where there are way more hours of sunlight during the day in the winter, and coming here in the winter has been quite traumatic. I didn't know that the hours of sun could impact so much my mood. I would have liked to have more opportunities to be informed on this, to know how to handle winter months here. And also a place in the campus with lights to do light therapy would be important. I feel like Scottish people might be used to the winter here, but people from other southern countries might not.

International financial problem

In-depth training courses

Coaching for funding applications

Cheaper food options

Help with family settling, maybe it is there but have not able to meet anyone

Support for self-funded PhD students during the cost of living crisis.

financial support

Regular mental health sessions - therapy specifically.

More support for self funded and part time students - can be difficult to engage with on campus environment and attend events when having to work alongside studies

The provisions for neurodivergent PGR students is non-existent. The support and training to staff to support those students just doesn't exist!

Filtered to Online Campus

Tell us what is missing

Actually pick up the phone when someone calls the main uni number

Career and mentoring service was not available to online students(at least me I don't know why)

Marking outside of the academic calender

Special section for online and/or remote students.

Facilitate introductions between new online students and disclose class email addresses

Support groups which are not Facebook-based

Contact to tutors should be easy

information

Support for online only students

Postgraduate engagement for students who are online only

Where do we see what is available?

Support for part time students with a full time job

Specialist support for mature students.

Regular, open communication especially at the beginning

Supporting online international students to visit the University for programme familiarization tour

A student motivator for people that are not meeting course KPIs for hours spent on the course.

support for international students having trouble with visas or passports - my roommate is about to get kicked out of the school cause you won't help her

Something for the more older student ie not a teen/early 20's! There doesn't seem much for us mature folk nor those of us who study part time either.

a "studying from home" wellbeing guide, including mental health, workplace set up, breaks, study strategies for online students

Feedback during courses

Filtered to Qatar Campus

Tell us what is missing

Music room!

Wellbeing & Sport

Do you have any additional feedback on Wellbeing or Sport at the University, or suggestions on how they could be improved?

- No
- Not applicable, remote learner.
- n/a for me as an online student
- Nothing
- No
- The complimentary student gym subscriptions don't tend to work because the technology is faulty
- women's swimming hour for muslim students
- Climbing/ bouldering
- Free team clubs
- I have not seen sporting competitions between the houses. I suggest there be an organised sports events with the houses competing for a prize
- It's a shame that everything is expensive so it's difficult to play more than two sports.
- Asv should be far cheaper for students
- I've been told that as a first year I'm given a free membership to the Sports Village. However, neither me nor any of my roommates know how to activate this
- ASV is a great place absolutely worth it but for international students during the first month or so it is quite difficult to set up a direct debit so there should be an option for monthly payment in cash. The 3month Erasmus plan is too expensive and I don't think many students will be able to spend that much in one go when they are settling in.
- No Lawn tennis facilities in the university
- Add an outdoor basketball court.
- I am not a sporty person sorry
- Having free membership to the Sports village has proved to be a massive benefit to my mental and physical health. I think this had made a big difference in my lifestyle and i will definitely be continuing to use it on a weekly basis
- I haven't used any of the University's sports facilities so I don't actually have an answer to the above question
- Why is there no university free gym?
- bigger weightlifting gym

Personal Tutors

Do you have any additional feedback on Personal Tutors, or suggestions on how it could be improved?

Communication is important

At the same time, my personal tutor can really only help me with the subject he teaches. For other subject help, I have to go looking around and asking lots of other people.

I am too anxious to reach out to my personal tutor so if there was any way to make it less nerve-wracking that would be ideal giving us ideas on what to talk to our tutors about in the first meeting

I have mental health problems and find it difficult to reach out, I would prefer it if they reached out first.

It is the end of week 4 and I have not been invited to meet my personal tutor yet

Everyone is very caring and attentive so we have to continue like this because it is very important and reassuring.

I think they're doing a great job

I've heard some people have met with their tutors, others haven't. Personally, I haven't. I would appreciate a bit more communication on how often we're supposed to meet with them, how to get in touch, etc.

Not everyone has personal tutors!

make it a bit more personal

I got meeting with my PT tomorrow, Friday.

I think this is a very useful service

I sent an email over a week ago to my tutor as was advised to arrange a meeting (hadn't received a email before) and haven't heard anything yet.

My tutor Vicky is very approachable and I couldn't ask for better one. Always here to help

I attended weekly group tutorials delivered by my personal tutor. I am not entirely clear on other contact with the personal tutor, timing/frequency of meetings or their purpose.

happened too early, nothing to talk about

My Go Abroad tutor had very little understanding of the US education system, which led to some trouble in communicating how many prerequisites I had. The first week was very hectic because he had me reach out to all of the departments individually to figure out if I had the appropriate prerequisites, which would have been better to do earlier.

Would be helpful to know when they are free

He is so patient to answer all my questions!

I found my personal tutor seemed a little out of touch. Regularly ensure that your tutors are prepared to support their tutees and have an awareness of how to support them during term

My personal tutor has not contacted me, and I believe they are based in Inverness, meaning that I would not have the opportunity to meet them in person. Other people on my course have been approached by their tutor and invited to meet with them, which would be appreciated.

I was under the impression my personal tutor was supposed to be in touch within the first 2 weeks of teaching but this hasn't happened

Maybe having a monthly meeting to see if everything is alright.

Peer Support

Do you have any additional feedback on the Student 4 Student Peer Support scheme, or suggestions on how it could be improved?

I received an email about 2/3 weeks after moving in. I feel this was a slow process. I personally signed up for a mentor as a way to settle easier and get a feel for the university. However with the email/being allocated a mentor later on I feel it wasn't as useful as it could have been as I had already gotten a feel for the university and had sort of settled.

I didn't even hear from them til week five. They spoke to me once and have since called me Laura. My name is not Laura the mentors mobile number given aswell as the email

I got a very late reply from S4S and I am only communicating by email with my S4S but at the moment it is not very useful to me and we haven't even met, except that I have the impression that it is not in his intentions.

I have not heard of it so perhaps better communication.

it explained when first signing up made clearer

Give feedback to people who applied or showed interest in being a mentee.

I havent heard from them

I never heard back from this support scheme

did not receive a mentor/no e-mail received

I've seen lots of advertisements!

I wish I had my mentor before I came to Aberdeen. Because I feel like I don't need it anymore but I haven't even met them yet.

I signed up but haven't received any information.

Some peoples mentors get in touch with them, whereas mine hasn't. I believe that it should be the mentor that gets in touch to say what they are there to help us with

I signed up a long time ago but I still have no response so I guess I must have done something wrong... Too bad because I don't need this service anymore as I know my way around the uni.

I haven't been contacted at all. It's as if the form doesn't work.

more communication about it - i haven't received any emails at all about it.

Libraries

Students were asked if a Library were to offer new sorts of spaces, what one change would they most like to see?

Undergraduate

If a Library was to offer new sorts of spaces, what one change would you most like to see?

More bookable group rooms

Cosy

More group study places

More places to eat- there are never enough seats downstairs

More group study sections

quiet room

I usually prefer to study in the library and prefer to be situated in a space with soft furnishings that feels more informal, with ambient noise. However, I find that these seats are often full. Leaving me to study at a more traditional desk, in a much quieter area. This can be quite stressful to me, particularly as a neurodivergent student. Therefore, I would love to see more spaces that feel relaxed, with soft furnishings and an easy-going, calm atmosphere.

More spaces to group study as these are never available

A relaxation, meditation, mindfulness, massages space

Qi gong, mindfulness etc spaces

more group study area's

A space where people can be offered materials to study if they do not have access like notebooks, laptops

More spaces for eating and drinking and catering options. Microwaves for heating packed lunches

heating

Study pods for individual study or 2-3 person study

extra desks for when there are too many students, and you want to sit with your friends.

More quiet areas and more desk spaces and walls around group study tables

More seating in general, but more space to relax and study comfortably without the worry of being able to find a seat/computer.

Silence... please!!!

A breakout place where it's okay for packed food to be eaten. Oftentimes I spend a good portion of the day in the library and bring snacks/lunch etc., but as I want to be mindful of the people around me and most of the cafes (Duncan rice, food story near Taylor library) do not allow for outside food and are busy during exams, I end up sometimes eating outside.

more couches and bean bags

I am very intrigued by the suggestion of a breakout room; as an autistic I need to stim and process things - multiple times during a study session. It would be very re-assuring to know that I could just "Break-Out" to meet these needs as and when required.

Relaxation/blowout spaces that aren't the cafe so you can step away for a little bit

Adjustable lighting within smaller areas (I suffer from migraine and softer lighting might help me avoid this during long study sessions)

Comfortable seating areas

support for different learning styles

more mixed noisy spaces, as well as quiet ones (noisy, as in, places you can have discussions / conversations about work in a group, and not have to whisper)

- comfy / slouch spaces, where you can sit in a different position than just on a chair.

- some green spaces close to the entrance / break / cafe areas. OR a space to sit outdoors, as a break from being inside for a whole day. ideally slightly sheltered? especially as the area walking towards Duncan rice is very windy. A corner near the Medical library, with a bench and a bit of greenery to take a break would be nice?

music area

Specific areas dedicated to quiet study, as I've found library can be filled with people socialising amongst those trying to work

More cafe areas or areas to eat

The university lacks spaces for casual study/chat in between lectures kind of spaces apart from really the union so more spaces like this would be nice.

more silent areas

Silence. Seriously, the SDR is far too noisy. Please put some kind of soundproofing between the coffee machines and where I'm studying.

Larger group and comfy study area

More co labs

Mindfulness

More computers

Casual places to eat

Microwaves!!

Private areas for individual study that allow food and drink

Nap pods

Like a safe space, for people who get overwhelmed easily, filled with bean bags and stress balls

Breakout areas that are well sound proofed

Secured quiet spaces, as I feel like it is too loud sometimes to concentrate even in the quiet rooms.

Well-being spaces would be great. Places you can relax without feeling everyone is watching you.

Individual poss

more seats, areas to eat and drink,

kitchen! a microwave and hot water dispenser would make such a big difference

first of all bring a microwave. also make sure that people are quite, it's a library not a cafe and most people don't seem to know it.

Spaces for crafts/puzzles to allow for some downtime at the library

More chargers

A movie room

Ambient informal study spaces.

Spaces that allow for well being activities

just more regular desks to study

silent floor

A craftwork studio would be lovely. Maybe a whole floor dedicated as a silent space with computers?

break out room

Meditation rooms

one with dogs

Plants and greenery

More seats in the cafe to eat. More booths.

Silent areas

Places with more seating for busy days

More tables, group study rooms

Comfier chairs

More space for socializing to take a break from studying

Asking loud individuals to leave

Meditation space

Somewhere to eat and drink or relax

Wellbeing activity spaces

Breakout areas

More social space

More standing desks

Places to eat with comfy spaces and computer access

More spaces where you can meet with peers, relax, eat lunch etc

more group tables

Fill the hole in the middle so it is actually quiet, especially on upper floors

More silent study areas and group study rooms with screens.

More provision for desks with plugs

Support for neurodiversity and interactive learning

A free snack bar with healthier snacks

Vending machines and cafe, especially in the Taylor Library

More toilets that get cleaned more regularly. More strictness on people being quiet in silent spaces.

the medical library itself is much less motivating environment than the duncan rice, i know theyll have a new social space but the study space itself is a bit dreary

More bookable rooms would be nice.

a relaxation space with comfy couches

comfortable seating area in the Taylor Library - with higher heating.

Spaces that would allow for the actual space assigned for studying is quiet and accessible for those wanting to study. Feels like the library is more of a social space more than a study space.

More seating, less round tables in sdr, silent area in sdr

more single enclosed study desks for privacy and quietness.

More social seating areas - like the cafe downstairs. This is far away from the library atmosphere so you can relax

a social area to eat and drink, with some tasty food. (Not like the food in the cafes in Taylor building)

A break room

Space to eat and drink!

I would like people to respect others in study spaces, and talk less. Currently, there are no uni computers in quiet areas, and I find that's a problem for me. I need quiet, but I also need to use a uni computer

I would be greatly interested in seeing new spaces for wellbeing activities, such as meditation, yoga, etc.

support for neurodivergencies

Like to see parity of importance for online library users and physical library users. I feel online access can be made easier and more welcoming. it would be good to have an overview of services available and easier access to virtually chat to a librarian.

Interesting architecture/ design - an indoor garden would be nice

Maybe spaces for different years. 1st years can talk a lot and make a lot of noise as they aren't as focused as 4th years

Tech/craft space, somewhere to try new things that are helpful but not stressful

I would love to see separation of the tables and other working spaces. There are some examples of my proposal - separated rooms for a group work. If it would be possible to add more of those, it will be a significant improvement in the studying process.

silent study private cubicles

A more casual group setting to discuss ideas with other students

A space for adding a microwave in the cafeteria.

More seating

I would like to find study spaces that feel more secluded

Comfortable lounging area where it's ok to sit "weird"

I would like people in the library to just be quiet. I want to be able to sit near the books relevant to my subject and have quiet. Doesn't need to be complete silence, just respectful quiet.

A silent floor all year round

Most spaces for eating lunch -- having long bench tables in the cafe where more students can sit

More comfortable sofas for a "homey" feel for people who are homesick, I don't know if that makes sense but it makes university less overwhelming

relaxation space to eat drink and heal the mind

Areas for just solo studying

Library is very good no changes are needed maybe vending machines

More collaborative work spaces

The making of the spaces that support different learning styles and neurodiversity needs

Big pile of bean bags. Nothing is more relaxing than a big pile of bean bags. No matter how mature you think you are, everyone can benefit from 20 minutes on a big pile of bean bags.

Online meeting rooms

more seats in the cafe

I would like to see more areas for silent study. Unfortunately in SDR sound can carry through the building so even designated quiet areas can actually be rather noisy

More comfortable chairs

Relaxing spaces

More spaces to socialise

Yoga and wellbeing classes, especially during exam periods!

sheltered smoking area

More space for groups to study together where they can talk to each other without disturbing others

Study cubicles

Breakout rooms as normally the café at Sir Duncan Rice fills up very quickly so it would be good to have an extra room to relax and eat

A wellbeing room, with support and signposting to relevant services (inside and outside of the uni), some where to destress, maybe with a comfortable environment and fidget toys etc.

The implementation of wellbeing activities

More group study spaces where you can also eat and drink

Things that help neurodivergents to study

More collaborative rooms

More round tables closer to the windows rather than the straight rows of desks- i enjoy working at the rounder tables more but like being able to fully enjoy the view at the same time

More cafe

More places like the sofa room on 1st floor in duncan rice library

Private study rooms

Interactive guide to the books and information you need to find on every floor to minimize confusion.

more group study tables

breakout space for food/a break

The cafe is too small and could be cozier (also the coffee is outrageously expensive)

More private group study rooms with computer and large tv monitor access

Rising desks for those need might need to stand for periods of time due to health conditions.

a microwave

Coffee shop or cafe, meditation room

I use only the online library. Searching for books is not easy online and often course books are not in the library.

Somewhere for students who are afraid of big crowds and noise.

A place to get rid of the students who only come to the library to talk to their friends. It is a library, not a meeting space.

Blocked off desks ('walls' around the front and sides of the desk) to create completely distraction free areas to work.

Isolated workspaces/cubicles for solo private study for those with ADHD and sensory issues.

Breakout zones to take a break

The breakout space

The new spaces creating more silence in the rest of the library

Coffee space in Taylor library! or 3d printers, that would be cool too.

Relaxation area would be good

3D printing labs

Neurodiverse spaces

.

Please make arrangements to get single study spaces in Teams in Library

Yoga spaces.

Place to get hot water

new new books

I think there is a need for more seating, especially in the rice library

a room with bean bags, Zumba balls and rocking chairs for when people get overstimulated. a mental break room that has just dance, a ball to throw or things to help relax you. also a kitchen with a microwave/kettle so you can bring your own food or make cups of tea/coffee

More individual study spaces with separate tables and desks. More individual computers in Taylor.

More silent study areas

Tutors

Tell people to shut their mouths up. Be quiet. And for those who cough please wear a mask. It is very dirty. Some just like chatting chatting. I really do not know why they like talking....

Quiet spaces for Research

space with different lighting to support those of us who suffer from migraines - provide computers where you can change the brightness (please!) and can change the level of lighting in the room

A space on each floor for eating and talking.

overall enough sitting places, a big enough capacity

A peaceful non academic space

None in particular. I honestly think that a traditional-style library is sometimes all that is needed. I feel that a student can seek out extra-curricular activities/environments for food, meditation, and communication, elsewhere. While a cafe (and social space) is useful and appreciated, much more innovation is not necessary. In my opinion of course.

More silent study/colouring/knitting (craft) , rooms for group projects

Spaces and services to engage with technology and craft for learning and wellbeing

cry/sleep pods

Not sure but the previous questions had some good ideas.

Larger individual desks for cross referencing books

More areas to go nearby in between studying where you can meet friends, eat and relax - so breakout areas

Well-being corner and a chilled space for socialising like the cafe

Break rooms for eating, drinking, or socialising on other floors than the bottom floor.

Places to eat and work at same time, but also areas with more quiet. It can be really noisy sometimes

Silent rooms where laptops are allowed. With sitting not too close together to discourage people from studying there together as that usually leads to conversations. Also warmer rooms. Often it's too cold.

individual silent study spaces that block out noise. Most people aren't actually silent in the big silent study rooms

yoga/sport room

Ambient space

A relatively isolated space for relaxing with friends with consoles that allow students to bring their own games, snacks and drinks.

i don't really want change

Food service (hot)

the meditation or the game areas. Maybe more study rooms single students can book to study or something

More breakout rooms for food

nap area

That they were designed WITH the relevant groups, not FOR them. I've mentioned issues with autism, but also, as a tall man - when the tour proudly pointed out desks that I could fit at, no one had apparently checked if the chairs also accomplished this goal.

I don't know something for relaxation and de-stressing

More desks to write on, more digital book available for download.

We need more space for group working in the library. I've been told off so many times over the years for trying to work on group projects, even when whispering, as there's not enough group space

Spaces for different learning styles

Workshops on inclusivity or for minority groups

Spaces for taking breaks where you won't disturb others such as breakout rooms or spaces for mental wellbeing breaks.

I really enjoy studying in the booths beside the lecture theatre in the William guild building, I wish we had more of them around campus. They help me concentrate and be in my own little "study world"

More silent areas, Duncan Rice is like a zoo most of the time!

a study area with the availability to have food and snacks at the desk without feeling uncomfortable. spaces where you can take a break from studying and enjoy little craft activities

Breakout spaces

A place to eat and breakout rooms for socialising !

More seats

breakout areas

food and drink

Solo booths to work in with computer plugs etc

Being able to access a public 3D printer, spaces and other technology that we wouldn't normally be available to us

Spaces for eating and drinking

Quiet group work spaces

Relaxation pods

I just really wish there were more options for places to sit down and study. Every time I go to the library its a big struggle to find anywhere to sit down. there is way to many students, and not enough seats/desk. the main priority of a university library should be places to study close to materials like books. it also would be nice if the library had less of an open space, so that you don't feel so watched.

More visits from the therapets

Creative spaces to chill out and make things

Probably a room for a group of us to record our voices for our language class.

Larger cafe

New socialising spaces

More study spaces with coffee

Please create a friendly space for neurodivergents!

A space were you can heat and eat your food as well as study at the same time

Places to relax if it gets much, relaxing activities or something of the type

Individual study rooms

Spaces for Wellbeing

Affordable coffee and food for students, especially coming from the RUK it's a lot of money

More plugs at group tables

Spaces tailored for neurodivergent people

A napping area with bean bags.

I would like there to be spaces made more accessible to those who want to engage in group discussions and projects

Places where you can eat and drink in peace

more desks by windows

more comfy chairs

An area for relaxing as in the UoStirling library with quilts and pillows on the floor, couches, plush animals, and some jigger room temperature (24 degrees C), since Duncan Rice is so bitterly cold in Winter and often appears rather sterile.

more individual study tables

A small and enclosed, solo area with comfortable seating.

An area with desks but comfy chairs

More wellbeing spaces

Nap pods, Massage chairs, Educational Collaborative spaces

a zen chill meditate space with a coffee machine

sensory room :)

I would really like a space to be able to stretch and clear my mind without having to leave the library space. Somewhere to play a game of pool for a brief time or relax in a comfortable chair before getting back to studying. Especially need this during exam week.

More areas for relaxation and study breaks

More seating, often the library is very full and can be difficult to find a space with a group

Well being space, break room for food and drink as well as silent rooms. Vending machines would be an advantage too

more group/talkative areas

more group study spaces

Alternative seating and ergonomic seating - the ones where you can fold your legs on the chair easily

A place to take a nap

Postgraduate Taught

If a Library was to offer new sorts of spaces, what one change would you most like to see?

a digital space with access to all the books

a small gaming zone

Kings college

More bookable rooms, but not strictly for studying - would be nice to have social rooms which could be booked. May have to be soundproofed?

Larger PC desks in silent study areas and accessible technology rooms to be in a silent area of the library.

Small indoor gaming area for relaxation

Well-being space

Informal breakout spaces

increases sitting space

A better cafe - everything so dear and opening hours not good, surely make it cheap enough to run without a profit just to improve the student experience. More relaxing spaces where can talk between studying sessions with friends, encouraging the 30 minute study 5 minute break for efficient learning. Access to boiling water and a microwave on more floors.

places to eat within the actual library rather than just at the entrance

sessions workshops

More group study rooms

Locker or space where work can be stored

eating rooms

Varieties of foods and drinks

the library is too loudly and the space is not enough.

Educational and Social discussion

Separation of silent study and non silent floors

Quiet glass booths with ample outlets and large table tops.

More seats (perhaps more spread out - covid is still a worry for some, and don't want to have to sit immediately beside someone cause it's the last seat) + reliable WiFi/internet. Don't want to struggle to find a seat so I end up late to an online lecture, to then get kicked out several times due to Wifi connection breaking.

more discussion sections

Everything is fine according to me.

More group discussion spaces.

Comfy chairs with lots of chargers and lights. Some areas are quite dark especially in corners.

Spaces for wellbeing activities

I need the libraries to be quieter.

Quite digital spaces

More seating spaces

im an online student so this is not relevant to me as I cant get into your library simply due to distance

this section is not relevant to me

Personal kiosks, if possible.

Comfortable chairs

that quiet spaces would be respected more

I had to answer these questions but they are not relevant to me an online learner

CREATION OF CINEMA FOR COURSE REFERENCES

I would like to see more study space, feel as though with the amount of students there is, there needs to be more adequate study space.

Comfortable chairs near outlets, vending machines with more filling food.

Any activity to support well-being

breakout areas

Data science section with support.

mindfulness spaces

Software development guide

Change? Proper cleaning would be a great start.

Nil

Not applicable, since I am an online student.

A nap area uterrly quiet, for quick power naps.

coffee machines in each floor

Silent study rooms

A space separate from the main studying areas where students can recharge.

Doesn't apply for online students but good ideas.

Increase in group working areas

NA

spaces to eat

More seating

None, I am off campus - don't know why I am being asked this

Networking

Food & drink area which are open a little later, particularly during term time and university days.

cafe

Cafe with studying space

More private pods for group discussions.

Where we can get water to drink

More space. More nooks to feel a bit more private. More individual spaces

International socialising spaces.

More toilet spaces. Rest and relaxation rooms

All actually

Spaces for meditation, mindfulness, yoga

Group study space specifically for business school students

I like meeting room be larger than now

I've not been to the library yet but a wellbeing area would be amazing and I'd definitely be there for that.

Space for mindfulness

Silent space with good lighting

Some space to eat refreshments.

I am an online student so I can't say as I don't know how the actual library looks like.

I like library to have a silent area and also to have a separate room for group discussion with access to books and computers.

N/A I am an online student.

More desks which have corrals to both block out other library users' noise, and also to disincentivize people from hanging out and socializing in areas where other students are trying to study or write

A place to walk around/stretch during study breaks without having to leave the library itself

rooms for discussion

If the library could add some relaxing tools like massage chairs or recliners it would be great between long study routines

different technologies to book time on, for example sewing machines, 3d printers, games consoles. I visited Helsinki Library recently and I would love a space like that.

Somewhere to relax whilst reading.

More quiet spaces.

Make it less echo-y. The current design is terrible. Noise travels throughout every single floor it's ridiculous.

Cafés with cheaper food and drinks would be very helpful.

Wellbeing space to relax

ancient editions

Games/Activity room

more study spaces and desks

Attentive library staff

Unable to think of any at the moment

some plants inside the library

Place to buy drinks and coffee at reasonable price

Comfortable Places for quiet study.

Mental health and wellbeing spaces/activities

Informal space of studying, for example, bean bags as chairs and low tables (people can sit on the floor), more tables and chairs in the cafe

Relaxing quiet space with comfy chairs

Virtual -- I'm an online student.

breakout spaces

Current spaces work just fine for me

Microwave to students

Presentation rooms

Space for heating and eating

More seats pls

Space for studying alongside classmates (not specifically group work), where quiet conversation is explicitly allowed.

Silence

Free snacks and drinks at every floor

Interactive events

Clean, isolated study rooms in the Taylor Library.

Space for massage, relaxation and mindfulness is my most preferred.

Silent Single study rooms

Provision of immediate teaching assistance services

Yoga

More comfortable seating areas

Relaxing spaces

please provide a stapler service.

Mind games, puzzles, socialization

Total silence

I think there is need to enforce silence in Sir Duncan library. It is very difficult to read in Sir Duncan library because some students are always there disturbing by gisting with friends loudly. It will be nice if the officers who go round the library stop students from disturbing others.

cafe

I think is sufficient for now

A lot more group study rooms

Greenspaces

More eatery options

A rest space, comfy couches, beanbags to rest and relax

A bigger space for cafe type study, somewhere easy to sit and take a break, especially if you have been quietly studying in the library.

More chairs

More study desks

I like the idea of a well being space - quiet for meditating or similar

Some space for some comfortable sofas to relax

I would like there to be more clear distinction between quiet and group spaces as quite a lot of people still talk in the areas which are meant to be quiet. I generally want use the library for quiet self-study but would welcome more spaces to take a break and eat, as well as rooms for group study which do not need to be booked in advance (for group projects).

A mini theatre for study related classes and videos and weekly documentaries and educational videos on stock exchange, investing, financing and for other schools as well.

Designated 24 hour service

Chillax area

Common room space

Meditation

A space that helps with mental wellbeing, that does not include dogs

Approachable advisors

Free printers and photocopiers

Upholstered chairs and more Exhibition

More space

I would like to see more spaces that are uniquely for group or silent study

Lounge area

Job fair

Separate single person area

Add more sofas ,keep microwave for making tea,coffee self

Unfortunately I don't know as I am an online student

Still thinking about it

Lounge areas

Noise proof cubicles

Quiet chill out zones

An all time working coffee vending machine in all floors

Some mind relaxation area

more music scores

More quiet section of the library and lobbies for relaxation at each floor

Single room, sleepable

Group study space and space to have your food and drinks

area allowing for food and more group study places

GROUP STUDY ROOMS SHOULD BE SEPERATED FROM LEARNING AREAS

Nothing. It's a library. Just make it quiet. The current one is useless.

Everything is right there

Breakout area

Mental wellbeing pods- lego therapy, board games etc

Areas for total silence. Also I don't like the Sir Duncan Rice because its so cold and sterile. I was expecting actual old libraries with wood and old books around when I first got here. I don't think the theology students should be able to gate keep the divinity library I think its very exclusionary and elitist.

more toilet

I would like one with better range of food

More online resources - not everyone lives in Aberdeen and can access the library

Silent study spaces in the Sir Duncan Rice Library and for there to be a way that the sound from the ground floor would not carry. Also, please, please, do not allow social / political protests and rallies in the library. It is incredibly difficult to study when there are people yelling on the ground floor, even up to the seventh floor. Seeing the rally in the library was very disappointing and showed that the university prioritizes political activity over learning - a very concerning reality.

More noise control from the ground floor

To access all the books online

As an online student, this does not pertain to me.

Standing desks on every floor

standing desks, soft furnishings like sofas and individual recliners to do reading in different positions

A space for games that could stimulate critical thinking and strategy.

more extesive cafe area

I would most like to have 2 microwave ovens on the ground floor for students to use.

Cafe which could run until the library closing time. Space for colouring and drawing.

Spaces to eat and drink in the medical library, it is an inconvenience having to pack up my things to go and eat elsewhere (hot food/drink) when I am deep into a study routine

never been to library yet - started this autumn

Breakout rooms to eat or drink

A place with some soft music, free food and dogs.

Seats that have lumbar support for older backs!!

Postgraduate Research

If a Library was to offer new sorts of spaces, what one change would you most like to see?

WellBeing

Meditation

I would love to see the library offer monitors which can be connect with personal laptops.

Please no. SDR already has a stupid hole in the middle and it's hard to get a study space as it is without infringing on the library's space for other activities. And there is already a problem where people use SDR to socialise and chat rather than work, increasing noise levels. Surely there are other spaces on campus where people can do tai chi or puzzles??

Better keyboards on library PCs

Access to female toilets and coffe corner in between the floors

A meditation/prayer room may not be the most useful, but should be one easiest for implementation.

n/a

A space for people with attention disorders (A little noise can be a nightmare), with access to a computer or the opportunity to plug/charge ours.

designtated spaces where people can go to eat

breakout/meeting rooms

I would like to see more availability of individual desks in silent study areas.

Not really able to describe at the time

. Excellent study environment. Not to eat, drink, sleep and study at the same table

Increase the time to come and study during night.

Better individual study spaces

board games and student's arts spaces

Individual pods, and lots of them. I don't like being seen when studying, so something like a pod, desk with walls etc would be great, but it is stressful if there are only a handful as they fill up extremely fast. They would have to be the norm for all individual study spaces.

SDR library floors divided into noisy, quiet & silent floors with set ups of furniture to match.

(I'm quite a traditional library user!)

nap pods

Individual study spaces with accessible technology

Space available to attend online seminars on advance booking basis

Breakout and wellbeing spaces.

Inclusive spaces for neurodivergent students. I think this would be beneficial for people with different learning needs.

Wellbeing spaces.

Films, Videos

Breakout areas, but these must not cause distraction to students working

group space

A postgraduate space.

Not so much a change, but I would like it to still be predominantly a space for books and quiet individual study

More books :)

Multi-use creative spaces - can be set up for creative purposes but can also be used for group work/computer solo work when needed.

More quiet areas

a very quiet space without books display and minimal movements.

more food/drink and comfy seating spaces

Lockers

Levels of security and "carol rooms for isolated study"

Perhaps individual study stalls.

More space for people and less architectural "holes"

I want the map cabinets BACK!!

no eating, drinking and speaking over the study space, more quiet sole study spaces

Less noise from the cafe, no food smell throughout the library from the cafe.

More sole study places

a quieter space

chiropractor

Isolated rooms from noise for one student only

Floors in SDR to be either quiet or talking. So that the people who want to be quiet can go to the same floor, and the people who want to quietly chat can go to the same floor.

Room to eat and drink while studying without disrupting others

Something that was beneficial to neurodiverse people.

Break room

To be able to eat and drink in the library- I understand you do not want spillages but it is ridiculous that I cannot bring in my coffee or eat some grapes in the library.

crafting and games to relax

Ones outside of the cafe where coffee can be consumed - it's tedious to pack up a study space whenever wanting to consume juice or coffee

I'm a distant student. this question wasn't for me, in fact all of the last questions are yet another example that distant students don't matter to the leadership at UoF. , we are to pay extra (foreign student) fees yet no service, let alone extra service is provided.

I don't use a library. I have never been in the one at Aberdeen.

Yoga space

Wellbeing area

Digital Experience

Tell us one thing we could do to improve your digital experience.

Aberdeen Campus - Undergraduate

Tell us one thing we could do to improve your digital experience?

More training

Place everything in one place for easy access

Not having to log in every time you reload a page

Take breaks during lectures

Advertising more

always have the option to have lectures recorded by the professor. some courses still record their lectures but others do not. I would at least like to have the option to review the lecture later on

More efficient wifi

able to adjust brightness settings on computers

By adding more tools.

Just keep it more informed

Less email spam

Everything great

Making things a little more accessible

Stronger WiFi

Make it easier to navigate

Streamline blackboard and mymbchb timetables so that it can all be viewed on mymbchb including resources

Have notifications for blackboard

Everything is perfect apart from the internet connection

Sometimes it's hard to access online material available via primo

be more simple

videos

It works fine

Improved printing credit service

More add ins available on ms teams. Ie can't integrate apps like kahoot with a student ms teams account

i think the IT services are great at Aberdeen uni. Whenever i have had any issues, they have been resolved very quickly and efficiently.

reminders

Facial recognition cameras everywhere for my own protection of course

I'm not sure what a digital experience is

Fewer platforms that everything is spread over eg blackboard, mymbchb, myaberdeen, moodle... just pick one

Nothing, I find it very easy to use

Since blackboard (MyAberdeen) organization is left to the discretion of teachers, some courses are well organized but in others I struggle to find the document or turnitin link that I need. I'm not sure how this would be improved though since as mentioned it is up to the discretion of individual professors.

design

Time set aside at the start of the course to make sure everyone was up to speed with IT, followed by personalised help to those who were struggling/needing a work around until they were up to speed.

Remove things that are out of date

Moodle/Medi-Cal isn't very good it's a pain to navigate

Sometimes things can be difficult to find particularly on the MyMBChB website. It might be helpful to re-organise this or optimise the search function.

Wifi could not crash at the suttie centre

Improve the eduroam access

lots of different platforms used which can be confusing to find the information we need

Make MyMbChB easier to manage - it's very difficult to find things on there

The digital recourses for Medicine of Moodle could be more organised

Introduction talks about how to use digital services

More emails about university events and activities

better captioning on lectures

more integrated spaces on MyMBChB / Moodle for group discussion?

because i think there are spaces on Blackboard/MyAberdeen, but Medical students do not use those spaces, and in 2020/2021, most of the learning was online, so we mostly had to contact peers via whatsapp for help with the content.

Blackboard isn't very user friendly. It can be quite difficult to navigate at times.

more interactive classes during lectures

If mymbchb was an app and if there weren't 100 different places to access things and they were all in one place.

Improvement of access of learning materials (more textbooks) (some links to journal access on primo cause issues on certain browsers)

Tips on where to find some things as sometimes it isn't clear.

Nothing, all digital platforms used are comprehensive and easy to use

N/A

updates and modernisation of myMBChB and moodle

Introduce a one-click download for course handouts on Blackboard.

If lectures for the following week were released earlier than the Friday prior, as we've been told there's no expectation to do work over the weekend, but often there is a requirement to pre-watch some lectures before attending, so if we received this earlier it would be more feasible to be prepared.

Update ANSYS Fluent to the newest version because students are prompted to download a newer version for their home PCs which is not backwards compatible so students need to start their simulations over for in person computer labs

I prefer the old blackboard.

Moodle and mbchb are kinda mid

more active tiktok account

It is very good

Less of it as COVID rules are no longer applicable

More computers at SDR

Make sharing collaborative documents to work on as a group at once better

More colourful

Updated resources, re recorded lectures ensuring they are of adequate quality

Make the Instagram more colourful?

It's been good so far

I'm not sure what you mean by 'digital experience'

Have a standard structure for blackboard (eg different courses use different tabs for the same info which gets confusing)

Isolated computer spaces? A bit of anxiety sometimes when using the computer

Access of wifi on phones made simpler

Better search function on MyMBCHB

Haven't had much of one so can't comment

more NHS computers for medical student use

organisation

I think the digital experience using Moodle in the medical school is very reliable and accessible and can't think of an improvement

Chargers

Communicate everything over the same platform.

Sometimes tasks on MyMCBHB, MyAberdeen are all listed making the work look daunting as if it was a checklist, maybe making the interface more friendly (small boxes instead of lists, etc.) could make the workload seem less stressful and people would be more happy to work through it

Blackboard's lectures tend not to sync properly and with cancelled lectures this makes it quite hard to engage with the material

Have the library record accessible through student hub or something

More sockets to charge laptops and phones

more online resources

keep as it is

It has been good overall! Mostly just keeping up to date with blackboard issues; maybe more space given for each student's H drive.

easier to manage alerts

authenticator for emails often doesn't work

Nothing. Everything that I use is clear to use.

a "how to" manual

Online hub for keeping all of your notes, schedule etc

The blackboard system is quite laggy and also displays that I have over due pieces of work even though I do not

Blackboard can be very glitchy at times (On the mobile phone). An option to have the app in landscape as well as portrait as it makes it easier to read certain areas.

Blackboard can be glitchy but its more inconvenience than an issue

Make getting in touch with humans easier

Filter appropriate emails to levels and not just bombard with general emails

The number of Blackboard emails and emails from programs I'm not in is heinous

Show us how to use a wider range of softwares

Improve the layout of the uni website

Make it easier to access

Speed when everyone is trying to access something

Developing an APP

Improve the VDI service

I'm satisfied!

Less emails

Less emails weekly

more education on how to use blackboard for example

Charging stations at the soft seats

Have most information on a specific subject in one place, instead of multiple places

Improve internet connection.

Have a dedicated device to use as catalogue without the need to log into a computer and follow all the steps to find a book number

Examinations on the calendar in MyAberdeen

Emails

Shorter email as huge amount of information can be overwhelming.

clearer communication

Up to date lectures

more content

Notify me clearly

Replace Older desktops

Make it easier to put in absent reports

Better internet connection in the suttie centre

Don't have any recommendations

Easier to access to course materials such as spare books/atlas manuals so students are not just dependent on those in the library.

better wifi

Filter out less important emails to my university email account, i.e. relentless notifications for course feedback. They could be provided through my Aberdeen for instance

making documents more easy to find

Better organisation of Moodle platform

MyAberdeen can be confusing to use as someone who primarily uses MyMBCHB

My Aberdeen crashes sometimes

Automatically sync timetables to outlook

less emails

Offer more help with software, Solidworks

There can sometimes be issues with panopto.

More support

Myself and some other students I know think it would be great to have a digital study room to log into to help with work motivation and company. It wouldn't need to be subject specific. I find that a lot of physical spaces distracting, but still like to work with others online.

Provide better response times & a smoother UI experience for the blackboard portal.

By installing free Internet access all over the University.

It's fine the way it is.

add more languages

An option to opt-out of emails

More information of where to find things.

Make a stronger wifi

No qr codes in lectures

my digital experience has been fine, I just prefer things to be in person

make it easier to access the digital library

Maintain MyTimetable properly, update timeslots for all courses.

Why are there that much different platforms? Why not only one well organised one? From time to time it is hard to find the right one

WiFi that doesn't cut out please

easier to access important documents and information for international students

Too many spam emails

More available info on how to book a study space

more categorised spaces online

Improve VDI access

Being able to stay logged into blackboard & mytimetable while not in the tab.

Just less online learning and more in-person/interactive

To send announcements out better as some get lost on the MyAberdeen page.

With web dev, tests have been up for 30 mins when it said it would be up for 24 hours, MCQ have had repeated questions, it haven't worked to hand in stuff etc

have everything on one website instead of multiple as it can be confusing

Headphones offered in library for those who can't afford them

faster softwers

Make sure that all the professors knw how to use Blackboard as some courses can get messy with a lot of files and information spread everywhere.

Access to iPads in labs (might be available in new science lab)

Keep making info guides

Better VDI - it crashes all the time and it's frustrating if you can't access campus and you need a uni computer interface

I would suggest displaying all databases more clearly on the Library Primo website, possibly by specifying the recommended databases for different courses, to spread awareness on the accessibility of the various resources that are available to UoA students.

More resources

events listed in weekly emails to encourage students to go out

The digital experience feels somewhat disjointed: lots of different logins, different looks, different systems, time-consuming help videos or instructions. One login for email, library and course activity would be amazing.

I would love a calendar of some digitally delivered wellbeing activities too, to echo what is available on campus.

Have the WiFi not be as flaky

More interactive learning materials.

Have had a lot of issues related to having a Chromebook, such as Wi-Fi connection and the ability to download apps like Microsoft.

Offer further training courses

The information about the contacts, main info about courses, etc. in other words, main info about university and courses is spread throughout different websites. This spread did not allow me to sign up for society on the first year of my studies.

Blackboard has some unusual quirks such as not being able to see your grades for every subject at the same time. Also there is not much student interaction on it.

Less emails.

It is great and helps everything to be accessible

Blackboard is rather unreliable for online classes. And I do not know where to find most of the university's other online resources

MyAberdeen stability

Sometimes it feels a little outdated.

To be less confusing

moodle layout

better communication through email

the email icon next to your course coordinator in blackboard does not seem to work. once i have chosen the recipricantt and press send i have not got a reply nor has the person in which the email was sent to received the email.

A lot of lecturers aren't technically proficient and it slows things down

Nothing, MyAberdeen works well already

For Blackboard Ultra, add an assessments tab as too many courses make one themselves and then put assessments in different folders. Spending far too long just trying to find the resources I need from Blackboard.

Give the option to receive Uni-Mails in main Mail accounts

Only relevant info, cause I tend to skip everything if I get to many emails and miss out on interesting stuff

nothing

more step by step

Nothing I think it's fine the way it is

Maybe explaining it when first studying at the university

Blackboard can sometimes be difficult to navigate and although it is useful to know when new content is added, daily emails listing all new content feel a little bombarding

Have a my Aberdeen crash course for new students to understand how to use it

Move to more in person

Blackboard crashes a lot

Update the instagram with more events that are going on

Providing an easier way to access the online library.

none

black board can become very confusing to keep up with current work

Now is good enough.

nothing comes to mind

give the lecturers better internet

Encourage Dms

more options to turn notifications on and off

nothing could improve my experience, digital or otherwise

I'm not sure what you mean by digital experience

More info on website

Email can become too clogged with announcements sometimes. Also Blackboard can be annoying for online classes as can have technical issues with the platform

everything in one place

Make it more accessible to neurodiverse students

Make one whole system where the student can access everything from one platform. I don't like that I have to log in to multiple different tabs for different things.

Ensure all lecturers post the recordings of the lectures

Ensure the materials such as the PowerPoints etc were available to us when we were on our zoom calls.

Less in one place to make it easier to navigate

I find it hard sometimes to remember where to find certain information on the websites. I believe a change in the layout would make it easier for me to find the information I need to find. There are things to this day I still do not know the university offers.

I find the digital experience to be mostly good as it is

During online lectures more live lectures would have been better. I am satisfied with the digital experience since coming back

Better organisation of course folders

More training on blackboard ultra for lecturers so we receive all the correct materials at the right time

Upload of tutorial slides for reviewing learning

More videos

We have web print system, but i wish either it would have more customization (A3, fitting etc.) or being able to connect your personal laptop to the printer while in library.

Potentially some sort of introduction to Blackboard for first years as I was a bit confused on how to work it at the start of the year

mycurriculum

Registering for course seems over engineered and was tricky this time around.

faster internet connection on Campus

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Clearer communication

I have found the WiFi in the library harder to connect to

Perhaps include more options for interactive studying during tutorials/seminars.

Ensure all the software available on the library computers are the same version as that provided through VDI.

access to more online article websites

I find My Aberdeen a bit confusing and all the notifications overwhelming

online tutorials are not very engaging, especially is large numbers. Students struggle to speak and engage in online classes in this format.

The WiFi is not the best

More streamlined platforms

Make accessing it clearer and easier to find on websites.

Organise blackboard better

Add a digital Anonymous safe space for feedback on Teaching doctors

I don't have an answer right now. I don't know .

Turnitin can sometimes cause problems - submissions often appears as 'overdue', even when the assignment was submitted on time.

Making blackboard more easy to navigate

Not having so many different platforms, I.e myaberdeen, mytimetable, mymbchb etc.. or have a way of linking them.

More user-friendly interface on blackboard/myaberdeen

Blackboard is not very accurate when it comes to exam dates etc, as well as needing an anonymous discussion board for classes.

Make the new format of blackboard faster or change it back to the old format

Allow notes to come out earlier so we can get a head start on lectures

Easier direction to staff emails and resources

Imagine if every time id watch a lecture recording and split the 2 hour video into two 1h sections, how cool would it be if it would save the exact frame that ive left it on - it will save me a lot of time trying to figure out where i have stopped last time/write a note with the exact time.

Improve bugs on the website

The course blackboard page is quite cluttered and could be simplified I think

Aberdeen Campus - Postgraduate Taught

Tell us one thing we could do to improve your digital experience?

Abroad study

Honestly, nothing. I find it very accessible.

course video recordings for all subjects

I feel comfortable with no gaps.

It's perfect

build an index about all function, it will be better.

Its very helpfully

Ease of use

electronic books

Better use of social media

Stop SCEF form spam towards the end of terms

Make it simpler

Make blackboard and student hub more intertwined.

Surveys

Information to contact other students

Blackboard took a lot of time to get used to and no info was provided prior to starting the course Meaning we had to learn the new website as well as stay on top of class from the get go - things were missed due to this

Compared with mymoodle myaberdeen feels less user friendly.

I think it has been very good

N/A

Front end architecture

Less digital more face to face, I can't comment on this as COVID ruined some of second year and all of 3rd year for our cohort, the uni did the best it could teaching online. But this does not compare to the atmosphere and sense of community of going into a place to learn each day - people pay for this experience, if more is online people should pay less for there degree as it's a worse quality product.

Apart from the School IT Systems which i used , have not expirience any digital experience.

provide more resources

I just prefer in person interaction. I do however find my Aberdeen to be very effective

The ability to download books.

Retaining dual mode teaching would be nice since people still need to self-isolate if exposed to covid19 patients

provide free softwares

There should be more functionalities on the digital University of Aberdeen platform. The digital experience according to me is quite old.

Sending less mails

If using outside providers make sure they can fix issues promptly

Education on how to access all digital platforms

Whole process for student access

More guidance for students regarding facilities available in the library.

Quicker responses

Simplify the search process and make it efficient

I am satisfied with the current digital experience

Adequate provision of all required equipments

Better WiFi in study spaces - so not disconnected from online lectures.

More common areas should be available.

Do not encourage people to use ref works - the formatting is not compatible with uni guidelines

By giving more information

engagement of digital experience with studies.

Digital visualization of books

A gmail address would be useful to share folders and useful information with the other students from my course. Also, an email address with no expiration date after graduation might be beneficial.

More math information

more visual

Organise seminars frequently for students to be abreast with the digital experiences.

Have online sessions

More interactive content

Help MSc. Students with laptops when necessary.

All the websites better linked together and not completely separate (or If already linked make more obvious)

Be interactive

I would like for Panopto to enable the possibility to upload powerpoints files with audio included instead of having to record the audio in Panopto. Maybe it does, but due to my little experience with Panopto I still haven't found out how.

Arranging physical orientation on use of myaberdeen blackboard in the first days to the new students.

I cannot think of anything more important at the moment.

Everything is fine for me

The digital experience so far is very good

Show me the similar from my assessment when I upload it.

All very good

Touchable screen

Limitless WiFi connections for students only living on and off campus. Due to accommodation shortage and diverse categories of students. Students should be giving access to WiFi anywhere in Aberdeen enclave and not limited to only campus.

More training on how to get about the blackboard on first day as I felt quite lost for a few weeks.

Wifi signal is weak outside of buildings

Its already improved at the moment, thanks.

Always solicit the best ideas and views of students and professionals

More fluid

For now I think the experience regarding digital is excellent

Regular posting of the university's products and information

I feel as if the way that myAberdeen has changed since my undergraduate degree, I personally feel the older system i used (between 2016-2020) was more effective than the current one.

accessible contact information of classmates

I have no strong feelings about the digital experience. I think it's very silly that classes are now in-person only.

all textbooks available online

Allow all lectures to have online attendance as an option

The university is doing well on this. Not much to improve

The current digital experience is very satisfactory but more PCs can be made available at the Hillhead campus to enhance an overall inclusiveness.

Trainings both online and offline

Can't name any atm...I have been pretty satisfied with this topic.

Provide more support to teach digital to students so that everyone can pick up with the pace

Already very good.

Stop using collaborate. Please. Just use zoom or teams or literally anything else.

Combining MyAberdeen and MyTimetable to the same site would be helpful.

blackboard connection and folders

Digital experience is good

Unsure

I have no clue.

NA

wifi improving

N/a

Be available on multiple channels

More online links to conference talks etc,

Have an induction for new students on how to use the blackboard and other online resources

More colour printer might be installed, , more books should might be available

Provide more convenient communication channels between students and teachers, such as WhatsApp group

gather some relevant digital information

Improved assess to student support

Printing can be quite expensive, being in a teaching degree it is needed very often and for big classes.

Blackboard notifications are too general and I miss things specific to me

Getting touch more and more

more article and books

I am very satisfied with my digital experience at the University of Aberdeen.

The Orcaflex software doesn't work at sometime causing product key issue

More emails about events for people who don't check social media

Adjust teaching time

Stop asking me too much questions!

.

Clear booking services .

More ease of access. Everything is a different website. Blackboard, mytimetabel, library search,...

Distribution of lectures including live streaming would make it better.

My Aberdeen and my timetable could be in the same place and make it in to a university App. It would be far easier. Also, make my time table easily updatable for the staff so that the professors can edit it accordingly and we don't have to check 2 calenders

Better. Communication

I'm happy with the current service thank you :)

Opportunity to learn AI and python

student card can be convert to payment card for transport and cafe's.

Sometimes I don't really like to create account and do badges on a third party website.

Have a one-stop database for all of them

The online application form when I was applying didn't have an option to select my nationality correctly. similarly a number of other small independant nations were ommitted from the list. for me created a number of recurring issues. I am from the Bailiwick of Jersey, which is NOT part of the United Kingdom. the same parts of the form also ommitted the sister isle of Guernsey, as well as a number of Caribbean and pacific isles which, despite being soverign territory of certain european countries, the occupants are of self identified nationality.

I would prefer charging portals on desks in lecture rooms. Polwath Building

good service and good content.

Make My Aberdeen more intuitive?

Accessibility and general awareness

It's fine, make wifi better.

social media are very good devices for improving my digital experience. because every time are available for me

Improve the internet services so that it works on personal gadgets. The wi-fi doesn't work on my phone.

Make it clear that "tickets" need to be closed.

n/a

N/A

All is good

Printing should be free

Someone to help with printing services in the library would be really helpful

Make it a bit more user friendly

Its already great.

Join all the student tools in one site like MyAberdeen (so no extra page for Mycurriculum, mytimetable, outlook, etc.)

Student friendly

MyAberdeen is useful because it combines so many things into one space, but it is also frustratingly slow. Too much of the platform is focused on making it look "futuristic", which means slow loading pages and time wasted on animations of all sorts, as well as issues with loading multiple pages at once (e.g. if you want to check out multiple things in different tabs, those new pages won't load in the new tabs until you go on them; therefore you are forced to wait the load time for all of those pages that you were going to have a look at).

Outside of that, there is still a fair bit of fragmentation in the various digital portals that the university uses, which can be confusing during the start of the year especially for new students.

less complicated software, panopto can get complicated sometimes

e-wallet version of student id card.

Not having to use so many sites. My timetable and my Aberdeen can be combined

Maybe more information about digital tools could be given in the induction week

Gives me more help in learning English

iPads

easier to access meeting spaces for courses.

Introduce more assistive technology

I struggle with computers and online services, they give me anxiety. I get lost and frustrated and things that others do without thinking or very quickly, I cannot. Sometimes it takes me hours to figure things out that most people find simple.

Blackboard is a bit confusing, making it simpler would help

One way to improve the digital experience would be to provide more engaging and interactive content. This could include more videos, infographics, and other visual elements that help to break up text and make the overall experience more engaging. Additionally, offering more personalized content and recommendations based on user behavior could also help to improve the digital experience.

None

Make the blackboard app a little faster and reliable.

very thing which is provided by university is perfect nothing is necessary to improve .

Easy accessibility with the IT team

More than digital, the capability to help students with cognitive disorders or particular neurological illnesses using digital means. have one database for everything - timetables, checking final grades and marks for the report card.

Perhaps the library could provide students with a link to download a literature management tool

more classroom have place to charge laptop

Have extra support for those coming from areas with low IT knowledge

I am currently very satisfied with my digital experience, so I can't think of anything for the time being

Blackboard not the most elegant interface, but that's a tiny thing.

Some times the internet speed is not fast enough. I would suggest to improve it.

Not every lectures are recorded and made available online

Unsure of what to suggest

Not sure

Microsoft - I subscribed to university's Microsoft, but there are so many restrictions with this version's microsoft

None

some of the courses contents are not downloadable with chrome browser.

nothing

i am okay with this no need to improve

Providing more videos explaining how to use digital tools provided by the university

I would love to see more books recommended by professors in the digital form. There are many occasion where we try to access the books but they are not available!

/

None

Not at all.

I think my experience is really good and i feel i don't think they need any improve in it i think

NA

Everything is OK

keep university email account after graduation

Timetable discrepancies or posting of schedules sooner would be beneficial. Blackboard is good since was already familiar with it.

New apps should be there to help students in terms of everything

The digital experience has been all good so far.

So far so good. You should have provided options and a space for other.

Maybe library could open 24/7

Create mobile app

Make it simple via apps

Tutorials to learn how to use the different tools, like MyAberdeen, which is the platform that I normally use and at the beginning had some trouble getting used to it.

There's too many different apps/sites to navigate.

Free ipads

Offer iPad to students or iPads in every class so that students don't have to carry their books or laptops everywhere

Online events and intuitive approach of getting things digitally

My Aberdeen can be difficult to navigate.

More information on linkedIn

Please widen the University's online library database access.

It's satisfactory and more could be done to improve it

Have more training at the beginning of the course for those a bit more technologically illiterate

Making it accessible on all universities online channels and social media

Improved catalogue system and making it easier to search primo by subject area easier

Honestly, I haven't had any issues, so I think it's fine.

Making it easier to connect to EDUroam

Show new students how to understand my Aberdeen if coming from a different university.

Primo Aberdeen portal mostly lacks online versions. Sometimes it shows online version available, but it is not possible to download it, or links do not work etc.

Infographics in the University website

Quiet satisfied with the digital experience so far.

Digital Notice boards in hostels

Lecture recordings for every lecture being mandatory not voluntary

A little more communication from outside of the programme of study, a lot of my digital experience is from my course.

More resources

Virtual reality.

More online social content

Make it more accessible

Better technology needs to be used

Make it easier to understand and use VDI and VPN.

Accessing library book online

Downloading file from blackboard app

Students should be enrolled to free and rich courses to suport their digitall skills of choic

Some of the messages from professors seem to come in late or just in the morning newsletters.

Clarity

Avoid showing unrelated deadlines in blackboard

Information about graduation and certificate in advance

Study tips

Technical glitch with make life miserable during the 11th hour

I wish settings of university computers were changeable - sometimes I need to adjust screen brightness or the computer does not recognize headpohnes (which is annoying when you have to watch content with sound which is only accessible through the uni computer)

Please put charging sockets in all lecture theaters for laptops and tablets

Students should be taught how to use the digital tools if they have challenges.

Better examination platforms

Get rid of Form2

Send me notifications about available courses and grant me access to take them.

I think my digital experience is good about university.

MyAberdeen sometimes doesn't load properly, so I have to try a couple of times to access my courses

N/A

Require every material to be accessible.

If lecturers used MyAberdeen/Blackboard in a more consistent way (in the way they post information, lectures, grades etc)

Am satisfied overall

Provide free pro/full version of grammarly and/or other similar applications which can help international students with their essay writing

Becoming more user friendly.

Nothing

provision of turniton any other plagiarising tools to assist students before submitting their works

no

Improve the Internet service

N/A

n/a

Nil

upgrading to know about student experience from digital way

Online competitions or events for individual skill enhancement.

I think each class should create a class group on some app

Offering digital courses for free which are recognized internationally and provided with a certificate of completion

Collaborative work tools

Having to reconnect to the network every time I take my laptop off campus.

I want to check the attendance record. Sometimes I forget to scan the code even though I attended the class

Giving more instruction how to use it

Fix computers that do not work.

Every thing is acceptable

None

More information on events from other courses around campus that are free for all to attend.

Aberdeen Campus - Postgraduate Research

Tell us one thing we could do to improve your digital experience?

Ease with the VPN connections and alternative contacts for IT services in case of emergencies especially when using University laptop outside Aberdeen.

Well-being videos(meditation videos)

Better monitors which can be connected with personal laptops

Too many emails

Ensuring lecturers are comfortable using software for recording / smartboards etc, and giving notice of updates to the system that changes how a program is used so they can stay up to date on how to use important digital tools.

Reduce amount of irrelevant information being sent to me.

Some hybrid events really do not engage with online participants

Make extra monitors available for researchers.

N/A live chat is excellent and always been useful

Trainings could be of longer duration

IT could reply quicker

We must use web print service. I do hope there would be alternative USB printers

Training workshops

All information in one place. It is difficult to find information as information is spread across university website, toolkit, blackboard, e-mail etc. Would be better to have an online portal with everything there.

Workshop

The best thing about the digital experience here is the IT desk, who are very helpful. Many of the online resources offered are difficult to navigate as some important pages may not be easy to find.

tutorials on why something is done this way.

make blackboard usable and decluttered

I understand why we need the approval to install software, but the process is a nightmare!

Emails are coming in so frequently that it feels like spam.

More content

The expenses platform is not user friendly at all! Aware I use this as a staff member rather than in my student role but it's worth mentioning I think, because it is incredibly unintuitive and inaccessible to many I'm sure!

More videos on social media and a student focuses twitter account for informing how to get involved with different things

Better training for new undergraduates on how to use the digital systems employed by the university

Make digital services easier to access off campus.

Everything is fine to me on IT

School issued laptops do not have sufficient RAM for many programs needed for PhD study

A guidebook to virtual resources

digital news on big screens

Make student portal UI cleaner

Allow staff to use their staff account while a student. Currently I have 2 and its very clunky.

Allow Zoom for research!!!

..

University of Aberdeen has got excellent digital support.

provide services for part time students who operate outside the university

require more fast computers because some computational software does not run on these normal-speed desktop/laptop computers given to research students.

Update IT service like procurement

Up to date resources

Provide more PGR specific digital training

Digital notice board

The digital service is extremely well

When using different computers on campus, not all of them share the same downloaded files.

Increase awareness of digital engagement opportunities

I hope that the instructions could be easily interpreted

Everything was perfect at the moment

Where can I get proper, in person confidential support?

Not sure.

More training

Remove the MyPGR Teams space.

The administrative lock on my university computer has caused a number of issues with access to software that I need for my studies. If the admin locks could be partially removed or discussed for PGR laptops, that would be very helpful.

Provide internet connection on laboratory computers

Increase the frequency of communications regarding student activities on campus. Usually, I see reminders a day or sometimes two before an event and at that point I don't always have time to fit something else into my schedule.

It's mostly good but sometimes difficult to navigate. I mean like I sometimes confused where to find my online meeting or courses, workshops etc. whether it's on teams or blackboard. Maybe a single digital space for all would be better.

Academically useful softwares for research and writing

In terms of course attendance sometimes I find it hard to maintain focused but this is probably a me issue

It can be tricky to connect to the wifi. The standard printing (from the library printers) could be better quality. Adjustable desks and chairs that accommodate tall people.

Every thing is ok

The ability to mute background noise from people who forget to turn their mic's off during Teams courses :).

I don't have enough experience with the service to suggest improvements at this time.

Organize digital training on how to use the platforms for international students.

A more joined-up experience across the various sites and hubs, including library stuff. This is already more streamlined than when I joined, but nonetheless a bit of a clutter.

There are too many virtual learning platforms, what are they all and why do we need so many? I have no idea which is my primary point of call for information.

If it can have some electric pens to make us write on the PC, it can be good.

providing more trainings on the use of the available resources

A more responsive IT service. At times it takes a long time for them to deal with queries

A centralised online database for all online training that is available at the university. That can be accessed at any time it would be better if the online resources could highly be printed

The response time to IT call log could be faster

offering university map with canteen or another store

I think it would be useful to know all that's on offer and where to find this. I've only been at the university for a month and a half so chances are it'll be something I pick up as I go along but I don't really know where to start.

The finance system is terrible and unnecessarily complicated. As PGR students we also receive very little training on this.

I am satisfied

More face-to-face training in varied software programs

N/A

I think our university provides a great range of digital service. I have no recommendation. Thank you!

More collaborative digital workspaces

N/A

,

It can take a while to get answers to tickets raised

I find the online platforms (the platform used when I applied to the Uni, Blackboard, and the course catalogue) disparate and confusing.

Having one training platform - we are asked to do several courses (some student and some staff) and they are all on different platforms

Ability to choose which Teams channels you are enrolled in - receive notifications for several I have been added to that I can't leave.

It can be sometimes difficult to find pages through the staff net

Possible for students to click and collect books.

Allow for unsubscribing from the same newsletter from multiple emails. I work for the university and also study here I get bombarded with the weekly announcements and newsletters on both accounts and spend at least 40 minutes going through them all

not overloading us

Stop using Teams for PGR groups.

IT service sometimes is slow in responding to questions and problems. I would like the process to be faster.

more active activities

Sometimes it is difficult to open Refworks

I am online most days doing I.T work.

Translation to the mother language of the students

I'm not really sure, it is not something I think about

Speedier replies from IT Services when contacting with an issue

There's nothing I would change right now

Some mics in the classrooms don't work properly

The audio visual equipment in the classrooms is highly variable in terms of usefulness, and there seems to be little or no IT support for them. When something goes wrong, as it often does, it is up to the faculty to take care of it.

More journal/programme accesses

Not sure

Get rid of the MyPGR team on MS Teams

Don't make us do quite so many HIGHLY annoying and irrelevant online training courses

Tutorials on how to use software e.g. matlab. Also, maybe software support

More student experience posts on fb etc

I find the blackboard platform quite tricky to navigate and find exactly what I am looking for. Also the finance system for ordering and claiming expenses is very confusing and not user friendly.

More and more up-to-date subscriptions to software (Stata, Nvivo) and more access to helpful tools - covidence, qualtrics, mendeley (better referencing tools)

If relevant, I think a guide on how best to use OneDrive and the H drive for work and backup could be helpful. If it already exists, sorry I missed it!

there is a lot of information, but it is often difficult to find what I need. a better way of organising the content would be good. also a more present search bar would be helpful

make drives accessible from home

I am satisfied with my current digital experience.

to be more user friendly

Group up all the platforms in a single websites with easy access

Stop sending out unnecessary emails about some news or the other that doesn't affect us individually. For instance, some person retiring in a school none of us interact with.

Ensuring that all lectures get uploaded in each dept regardless of the subject / class

I don't know, it's very accessible.

Expand the Wifi access. Mostly not accessible within a few metres outside the designated buildings on campus.

Not sure, I don't really have an opinion on this.

Actually give PGR students the right equipment for their studies.

Workshop by an IT at the beginning of each term

I don't know what's the digital experience.

There's nothing I can particularly think of.

I'm not sure.

Don't really feel as though I've had a digital experience

More forms of media to keep students up to date with what's new

Security means a lot of necessary software is very difficult/near impossible to get downloaded and use

Fewer irrelevant emails (e.g. tier 4 visa sign in constant reminders to UK residents)

Look at tidying up where information is held - there are a lot of web-pages, and sometimes it's not intuitive where the information is held.

Improve the website

Provide Alexa echo dots in our offices.

If rooms can be provided with digital tools

Online Campus

Tell us one thing we could do to improve your digital experience?

Abroad study

More training

Place everything in one place for easy access

Not having to log in every time you reload a page

Take breaks during lectures

Honestly, nothing. I find it very accessible.

course video recordings for all subjects

Advertising more

I feel comfortable with no gaps.

always have the option to have lectures recorded by the professor. some courses still record their lectures but others do not. I would at least like to have the option to review the lecture later on

More efficient wifi

able to adjust brightness settings on computers

By adding more tools.

It's perfect

Just keep it more informed

Less email spam

Everything great

Ease with the VPN connections and alternative contacts for IT services in case of emergencies especially when using University laptop outside Aberdeen.

build an index about all function, it will be better.

Making things a little more accessible

Stronger WiFi

Its very helpfully

Ease of use

electronic books

Make it easier to navigate

Streamline blackboard and mymbchb timetables so that it can all be viewed on mymbchb including resources

Have notifications for blackboard

Better use of social media

Stop SCEF form spam towards the end of terms

Make it simpler

Everything is perfect apart from the internet connection

Well-being videos(meditation videos)

In some courses, the sound was not clear and there was some background noise. It is essential for online students to be able to clearly understand what they are watching

Sometimes it's hard to access online material available via primo

be more simple

Make blackboard and student hub more intertwined.

Surveys

videos

It works fine

Improved printing credit service

It appears to be excellent as it is at the moment.

More add ins available on ms teams. Ie can't integrate apps like kahoot with a student ms teams account

i think the IT services are great at Aberdeen uni. Whenever i have had any issues, they have been resolved very quickly and efficiently.

reminders

Information to contact other students

Facial recognition cameras everywhere for my own protection of course

I'm not sure what a digital experience is

Better monitors which can be connected with personal laptops

Fewer platforms that everything is spread over eg blackboard, mymbchb, myaberdeen, moodle... just pick one

Nothing, I find it very easy to use

Since blackboard (MyAberdeen) organization is left to the discretion of teachers, some courses are well organized but in others I struggle to find the document or turnitin link that I need. I'm not sure how this would be improved though since as mentioned it is up to the discretion of individual professors.

design

Time set aside at the start of the course to make sure everyone was up to speed with IT, followed by personalised help to those who were struggling/needing a work around until they were up to speed.

Remove things that are out of date

Moodle/Medi-Cal isn't very good it's a pain to navigate

Sometimes things can be difficult to find particularly on the MyMBChB website. It might be helpful to re-organise this or optimise the search function.

Wifi could not crash at the suttie centre

Improve the eduroam access

lots of different platforms used which can be confusing to find the information we need

Make MyMbChB easier to manage - it's very difficult to find things on there

The digital recourses for Medicine of Moodle could be more organised

Introduction talks about how to use digital services

Blackboard took a lot of time to get used to and no info was provided prior to starting the course Meaning we had to learn the new website as well as stay on top of class from the get go - things were missed due to this

More emails about university events and activities

better captioning on lectures

more integrated spaces on MyMBChB / Moodle for group discussion?

because i think there are spaces on Blackboard/MyAberdeen, but Medical students do not use those spaces, and in 2020/2021, most of the learning was online, so we mostly had to contact peers via whatsapp for help with the content.

Blackboard isn't very user friendly. It can be quite difficult to navigate at times.

more interactive classes during lectures

Compared with mymoodle myaberdeen feels less user friendly.

I think it has been very good

If mymbchb was an app and if there weren't 100 different places to access things and they were all in one place.

Improvement of access of learning materials (more textbooks) (some links to journal access on primo cause issues on certain browsers)

Tips on where to find some things as sometimes it isn't clear.

Nothing, all digital platforms used are comprehensive and easy to use

N/A

N/A

updates and modernisation of myMBChB and moodle

As a member of staff and a student I have too many university accounts and emails- massive duplication of information across my desk and really quite unnecessarily stressful. Should be able to merge this surely?

Introduce a one-click download for course handouts on Blackboard.

Front end architecture

If lectures for the following week were released earlier than the Friday prior, as we've been told there's no expectation to do work over the weekend, but often there is a requirement to pre-watch some lectures before attending, so if we received this earlier it would be more feasible to be prepared.

Update ANSYS Fluent to the newest version because students are prompted to download a newer version for their home PCs which is not backwards compatible so students need to start their simulations over for in person computer labs

I prefer the old blackboard.

Moodle and mbchb are kinda mid

IT services should endeavor to respond quickly to the needs of students

more active tiktok account

It is very good

Less of it as COVID rules are no longer applicable

More computers at SDR

Make sharing collaborative documents to work on as a group at once better

Less digital more face to face, I can't comment on this as COVID ruined some of second year and all of 3rd year for our cohort, the uni did the best it could teaching online. But this does not compare to the atmosphere and sense of community of going into a place to learn each day - people pay for this experience, if more is online people should pay less for there degree as it's a worse quality product.

More colourful

Updated resources, re recorded lectures ensuring they are of adequate quality

Make the Instagram more colourful?

It's been good so far

I'm not sure what you mean by 'digital experience'

Apart from the School IT Systems which i used , have not experiance any digital experience.

Have a standard structure for blackboard (eg different courses use different tabs for the same info which gets confusing)

Isolated computer spaces? A bit of anxiety sometimes when using the computer

Access of wifi on phones made simpler

Better search function on MyMBCHB

Haven't had much of one so can't comment

more NHS computers for medical student use

organisation

I think the digital experience using Moodle in the medical school is very reliable and accessible and can't think of an improvement

Chargers

Communicate everything over the same platform.

Sometimes tasks on MyMCBHB, MyAberdeen are all listed making the work look daunting as if it was a checklist, maybe making the interface more friendly (small boxes instead of lists, etc.) could make the workload seem less stressful and people would be more happy to work through it

Blackboard's lectures tend not to sync properly and with cancelled lectures this makes it quite hard to engage with the material

Have the library record accessible through student hub or something

More sockets to change laptops and phones

provide more resources

more online resources

keep as it is

It has been good overall! Mostly just keeping up to date with blackboard issues; maybe more space given for each student's H drive.

easier to mange alerts

authenticator for emails often doesn't work

Nothing. Everything that I use is clear to use.

a "how to" manual

Online hub for keeping all of your notes, schedule etc

The blackboard system is quite laggy and also displays that I have over due pieces of work even though I do not

Blackboard can be very glitchy at times (On the mobile phone). An option to have the app in landscape aswell as portrait as it makes it easier to read certain areas.

Blackboard can be glitchy but its more inconvenience than an issue

Make it live and interactive.

Make getting in touch with humans easier

I just prefer in person interaction. I do however find my Aberdeen to be very effective

The ability to download books.

Filter appropriate emails to levels and not just bombard with general emails

The number of Blackboard emails and emails from programs I'm not in is heinous

Show us how to use a wider range of softwares

Improve the layout of the uni website

Make it easier to access

Speed when everyone is trying to access something

Developing an APP

Improve the VDI service

I'm satisfied!

Less emails

Less emails weekly

more education on how to use blackboard for example

Charging stations at the soft seats

Have most information on a specific subject in one place, instead of multiple places

Improve internet connection.

Have a dedicated device to use as catalogue without the need to log into a computer and follow all the steps to find a book number

Examinations on the calendar in MyAberdeen

Emails

Shorter email as huge amount of information can be overwhelming.

clearer communication

Up to date lectures

more content

Notify me clearly

Replace Older desktops

Make it easier to put in absent reports

Too many emails

Better internet connection in the suttie centre

If you could make all student related logins into one consolidated website, it would be great.

Don't have any recommendations

Easier to access to course materials such as spare books/atlas manuals so students are not just dependent on those in the library.

better wifi

Ensuring lecturers are comfortable using software for recording / smartboards etc, and giving notice of updates to the system that changes how a program is used so they can stay up to date on how to use important digital tools.

Filter out less important emails to my university email account, i.e. relentless notifications for course feedback. They could be provided through my Aberdeen for instance

making documents more easy to find

Better organisation of Moodle platform

MyAberdeen can be confusing to use as someone who primarily uses MyMBCHB

My Aberdeen crashes sometimes

Automatically sync timetables to outlook

Reduce amount of irrelevant information being sent to me.

less emails

Offer more help with software, Solidworks

Some hybrid events really do not engage with online participants

There can sometimes be issues with panopto.

More support

Retaining dual mode teaching would be nice since people still need to self-isolate if exposed to covid19 patients

More online books from reading lists

Myself and some other students I know think it would be great to have a digital study room to log into to help with work motivation and company. It wouldn't need to be subject specific. I find that a lot of physical spaces distracting, but still like to work with others online.

Provide better response times & a smoother UI experience for the blackboard portal.

By installing free Internet access all over the University.

It's fine the way it is.

add more languages

An option to opt-out of emails

provide free softwares

Make extra monitors available for researchers.

There should be more functionalities on the digital University of Aberdeen platform. The digital experience according to me is quite old.

More information of where to find things.

Sending less mails

Make a stronger wifi

No qr codes in lectures

my digital experience has been fine, I just prefer things to be in person

make it easier to access the digital library

If using outside providers make sure they can fix issues promptly

Maintain MyTimetable properly, update timeslots for all courses.

Why are there that much different platforms? Why not only one well organised one? From time to time it is hard to find the right one

N/A live chat is excellent and always been useful

WiFi that doesn't cut out please

Improve search keywords

Trainings could be of longer duration

Education on how to access all digital platforms

easier to access important documents and information for international students

Too many spam emails

Whole process for student access

More available info on how to book a study space

more categorised spaces online

Improve VDI access

Being able to stay logged into blackboard & mytimetable while not in the tab.

More guidance for students regarding facilities available in the library.

Just less online learning and more in-person/interactive

Quicker responses

To send announcements out better as some get lost on the MyAberdeen page.

With web dev, tests have been up for 30 mins when it said it would be up for 24 hours, MCQ have had repeated questions, it haven't worked to hand in stuff etc

have everything on one website instead of multiple as it can be confusing

Simplify the search process and make it efficient

Headphones offered in library for those who can't afford them

faster softwers

IT could reply quicker

Make sure that all the professors knw how to use Blackboard as some courses can get messy with a lot of files and information spread everywhere.

Access to iPads in labs (might be available in new science lab)

I am satisfied with the current digital experience

We must use web print service. I do hope there would be alternative USB printers

Adequate provision of all required equipments

Keep making info guides

Better WiFi in study spaces - so not disconnected from online lectures.

Better VDI - it crashes all the time and it's frustrating if you can't access campus and you need a uni computer interface

I would suggest displaying all databases more clearly on the Library Primo website, possibly by specifying the recommended databases for different courses, to spread awareness on the accessibility of the various resources that are available to UoA students.

More common areas should be available.

Do not encourage people to use ref works - the formatting is not compatible with uni guidelines

More resources

events listed in weekly emails to encourage students to go out

By giving more information

The digital experience feels somewhat disjointed: lots of different logins, different looks, different systems, time-consuming help videos or instructions. One login for email, library and course activity would be amazing.

I would love a calendar of some digitally delivered wellbeing activities too, to echo what is available on campus.

engagement of digital experience with studies.

Training workshops

Digital visualization of books

Have the WiFi not be as flaky

More interactive learning materials.

Have had a lot of issues related to having a Chromebook, such as Wi-Fi connection and the ability to download apps like Microsoft.

A gmail address would be useful to share folders and useful information with the other students from my course. Also, an email address with no expiration date after graduation might be beneficial.

More math information

Offer further training courses

The information about the contacts, main info about courses, etc. in other words, main info about university and courses is spread throughout different websites. This spread did not allow me to sign up for society on the first year of my studies.

more visual

Blackboard has some unusual quirks such as not being able to see your grades for every subject at the same time. Also there is not much student interaction on it.

Less emails.

Organise seminars frequently for students to be abreast with the digital experiences.

Have online sessions

It is great and helps everything to be accessible

Blackboard is rather unreliable for online classes. And I do not know where to find most of the university's other online resources

MyAberdeen stability

More interactive content

Sometimes it feels a little outdated.

To be less confusing

moodle layout

better communication through email

Qatar Campus

Tell us one thing we could do to improve your digital experience?

I'm satisfied with my experience

Provide interactive boards throughout the university campus for general information

More training about it

WiFi

I'm not spending time in the university so I'm not using any digital equipment

They should make digital resources more accessible to the students

All apps and websites such as my aberdeen and career connect become one major platform

engaging student

Not sure

Having more platforms

Provide us with better wifi on campus to access blabkboard

Careers and Employability Service

Do you have additional feedback on the Careers and Employability Service, or suggestions on how it could be improved?

Face to face contact with the mentors

more internship opportunities and more fares

Janice is great so for me

I don't know how this can be done, but I would love to better understand how it functions and how it can be utilised in both long-term and short-term ways.

All good

I have been once there the atmosphere was good I recommend making a face to face sessions to help students to their future careers

I have found it difficult to work with the job listings interfaces

More opportunities sourced for EEE students

More face-to-face sessions would be ideal

Law Careers service is good.

Maybe promote the idea that it can be used after you graduate and how to do this

More information om who and where to meet someone to discuss about career placements

More information about what's available

I find the Careers and Employability Service extremely helpful as I begin to make plans before I graduate in 2023!

Am satisfied

I thoroughly enjoyed the service I received

The careers service is exceptional here with plenty of opportunities available to me

I booked an appointment with Rhona Gibson and she helped me very much with guidance about my career. The appointment turned out to be very useful and helpful for me.

Better advertisement, not enough people know it exists!

The team should make it an agenda to partner with employers to provide employment opportunities for Business students. Most employers do not give opportunities to business students.

A lot of the oppertunities are for graduate programmes, other types would be welcomed

Perhaps a notification setting to inform when appointments are available again

I am very satisfied with the service

The international relations students here at afg would love to have more opportunities

I feel like maybe just more information? I feel like I did not know most of the things that were discussed in the questions on this survey.

more proactive

The service is Okay

It could be helpful to have career category or industry sub-section selection or best fit determination, through a kind of online preference and personality testing.

Please conduct once in a month if possible

I felt they were quite judgemental when I shared my thoughts about my future

Creating a resource where we can reach out to willing alumni in our fields of interest and connect with them.

Developing more employment in health sector

Career and Employability services should be something that every student should interact with yearly and their existence should be made more obvious. I think if Every student was given a scheduled meeting once a year they would benefit from it tremendously.

Regina Jaschke has provided me with excellent advice

My experience was great

It should be person specific

I think they should have more input in what schools share. I find that some schools share more opportunities than others and if it hadn't been for my own discovery of all that was available then I would have maybe never used them!

Direct companies recruitment from university job fair

There should be seminars or a focus group for opportunities for minorities such as Women in Engineering.

It is a formal process, and I would like to see it made more accessible and less intimidating than it looks; finding a job is difficult enough and I feel like we should be breaking down the stereotypes surrounding formalities and how daunting it is in this economy and this world to work, and make it an exciting and fun time for us students.

Job fairs and industrial visits

More information for students wishing to work abroad

for some students that need to part time jobs, I think you must support student more

Provide career service available and accessible after at least of 6 months from graduation

It would be good to disseminate the carrier opportunity through my Aberdeen that online student could also benfite

Mature student guidance related to employability and opportunities to be visible apart from graduate roles.

I personally have little experience with the service, however i don't think it is advertised enough to students

Janice Montgomery is amazing!

I have found the session very useful and informative. Keep up the good work!

No

I think there should be more information or guide on how to access careers and employability

more specifics on how to access careers/further study after my undergrad, and what is required of me in order to get there

More sources and career fairs

For internship emails a small sentence about the company offering the internship in the email

I am a complicated case because I have one MA in International Relations and now another from the University of Aberdeen. Nevertheless, companies hire young people, and I am 50 years old.

More spaces for talking with students

Perhaps more part-time job opportunities for current students

Not much

I felt somewhat judged in the video call with them about my degree in first year.

It's not relevant to careers and employability but for the last set of questions for how likely it is to contact them from extremely likely to extremely unlikely, I would heavily recommend changing the order to starting from extremely likely at the top to extremely unlikely unlikely (currently it was the opposite). I was halfway done with the questions and had to come back and answer them again, meaning if I hadn't realised or been bothered to change it that would have completely misrepresented my views.

They should promote themselves more

They're the most competent and brilliant service at the University. They have helped me so much. I wish they had more availability for appointments - if you don't book a week in advance then the next available appointment will be 2/3 weeks later

A step by step video / presentation on how to use and navigate through the service

It would be nice to know about the placements opportunities well in advance instead of 2 weeks before the deadline to apply

Include information that is accessible after graduation

More course-specific career advisors would be good

Make them specific to courses

No

No

Online career talk.

more information on how to start contacting them for people who are completely lost/ have no idea where to start

keep up the good work

More information about it presented face to dace during our degree programme, ie during course lectures

I have been concerned about my career for my the whole time that I have been at this university and I have expressed this to multiple staff members, including to multiple Counsellors and it took until the start of my 4th year for somebody to tell me that there was a careers service. I still have no idea what to do in the future but I will be accessing this service now

Should improve on international knowledge

Considering the high number of international students, it would be useful to have someone who is also knowledgeable about further studies in, for instance, Europe, or work opportunities/ studies outside of the UK.

Careers and Employability is a fantastic unit of the University.

more advertised

Presentations of carrer options after we graduate for a degree area

If we can get connected to the companies further like recommendations

Make it more available

The service should be more proactive in helping students get a job after graduation

I liked the fact that during Covid a lot of the workshops were run online, I could be more flexible with my schedule that way as I did not need to commute to campus to attend

There should be dedicated counselors who know about the subject and the field

The service is great and Regina Jashke (whom I go to for advice in engineering career things) is absolutely fantastic! She is very concise and straightforward without seeming harsh or critical. As an autistic person, I really appreciate that. 10/10

The service provided me with excellent support with my CV and a recent job application

Ms Kate Robertson was very responsive and helpful, thank you.

Absolutely brilliant - very encouraging and informative

provide graduates referral to employers

Now that things are opening up post-COVID, thoughts should be given to the career mentoring programme including visits to the mentor's office

Wait times are long but the staff are fantastic. Ive found group How To's really helpful.

Continue the Career Mentoring Programme for longer period of time.

No suggestions. It is quite helpful.

I Hope we get more career opportunities in Qatar

They did a good listening my personal queries. They could provide a list of options directed to our email after the meeting.

Make it more integrated into studies

They have been extremely helpful with giving feedback and advice during my application process for an internship programme. I cannot fault them they are always very welcoming and helpful.

get a larger area for the talks to be held? sometimes it is quite full during the talks

would like to see more public health postings

I had an appointment with them and they were completely useless. I sent an email before hand with a long explanation of what I needed so they could prepare in advance of my arrival. When I arrived at the appointment Julie had not read my email and knew nothing about my needs. I explained I was looking for a part time job and she could only say "look online" she was unable to name websites to look on, couldn't name any jobs available on campus, nothing. She knew literally nothing. I emailed Careers and Employability to complain and they will not respond to me.

This Service is a brilliant asset to the University of Aberdeen. Their C.V. and cover letter advice has made me much more confident in applying for jobs.

They should have job vacancies that are tailored for foreign students who are doings their LLM and are also foreign trained lawyers

I think it should be more accessible to talk to people there rather than having to book an appointment everytime you need to talk to them and they definitely need to change their location from the student union, it's very loud and distracting

I just have good words for Janice Montgomery and her colleagues for all their help.

The school itself should get involved

Perhaps offered workshops on applying to things past university

The careers service is excellent!

In terms of support, Janice Montgomery has been fantastic - she is incredibly knowledgeable of careers in the biology field.

Otherwise, some more science-related opportunities for the university's Internship and Intern+ programmes besides the usual computing and admin ones would be amazing.

Careers & Employability Service (PGR)

Do you have additional feedback on the Careers and Employability Service, or suggestions on how it could be improved?

- No
- None, it's very good as is
- no
- Make it known that there are services specifically targeted to postgraduate research students
- Focus of career service tend to be on more traditional jobs like law, business, etc. The service they provide for biology, conservation and ecology is not very good
- Maybe consider putting a link to the careers and employability service on the university website that is easier to find. That way more people can find it easier and it increases the likelihood that it will get used.
- Can hold some employment fairs (other than law) on campus?
- The focus is very much on undergraduate level. My research is across disciplinary and it's very hard to get relevant things on this.
- n/a
- nothing at the moment
- It could provide us with a guide to the steps we could do and the different paths we could choose.
- I am already a teacher of psychology, PGCerted. I was also an Assistant Examiner in psychology and also in Philosophy. It could be improved for higher management.
- They are an excellent team!
- I used this service during my undergraduate not during this postgraduate degree
- Help us apply for funding
- I met a lady, she is very nice and helpful. I would like to continue seeing her and see how will go to get some advices

PGR Welcome event and induction week

Do you have any additional feedback on the events, or suggestions on how they could be improved?

No

The Welcome event was helpful, but the Market Place should be organized in a bigger hall, instead of two small rooms. It was very crowded, which made people feel distracted.

As a part-time, remote student I didn't feel included in the welcome week. Understandably events cannot work around part-time, remote students. However, it would have been useful to receive clear guidance on whether there were recordings/where recordings of topics so we can catch up in our own time. I am a bit worried I may have missed some critical information but have no idea whether I have or not.

There was a lot of redundancy between PGR, school and funder events and workshops

Very well organized event.

no

A lot of events had the same information but worded slightly differently. I remember being extremely confused, trying to figure out if this is the same thing I have heard before or something new I need to add to my notes. This is really unhelpful. I remember being more confused after welcome events than before.

I attended online during the pandemic. I think the online event lacked at that point lacked a lot of the impact of an in-person event. At the time, I had difficulty even figuring out how to attend the event, so I may have missed some parts of it. I would have liked to have a complete "roadmap" of what was expected of me. It all seemed pretty vague.

I attended the welcome week during 2021 when it was online due to covid. This meant that I didn't have the opportunity to meet with other students.

Perhaps a bigger emphasis on course rather than school entrants at Postgrad level would be good. I met lots of theologians, but not many historians or art historians at the beginning!

Condense the sessions, they were long and often not enough content e.g. some sessions felt like they were just signposting other sessions. I enjoyed the welcome event but would have like several smaller face to face events (non-training) spread through the week rather than one formal event at the end. The PGR fair as part of the event didn't really work and felt a bit incongruous.

I feel more could have been done to improve interaction between new PGR students. Groups activities, networking etc

No

It would have been really helpful to have an icebreaker at the start of the week to get chatting to other students. The entire week was a bit information overload as well so rather than taking place in the third week, maybe spread the events out over the first month or so.

Training on practical project management, including using the finance system and reporting building issues.

My induction event was online and over a month after I started, plus there were technical issues.

It would be good to know about sports societies and other university societies because if you're new to Aberdeen it's unlikely you will know about these

None at the moment.

My Welcome event was in 2019, so not sure how applicable my answers were. I do not recall the Market place.

I have not found anything that spells out in one place all of the required and possible events and activities.

I had my induction week online. It was terrible. No networking, just rattling through the presentations

My orientation was held during Covid lock downs, so online

More things to actually interact with other PGR students instead of listening to presentations etc

The demonstrator training session was not useful at all and was spent teaching us about academic writing which left lots more questions unanswered than answered.

no

None so far

I found the Marketplace at the induction very crowded as the room was undersized for the number of students attending. I thought this was quite overwhelming and I would have enjoyed and gotten more out of it if it was held in an appropriate space.

Ice breakers to encourage the students to speak to each other. MRes specific induction earlier

Make the welcome event feel less formal so easier to meet other students

No

Few students attended - the PGR welcome event was too long to be engaging

There was too much information at once with no follow up. The event was also too late, most of the information had already been acquired as it was necessary before the event. The induction events should happen before PGRs start, the same as fresher's for UGs.

Admission Decisions

Is there any other information that you would have found useful to help you when making your decision to study with UoA?

Is there any other information that you would have found useful to help you when making your decision to study with UoA?

N/A.

I suggest the school should have a desk at airport 24/7 during opening of new students arrivals.

Timetables can still change after they are finalized in July.

the long history

Career

I was not told about the subjects I was going to study in my field.

The information provided was adequate, and the forums were useful for filling the gaps.

Quality of lectures and development of content was a little less than what I am used to with Edx and MITx; I struggle to maintain focus as the content is a little vague at points and a little meandering. I withdrew from a previous MSc due to the content being uninspiring.

It would have been useful to know exactly how much work my programme was going to be, I didn't realise that it was pretty much a full double major till classes started and while I would have chosen this programme anyway it would have been nice to be more prepared for the amount of classes and varied work that is expected

coast area and the history

High recommendation from friend who studied at Durham University.

It is a Scottish university with SAAS applicable to me.

for me the main reason I picked Aberdeen university was because of the attitude and atmosphere i saw in online events and coming to visit the university how nice and hard working the environment is where people are very welcoming and enthusiastic about there studies.

Closer to home so easy for visits

Tutorial information. Mine is being taught by a post graduate and it's a truly terrible experience

Good country rank and world rank of UoA

Nature of job

The University of Aberdeen was not my first choice but I put it on my list because :

- I wanted to improve my English
- the courses looked very diverse and interesting
- Scotland has a lot of quality

I think that if oen days were held more often during times more people could attend then that woud help greatly. For example, college students in England have breaks whist University students dont so the use if those breaks wous be a great opportunity for more students to see the university which can aid in their choices.

The school of education has a fantastic reputation and since I I have wanted to attend Aberdeen for nearly 20 years I felt now was the time to make that goal happen.

Meeting the staff at interviews at this university and others helped my decision as it gave me a chance to meet lecturers and ask questions

The weather

It also influenced my decision the fact that the university was founded in 1495.

As an international student whose end of high school career doesn't align with the beginning of semester here, I would've appreciated a specific timeline from when I submitted my application to arriving at UoA. I would've found it useful in making sure I haven't missed any details or deadlines.

Nothing in particular, it's been quite smooth sailing right now

I wanted a combination of online and face to face learning MSC and UOA offered both so I could carry on working whilst studying.

Aberdeen being a very student friendly city

ICAS accredited degree.

Its mainly the international students support, everything right from applying to visa to coming to aberdeen was well organised and informed about , found the webiste very useful

More detail in research opportunities each year within my degree

I found all the information very helpful and a critical guide to decision-making when choosing to study at UoA.

Aberdeen was labelled a safe city and has high satisfaction rates

University of Aberdeen was the best choice for me to study my postgraduate program in Subsea Engineering. The very best.

I think the city itself is a welcoming place, there's lots of greenery about and it's not too big.

Allow online students to register on time before class commences (at least 1month) as there struggle to prepare (School fees etc) prior to class commences, this allows them to focus better as it's not easy combining classes with work

From the first day of the studies University of Aberdeen means a lot for me. I am really grateful to UoA staff and Scottish government for such an opportunity to study here, as I am from Ukraine. I am highly delighted with lectures and tutorials, I enjoy being a part of this community. Thank you so much

I found materials presented in the website useful and satisfactory for me.

The faculty has a centre for autism and theology which is not a usual combination of topics and got my interest

feedback from others

I live in Aberdeen so wanted to learn locally.

UoA is a good place to learn and it cost less than other college or university.

No, I feel that I was provided with all the information needed to choose the University of Aberdeen for my studies.

The cooperative program is UoA

Quality of Academic Staff

The traditional bit of Scotland

Aberdeen is a very quiet city with a great learning environment

Yes I did a free nutrition course with Aberdeen university offered by future learn.

PhD project and the supervisory team

I was not aware that there would be collaborate sessions every Friday morning from 0900-1000hrs. I cannot attend these and I feel I am missing out. Recordings are not the same as being part of the session. I thought this was an online course where all students would have equal opportunities. This is disappointing.

Giving opportunity to find a job in the UK

Tutors are perfect!

The opportunities you could get during the degree

Information about what the hospital is known for and specializes in.

i considered this university based on their ranking and reviews.

The cost of living was lower compared to other UK cities.

Wonderful information online as well as the course list really helped me figure out that I could incorporate the study here into my degree.

ancient culture is really helpful.

I'm a study abroad student, so being able to access the course catalog and details such as assessment type or teaching style was very useful in determining which classes I might get credit for and if coming to UoA would work for me. Obviously the course catalog changes a little bit each year, but it would have been nice to know which classes stay and which rotate.

Location, Aberdeen being a quiet city.

Individual approach to the students in the process of applying to the universities.

More info on structure of teaching, types of classes, expected workload. I'm not sure if this information was available but I had trouble finding it when considering the school and was worried beachside I had no idea what to expect in terms of what my school life would look like.

The course provided & accomodation

Through direct phone calls

There is a great reputation surrounding Aberdeen University, I wanted to study here because of the great lecturers

I didn't know until I started studying here but the lecturers are all amazing, very passionate about what they teach and helpful as they truly want to help you learn and understand .

More detail on the course content. There is only a brief overview of the ideas behind the module. Knowing, for example, a list of topics likely to be covered over the weeks of the course would be helpful.

Location and Scottish culture

Close to home

more clarity about how distance learners might be included and supported

Heritage campus

the societies

QC Rank

Pre-arrival Welcome Information

Aberdeen Campus

Do you have any additional feedback or suggestions on how your experience could have been improved?

As much as it is beyond the schools control what happens beyond within the general city of Aberdeen being in an alien place I had no idea where or what to do with myself when I stepped out of campus as well as what to do with myself when meeting other students so perhaps the university encouraging students to look around or explore certain parts of the city would give the opportunity to learn about our new home whilst also getting an opportunity to bump into more people.

The course choice is very late for ERASMUS students. It would have been a little more relaxing to know, which courses I am able to take before coming to Aberdeen.

The support given to articulating students is more patronising than helpful. We don't need to learn how to reference we need to learn about how to be at the University.

I really found the entire welcome packet of stuff to do very tedious and a time waster. I completed it because it was compulsory but I don't feel like it imparted anything or helped me in any way at all. This could be because I am a mature student and have already encountered all these topics in the real world, I'm not sure, but I don't feel it was useful and was actually very condescending in tone in some parts. The weird animated tutorials with the badges for things like cyber security etc.

It would have been better if a list of societies present on each day of the Fresher's Fayre was provided as it was harder to go looking for the dates on social media. Also, I was unaware of the existence of many clubs that I may have joined due to this.

Sometimes the emails sent to my personal email went into the junk folder and I wouldn't find out about them later on

The PD1002 course is useless and a waste of time. It should not be mandatory as we have enough classes to study for we don't have time for this. If I wanted to find anything out I would just look on the website.

Information relating to how most places on campus are cashless. A campus map handed out during the welcome week instead of being left at reception as many students were unaware that they were there

I really appreciated the emails I received, more than the website, the emails really helped me to know what I should do and how I should organise myself. In addition, all the people I was able to contact were very responsive and that was very reassuring and pleasant.

I found that I was receiving lots of remains from the university mostly about irrelevant subjects or prize draws and not any useful information so I stopped checking them. Therefore it took me quite some time to realise that I needed to register online and make my course choices before starting. Also I did not receive any information before arriving about my audition for Performance 1. I think that using a different communication platform such as WhatsApp or text or Instagram would be helpful too as most people receive hundreds of emails so could easily miss the ones containing important information.

Specific information in relation to the course would be useful eg reading and preoaration

Would've loved getting my timetable earlier but not the uni's fault

Freshers was fun hoo-ha.

Being told what books would be required before starting

At times the information felt rather scattered, especially with contact information, dates and times as well as welcome week info. It would be nice for a PDF or handbook to be readily available with essential contacts emailed and handed when new students arrived. Plenty of information was provided but it would be nice for more of it to be concise and more direct. A new student hand book with contacts and general information would have been useful.

I want to especially thank the Go Abroad team for their support as I prepared and began this exchange. Their communications were timely and informative. Their reps were very responsive and well-connected when it came to acquiring additional information for my home university.

From personal experiences, everything went perfect. It's just unfortunate that times have to be cramped with deadlines, which makes it more stressful to adapt. But it's understandable with the World Cup.

For the first year student I think it would be helpful to get more "for example" information on how final assesment should look like. Being a person who only study abroad its difficult to understand expectations

Registration process for the course was a little unclear. Staff were helpful though.

Unfortunately I didn't receive a promised support package being a Ukrainian refugee student.

There has been a lot of specialist's equipment I needed to buy within the first few weeks including uniforms and lab coats. This has been poorly organized with us just being told in a lecture 'oh you need this by the way' and then being expected to find it and the money to provide it quickly which is not something possible for all. It would have been helpful to have a 'kit list' of subject specific equipment before starting.

I would have liked to learn more about student events happening. It took me quite a while to find the events page on AUSA so I wished that had been more broadcasted.

I wished to see more icebreaker events and networking events with my classmates and people with similar interests of mine but I understand that it might be difficult logistically.

Many information was given several times.. that's a bit annoying

I wish there was more of a talk with the international students on how to apply for a visa.

Timetables be released earlier, and also the freshers fayre be better advertised with what's on each day

Freshers fare was ok.

Personal tutor has not been in touch with me and it is now week 3.

More info prior to freshers week of what to expect -maybe an email

There should be a meeting for international students to know each other in the same situation

Student Guide App

Do you have any additional feedback on your Student Guide app experience, or suggestions on how it could be improved?

I downloaded the app, but I'm not sure how to use it. I prefer to see web pages with my laptop.

nothing much was posted on it from what i found hard to figure out how to use

No information was provided on the app. I would keep refreshing trying to find things but nothing showed easier to get to the myaberdeen/mymbchb pages since they are the most used by most students and not have to sign in again each time

It would be great if UI give more extension and easy to use.

There was no information on my Student Guide app.

I haven't used the app much since installing it. Promoting it more could help and ensuring that it can also be used long term could help more people use it more often

I just found the interface slightly difficult to navigate

The interface could be improved, it feels a little dull and boring. Needs a better home page with clear instructions and sections to access information

Extremely helpful

Every time I turn my phone from portrait to landscape or visa versa I get sent back to the log in page which is completely infuriating. Actually I get sent back to the log in page all the time for no reason and so do other people I know.

Had a lot of difficulty logging in, but did remind me of how do to the registration process. It was less useful for me than others as I arrived and started studies prior to welcome week. Doing this survey has reminded to check it out again.

It is great to have an app that brings all the information into one place. The user interface can be a little clunky. Most of the time it's more efficient to access content on the web instead of going through the app.

I was not able to attend the orientation programme, so I can't comment on my welcome experience or how useful the Guide is. Uninstalled the app, it basically seemed to be the exact same info as the UoA website, so there was no point in having it. I hardly used the app. Found most of the information on the website.

The events would only pop up if they were mostly academic, you would have to go elsewhere to other pages for events.

It should be merged with StudentHub, My Timetable, etc. Otherwise, I wouldn't open the app

I can not sign up in the Student Guide app

Navigation on the app is a little bit challenging, as it can be hard to find tabs through the many series of dropdown menus

As a returning and older student I didn't find it especially useful.

perhaps the best resource offered by the university for new students. doesn't need much improvement, but it could use more promotions on the website itself

It's not very clear why it might be helpful. Perhaps a simpler layout would be more usable.

Found it difficult to use and things wouldn't load

The UI is too convoluted.

It could be made easier to use, downloading guides make it harder to use.

Pre-Registration Events

Do you have any additional feedback on pre-registration events, or suggestions on how they could have been improved?

Your pre-registration information and events are top-notch.

Love

The IT one had good info but it was not helpful to individual issues. I found it better to use the text support service on Toolkit more than anything else.

It was very much helpful

Although I'm not so sure if they mentioned it or not but i was unaware that we need to do a student compliance check(an informal immigration check) at the info hub

It is my considered view that pre-registration events were very well presented.

Many of the pre-registration events were over subscribed from what it seemed so i personally wasn't able to access the majority of them, although this may have been due to how late i was accepted to the university of Aberdeen. It would have been helpful to run more pre-registration/ panel events.

They could be made more interactive and detailed for international students.

I noticed some of my friends who got into other universities had webinars/teams calls about life in the UK, stealing into their respective cities etc.

I think important issues like the steps in opening a bank account and registering with a GP and how to go about it as well as collecting your BRP could have been issues that should have been discussed on these pre registration events. I found the regularity and interactiveness of the events UoA held to be lacking.

University Orientation

Do you have any additional feedback on University Orientation, or suggestions on how it could be improved?

There should be more emphasis on bus pass.

Very well organised

Study

I included my feedback on the previous form

While helpful the way its presented to students just makes it seem like high effort task

It treated students like little children - far too patronising. Cut out the pointless and common-sense questions.

Maybe it is my fault here, but it took me a long time to figure out where the orientation was. It would be better if some clear guidance on how to find it is provided.

So much of the orientation pertained to undergraduates and on-campus students. It would be lovely to incorporate info to help the online students feel more integrated in the broader university community.

The online safety course in which you had to earn badges was the best form of engagement out of them all. The first section and its quiz was most difficult because there was too much information to look at that by the end you remembered almost none of it. Knowing how to submit absence forms or learning where to find people to help me edit essays since none of the professor can (which should have been mentioned) would have been very helpful. Overall it was pretty good but some of the info people what to know and help with their problems, this course cannot do. Additionally, until the email warning me I had not completed the online course came in, I did not know it existed. Maybe it would've been more helpful to do it before I got to Aberdeen.

At the university orientation, there were too many informations at one time and all of them were useful when we need. But reading all the informations at a time sometimes doesnt help where do we actually find the i fo when we need them. Thank you

NOthing

About students accommodation. I registered for a room but got here 1st October meanwhile I am supposed to pay from September 10th. I see it to be a cheat on the side of the school. Something should be done about it .

There was a lot of just solid text which was difficult to digest

to give access to "turn it in " so that the students can check their plagiarism before submitting their assessment.

The tests and e-learning were time consuming and quite annoying

I found it very time consuming and not very useful in the sense that it was just repetition of logical things we already know. Nevertheless, it allowed me to learn a little bit more about how the University works. But maybe the format of the course should be changed.

I hope the university add some activities to improve student life I think it will give students a power to study. And give more changes for students to get the job.

Again, i wish it could have been held more often just to make it mre accessible to others

Personally didn't find it too useful but I'm sure for other students it would be.

Orientations should be a person to person event, they're are very boring otherwise.

Some of it was just common sense and things I knew before but that is just my personal experience so it would be wrong to change it

Shorten in massively.

I wan unfortunate not to attend the University Orientation as my Visa application delayed. Consequently, I did not have the benefit of physical presence during the University Orientation. I, nevertheless, tried on my own to acquaint myself with what I could have missed as a result of my absence.

Thanks for your dedication to the students and the entire university body.

The orientation experience/course wasn't available to me until 1 1/2 weeks into my studies so much of the information felt like it was provided too late. It would have been helpful to have had the information more readily available at an earlier date and more information on where to find it.

To give online students more time to register and plan themselves better

the ability to chat with other student is important but not possible with an online course

Shorter sessions

The University Orientation should prepare the students for lectures and exam preparations.

It is wonderful

There was not a lot of 'real life' useful information about finance or washing for example. Lots of the information was repeated from other resources and could have been found on the website.

Coming in as a masters student who has already completed an undergraduate degree, the orientation seemed completely unnecessary and a waste of time. I think it could have been significantly shortened and conveyed all necessary information for those students who have already previously completed a degree.

GREAT!!!

As stated before, induction events of the Business School could have been communicated better, for example via e-mail

Another occasion where I would have liked to see more networking events in the cohort.

Another option to inform students about orientation to put all the informations on power point slides.

it was too long, knew most of the info anyway

Needed some more detail in sections. For example, the orientation said, "know how to cite sources properly," but didn't give a reference for how to do that

not force everybody to do 6 hours of the incoming online course

I referred to this in the answer to a previous question.

I LOVE THAT THE ORIENTATION WAS MADE COMPULSORY FOR ALL STUDENTS, IT SHOWS THAT THE SCHOOL IS REALLY INTERESTED IN US STUDENTS KNOWING THE RULES AND REGULATIONS FIRSTHAND. I LOVE THAT DURING THE ASSESSMENT WE WERE GIVEN SEVERAL 'ATTEMPTS' IN ORDER TO PASS IT, I BELIEVE THAT BY SO DOING THE VALUES AND STANDARDS OF THE SCHOOL GETS INSTILLED INTO YOU WHILST DOING IT SEVERALLY.

A lot of information was given several times. It's irritating reading them all over every week (or so)

I am used to this format from previous employment. It might seem strange to someone who has no previous experience of this approach to training and development. It would also be nice to see more recognition that there are benefits from education aside from improving employability.

It was too long

Hi, i thought making the introduction lectures available online would be helpful.

No, it had a lot of very useful information !

Shouldn't be mandatory

It seems to have a different name on MyAberdeen - called Achieve rather than orientation. So it's a little confusing when you're looking for it to complete it.

Try to make it a bit more engaging than just reading?

The volume of contents was too much for me

For exchange students some of the information is not that relevant or necessary.

Whilst I believe that orientation is important, it took a very long time to complete which ate into time that should've been used to study. Whilst I understand that we were given access to it before the course started, the length of the course is still too long and basic information that should be common knowledge could be skipped.

I suggest some of the speakers kindly slow down when talking because of the accent barrier

offer orientation for students in a sequential way; at present it is very circular and like snakes and ladders find your self back where you started wonder what extraordinary Alice in Wonderland experience has just occurred

I think it was great but maybe a bit long to do.

It was very long so would not recommend completing it in one sitting, additionally some areas were longer than others. However the individual quizzes seemed like a good idea to make sure we retained the information - and there was lots of helpful information given

School Academic Inductions

SCHOOL OF BUSINESS

Do you have any additional feedback on School Academic Inductions, or suggestions on how it could be improved?

Wonderful people

Hard

Since I am doing legal studies and psych I could have skipped the psych induction completely as the legal studies one was exemplary in explaining a lot of the details that apply to all courses and had so much good information. The psychology one was trying too hard to be "funny and engaging" and therefore didn't hit the mark for me.

More information about personal tutors

have a in person induction like most courses

there was an overload of information and so the course groupchat was still filled with a lot of confusion

This information should be provided to us before reaching the university

The staff of the university are really attentive to the details and the welfare of the students and this is very good and very important.

I think that, for my school, it would be better if the information given was concise and clear. it would help us to figure things out easier

Clearer timetable for when such events are taking place.

The explanation regarding plagiarism was detailed but it seemed too generic and we had a lot of confusion after it.

Make it shorter, it was dragged out and very long and could have been shorter

The class and school inductions were all the same so it felt like there was no reason to turn up to some. Make the class ones more class specific

I would recommend that consideration is taken for students that joined late due to late visa processing and late arrivals.

Within the blackboard experience the time and location were only provided which made it confusing as to whether it was held each day or not. The information was scattered.

I think they're great

A more clear instruction on how to access the school email, having 2 different email addresses was quite confusing for me and I wasn't aware until arrival that you had to use Outlook to log in to your school emails

It would be wise if Guardian/parents are also given advantage/place to join the students during the induction week specially for field trips.

Shorter sessions

It is good

Not really, it was just a bit boring

My academic induction for International Relations was just top notch. Brilliant and thorough.

As an exchange student I decided to attend the Level 4 induction, since most of my classes belong to it even though I am actually in my third year, so the thesis part discussed isn't applicable to me.

My inductions were very long and I feel like it was unnecessary

I wish they knew more about the class structure at Aberdeen because it was quite the surprise to see how it actually worked once I got here.

There was no email notification to remind student to attend the academic inductions. Many people just don't know and didn't attend.

Nope-it was great!

nope :) you guys are doing great!!!!

Very few people from my course attended. Perhaps not enough people were aware of it.

I found them useful but could have been more concise.

There wasn't a lot of information online about when the induction was, this meant there was only 5 people there! I think maybe email it to students or something

Doing a great job

I wish they were in building where we would mostly have that class.

Was good and helped me prepare

Most student in my course didn't know about induction, they missed and it was postponed although I attended after waiting long time for it.....

It was totally focused on the project and grading for full time students.

Too long

Was very similar to offer holders day

There was no Level 2 English induction so I had to go to the level one induction but the problem is that it is not at all for Erasmus and international students as we do not have the same classes than new students that are going to stay in Aberdeen for the next 4 years. I did not learn anything important during the induction and I regret going there.

SCHOOL OF BIOLOGICAL SCIENCES

Do you have any additional feedback on School Academic Inductions, or suggestions on how it could be improved?

More information about personal tutors

I think they're great

It would be wise if Guardian/parents are also given advantage/place to join the students during the induction week specially for field trips.

SCHOOL OF DIV, HIST & PHIL'PHY

Do you have any additional feedback on School Academic Inductions, or suggestions on how it could be improved?

Clearer timetable for when such events are taking place.

SCHOOL OF ENGINEERING

Do you have any additional feedback on School Academic Inductions, or suggestions on how it could be improved?

I found them useful but could have been more concise.

Too long

Was very similar to offer holders day

SCHOOL OF EDUCATION

Do you have any additional feedback on School Academic Inductions, or suggestions on how it could be improved?

My academic induction for International Relations was just top notch. Brilliant and thorough.

SCHOOL OF GEOSCIENCES

Do you have any additional feedback on School Academic Inductions, or suggestions on how it could be improved?

have a in person induction like most courses

SCHOOL OF LANG & LITERATURE

Do you have any additional feedback on School Academic Inductions, or suggestions on how it could be improved?

It is good

nope :) you guys are doing great!!!!

Very few people from my course attended. Perhaps not enough people were aware of it.

There was no Level 2 English induction so I had to go to the level one induction but the problem is that it is not at all for Erasmus and international students as we do not have the same classes than new students that are going to stay in Aberdeen for the next 4 years. I did not learn anything important during the induction and I regret going there.

SCHOOL OF LAW

Do you have any additional feedback on School Academic Inductions, or suggestions on how it could be improved?

I think that, for my school, it would be better if the information given was concise and clear. it would help us to figure things out easier

I would recommend that consideration is taken for students that joined late due to late visa processing and late arrivals.

A more clear instruction on how to access the school email, having 2 different email addresses was quite confusing for me and I wasn't aware until arrival that you had to use Outlook to log in to your school emails

My inductions were very long and I feel like it was unnecessary

MEDICINE MED SCI & NUTRITION

Do you have any additional feedback on School Academic Inductions, or suggestions on how it could be improved?

there was an overload of information and so the course groupchat was still filled with a lot of confusion

Make it shorter, it was dragged out and very long and could have been shorter

Within the blackboard experience the time and location were only provided which made it confusing as to whether it was held each day or not. The information was scattered.

There wasn't a lot of information online about when the induction was, this meant there was only 5 people there! I think maybe email it to students or something

Doing a great job

SCHOOL OF NATURAL COMPUTING SCIENCE

Do you have any additional feedback on School Academic Inductions, or suggestions on how it could be improved?

This information should be provided to us before reaching the university

Most student in my course didn't know about induction, they missed and it was postponed although I attended after waiting long time for it.....

It was totally focused on the project and grading for full time students.

SCHOOL OF PSYCHOLOGY

Do you have any additional feedback on School Academic Inductions, or suggestions on how it could be improved?

Since I am doing legal studies and psych I could have skipped the psych induction completely as the legal studies one was exemplary in explaining a lot of the details that apply to all courses and had so much good information. The psychology one was trying too hard to be "funny and engaging" and therefore didn't hit the mark for me.

Not really, it was just a bit boring

As an exchange student I decided to attend the Level 4 induction, since most of my classes belong to it even though I am actually in my third year, so the thesis part discussed isn't applicable to me.

Was good and helped me prepare

SCHOOL OF SOCIAL SCIENCE

Do you have any additional feedback on School Academic Inductions, or suggestions on how it could be improved?

The staff of the university are really attentive to the details and the welfare of the students and this is very good and very important.

The class and school inductions were all the same so it felt like there was no reason to turn up to some. Make the class ones more class specific

There was no email notification to remind student to attend the academic inductions. Many people just don't know and didn't attend.

I wish they were in building where we would mostly have that class.

Welcome Week Activities

If you could add one welcome event or activity currently not offered, what would it be?

no idea

not sure

There's lots on, it's good. But it's be good to have lots less about alcohol. I think a cafe would be good- alongside the freshers fayre.

Tutorials on using the city's transport system.

Time with Aberdeen locals

pizza

Class meet and greet online so the remote learnings and on-campus students can come together.

Something specifically for mature students as we have different needs than the majority of the students.

raffle

Some sort of social event in the headspace building in Hillhead, which encourages people to go with their flatmates.

None - I'm here to learn not to attend activities.

more sessions where you can just come along and chat to people and make more friends like the live lounge

something for the online students

Freshers meeting according to their Msc course.

something about TESOL

A ring toss competition

Welcome dinner

Games night

Talent show

A welcome ball

I didn't take part in the welcoming party, so i don't know what the activities is

sporting activities

possibly more sports-based group activities?

A big competition with team games such as tug-of-war

New welcome meeting

Events for people who are under 18

a fun activity that can be done outside eg a bouncy castle or games

I cannot think of anything at the moment

Something for students who's courses start earlier than most

I think everything is included

Get together meeting

Inter departmental mixing

Welcome week events for me personally already had enough, and so I cannot think of anything more to add

A little bit more guidance on what to look for in a bank when opening an account.

Building specific tours to help me locate my classrooms

Things for mature students or students joining courses not at level 1

Consider offering an online version of Welcome week so online learners can virtually meet other new students

Group trips to short distances like dunnottar castle, balmoral castle etc.

More quizzes!

More opportunities to talk to other students in a non awkward setting- especially students who moved from the same city

Arts and crafts

Rock climbing wall

A sack race

Vintage clothes fayre

Things we need to do after entering the country. Information about various things and assistance for doing those.

More activities for under 18s to participate in as most of it was aimed towards clubbing/ going to the pubs. Including staff mixers

Adoption night / a fun daytime event eg St Andrews does a big dip in the sea thing

A quick recap for late joiners

I think all provided were satisfactory

Maybe Ice Breaker sessions for students in the same course as an opportunity to make friends.

Aberdeen tour

Tea time when students meet up for tea or coffee and bring cupcakes/biscuits

Pottery painting.

not sure I think all was organised well

More online conferences and activities for new online students.

Perhaps the same idea of the opportunity for new students to meet people and make friends, but in a slightly less social environment, for example in a calmer setting or with less people at a time for those individuals who are a bit socially awkward or have a lot of anxiety and are overwhelmed when it comes to meeting new people in a busy environment.

Anything specific to mature online-delivery courses would be useful in addition to what is already available..

Pizza night

A simple introduction to what I need for the course I applied for. Remove all other confusing information.

Karaoke night

The welcome week should extend to one more week.

Meet your Flatmates.

Dance class and tea/snacks after to mingle

NOT SURE ALL ARE FINE

World day, representing and welcoming different countries and their cultures

More welcome events need to be held during the day time that are more general and less catered to specific interests so a wider variety of people can be met.

Events for post grad students.

egg and spoon race

yoga

An event at hillhead not just at the campus

Specific to school networking and welcoming events. welcome party and ice breaker events for large cohorts such as medicine.

barbecue

I wish more activities are added in the week. They were too broad and sometimes limited

ORIENTATION PROGRAM

More free food!

a karaoke place or something I don't know

Movie and discussion day

More in person events for new students to be able to ask questions about various things

Karaoke

Cake making

A place to sit down and get to know other people and their interests

Doing a sport event with many people

Bouldering

A fantasy Football society

I was hoping I could meet or contact someone who has done the same course.

More games and activities to do while at the fair.

An event specific to my degree/courses where I would meet the lecturers and get to introduce myself to them.

I would suggest adding a tour of the relevant spaces (e.g. music department and library) on the first day of actual classes, so those who can't travel in for Welcome Week don't miss out on this.

More events for specific courses

Quiz night to socialise with new people

An event to meet people from your particular programme to get advice from them

A booth with recruiters or at least flyers with part time job vacancies to help the new students look jobs, with doing everything else it would provide more opportunities for students.

discount events to places more students would go to for example (boohoo, PLT)

the welcome party

Badminton events

International Students welcome event

Post grad evening drinks

Meetings for International Students, more events directly for them.

Career and employment fair

a concert in open air or a movie night

Perhaps a morning or afternoon of games like bulldog, capture the flag etc , dodgeball

welcome week for pgde students

recipe /cooking stall/ classes

Adopt a plant

Arranged subject specific socials

Filtered to Qatar Campus

No data found – your filters may be too exclusive!

Filtered to Online Campus

If you could add one welcome event or activity currently not offered, what would it be?

Class meet and greet online so the remote learnings and on-campus students can come together.

something for the online students

Things for mature students or students joining courses not at level 1

Consider offering an online version of Welcome week so online learners can virtually meet other new students

not sure I think all was organised well

More online conferences and activities for new online students.

A simple introduction to what I need for the course I applied for. Remove all other confusing information.

Post grad evening drinks

Do you have any additional feedback on Welcome Week events, or suggestions on how it could be improved?

- no
- n/a
Encourage evening events that havent got alcohol. So that students that won't go clubbing still have friends
- No
- Be
I didn't know that different clubs are in the marquee on different days so I ended up missing two clubs I wanted to learn about because I couldn't make the day they were there and was not aware what clubs would be available to talk to which days. If next year, someone could announce which clubs will be at the fair which days, then I can try and be there on those days.
- Nothing
It feels like a lot of stuff was centred on drinking, clubs doing pub crawls, being constantly handed leaflets for clubs. Not very fun for a 17yo
It would be better if the societies at the freshers fayre made it easier to register interest so I could be notified about events
- none
- no
Have a list of which activities will be available for signing before they start
I think the welcome week could last more than one week, how about two weeks?
I thought the freshers fair was particularly well organised and ran.
As a foreign student, I received the email to register for the Welcome Week activities a little too late as most of the activities were already full. Moreover, this week didn't allow me to meet as many people as I wanted and it's a pity. But all in all, I really enjoyed this week.
At the start I was not aware that the Freshers Fayre would be different each day and therefore missed out on talking to some of the societies that I was interested in. In future I would try to make this clearer so that students are aware that they should attend the Freshers Fayre every day.
- No
- gd
More activities extending to October
- N/a
Not really, it was fine in my opinion.
More sports to try.
- None
If there was a chance to informally meet classmates
Release which stalls are going to be at freshers fayre in advance on which days as I missed some that I wanted to speak to as I assumed they would be there every day
The virtual portal can be considered (If not already in place) for students yet to resume physically, to be a part of so they don't miss out totally.
- None
The information on which societies were present on each day wasn't fully accurate to the best of my knowledge. Making it difficult to find certain societies. Overall it was a great experience with plenty of insightful information.
- Have more activities
- N/A
- NO
Many give it a go sessions and events held were at the same time, it was difficult to decide for one or keep up with the offers
- None.
- showcase more societies
i missed my campus tour cos i couldn't find the place i was supposed to meet with everyone
no , thank you

Might've just been the stalls I went to but I couldn't sign up for societies at the fair I had to do it online which I didn't really understand.

none

no

Welcome week fairs were overwhelming such that I couldn't really have a conversation with any of the tables. Also, most of the events were more fun if you went with an established group of friends / didn't necessarily encourage meeting new people

No

More free events

The PG and mature students event was a good opportunity to meet other people and to feel included in Welcome Week.

No

nope

nothing specific, just more opportunities for group activities like student orienteering tours

Have student support always around and accessible and advisors on hand

Vegan and gluten-free options for food as it was mostly dominos

Not really

-

Needs to be better advertised in advance on what will be there on each day. Maybe better to do one day for all sports and a different day for all academic societies, rather than a random mix of events

No

I went on the Tuesday to the Freshers Fayre to see the clubs & societies. I was told that the equestrian club was there on the Monday only so was a bit disappointed it was just 1 day

The free stuff that was given out at the fayres are very much appreciated.

Please pay attention at International Students, who find it easier at first to communicate with people who are in the same situation.

ensure it is inclusive for distance learners - or have a short / small section that acknowledges the distant community as part of the wider university family

It was perfect !

I had wanted to go to the celidih , but was unable to get tickets due to it being partnered with another university. Perhaps you could hold Two (like how there were two sip and paint sessions)

Qatar Induction Session

No text submissions.

About the Survey

Please let us know of any further comments and/or recommendations regarding this survey and its content

The university uses Facebook a lot which I did not use and know many others who did not use it before starting at University so perhaps a more widely used social media platform such as Instagram would be better.

They had great questions

No thank you cuz this was too long.

It was as expected thanks

it is okay

It's okay as it is

survey is perfect

I felt that this survey was mainly intended for on-campus students.

A sense of belonging to a student community is equally, if not more, important to online students.

May do in the course of time.

It is hoped that the school will provide a canteen where students can eat lunch and dinner.

I thought the survey was finished, but it's not.

You should ask what subjects the individuals are studying as I am a medical student and I feel this affected my answers.

I AM EXTREMELY EXCITED TO BE PART OF THIS GREAT FAMILY

I would like significantly more postgraduate specific events.

They need to make registration like my curriculum more clear or have detailed guides with pictures and more guides on using black board as it was initially very complicated

More boiling water taps across campus would be appreciated

survey all predicated of course on being in Aberdeen. My 'arrival' as a PGR student has happened even if I am 500 miles away

Please let us know of any further comments and/or recommendations regarding this survey and its content

no

Very nice survey, interesting and easy to complete

Could be made shorter

None.

more opportunities to add comments on some of the 'agree/ disagree' questions.

For instance, some were just not relevant to me, but I still had to 'agree or disagree'. an option to add comments can help context

long time

Make sure that there's a not applicable option on all questions. Offer an option to say 'I don't think this is something that the university should be worrying about' on questions like how welcome do you feel.

How did i find the cleanliness of the campus and buildings? Not included

Very long survey - but worth completing if progress is seen year on year and important to communicate what has been sectioned based on this to students.

There needs to be more information on university sustainability and ways this can be improved

Maybe make it shorter

Please can there be more of a cohesive narrative between schools, especially when it comes to electives. It's really challenging when basics such as ways to submit work when absent is different, or what is allowed between schools is different.

None

say how long it is before it starts

I would love to see a section regarding more personal aspects of a student's life, e.g. friends, positive experiences, negative experiences, where they feel most comfortable on campus, favourite building, etc.

Slightly too long but overall good

more ask students' opinion and make surveys again in all sphere

N/A

N/A

It might've been intentional, but the survey changed the order from Strongly agree first and descending to disagree, but changed to strongly disagree descending to agree between different questions. It made me have to double check what I was ticking between each question.

n/a

The survey is too long, might need a different survey for online students

Although the survey is too long and time consuming, it covered every aspect of one's experience in the university

I feel this is aimed at on campus students. More needs to be done for online students.

N/A

N/A

NO

Use a more formal language maybe?

not yet

You should avoid too much emotional question (i.e. proud of being a UoA student).

I think you should find a way to motivate students to take the survey - I think it could be made compulsory. Also, why should the prize be Amazon vouchers? With all the local businesses in Scotland. Make it Kilau, Bonobo, a bookshop, Craigdon, anything!

I also really believe that questions about how uni tackles environmental issues should be included

Very clear and helpful!

May be summarized. It is very long

it was just right

NA

Please follow it up if needed

I've gone blank... I had something but forgotten. Woops.

Save after each part so it can be done in multiple parts if needed

was smooth I liked it

perhaps a different survey for online students? as many questions were not relevant to me as a distance learner, which in turn may affect your results

Might be beneficial if you could pause and come back to it

Genuine questions being asked, thanks.

I would be more comfortable if it was explained how the anonymity is guaranteed, I feel when someone has to put in their ID number, then its not anonymous

NONE

Efficient and simple survey to complete.

no

You include questions (like sport) which are not relevant for online students and an answer is mandatory. You should have a separate survey for online and in person students.

None

Stop discriminating disabled people.

It would be great to hear what the key results are

N/A

The range of choices is nice I appreciate the in-betweens

.

Okay

Time needed was underestimated as 10 minutes.

Good

nothing

Maybe a tracker, so you know the percentage of the quiz you completed.

none

Good survey

I would like there to be more tables and chairs added back to the MacRobert Building cafe as compared to last year, and even since the start of this academic year, there have been less and less tables. This means I often have to spend considerable time wandering around different campus buildings trying to find a space to sit, eat or study which was not a problem previously. This has been quite aggravating.

Break it down and collect info at different times or make it shorter

Not necessary

None

A lot of questions N/A to online students with no answer to reflect this

Didn't take into account electives

Probably won't even read these

no

More open ended questions to make it more personal for each responder

Please listen to students, I said it like three times already but lecturers have a habit of thinking they know what's best even when we are all saying we need some change.

Nil

Nothing

n/a

Perhaps an indicator of how much progress you have made through the survey would be helpful as it kept feeling like it was about to end and then there was more

None

IT responses to emails for action.

N/a

The questions are vague, as there is no definite way of understanding them and therefore the answers are not really telling

A free text box to say 'is there anything else you wanted to add' would be good. Or the ability to save and return later, as there are comments that I have not included because they didn't quite fit what was being asked and thought I might have a chance to later.

Some of the questions e.g. around the libraries are not applicable to online students who do not live close enough to the university campus.

ok

Offer more prizes pls

n/a

I DO NOT ANY COMMENT

no

I know it's anonymous, but I was still reluctant to give further information for fear of being identified.

NA

It's just soooo long

I am learning remotely and you asked a lot of questions about things I had to be on campus for that I had to answer. 1) it wastes my time and 2) my responses will muddy the water,

Online students thinks abandoned from other students and teachers

some questions are a bit confusing, and some do not apply to online students so maybe a bit elaboration and give option to choose a question that applies to us. For example, feedback on exercises, using library etc..

Would appreciate more comments on the student support and also more payment options could be added for online students in other countries for finance department.

As usual it didn't ask anything that really matter to students.

Some of the questions don't have enough detail for a proper evaluation or are too broad, especially the library section. For instance, the question about catering to the needs of neurodivergent students doesn't list any examples of how that catering would be done. I am in principle in favor of improving the accessibility of the library, but it is difficult to say I agree to that statement without knowing how it would be done. E.g. having study spaces that somehow specifically cater to neurodivergent people by having specific decor or accessibility equipment or the sort I would think is a very good idea, but on the other hand if the suggestion was to increase the amount of student socialization or noise in the library I would be vehemently opposed to that since that is already a problem that causes many students to avoid working there.

None

Nil

I do not have any further comments/feedbacks. Thanks

Include a bar at the bottom which shows you how far you are through the survey

I feel this survey is important because it gives me an opportunity to have a say on my opinion and experience.

.

This survey should be adjusted so that online students don't have to answer questions about on campus services/building use/etc

none

Make it shorter pls or break it down into 4 different sections and list them as optional

no

Biggest frustration is that so often the reading lists do not take account of how few books are available in Online Version.

N.A

No

The survey was quite long but split into logical sections. I would not be put off retaking a survey of this length and for this purpose in the future.

Excellent platform to interact with the students. Congratulations.

I would suggest adding a tracker to let people know how far they have to go on the survey, to manage expectations.

nothing elsr

The survey needs refinement

non

If a student clicks 'too long' it's probably not a good idea to go to another page...

It shows I have the chance to win the Pizza, but this opportunity is too small. Each time, I spent time to fill the survey, and never win. It made me lose patients on such surveys. Can we increase the share of getting prizes? Or, please do use this kind of way to 'attract' students' eyes.

No.

Although I said the survey was too long, this is because I imagine a lot of students are not willing to answer a 15 minute survey, as much as it is necessary. Perhaps it needs to be incorporated into one of their lessons where their lecturer allows them 20 minutes spare to fill it out. I really appreciate the level of detail in these questions and hope my response was helpful.

No

Maybe just a wee bit shorter

I dont think the university give people room to express themselves via their faith. And events sometimes do not consider this aspect to cater to people of different faiths. Just as people based their identity on their gender, many people identify based on their faith.

-

Split it into separate surveys

N/A

Considering I was invited to participate as an online student, the survey contained far too many campus-related questions. I live on another continent. I have never been to the campus.

It would be useful to ask about the food court experiences and what students would like to see there

If there are changes made as a result of the surveys it would be better if these could be shown to us, instead of newsletters since many of us tend to ignore those

well-rounded. Most questions were necessary

N/A

Nil

ok

n/a

It should show the status of the progress while filling the form

It felt a little long but also the questions felt relevant and important all the way through the survey, so I don't think it's something that should be made shorter.

I appreciate the opportunity for feedback! It would be great to know what the results of the survey are.

Time estimate before starting would be useful

It is helpful

The last section (the IT Desk section) had the answers of 'extremely likely' to 'not at all' the opposite way round (I think 'not at all' was at the top, instead of having been at the bottom for the rest of the questions); I still managed to fill the answers in, so there's no problem - it was just a little surprising to see them in the opposite order!

as far as expressing my view I don't wish to give negative feedback, the University has been excellent learning for me, but understand the effects of burnout, i am at the stage in life now where socialising is not high on my learning agenda (time management) but know it is important to engage with others ..is UG a rite of passage in social life? so difficult for mature students (for want of a better word) to integrate into group learning and after-school socialising?

Good that it had lots of multiple choice

make it a bit shorter

Just a bit to long

Way too long man jesus christ

Too long

Less questions

Progress bar.

Thanks for creating this survey :) It makes me feel like my view is taken into account!

too long

Specify more clearly whether the survey is anonymous or not to give people the chance to fully share their experience.

it can be shorter

Plz keep the Alumni in the loop in future so we know what new is happening in Uni and in School. It will help us in spreading the word.

I would like it to include opinions on the food on campus. There are no vegan options for the library meal deal, for example.

It should be short.

Communication through emails seems take longer time to respond. In fact, I once did not get any reply from the program coordinator. I am busy professional as well but never miss to reply an important email from anybody that specifically send it to me asking for advice.

Should have anonymity, and opt-in to rewards with your student ID

Good layout and easy to understand

Make it more compact and add questions about the availability of information about scholarships from the University for international students

the time estimate provided in the email was wrong

I think a warning that answer order will vary through the survey would help, I expected 'strongly agree' (or similar) to always be the first option but had to go back on a couple of questions to check.

Well-organised

It is my first time filling in this. So very useful

It was longer than the estimated time

Inclusive areas in the university but a bit longer

Long but due to tick boxes it went quick

As a PGR student who started in 2020 I feel like the University could care less about me or my entire cohort. We are still waiting for IT to give us the correct equipment for our PhDs (DESPITE BEING IN OUR THIRD YEAR!!). Additionally, all of our chairs in the office are legitimately rescued from the dump because we did not have chairs and no one will give us new chairs. Yet on day one of the new PhD cohort I see IT coming in and giving them smart new monitors and all the equipment they will need and they get shiny new offices.

It feels like the University knows the 2020 PhD cohort have had a shit time but it does not matter because we are almost over anyways. So if we suffer who cares we have suffered throughout the entire course- just push us through and then act like we never existed. But still make a nice experience for all of the new students at least.

There was an error in a question where two answers were "extremely interested" so it confuses me, otherwise it was perfect

The student union needs to be improved

It's too long

Would like to give more feedback about areas for socialisation/study. The SDR library is always so busy and I feel like other study spaces are not highlighted enough so we don't really know where else to go.

It could have been short and precise

the eAccommodation partial is not mentioned which I think the action after the reply of the report system does not provide a timetable for me to follow so that I can know which period of time the person is coming to check for certain things or come to fix something. I have tried staying in my flat for the whole day but the person said who is coming to check for tap had never come throughout the whole day.

I HAVE REALLY EXPRESS MY CONCERN THROUGH THIS SURVEY

Progress bar (% of how far through you are)

Was okay

It is advisable to have third-year university teachers provide advice and guidance on course articulation for joint students between South China Normal University and the University of Aberdeen, in order to facilitate quicker adjustment to a new university.

The survey was too long.

It is long

It is great.

Good design and quick and easy to use

It was fair and easy to complete.

Since you offer online courses, it would be helpful to have an 'I am online' answer for those questions pertaining to on-campus services.

Announce how many questions it contains

Have an open section for any freeform comments at the end of each section. I believe the digital interface section didn't provide that.

Please announce the exam dates earlier than 4 weeks in prior... At my university (im an exchange student) we know all the important dates at the beginning of the semester

There should be more N/A answers.

Way too long. Would be good if told at the start how many questions/approx time to do.

It would be great to see how much of the survey you have already completed and how much you have still got left, something like: "you have completed 50% of the survey. So throughout the survey, students would understand if they have enough time to finish it at that sitting.

Some items were not applicable for me as an online student and there was no option to select not applicable.

Too many questions could be shortened

Please make the survey shorter

I think I should have been given option to skip questions which I find irrelevant and there should be an indicator of the progress or total number of questions as I spent too much time elaborating on some parts of the feedback and spent more time filling it than I could afford.

It would be helpful for the survey to show how long we have left and how many questions there are.

Conduct the academic survey and university support services survey separately.

This survey was not always applicable to online students

Thank you for conducting this survey. It was too long, and I think other students would agree. I am happy to dedicate time to these sort of things as it is important to be able to express our views. However, it feels like there are too many multiple choice questions and you kind of get lost. Most importantly, I think some questions most people don't have a strong opinion on them. But perhaps that is also what you are trying to gauge: what does a majority feel strongly/indifferent about? thanks again.

The library should have more seats available, it gets too packed and it puts me off studying there since its a struggle to find a seat especially in the mid afternoon, especially when it comes to group study and we cannot book a room.

Places for students to properly relax and enjoy good affordable food not from the cafe.

Having reusable sanitary products available in the libraries not just in the student union (in the union its really out in the public- the main desk- and it can be embarrassing). Also, the sanitary products are only available in the disabled toilets which arent always available, adding them to other bathrooms and adding different kinds of pads and tampons not just regular (add longer ones, heavy flow tampons etc)

More strict monitoring of the bookable rooms upstairs, more than 8 people were in the bookable room today and they took 6 chairs from the 7th floor, meaning people could not sit at the windows, wasting 6 tables for students to study

Having study pods for people studying on their own, proper pods which are all caved off, as someone who is anxious, having my own quiet space to do my work makes me feel safer and more comfortable especially when the library is crowded. My suggestion is that this is replaced in the quiet rooms

I like how the questions were structured in this survey

I loaded but then deleted the student app. I didn't find it helpful and Seems to take up a lot of space.

UNIVERSITY OF ABERDEEN

UNIVERSITY EDUCATION COMMITTEE

ADDRESSING CONTRACT CHEATING IN ASSESSMENTS**1. PURPOSE OF THE PAPER**

This paper provides the University Education Committee (UEC) with an update on the ongoing work on contract cheating and potential impact on assessment practices. This provides an update following the paper UEC/230622/010.

2. PREVIOUS CONSIDERATION BY /FURTHER APPROVAL REQUIRED

	Board/Committee	Date
Previously considered/approved by	N/A	
Further consideration/ approval required by	N/A	

3. RECOMMENDED ACTION

UEC is invited to discuss the approach outlined to support our ongoing enhancements to assessment practices whilst ensuring academic integrity.

4. DISCUSSION**4.1. BACKGROUND**

Previously, UEC reviewed a paper (UEC/230622/010) that identified the challenges of maintaining assessment integrity due to contract cheating and outlined a 10-point action plan to manage contract cheating.

Some of the approaches and planned actions have changed in light of technological advances in artificial intelligence (AI), therefore some of the work previously set out here is also being supported through the approaches to managing AI and assessment.

To tackle the issue of contract cheating, we are taking a comprehensive approach which aims to understand and address the underlying factors that may be contributing to this behaviour. Our ethos is to promote and encourage academic integrity while deterring students from engaging in misconduct. Additionally, we aim to establish a rigorous system to detect misconduct and clear policies to ensure that all detected cases are handled fairly and transparently.

5. PROGRESS TO DATE

Our approach was informed by the QAA guidance on contract cheating in Higher Education. From these, the following 10 steps were identified as priority areas for attention over the academic year 22/23. This paper provides an overview of progress on each of these.

	Priority tasks	Responsibility	Update (what's been done and what's planned)
1	Continue to work closely with AUSA to provide support and guidance to students that clearly communicates our ethos and values of academic integrity.	AUSA VP Education	The Students' Union has recently refreshed the Academic Survival Guide which provides information and guidance to students on a range of academic matters and processes. Plans are currently being drawn up for relaunching the guide and promoting it further.
2	Enhance our communication to students the risk of engaging with companies offering this service, and provide support for students who have explored this option.	AUSA VP Education / Student Experience Team	<p>This campaign is part of our drip feed comms and goes out on social and in the newsletter on an ad-hoc basis throughout the year.</p> <p>There is also a section in Online Orientation (which is mandatory for all new and PGT students to complete) about academic integrity that references the website.</p> <p>We received some screenshots of texts between a student and an external company offering these services. It's interesting stuff so we'll consider options to create a short video based on the info. It might help students understand how these companies approach them.</p>
3	Further enhance our support for students to enable the development of skills and confidence in academic writing at all stages of the student journey.	Senior Academic Skills Adviser, CAD	<p>Four Schools have participated in the delivery of Academic Writing courses for all new UG entrants.</p> <p>Resources in Achieve (UG) and Achieve+ (PGT) have been enhanced, in relation to academic writing</p> <p>More academic writing workshops have been offered to UG, PGTs and PGRs.</p>
4	Review the timing and content of student support activities related to academic integrity and ensure that they are scheduled to have maximum impact.	Senior Academic Skills Adviser, CAD	<p>Work has been undertaken to address the issue of timing of information and skills training to align this to periods when students are preparing assessments rather than front loaded to induction courses. This will continue to be reviewed and enhanced.</p> <p>To increase awareness of academic integrity both PD1002 and PD5006/5506, which cater for new September and January entrants, have an additional academic integrity component.</p>
5	Continue to engage with sector wide developments in technology to disrupt advertising of commercial contract cheating providers.	Director of Digital & Information Services	<p>Recent sector discussions have mainly focused on ChatGPT and plagiarism, regarding the development of services to detect assignments written with AI assistance. It is generally felt that a faculty discussion is required to debate the role that AI has in the educational environment and the extent to which it should be positively embraced or discouraged / monitored where possible.</p> <p>Operationally, the University continues to:</p> <ul style="list-style-type: none"> - block access to websites categorised as "Illegal or Unethical" or "Plagiarism", - block and report the frequent emails received that offer contract cheating services - share relevant information within the sector

6	Explore author verification tools for digital submission of assessments including piloting the use of Turnitin Authorship tool	eLearning, CAD	The author verification Authorship, developed by Turnitin, is being piloted with a number of Schools. A Task and Finish Group to oversee and report on the pilot has been established.
7	Build in approaches to the consideration of academic integrity as part of the approval process for new assessment approaches.	Dean for QA and QE	QAC programme and course approval process has been enhanced through a process of group scrutiny and consideration of each submission. Within this process proposed assessment approaches will be considered on various elements including that of academic integrity and feedback provided to relevant staff to ensure that academic integrity has been considered within the design of the assessment. This process also includes enhanced scrutiny of Intended learning outcomes and their alignments to assessments and promotion of assessment approaches which are authentic
8	Explore how the implementation of the TESTA (Transforming the Experience of Students through Assessment) programme could be used to enhance assessment integrity in the upcoming pilot in the two Schools (NCS and Social Science).	Dean for Educational Innovation	TESTA has been piloted in 7 disciplines and although academic integrity was not part of the original TESTA protocol, we have explored how this data could be captured as part of programme review. The findings of this pilot will inform the subsequent TESTA protocol that will be used across the University.
9	Identify and share examples of good practice of embedding the ethos of enhancing academic integrity rather than focusing on specific forms of misconduct (i.e. plagiarism, collusion, contract cheating).	CAD	The 2023 Annual Academic Symposium is focusing on Assessment and Feedback, and will showcase examples of good practice.
10	Review of our policy to take account of the factors identified in section 4.5 (UEC/230622/010)	Academic Services	A review of our Code of Practice on Student Discipline (Academic) is underway, which will include consultation across the institution, for enhancements for AY 2024-25 onwards.

In addition to the above, we have a student intern researching the barriers and facilitators for students to engaging with academic misconduct, which will inform our institutional approach to tackling contract cheating

5. FURTHER INFORMATION

Further information is available from Kirsty Kiezebrink, Dean for Educational Innovation (k.kiezebrink@abdn.ac.uk), Sara Preston, Senior eLearning Adviser (s.preston@abdn.ac.uk).

14 March 2023

Freedom of Information/Confidentiality Status: Open

UNIVERSITY OF ABERDEEN

UNIVERSITY EDUCATION COMMITTEE

ARTIFICIAL INTELLIGENCE AND ACADEMIC INTEGRITY**1. PURPOSE OF THE PAPER**

This paper provides the University Education Committee (UEC) with an update on the response to the challenges and opportunities offered by developments in artificial intelligence and their potential impact on assessment practices.

2. PREVIOUS CONSIDERATION BY /FURTHER APPROVAL REQUIRED

	Board/Committee	Date
Previously considered/approved by	N/A	
Further consideration/ approval required by		

3. RECOMMENDED ACTION

UEC is invited to discuss the approach outlined to support our ongoing enhancements to assessment practices whilst ensuring academic integrity.

4. DISCUSSION**4.1. BACKGROUND**

There has been a plethora of articles, news stories, and podcasts about OpenAI's release of a chatbot called ChatGPT and its implications for Education due to its ability to write answers that "appear" human to questions it is posed. It is not "intelligent". It does not possess consciousness, emotions or self-awareness. It does not have the capacity for independent thought nor does it capture meaning or understand.

ChatGPT (and other generative AI tools) operate on pattern recognition and statistical probabilities. It produces text based on the probabilities of certain words or sequences of words appearing together, based on data it has been trained on (data up to 2021). It is based on the GPT-3 (Generative Pretrained Transformer 3), an advanced language processing model. ChatGPT does not "learn" from users' interactions with it – it is simply a pre-trained language model, though OpenAI and others are researching how to develop machine learning models that can learn and adapt to new data.

4.2. WHAT ARE THE ISSUES?

- 4.2.1. Generative AI tools such as ChatGPT, that are based on the GPT-3 algorithm, can perform various language tasks, such as translation, summarising, writing an essay, answering a question, producing “human-like” responses. These tools can also assist with coding tasks by providing code snippets and examples in various programming languages. ChatGPT, and similar applications, could, therefore, be used by students to generate content that will be submitted for assessments.
- 4.2.2. It is difficult to detect and, as with any other tools used to investigate cases of academic misconduct, impossible to definitively prove that ChatGPT (or similar tools) have been used in the generation of text. Some detection tools have been released and others are under development but this race of developing an AI tool that can effectively detect another AI tool is not one that can be won.
- 4.2.3. The term “Plagiarism” is defined by the University as the use, without adequate acknowledgment, of the intellectual work of another person in work submitted for assessment (Section 3.2, Code of Practice on Student Discipline (Academic)).

Addressing the use of ChatGPT (and similar tools) under this definition ensures that the current Code of Practice on Student Discipline can be utilised to manage unacknowledged use of AI in work submitted for assessment, which should be managed following the guidance set out in Section 4.2 of the Code, “School dealing with alleged Plagiarism/Collusion by students in taught courses at level 1-5”.

The addition of the following text to Section 3.2 of the Code would make this more explicit:

“Plagiarism also includes the use of Artificial Intelligence tools to generate content without appropriate acknowledgment of the source”

- 4.2.4. A more comprehensive review of the Code of Practice on Student Discipline (Academic) will be undertaken to ensure that it is appropriate for addressing the challenges of emerging practices and technologies, such as AI, to academic misconduct

4.3. WHAT ARE THE CONSEQUENCES FOR THE UNIVERSITY?

ChatGPT, while a useful tool for language-related tasks, does not have the ability to replace critical thinking, complex problem-solving and creativity.

However, assessments that rely on the presentation of facts or coding that can be found on the web (until 2021) could be susceptible to academic misconduct offences.

Ongoing work to ensure our assessment practices are authentic, robust and assess students’ learning effectively needs to continue to be prioritised, as it has been over the last few years with the move to fully online learning during the pandemic.

Students need to be aware of tools such as ChatGPT, and learn how to use these tools appropriately, as these tools are already in use, in the workplace.

4.4. WHAT ARE WE DOING IN THIS AREA?

Several events have been organised to enable discussion and the sharing of good practice in relation to AI and implications for assessment. These include:

- I. Learning & Teaching Network events on the 8 February and 1 March, on “The genie is out of the bottle: the challenges and opportunities presented by ChatGPT”
- II. Discussion Panel on “AI, ChatGPT and Implications for HE and Assessment”, 9 March
- III. Sessions on “AI, ChatGPT and Assessment Practice” throughout the remainder of AY 2022-23, enabling staff and students to contribute to practice and policy in this area (details to be confirmed)
- IV. Encouraging the sharing of good practice and challenges through the MyAberdeen User Group Teams area.

Other activities include:

- I. Support for Schools, in the form of “Assessment clinics”, that provide a 15 minute bespoke discussion with an individual member of staff, focussing on a specific piece of assessment, or facilitated discussions on authentic assessment and AI, at course, programme, discipline or School
- II. Review of academic misconduct policy and guidance to ensure it is robust, in relation to AI tools such as ChatGPT
- III. Publication of web pages on AI and ChatGPT, highlighting a range of events and resources – see [AI & ChatGPT | StaffNet | The University of Aberdeen \(abdn.ac.uk\)](#)
- IV. Creating a set of guidance notes for staff on AI and Assessment Practices (see appendix)

4.5. ACADEMIC RIGOUR – STAFF ARE ENCOURAGED AND SUPPORTED TO:

- I. Ensure a range of assessment modes are utilised across a programme, thus minimising the opportunities a student has to engage with academic misconduct. Opportunities to review assessments at programme level are being provided through TESTA, which is being piloted in NCS and Social Science.
- II. Include assessments such as simulations, reflections, critiques, presentations, portfolios, which are personalised and contextualised
- III. Design assessments that students find meaningful and useful in their learning, thereby engaging them in the process rather than generating responses to achieve a grade
- IV. Design assessment that are epistemologically, educationally, and experientially authentic
- V. Use a decolonised approach to assessment which allows students to provide answers that are contextualised within a global view rather than a predominantly colonial view
- VI. Ensure clear messaging at course level, highlighting that the use of AI tools or sources outside of those explicitly approved by Course Coordinators will be considered academic misconduct
- VII. Communicate to students on the need to be transparent about the sources of information used in academic work and the guidelines and policies in relation to academic misconduct, ensuring students see the value in approaching their studies with integrity

In addition to the above research is being conducted to investigate the barriers and facilitators for students to engaging with academic misconduct, in order to develop interventions which will support our student to make the correct choices.

4.6. UNIVERSITY GUIDANCE

Interim guidance has been circulated to staff through the Schools, with a focus on communicating with students about the use of AI tools at course level, to reduce the risk of sensationalising the situation and to reflect the ethos of the course. We have developed a three-step approach for staff to support them in ensuring the integrity of their assessments. These are summarised below, with the full interim guidance available in the appendix:

Step 1: Understand the functionality and limitations of AI tools

Try out these tools to understand their functionality and limitations.

Step 2: Be clear with your students about the use of AI tools in their work

If you choose to restrict their use, provide a rationale for this, and provide guidance to students on how they can verify the authenticity of their work.

If you choose to permit their use, provide clear guidance on how students should acknowledge the use of AI tools.

Be clear that unauthorised and/or unacknowledged use of artificial intelligence tools in the creation of content for the assessment constitutes academic misconduct.

Step 3: Reflect on the design of your assessment

It is a more efficient and effective use of staff time to focus on assessment design than on detection.

4.7. IMPLICATIONS FOR RESEARCH

Staff and students must be made aware of the potential risk of releasing confidential data and ideas through tools such as ChatGPT (i.e. grant applications that have not been submitted, drafts of papers, theses). Every tool that uses the GPT-3 algorithm, and subsequent iterations of it, will have its own terms and conditions in relation to intellectual property and confidentiality, and risk of unauthorised access.

4.8. FUTURE DEVELOPMENTS AFFECTING ASSESSMENT INTEGRITY

Assessment integrity continues to be a priority for the university. With recent changes in practice and technology we have to date worked on a reactive basis. However, we propose working alongside CAD to establish an Academic Integrity working group, who can help enhance our understanding of technical and pedagogical innovations, and thus inform future guidance and support in this area.

5. FURTHER INFORMATION

Further information is available from Kirsty Kiezebrink, Dean for Educational Innovation (k.kiezebrink@abdn.ac.uk), Sara Preston, Senior eLearning Adviser (s.preston@abdn.ac.uk)

13 March 2023

Freedom of Information/Confidentiality Status: Open



Interim Guidance for Staff on Artificial Intelligence tools and Assessment Practices for AY 2022-23

13 March

What is Artificial Intelligence (AI)?

Artificial Intelligence (AI) refers to the theory and development of computer systems which can perform tasks that require human intelligence, such as recognising images or speech, decision-making. It is a broad field and encompasses sub-fields such as machine learning, natural language processing, robotics.

What AI tools are available?

There is a range of tools being used in Education, which use artificial intelligence. These include but are not limited to:

- Translation tools such as Google Translate, DeepL
- Writing assistance tools such as Grammarly, QuillBot
- Conversational tools such as chatbots and virtual agents
- Generative tools, such as jenni.ai, perplexity.ai, dall-e-2.ai, GitHub Co-Pilot, ChatGPT
- Speech recognition tools, such as Dragon and Otter AI

These tools have presented opportunities for enhancing students' learning and enabling a more inclusive learning environment but can also present challenges when used inappropriately and without authorisation in summative assessments.

Can AI tools be banned?

The ubiquity of these AI tools and the exponential growth in their development and application of our working lives means that there is no point nor benefit in banning them. Instead, staff need to become aware of these tools and support students in learning about these tools, their limitations, when they can be used and how to use them effectively.

Can the use of generative tools such as ChatGPT be detected in assessments?

It is difficult to detect if text in an assessment has been generated by a tool such as ChatGPT or one based on GPT-3. Detection tools are available but can easily be manipulated – see <https://nationalcentreforai.jiscinvolve.org/wp/2023/01/31/a-short-experiment-in-defeating-a-chatgpt-detector/>. Trying to detect the use of an AI tool in an assessment is a race between AI tools, and one which cannot be won. It is a more efficient and effective use of staff time to focus on assessment design than on detection.

What can I do to ensure the integrity of my assessments?

Step 1: Understand the functionality and limitations of AI tools

Try out these tools to understand their functionality and limitations while being mindful of the data you are entering into these tools. Large language models such as ChatGPT produce text based on the probabilities of certain words or sequences of words appearing together, based on data it has been trained on. They do not capture meaning or understand ([Bender and Koller, 2020](#)) and therefore the output can be inaccurate or reflect biases inherent in the data it was trained on. In the case of ChatGPT, it currently generates fictitious academic papers, though it has been shown to generate good answers to questions in a final exam of a typical MBA course, particularly if given hints by an expert (Terwiesch, 2023). You should also be aware that the functionality is developing rapidly, with GPT-4, OpenAI's new AI model, expected to be released soon (early 2023).

Step 2: Be clear with your students about the use of AI tools in their work

Decide whether you will permit students to use AI tools in work submitted for summative or formative assessment. Be mindful of students with learning differences who will use a range of AI tools as assistive technologies.

If you choose to restrict their use, provide a rationale for this, and provide guidance to students on how they can verify the authenticity of their work. Below are examples of the type of guidance you can provide to students:

- Keep copies of drafts and notes. These can show the development of ideas and writing and can include the use annotations or comments on documents indicating sources or thoughts about specific elements of the work.
- Be prepared to discuss your work. This enables you to demonstrate your understanding of the content and to explain your thinking.
- Ensure all sources used are referenced.

If you choose to permit their use, provide clear guidance on how students should acknowledge the use of AI tools. We recommend you consider the [advice provided by Monash University on how to acknowledge the use of generative AI](#).

Be clear that unauthorised and/or unacknowledged use of artificial intelligence tools in the creation of content for the assessment constitutes academic misconduct, as is submitting work created by AI tools as their own work. Generative AI tools are plagiarising, as they do not always acknowledge the sources used to generate content.

Step 3: Reflect on the design of your assessment

For the current AY 2022-23, review your assessment brief and what small changes you can make to it, without changing the mode of assessment, which “design out” or minimise any unfair advantages AI tools could give to students. The following examples, adapted from ChatGPT and UCL’s guidance, may help:

- Ask students to analyse, evaluate or synthesise information as part of the assessment brief, which require students to apply their knowledge and understanding rather than recall information.

- Include the use of ChatGPT or an equivalent tool in your assessment brief (be mindful of any changes which result in the monetisation of such tools), for example by asking students to critique answers provided by ChatGPT or equivalent tools.
- Ask students to create visual elements as part of their response to a question e.g., a diagram, mind map or flow chart, as opposed to a text answer.
- Use visual prompts when asking questions for students to answer (be mindful of the accessibility of images)
- Require students to include current, local or course-specific references in their response e.g., drawing on current events or research, a local text, reading, experiment, field trip.

Discuss your assessment design with colleagues in your discipline or contact the Centre for Academic Development for advice by emailing cad@abdn.ac.uk.

What can I do if I suspect a student of using AI tools to gain an unfair advantage in an assessment?

If you suspect a student of using AI tools to gain an unfair advantage in an assessment you should follow your School's procedures for conducting a preliminary investigation into whether academic misconduct has taken place.

Further Information and Resources

[AI & ChatGPT | StaffNet | The University of Aberdeen \(abdn.ac.uk\)](#)

References:

Bender, E.M. & Koller, A. (2020) [Climbing towards NLU: On Meaning, Form and Understanding in the Age of Data](#), Proceedings of the 58th Annual Meeting of the Association for Computational Linguistics, pages 5185-5198.

[AI, education and assessment: staff briefing #1 | Teaching & Learning - UCL – University College London](#)

[Using artificial intelligence - Learn HQ \(monash.edu\)](#)

[ChatGPT](#)

Presentation on “Academic integrity responding to advances in artificial intelligence”, by Dr Irene Glendinning, Academic Integrity Lead, Coventry University

Christian Terwiesch, “[Would ChatGPT Get a Wharton MBA? A Prediction Based on Its Performance in the Operations Management Course](#)”, Mack Institute for Innovation Management at the Wharton School, University of Pennsylvania, 2023.

UNIVERSITY OF ABERDEEN
UNIVERSITY EDUCATION COMMITTEE

TRANSFORMING THE EXPERIENCE OF STUDENTS THROUGH ASSESSMENT (TESTA): PROJECT UPDATE

1. PURPOSE OF THE PAPER

This paper provides an update regarding the University's pilot TESTA project, which has been implemented in the Schools of Social Science and Natural & Computing Sciences. TESTA comprises data collection of assessment and feedback practices at each course level, to offer staff a holistic view of the student experience across an entire degree programme. This paper provides a summary of the work completed in the AY 2022-23 in both Schools, and the outstanding tasks required to complete this initial pilot TESTA phase.

The University Education Committee is invited to note this TESTA progress paper for information, prior to a more detailed evaluative TESTA paper to follow. This second paper will present key findings and recommendations from the initial TESTA pilot phase.

2. PREVIOUS CONSIDERATION BY /FURTHER APPROVAL REQUIRED

	Board/Committee	Date
Previously considered/approved by	N/A	
Further consideration/ approval required by	N/A	

3. RECOMMENDED ACTION

Members of the UEC are provided with this paper for information only.

4. DISCUSSION

Transforming the Experience of Students Through Assessment (TESTA) is an established process of reviewing the assessment and feedback practices at a degree programme-level, to identify effective teaching practice and any potential enhancement areas. The School of Social Science is currently in the late stages of piloting the TESTA process in single honours undergraduate degree programmes: Anthropology, Sociology, and Politics & International Relations. The School of Natural and Computing Sciences is mid-way through the TESTA process in single undergraduate honours degree programmes: Chemistry, Computing Science, Maths and Physics.

The TESTA process involves gathering qualitative and quantitative data from both academic staff and undergraduate students. Data are collected via course reviews, student questionnaires, and student focus groups, with findings discussed at programme-level meetings of teaching teams. These in-person meetings are designed to create an opportunity for teaching staff to exchange assessment and feedback practices collaboratively.

The process is managed and supported by the Educational Development Team in the Centre for Academic Development (CAD).

The involvement of academics and undergraduate students as partners in the research process, and the work of the TESTA student intern in each pilot School have been instrumental in the University's goal to enhance both staff and student assessment experiences.

Summary of TESTA Progress

	Anthropology	Sociology	Politics & International Relations	Chemistry	Computing Science	Maths	Physics
In-person/online staff TESTA briefing meeting (30-40 mins)	11/10/2022	19/10/2022	7/12/2022	12/10/2022	27/02/2023	27/1/2023	8/02/2023
In-person staff assessment & feedback programme review (2 hours)	23/11/2022	25/01/2023	31/03/2023	19/01/2023	15/03/2023	29/03/2023	22/03/2023
Online SNAP Assessment Experience Questionnaire (AEQ) students	Now closed	Now closed	Now closed	Now closed	Now closed	TBC	01/04/2023
Student focus group (1.5 hours)	8/03/2023	22/02/2023	8/02/2023	25/01/2023	22/03/2023	TBC	26/04/2023
Final discipline TESTA report	In Progress	Pending	Pending	Pending	Pending	Pending	Pending

The project is running slightly behind schedule due to inclement weather and industrial action resulting in the need to reschedule several in-person TESTA sessions in December 2022 and February 2023.

Preliminary TESTA findings have revealed:

- (i) a range of engaging and interesting assessment approaches
- (ii) the requirement for greater cohesiveness regarding formative assessment practice
- (iii) over-assessment in certain areas
- (iv) the need to enhance student assessment and feedback literacies
- (v) variable understanding and use of intended learning outcomes to support assessment design.

Next Steps

- Finalise assessment data gathering across Maths and Physics degree programmes.
- Host a meeting with the Universities of Dundee and St Andrews to share our distinctive and developed TESTA methodology, including our innovative use of TESTA student interns throughout the project.
- Author the final TESTA report for each discipline area listed above. This detailed report will be prepared by the Centre for Academic Development in consultation with each discipline lead. It will highlight the priority assessment and feedback development areas for each academic discipline.

5. FURTHER INFORMATION

Further information is available from Dr Kirsty Kiezebrink, Dean for Educational Innovation (k.kiezebrink@abdn.ac.uk) or Dr Joy Perkins, Educational & Employability Development Adviser (j.perkins@abdn.ac.uk) and Dr Mary Pryor, Senior Academic Skills Adviser (m.r.pryor@abdn.ac.uk), Centre for Academic Development.

[10 March 2023]

Freedom of Information/Confidentiality Status: Open/Closed/Part Closed (stating which sections are closed)

UNIVERSITY OF ABERDEEN

UNIVERSITY EDUCATION COMMITTEE

**REVISIONS TO THE ADVANCEHE PROFESSIONAL STANDARDS FRAMEWORK FOR
LEARNING & TEACHING, RELEASED 31/1/23****1. PURPOSE OF THE PAPER**

This paper outlines updates made to the UK Professional Standards Framework for Teaching & Learning in Higher Education, released on 31/1/23, and their implications for the University.

This paper is for information.

Key points raised are the changes made to the Framework and the timeline to ensure that existing professional teaching development provision that is constructed using the Framework is updated in order to retain institutional professional accreditation by AdvanceHE.

2. PREVIOUS CONSIDERATION BY /FURTHER APPROVAL REQUIRED

	Board/Committee	Date
Previously considered/approved by	None	n/a
Further consideration/ approval required by	Senate	19 th April 2023

3. RECOMMENDED ACTION

The University Education Committee is invited to **note** the revised Professional Standards Framework.

4. DISCUSSION

On 31st January 2023 AdvanceHE released a revised Professional Standards Framework for Teaching & Supporting Learning in Higher Education (henceforth PSF). The revised PSF can be found at https://s3.eu-west-2.amazonaws.com/assets.creode.advancehe-document-manager/documents/advance-he/PSF%202023%20-%20Screen%20Reader%20Compatible%20-%20final_1675089549.pdf, superseding the previous UK Professional Standards Framework (UKPSF). In use since 2004 and last revised in 2011, the Framework is applicable to all academic disciplines and its stated purpose includes that alignment with it:

- Demonstrates to learners and other stakeholders the professionalism that colleagues and institutions bring to teaching and/or supporting learning.
- Fosters critically evaluative, reflective and evidence-informed approaches to teaching and/or supporting learning in diverse academic or professional settings.
- Provides a structure through which individuals and institutions may gain recognition for approaches that support high-quality learning.

(AdvanceHE, 2023)

The University of Aberdeen has been proactive in using the Framework since its inception, embedding it into professional development programmes for teaching staff at the University including:

- The PG Certificate in H.E. Teaching & Learning.
- The 'Principles of Teaching & Learning in H.E.' programme for experienced postgraduate tutors and early career academics.
- The 'Designing and Tutoring Online Course'.
- The CPD Framework for Learning & Teaching; the pathway via which individuals can gain Fellowship of AdvanceHE through submission of a critically reflective account of their teaching.

The Framework has undergone a five-yearly review since its original launch in order to ensure that it remains relevant and continues to meet sector requirements. The University, via the Centre for Academic Development (CAD), has played a proactive role in all of these plus the review process that preceded the launch of the revised Framework under discussion here, contributing to feedback fora and all opportunities offered by AdvanceHE to feed into and shape the process.

The aspects of the revised Framework that remain unchanged are:

1. Four categories of Fellowship (Associate, Fellow, Senior Fellow and Principal Fellow).
2. Three Dimensions of Practice against which to apply (Areas of Activity, Core Knowledge and Professional Values).

Overall, the revised Framework remains recognisably similar in scope to its predecessors. This is important as the Framework is already familiar to many staff across the University and forms part of discussions around ongoing professional development for teaching.

The key changes that have been made to the Framework are:

1. Removal of 'UK' from the title, reflecting the global reach that the Framework now enjoys, recognising its widespread adoption in universities outwith the UK.
2. Use of a strapline within each of the three Dimensions, stressing that the evidence put forward should reflect the cultural context of the applicant and that in which they are teaching. This was a change welcomed by all, reflecting the Framework's adoption by H.E. providers from all over the world who might view the notion of knowledge as different, but no less valid in their context, from that of a 'Western' tradition.
3. Minor changes to the three Dimensions, specifically:
 - a. The inclusion of a fifth Professional Value relating to collaboration,
 - b. More emphasis on digital technologies as one of the Core Knowledge elements,
 - c. Support and guidance for learners emphasised more clearly as an Area of Activity
4. General emphasis throughout the Framework on:
 - a. Effectiveness and impact of one's practice.
 - b. Inclusion.

Timeline for implementing the new Professional Standards Framework

AdvanceHE have indicated that the revised Framework should replace the existing UKPSF in two years, i.e. by January 2025. With a number of accredited programmes and routes in our institutional portfolio, this means that:

1. The University's current AdvanceHE-accredited taught programmes for staff will require changes throughout, starting with learning outcomes and assessment. With re-accreditation of all University of Aberdeen AdvanceHE-accredited provision due at the end of April 2024, planning for these changes has already started with a view to revalidation via QAC (for the PG Certificate in H.E. Learning & Teaching) in November 2023 in advance of submission to AdvanceHE.
2. The University's route for individual recognition by AdvanceHE uses the PSF as a set of criteria for assessing applications. AdvanceHE have indicated that as of 1/4/23 applications will be accepted under the revised PSF as well as the existing Framework. As we already

have staff writing their applications, it is proposed that these will be accepted at the next two CPD recognition panels (April and September 2023), but that beyond this any application for professional recognition by AdvanceHE will use only the criteria as set out in the new PSF. Guidance sessions, already provided by CAD on a monthly basis, will use the revised PSF henceforth and make staff aware of this. Legacy applications can and will be dealt with sympathetically during the two-year changeover period, on a case-by-case basis with advice and guidance provided by our External Assessor in each case.

In conclusion we are pleased to see the positive outcome of a review of the PSF and are confident that the changes can be accommodated and will enhance the University's current provision with regard to professional development for staff who teach and support learning.

5. FURTHER INFORMATION

Further information is available from Dr Darren Comber, Senior Educational Development Adviser (d.comber@abdn.ac.uk) or Dr Kirsty Kiezebrink, Dean for Educational Innovation (k.kiezebrink@abdn.ac.uk)

Date Paper was Written: 3rd February 2023

Freedom of Information/Confidentiality Status: Open

UNIVERSITY OF ABERDEEN

UNIVERSITY EDUCATION COMMITTEE

A PROPOSAL TO INTRODUCE AN ADVANCED TEACHING DEVELOPMENT SCHEME AT THE UNIVERSITY OF ABERDEEN**1. PURPOSE OF THE PAPER**

This paper is a proposal for a new approach to support the development of academic staff who teach, focusing on but not exclusive to individuals on teaching & scholarship contracts. Specifically, the scheme provides high level, bespoke support for individuals identified as having the potential to make a wider impact with their teaching, benefitting the University as well as focusing resource in areas most likely to provide optimum return on such investment. Key issues for UEC to discuss are the deliberately limited scale of the scheme and the proposal to ask Schools to select individuals who might benefit most from being part of this scheme.

The Committee is invited to **discuss** and **approve** this proposal.

2. PREVIOUS CONSIDERATION BY /FURTHER APPROVAL REQUIRED

	Board/Committee	Date
Previously considered/approved by		
Further consideration/ approval required by		

3. RECOMMENDED ACTION

The Committee is invited to **discuss and approve** the proposal.

4. DISCUSSION

We have many excellent educators at the University of Aberdeen, whose impact is demonstrated locally in high levels of student satisfaction. However, to make an impact in the wider professional sphere of teaching on a regional, national and ultimately international stage requires a broad, strategic view of one's own professional profile and how this is developing in relation to external benchmarks and measures of quality. Coupled with this is the increasing demand from staff, particularly those following Teaching and Scholarship career tracks for professional development that can help them to develop their own academic identities through the pursuit of relevant scholarly activities. This is particularly marked as staff continue in their careers and seek promotion to Reader and ultimately Chair and in light of the university's revised promotions criteria. This paper outlines a proposed scheme to support our more experienced educators enhance further their own and the University's reputation more widely and to help more staff on the path towards senior positions, particularly on the Teaching and Scholarship career track.

The proposed scheme of supporting staff to develop their teaching profiles will take place at two complementary levels, with opportunities for progression between them:

- a. Entry-level **introductory workshops**, run four times per year, will incorporate exercises for staff who are in early stages of formulating their own academic identity to help them begin to shape a teaching and scholarship profile. These will be open to all staff and will be offered through the university course booking system.
- b. A **bespoke coaching scheme**, targeted at individuals nominated by their Head of School and Director of Education. One individual per School (two for SMMSN) plus one from our Qatar campus to be nominated. The scheme will last for one year and will run as a formal learning community of practice. The scheme will be recognised as a micro-credential short

course in its own right upon successful attainment of the core learning outcomes and certified accordingly.

The **introductory workshops** will utilise the Dimensions of Activities Relating to Teaching (DART) model (Kern *et al.*, 2015) to generate a visual concept map of participants' teaching. Highlighting the range of criteria that exist to provide measures of teaching 'excellence', including the University of Aberdeen's own revised promotions criteria and the five pillars of practice therein, participants will be challenged to determine their current position on the DART quadrant and their current career trajectory relative to the measures of teaching excellence.

The **bespoke coaching scheme** will be set up as a formal Community of Learning, *sensu* Lave & Wenger (1991) and will last for one year. Using the model of situated learning means that participants will continue to work within their own disciplinary context whilst being provided with supported opportunities to take a broader view of the scholarship of learning and teaching and what that looks like both in their discipline and more widely across the sector. Individuals will be selected to take part, initially as a pilot of one per School (two from SMMSN) and one from our Qatar campus. Each individual will design their own individual learning plan, in discussion with the University's Senior Educational Development Adviser and signed off by the HoS. The individual learning plan will outline:

1. The career outcomes that the individual is aiming to enhance by taking part (e.g. develop a profile aligning with a Chair in Teaching and Scholarship, develop a National Teaching Fellowship Scheme (NTFS) or Collaborative Award for Teaching Excellence (CATE) application in three years etc).
2. The outcomes in terms of benefits for their School, (e.g. the implementation and systematic evaluation of a teaching innovation, implement the outcomes from Internal Teaching Review (ITR) etc).

The individuals selected, whilst becoming part of a community, will be provided with the opportunity to work in a sub-group of three or four, with structured opportunities for:

- Peer-observation and developmental feedback between individuals (and hence disciplines).
- Peer observation and developmental feedback from senior staff in the Centre for Academic Development (CAD).
- Systematic review of their own teaching, including storyboarding opportunities.
- Developing their mentoring skills, both individually and as part of a group. This is an important aspect of AdvanceHE's revised Professional Standards Framework for Teaching and Supporting Learning (PSF), where advancement to higher categories of recognition (e.g. Senior or Principal Fellow) require evidence of mentoring, supporting, leading, and influencing colleagues. Support from colleagues in Organisational Development, with existing expertise in mentoring has been secured in principle to help establish this. Participants will be expected to act as a mentor to a member of the following year's incoming cohort, which both helps to make the system self-sustaining and also provides further opportunities for exchanging ideas and examples around effective teaching practice.

The minimum contact time commitment required in order to take a full and active part in the scheme over its one-year duration plus mentoring a member of the following year's cohort is broken down as follows:

Activity	Time allocated (hours)
Group meetings	4
Individual goal setting and review	4
Peer observation of teaching	9
Peer subgroup meetings	4
Mentoring development	4
TOTAL CONTACT YEAR 1	25
Mentoring year 2	5
TOTAL YEARS 1 & 2	30

To this should be added an additional time element to undertake bespoke development activities including project work, reading key works in the field of educational scholarship and in the individuals' own discipline-specific teaching literatures, attending events, disseminating findings etc. As these will be the subject of negotiation between the School, the individual and CAD staff and will naturally vary, at this initial, pilot stage of the proposal a nominal 40 hours should be allocated to these activities, subject to negotiation, giving the following total time commitment:

Activity	Time allocated (hours)
Total contact time year 1	25
Negotiated time to undertake bespoke activities	40
TOTAL ALL ACTIVITIES YEAR 1	65
Mentoring year 2	5
TOTAL ALL ACTIVITIES YEARS 1 & 2	70

It is easy to see this purely as a time cost. However, given that the activities listed previously are not happening organically across the entire University, instead we might view this time as an investment. It provides structured, bespoke development both for an individual with potential to develop their teaching further and in more advanced teaching development as a group which will benefit the University more widely. In addition to the direct benefits outlined above, the associated benefits of creating a scheme such as this will also support in a positive manner:

- a. Creation of a medium-term (2-5 year) 'pipeline' of potential applicants with well-developed evidence to use as part of applications as University of Aberdeen nominees for the prestigious AdvanceHE NTFS and / or CATE scheme.
- b. Succession planning for future potential School Directors of Education.
- c. Implementation of ITR outcomes and dissemination of effective practice from therein.
- d. Dissemination of examples of effective teaching practice to a wider audience both inside and outwith the University, enhancing further our institutional reputation for high quality teaching and scholarship.
- e. A scheme that is mutually supportive of developing effective teaching and scholarship, crossing discipline boundaries and supporting Aberdeen 2040.

After the one year period has elapsed, the Community will be dissolved. A formal, structured one-on-one end-of-scheme exit interview with each participant and the Senior Educational Development Adviser will form part of the evaluation of the scheme, establishing:

- Targets that have been met.
- Work still to do and target-setting to complete it.
- Any changes to career trajectory and any necessary action planning to address these.
- The role of the participant as a mentor to the next cohort entering the scheme.

Full-scale evaluation of the scheme will be undertaken via consultation with stakeholders (Heads of School, School Directors of Education, Dean for Educational Innovation, participants) at three key points throughout the year-long operation of the pilot scheme:

- Post-individual target-setting.
- After six months have elapsed.
- Upon dissolution of the scheme after one year

A report summarising the evaluation outcomes will be presented to UEC following the completion of the pilot scheme for further discussion and refinement of the scheme should it be deemed to have been successful.

References

Kern, B., Mettetal, G., Dixon, M.D. & Morgan, R. K.. 2015. The role of SoTL in the Academy: Upon the 25th anniversary of Boyer's *Scholarship Reconsidered*. J. Scholarship for Teaching and Learning 15 (3), 1-14.

Lave, J. & Wenger. E. 1991. Situated Learning: Legitimate Peripheral Participation. Cambridge: Cambridge University Press. 138pp.

5. FURTHER INFORMATION

Further information is available from Dr Darren Comber, Senior Educational Development Adviser (d.comber@abdn.ac.uk) or Dr Kirsty Kiezebrink, Dean for Educational Innovation (k.kiezebrink@abdn.ac.uk)

Date Paper was Written: March 2023

Freedom of Information/Confidentiality Status: Open

UNIVERSITY OF ABERDEEN
UNIVERSITY EDUCATION COMMITTEE
LEARNING & TEACHING SPACES SUB-GROUP

1. PURPOSE OF THE PAPER

The University Education Committee is invited to consider and endorse the proposed Terms of Reference for the Learning & Teaching Spaces Sub-Group

2. PREVIOUS CONSIDERATION BY /FURTHER APPROVAL REQUIRED

	Board/Committee	Date
Previously considered/approved by	Space management committee	02 March 2023
Further consideration/ approval required by	Estates Committee	30 March 2023

3. RECOMMENDED ACTION

The Group is invited to consider and endorse the proposed Terms of Reference for the Learning & Teaching Spaces Sub-Group,

4. DISCUSSION

- 4.1 The Digitally Enhanced Teaching and Meetings Rooms (DETAMS) Group was established in 2021 and successfully delivered a list of priority rooms to respond to the need for “hybrid” teaching space. This Group comprised representatives from Digital, Estates, Academic Development, School Administration and the Dean for Educational Innovation and as the project moved through its final phases, it was recognised that there was no other similar forum which could inform the design of future teaching spaces in line with the aspirations of the academic community.
- 4.2 Therefore, the Group developed a revised remit that went beyond the DETAMS project and it became the Learning & Meeting Space Design Group in April 2022 with a view to providing a route to consultation, advice and input to the design of spaces used for teaching and learning.
- 4.3 It is now proposed that this Group forms the basis of the Learning and Teaching Spaces Sub-Group within the Space Management Group structure. It will establish an ethos of placing academic staff and the student experience at the heart of the process of enhancing (i) the in-classroom experience, and (ii) across-campus standards for digitally enabled learning and teaching spaces. In particular, the Sub-Group will seek to ensure that there are no technological or skills barriers to the optimal use of spaces and will provide a route to consultation, advice and input to the design of spaces used for teaching and learning activities.
- 4.4 Proposed Terms of Reference for the Learning & Teaching Spaces Sub-Group are attached as Appendix A.

5. RECOMMENDATION

- 5.1 The University Education Group is invited to consider and endorse (i) the proposed Terms of Reference for the Learning & Teaching Spaces Sub-Group

6. FURTHER INFORMATION

Further information or clarification is available from Karl Leydecker, Senior Vice-Principal (karl.leydecker@abdn.ac.uk) or Kirsty Kiezebrink, Dean of Education Innovation (k.kiezebrink@abdn.ac.uk)

22 February 2023

Freedom of Information/Confidentiality Status: Open

UNIVERSITY OF ABERDEEN

LEARNING AND TEACHING SPACES SUB-GROUP

1. GROUP TITLE

Learning and Teaching Spaces Sub-Group

2. DATE OF ESTABLISHMENT

April 2022

3. CHAIR AND ADMINISTRATIVE SUPPORT AREA

Co-Chair: Kirsty Kiezebrink (Dean for Educational Innovation) / Richard Lynch
(Assistant Director of DIS)

Administrative Support Area: Directorate of Digital and Information Services

4. PURPOSE

The Learning and Teaching Spaces Sub-Group will establish an ethos of placing academic staff and the student experience at the heart of the process of enhancing (i) the in-classroom experience, and (ii) across-campus standards for digitally enabled learning and teaching spaces. In particular, the Sub-Group will seek to ensure that there are no technological or skills barriers to the optimal use of spaces and will provide a route to consultation, advice and input to the design of spaces used for teaching and learning activities.

5. REMIT

The Learning and Teaching Spaces Sub-Group will:

- Make recommendations to the Space Management Group regarding current and future physical space and digital needs for teaching and learning at all levels (including CPD);
- Provide advice on learning and teaching requirements in relation to specific projects e.g. planned refurbishment and/or construction projects, including:
 - minimum standards and specification of space/facilities required in teaching and learning spaces, and
 - space/facilities required to deliver high-quality formal and informal teaching and learning activities
- Identify, disseminate and seek to ensure the robust replication of good practice in space design and utilisation for teaching and learning by reviewing (i) existing literature, (ii) sector evidence (including a review of approaches adopted by other universities), and (iii) sector advancements e.g. UCISA Teaching Spaces Toolkit;
- Evaluate existing teaching and learning spaces with a view to enhancing the data available to support space planning activities in relation to teaching and learning activities;
- Evaluate existing documentation and support available to staff and students on the use of teaching and learning spaces with a view to ensuring that they (i) provide effective and user-friendly guidance on the use of equipment/technology, and (ii) support the optimal use of the available spaces across campus.

6 COMPOSITION & MEMBERSHIP

COMPOSITION	MEMBERSHIP
Co-Chair	Kirsty Kiezebrink/Richard Lynch
Centre for Academic Excellence	Sara Preston
Timetabling Team	Jennie Pearson
Lead School Administration Manager (or nominee)	Rhona Moore
Audio Visual Team Lead	Peter Fletcher
Head of Projects & Small Works	Paul Gormley
Space Manager	Gregg Wilkins
Project Manager (Estates & Facilities)	Claire Akparanta
Project Manager (DIS)	TBC
4 x Academic Representatives	TBC TBC TBC TBC
2 x Student Representatives (at least one from AUSA)	TBC TBC
Clerk	TBC

If additional information or consultation is required on any aspect of business under consideration, the Committee will co-opt individuals (internal and/or external to the University) as advisory members e.g. external professional advisers.

7 COMMITTEE GOVERNANCE

The following points should be noted:

- The Learning and Teaching Spaces Sub-Group reports to the Space Management Group;
- The Sub-Group is expected to normally meet every 4-6 weeks;
- The quorum necessary shall be 50% of the membership (including the Chair);
- Paperwork for each meeting will be co-ordinated in advance and circulated by the Clerk, at least five working days prior to each meeting.

Date approved:

UNIVERSITY OF ABERDEEN
UNIVERSITY EDUCATION COMMITTEE
REPORT FROM THE EMPLOYABILITY & ENTREPRENEURSHIP COMMITTEE
Meeting held on February 28th, 2022.

1. Approval of the minutes (December 16th, 2022) (EEC/280223/001)
Minutes Approved.

2. Matters Arising including review of Action Log (EEC/280223/002)
Action Log updated and all items completed to date.

3. (i) WBL Update

Tracey gave an extensive update on where things stand regarding upscaling of Work Based Learning (EEC/280223/006). Tracey spoke to the SMT paper that has been submitted and will be reviewed in March. The paper sets out short (March-August 2023), medium (March-September 2024) and long (5 year) term proposals to implement recommendations presented by external consultants to achieve ambitions to upscale WBL provisions. Question posed to members regarding the collation of placement data which is currently done manually and has limitations.

3. (ii) School Employability and Skills Champions (SESC)

Tracey gave summary of January 16th SESC workshop. Included in this update Tracey showed EEC members the recent growth of the Employer Engagement team and where they will fit with each School. Proposed next steps is to review the range of data held (GO data, Employability NSS results, Career Readiness, Student Occupation Interests).

4. GO Update

John gave a demonstration of the newly implemented GO dashboard. It was mentioned that more individual School data would be beneficial on multiple levels including student facing data and sharing with Careers Advisers for School talks/workshops.

5. Wood Foundation Funded Internship Programme

Update from Tracey regarding Wood Foundation Internship Programme. £150K for three years with the pilot happening this summer with the view of recruiting staff to resource this programme.

6. Aberdeen 2040 Graduate Attributes and Skills Update (EEC/280223/003 & 004 & 005)

John Barrow summarised feedback from senate. Members asked to look at Appendix C; Proposed draft set of Attributes Skills which align with 2040 Strategy.

For information, no action required.

Further information may be obtained from Tracey Innes (t.innes@abdn.ac.uk), John Barrow (j.barrow@abdn.ac.uk) or Alisdair McKibben (amckibben@abdn.ac.uk).

UNIVERSITY OF ABERDEEN

UNIVERSITY EDUCATION COMMITTEE

REPORT FROM THE STUDENT SUPPORT & EXPERIENCE COMMITTEE07th MARCH 2023**1. Approval of Minutes of meeting held on 05 December 2022****1.1:** Minutes approved**1.2:** No outstanding actions**2. Welcome and Chair's Update**

Jason Bohan (JB) chaired the meeting, with Jemma Murdoch (JM) standing in for Nick Edwards (NE) as co-Chair as NE was unable to attend. JM said there was an update of the Support for Study policy being worked on and this will be presented to the committee at the June meeting. Another area of focus is the support for widening access students, ensuring key contacts and information are revised and updated before the new academic year commences.

3. Aberdeen Student Experience Survey

Duncan Stuart (DS) introduced the paper which was compiled by Morag Beedie (MB) and feedback from schools was requested by the end of April for this year, which will be moved to 31st January in future years. In order to avoid duplication, it was suggested action plans resulting from the survey results could be combined with existing action plans, such as those relating to the NSS results. Tim Baker (TB) asked if the results could be broken down by areas such as gender or protected characteristics, for each school. DS said he will look into this and update the group.

4. Race Equality Charter Survey

The paper was presented by Maria Cascio (MC), who attended the committee meeting as a guest. MC said the item was part of a wider consultation across various committees at the University and results from the institution signing up to the Race Equality Charter in 2019. This resulted in the launch of the University's anti-racism strategy in October 2022. A survey went out in March 2022 and resulted in a 40% reply rate from staff and a 4% rate from students. Although the student figure was low, MC noted this was around the average response rate for surveys of this type across other universities. As the survey will be repeated in future years, MC said the low response rate was being looked at as they seek to gain a higher rate next time the survey is circulated.

MC explained the survey asked some specific questions relating to issues of race and ethnicity, but also more general questions around areas like course content and satisfaction, graduate skills and assessment and feedback. The results were split between those identifying as being white and those identifying as being from a minority ethnic group. The results showed no major issues for those identifying as white. For student from what was called 'racialised groups', they reported feeling less of a sense of belonging due to the lack of diversity in the overall student population. When asked if they had been the victims of racial discrimination, that majority said no, but there were some responses who said yes, in the institution and in

the local area. Around 40% said they did not know how to report a concern over a racialised incident. 15% said they did not feel an appropriate response would be given if they did make a disclose of racial discrimination.

On the low response rate, Sai Shraddha S Viswanathan (SSV) noted that lived experiences are difficult to put into a survey text box. SSV offered to work with MC to ensure the survey is clear in its aims and outcomes from a student point of view and is as accessible as possible.

The action plan will be released once the consultation stage has been completed.

5. Review of Provisions – Examinations

JB introduced the update on processes around provisions for exams, which he has been working on with NE and JM. An issue was highlighted that a number of schools have had challenges with accommodating exam arrangements, especially for students requiring single rooms for examinations. JB, NE and JM then organised a meeting with Directors of Education to gather more feedback. A meeting with School Disability Coordinators has been scheduled for later in March.

JM noted a rise in the numbers of students requiring provisions and recognised the additional resources required in implementing these accommodations, especially with regards to rooms for exams. This is part of a wider conversation which is ongoing, with a lot of work to be done in order to ensure students' needs are met. JM also said that working towards inclusive exam arrangements across the University will mean less pressure on schools to implement individual adjustments for students. JB and JM will update the committee at the next meeting.

6. NSS Updates

NSS survey for this year is underway at the moment. All school action plans from 2022 are on the SSEC Teams site and JB asked if there were any updates or comments on the implementation of the plans. There were no comments from the group. JB said once the results of the 2023 survey are released the data will be presented to the committee. Schools get weekly updates on completion rates and these are on track at the moment to meet the set targets.

7. Extension Policy

JB introduced the item and provided background context, which was that schools had reported an increase in the number of extension requests from students and so each school is trying to manage this issue as well as they can and ensuring fairness to all students. JB noted that the Student Support team get a lot of requests for extensions directed to them, while many student shad fed back that they found the process of applying for extensions to be quite challenging.

The broad consensus of the group during the discussion was that the lack of a University-wide policy was confusing for students and made applying for extensions a difficult and stressful task, as the procedures vary between schools. This is particularly challenging for those with courses across multiple schools. John Cavanagh (JC) said the Engineering department had

moved to a centralised system for extension applications and this had provided more consistency in approach, as the decisions are no longer taken by course coordinators. TB said there was a lot of variation in the approach of course coordinators, with some sticking rigidly to the requirement for supporting evidence while others were more flexible.

Alison Jenkinson (AJ) said there has been a lot of flexibility given in recent years while teaching was online only so some students have got used to this level of flexibility and have had to adapt as we return to policies more in line with pre-pandemic times. AJ also said a lot more students are having to work extra hours in their jobs due to the cost of living crisis, so this is causing many people to request extensions where they are unable to meet their deadlines.

The committee discussed the potential for more information to be included at Orientation in order to ensure students are clearer on the extension policies and how to submit a request. Lesley Muirhead suggested a move to more inclusive deadlines would mean less reliance on the extension system.

JB suggested the next steps would be for him to speak with individual schools to get more feedback, then have a conversation with the Registry team as they are responsible for writing policy. With a large amount of policy work ongoing at the moment, so JB suggested the creation of a policy would be a longer-term aim.

Steve Tucker (ST) suggested an interim measure, getting schools together for a session to share best practice around extensions and to create a set of guidelines. JM said students waste a lot of time trying to negotiate extensions across multiple schools with different procedures, which also makes the experience quite stressful.

8. Reflection on SSEC Task and Finish Groups (TFGs)

JM updated on the Code of Practice on student discipline, which Nick Edwards has been working on. It will now go to the University Court in April, with a view to introducing the policy for the new academic year. Communications will go out to staff and students and there will be short summaries available so students aren't expected to read the full document.

JB updated on the Pastoral Review Group, in light of the recent discussion at Senate. It was suggested the web resources need updated to be more student-friendly and more coherently structured. There is also ongoing work with regards to personal tutors being allocated for postgraduate taught students, which was suggested at Senate but the feedback from individual school was that this could not be resourced, so there have been discussions around other support which can be put in place which the schools feel can be resourced.

The monitoring absence and engagement group has been putting together a business case to update IT provisions, to remove barriers to the monitoring procedures. Additional information was requested and discussions have taken place with IT and Registry. There are some short-term aims for the next 12 months, while other aims are longer-term. JB will provide updates to the committee at future meetings.

9. AOCB

There was no other business to be discussed

10. Further information

10.1: Further information may be obtained from Nick Edwards, Co-Chair, (n.edwards@abdn.ac.uk), Jason Bohan, Co-Chair (jason.bohan@abdn.ac.uk) or Stevie Kearney, Clerk, (steven.kearney@abdn.ac.uk).

UNIVERSITY OF ABERDEEN

UNIVERSITY EDUCATION COMMITTEE

ACADEMIC APPEALS AND COMPLAINTS HANDLING UPDATE**1. PURPOSE OF THE PAPER**

The purpose of this paper is to provide members of the Senior Management Team (SMT) with an update on academic appeal and complaint handling across the University.

This paper contains detailed data on appeal and complaint submissions (*appendices A and B refer*) received prior to and during the 2021/22 academic year, in addition to an analysis of emerging trends.

Members of the Senior Management Team (SMT) are asked to **discuss** the paper and approve the publication of the complaints data contained in *Appendix B*.

2. PREVIOUS CONSIDERATION BY /FURTHER APPROVAL REQUIRED

	Board/Committee	Date
Previously considered/approved by	Quality Assurance Committee (QAC) University Education Committee (UEC)	14 December 2022 16 January 2023
Further consideration/ approval required by	Senior Management Team (SMT) Senate Court	<i>TBC</i> 8 February 2023 <i>TBC</i>

3. RECOMMENDED ACTION

3.1 Members of the Senior Management Team (SMT) are asked to **discuss** the paper and **approve** the publication of the complaints data contained in *Appendix B*.

4. OVERVIEW

4.1 The University has in place a [Policy and Procedures on Student Appeals](#), and a [Complaints Handling Procedure](#) (CHP), providing frameworks for students (or other parties, as appropriate) to formalise any concerns they may have about aspects of their academic or non-academic experience. The purpose of this paper is to provide an update on the use of these policies in practice.

5. ACADEMIC APPEALS**5.1 INTRODUCTION**

5.1.1 In February 2011, the University Senate and University Court approved a revised policy and procedure for dealing with Student Appeals and Complaints. The revised process streamlined the old process and removed unnecessary stages. It was designed to seek appropriate, early resolution and aimed to be accessible, fair, user-focused, confidential, timely, clear, and simple. The policy was later adapted to incorporate appeals against the outcome of disciplinary hearings under the Code of Practice on Student Discipline ([Academic](#) and [non-Academic](#)) and decisions taken by the Students' Progress Committee (SPC) under the policy on [Undergraduate Students Progress](#). In addition,

references to Complaints were removed in 2013/14, following the publication of the Scottish Public Services Ombudsman’s (SPSO’s) Model Complaints Handling Procedure (MCHP) (*section 6.1 below further refers*). The current version of the Appeals Policy is available on the University’s webpages for [staff](#) and [students](#).

5.2 DATA AND TRENDS

5.2.1 *Appendix A* provides a detailed analysis of appeal cases (and summary level complaint data for the purposes of comparison) since 2015/16. In summary, however, appeal cases received were as follows in *table 1.1* below.

Table 1.1:

Academic Appeals by Academic Year						
2021/22	2020/21	2019/20	2018/19	2017/18	2016/17	2015/16
464	274	198	266	242	281	252

5.2.3 The total number of appeals has increased in academic year 2021/22 from those received in previous years. However, in both cases the percentage of the student population submitting appeals is low (2% and 1.2% respectively) and well within sector benchmarks.

5.2.4 The following specific trends are also noted:

- A dip in submissions during the 2019/20 academic year. This lower submission rate is likely attributable to the impact of the Covid-19 pandemic and the subsequent suspension during the second half-session of student monitoring and assessment at sub-honours level;
- An increase in submissions, specifically submissions in regard to student monitoring (section 5.2.4 below further refers) during the 2021/22 academic year. Work is ongoing across the University, including as part of the Monitoring, Absence and Engagement Task and Finish Group (TFG), in regard to reviewing monitoring procedures (and the appeals process in relation to these) and improving communication with students in this regard. It is hoped that appeal cases will reduce in future years as this work progresses, however, this will be kept under review.

5.2.5 As is noted above, in academic year 2021/22 approximately 2% of the student population appealed to the University. Of the 464 cases processed, 54% (271) related to student monitoring and were submitted in response to a student being issued with a ‘C7’ as a consequence of a lack of engagement with, or attendance at, a course. 80% of appeal cases of this nature were upheld, thereby removing one or more C7s from a student’s record and reinstating them on the course(s) in question. Where cases of this nature aren’t upheld, this can result in varying outcomes for the student which range from termination of studies (where multiple C7s demonstrate a lack of engagement) to the student being required to undertake, in the following teaching period, either (i) the course again (where its completion is prescribed) or (ii) an alternative, additional course to ensure an appropriate number of credits can be achieved.

5.2.6 With regard to the appeals received in 2021/22 which did not relate to student monitoring, these most commonly referred to mitigating circumstances, disputed CGS marks, and perceived poor, inconsistent or inaccurate communication. Mitigating circumstances can be split into two main themes, those being circumstances that have not been reported by the student at the time [of assessment], and circumstances that have been reported but where the student questions whether they have been considered by the School. CGS marks are disputed mainly when they are borderline. Overall, 31% of appeal cases which did not relate to student monitoring were upheld.

6. COMPLAINT HANDLING

6.1 INTRODUCTION

6.1.1 In December 2012, the Scottish Public Services Ombudsman (SPSO) first published a Model Complaints Handling Procedure (MCHP) for implementation across the Higher Education (HE) sector. The MCHP explicitly detailed how the HE sector should deal with complaints received from students, applicants, or members of the public. The CHP was designed to allow the University to better recognise, and therefore address, the difficulties experienced by its students, applicants or members of the public who engage with it. The CHP has been an integral part of the University's student experience since 2013/14, in both engaging in and improving that experience.

6.1.2 In 2019 the SPSO, in consultation with all public services in Scotland, published a [revised MCHP](#). This new, enhanced, edition included a core text, consistent across all public services, and additional text and examples specific to the HE sector. The text and the Procedure were largely prescribed by the SPSO, tailored only to fit the University's context where permitted. The University was required to adhere to the revised MCHP and to implement an updated CHP by 1 April 2021. The University met this deadline and the revised CHP, prepared in adherence to the SPSO's guidelines, is available on the University's [staff](#) and [student](#) webpages. The CHP remains integral to the University's student experience and specifically to both engaging in and improving that experience.

6.2 UNIVERSITY STAFF ENGAGEMENT

6.2.1 The intention of the CHP is to engage all staff members across the institution in complaint handling. Each school or administrative section has a nominated individual, in most cases an administrative member of staff, to take responsibility for the recording of all [frontline \(or informal\) complaints](#) received within their area. These individuals have been centrally trained and a spreadsheet is available for the central return of the complaints received.

6.3 SECTOR WIDE ENGAGEMENT

6.3.1 A Scotland wide initiative, the introduction of the MCHP has, since first introduced, presented complexities for the HE sector as a whole. In accordance with this, the Scottish Higher Education Complaints Forum, with which the SPSO is invited to engage, was set up in 2013/14. The Forum continues to meet to facilitate networking and the sharing of good practice on complaint handling. The University engages actively with this group, which meets on a quarterly basis.

6.3.2 Anecdotal evidence regarding complaint figures (*section 6.4 below further refers*) suggests the University does not appear to be at odds with other comparable Institutions within the sector. In terms of issues surrounding the recording of submissions at the frontline (*section 6.4.2 below further refers*), anecdotal evidence further suggests other institutions have also reported difficulties in encouraging the engagement of all staff with the requirements of the SPSO.

6.4 DATA AND TRENDS

6.4.1 *Appendix B* provides a detailed analysis of complaint cases (both informal (frontline) and formal (investigated)) since 2015/16. In summary, however, informal (frontline) and formal (investigated) cases were as follows in *tables 1.2 and 1.3 below*.

Table 1.2:

Frontline Complaints by Academic Year						
2021/22	2020/21	2019/20	2018/19	2017/18	2016/17	2015/16
16	6	8	19	72	80	56

Table 1.3:

Investigated Complaints* by Academic Year						
2021/22	2020/21 [^]	2019/20	2018/19	2017/18	2016/17	2015/16
32	22	17	39	32	23	19

*The above figures denote those cases regarded as complaints and therefore with little or no elements of academic appeal.

[^] In interpreting 2020/21 data, it should be noted that during the initial impact of the Covid-19 pandemic in March 2020, the University saw a rise in the number of submissions received which have not been taken forward under the CHP. These submissions sought a refund of fees (tuition or accommodation) as a consequence of the impact of the pandemic. In these cases, an explanation was given as to why the University would not give a refund and why further investigation under the CHP was not appropriate.

6.4.2 Members of the Committee will note very few frontline complaint returns in recent academic years. While such returns could be commended, steps are being taken to ensure all staff across the institution are aware of their responsibilities in this regard and are appropriately recording instances of frontline complaints. Training of Professional Services teams and Schools is underway, to ensure all staff are trained and recording instances of complaint appropriately.

6.4.3 With regard formal or investigated cases, members of the Committee will note that there has been no notable increase in submissions in recent years. Examples of submissions include issues relating to feedback on assessment, tuition fee payment, a lack of communication regarding issues arising with student accommodation and the questioning of academic regulations.

6.5 REPORTING

6.5.1 The University is committed to reporting both internally and externally regarding complaints information. It is a requirement of the SPSO that the University report at least quarterly to the SMT and at least annually to the Senate and the Court on:

- performance statistics, in line with the complaints performance indicators published by SPSO;
- analysis of the trends and outcomes of complaints (this should include highlighting where there are areas where few or no complaints are received, which may indicate either good practice or that there are barriers to complaining in that area).

6.5.2 The data as requested by the SPSO is provided in *appendix B*, listed alongside comparable data for previous academic years. The attention of the SMT is drawn to the outcome of cases. The outcome of a complaint is not always easily defined as 'upheld' or 'not upheld', dependent on the nature of the concern raised. Where a resolution has been sought, the case has been recorded as 'upheld', however, where an issue has resulted in the clarification of policy, or noted without further investigation, the case has been appropriately recorded but 'not upheld'.

6.5.3 Members of the Senior Management Team (SMT) are asked to **discuss** the paper and **approve** the publication of the complaints data contained in *Appendix B*.

7. NEXT STEPS

7.1 Further information is available from Ruth Taylor (Vice-Principal (Education)) (ruth.taylor@abdn.ac.uk) or Emma Tough (Assistant Registrar) (e.tough@abdn.ac.uk).

6 December 2022

Freedom of Information/Confidentiality Status: Open

APPEALS AND COMPLAINTS DATA*																
	Academic Year 2021-2022	Student Population (26/01/23)	Academic Year 2020-2021	Student Population (06/05/21)	Academic Year 2019-2020	Student Population (06/05/21)	Academic Year 2018-2019	Student Population (11/12/19)	Academic Year 2017-2018	Student Population (27/08/18)	Academic Year 2016-2017	Student Population (15/09/17)	Academic Year 2015-2016	Student Population (11/01/16)	Academic Year 2014-2015	Student Population (15/12/15)
Total Cases	502	23176	301	21676	218	20199	307	16978	275	16208	281	15479	252	15118	315	15140
APPEALS																
Academic (including C7)	464 (92.4%)		274 (91%)		198 (90.8%)		266 (86.7%)		242 (87.7%)		257 (91.5%)		229 (90.9%)		288 (91.4%)	
C7	271 (54%)		116 (38.5%)		87 (39.9%)		126 (41%)		129 (46.7%)		139 (49.5%)		127 (50.4%)		157 (54.5%)	
Non-Academic	4 (0.8%)		5 (1.7%)		1 (0.5%)		0		1 (0.4%)		0 (0.0%)		0 (0.0%)		0 (0.0%)	
COMPLAINTS+																
Academic	22 (4.4%)		13 (4.3%)		9 (4.1%)		31 (10.1%)		20 (7.3%)		16 (5.7%)		18 (7.1%)		19 (6.3%)	
Non-Academic	10 (2%)		8 (2.7%)		8 (3.7%)		8 (2.6%)		9 (3.3%)		7 (2.5%)		2 (0.1%)		8 (2.5%)	
COMBINED APPEAL/COMPLAINT																
Academic/Non-Academic	2 (0.4%)		1 (0.3%)		2 (0.9%)		2 (0.7%)		3 (1.1%)		1 (0.4%)		3 (1.2%)		0 (0.0%)	
STATUS																
Upheld	286 (57%)		148 (49.2%)		119 (54.6%)		153 (49.8%)		147 (53.3%)		154 (54.8%)		138 (54.8%)		149 (47.3%)	
Partially Upheld	26 (5.2%)		15 (5%)		4 (1.8%)		20 (6.5%)		21 (7.6%)		13 (4.6%)		12 (4.8%)		18 (5.7%)	
Not Upheld	164 (32.7%)		118 (39.2%)		80 (36.7%)		103 (33.4)		93 (33.7%)		93 (33.1%)		86 (34.1%)		118 (37.5%)	
Withdrawn	26 (5.2%)		20 (6.6%)		15 (6.9%)		20 (6.5%)		12 (4.3%)		21 (7.5%)		16 (6.3%)		29 (9.2%)	
In Progress	0 (0%)		0 (0%)		0 (0%)		11 (3.6%)		2 (0.7%)		0 (0.0%)		0 (0.0%)		1 (0.3%)	
RESOLUTION STAGE																
Initial Stage (Head of School)	437 (87.1%)		236 (78.4%)		175 (80.3%)		269 (87.6%)		236 (85.8%)		229 (81.5%)		193 (76.6%)		255 (81.0%)	
Further Stage (Grounds to Proceed)	64 (12.7%)		42 (43%)		30 (13.8%)		25 (8.1%)		22 (8.0%)		26 (9.3%)		25 (9.9%)		22 (7.0%)	
Further Stage (Formal Hearing)	1 (0.2%)		3 (1%)		3 (1.4%)		2 (0.7%)		5 (1.8%)		7 (2.5%)		14 (5.6%)		7 (2.2%)	
SCOTTISH PUBLIC SERVICES OMBUDSMAN (SPSO)																
Total Cases	12 (2.4%)		8 (2.7%)		6 (3%)				10 (3.6%)		2 (0.7%)		0 (0%)		7 (2.2%)	
Upheld	0 (0%)		0 (0%)		0 (0%)				1 (0.4%)		0 (0%)		-		-	
Partially Upheld	0 (0%)		0 (0%)		1 (0.5%)				0 (0%)		1 (0.4%)		-		-	
Not Upheld	12 (2.4%)		8 (2.7%)		5 (2.3%)				9 (3.3%)		0 (0%)		-		7 (2.2%)	
COMPLETED WITHIN TIMESCALE																
Yes	420 (83.7%)		274 (91%)		188 (86.2%)		238 (77.5%)		210 (76.3%)		201 (71.5%)		195 (77.4%)		221 (70.2%)	
No	82 (16.3%)		27 (9%)		30 (13.8%)		64 (20.8%)		63 (22.9%)		71 (25.3%)		47 (18.7%)		64 (20.3%)	
SCHOOL/SERVICE																
Business School (inc. Qatar)	169 (33.7%)		59 (18.6%)		50 (22.9%)		33 (10.7%)		42 (15.3%)		31 (11%)		23 (9.1%)		40 (12.7%)	
Divinity, History, Philosophy & Art History	31 (6.2%)		27 (9%)		16 (7.3%)		27 (8.8%)		18 (6.5%)		35 (12.5%)		13 (5.2%)		21 (6.6%)	
Education	16 (3.2%)		8 (2.7%)		4 (1.8%)		20 (6.5%)		3 (1.1%)		4 (1.4%)		2 (0.5%)		6 (1.9%)	
Language, Literature, Music & Visual Culture	21 (4.2%)		10 (3.3%)		19 (8.7%)		21 (6.8%)		32 (11.6%)		30 (10.7%)		31 (12.3)		21 (6.6%)	
Law	45 (9%)		11 (3.7%)		6 (2.8%)		13 (4.2%)		15 (5.5%)		11 (3.9%)		20 (7.8%)		19 (6.0%)	
Social Science	32 (6.4%)		11 (3.7%)		23 (10.6%)		27 (8.8%)		41 (14.9%)		40 (12.2%)		33 (13.1%)		43 (13.7%)	
Biological Sciences	10 (2%)		5 (1.2%)		33 (15.1%)		6 (2%)		7 (2.5%)		8 (2.8%)		5 (2%)		12 (3.8%)	
Medical Sciences			37 (12.3%)		29 (13.3%)		47 (15.3%)		21 (7.6%)		25 (8.9%)		22 (8.7%)		10 (3.2%)	

Medicine and Dentistry	51 (10.2%)													20 (6.3%)	
Psychology	3 (0.6%)		8 (2.7%)		2 (0.9%)		4 (1.3%)		4 (1.5%)		1 (1.4%)		2 (0.8%)		4 (1.3%)
Engineering	76 (15.1%)		72 (24%)		38 (17.4%)		62 (20.2%)		52 (18.9%)		36 (11.7%)		41 (16.2%)		58 (18.4%)
Geosciences	4 (0.8%)		8 (2.7%)		4 (1.8%)		5 (1.6%)		11 (4%)		9 (3.2%)		8 (3.2%)		9 (2.9%)
Natural and Computing Sciences	21 (4.2%)		19 (6.3%)		6 (2.8%)		17 (5.5%)		11 (4%)		13 (4.6%)		15 (6%)		24 (7.6%)
Sixth Century Courses	0 (0%)		0 (0%)		0 (0%)		0 (0%)		2 (0.7%)		11 (3.9%)		9 (3.6%)		9 (2.9%)
Services	23 (4.6%)		27 (9%)		18 (8.3%)		23 (7.5%)		14 (5.1%)		27 (9.6%)		25 (9.9%)		15 (4.8%)
LEVEL OF STUDY															
Undergraduate	312 (62.2%)		177 (58.8%)		145 (66.5%)		204 (66.4%)		213 (77.5%)		213 (75.8%)		191 (75.8%)		247 (78.4%)
Postgraduate	190 (37.8%)		122 (40.5%)		72 (33%)		101 (32.9%)		60 (21.8%)		66 (23.5%)		61 (24.2)		63 (20.0%)
N/A‡	0 (0%)		2 (0.7%)		1 (0.5%)		2 (0.7%)		2 (0.7%)		2 (0.7%)				5 (1.6%)
NATIONALITY															
UK	239 (47.6%)		156 (51.8%)		125 (57.3%)		176 (57.3%)		171 (62.1%)		159 (56.6%)		159 (63.1%)		195 (61.9%)
EU	36 (7.2%)		34 (11.3%)		29 (13.3%)		34 (11.7%)		39 (14.2%)		48 (17.1%)		30 (11.99%)		38 (12.1%)
International	224 (44.6%)		106 (35.2%)		62 (28.4%)		91 (29.6%)		61 (22.2%)		69 (24.6%)		63 (25%)		77 (24.4%)
N/A‡	3 (0.6%)		5 (1.7%)		2 (0.9%)		6 (2%)		4 (1.5%)		5 (1.8%)				5 (1.6%)
GENDER															
Male	299 (59.6%)		189 (62.8%)		127 (58.3%)		181 (59%)		164 (59.6%)		161 (57.3%)		168 (66.7%)		207 (65.7%)
Female	199 (39.6%)		110 (36.5%)		91 (41.7%)		125 (40.7%)		111 (40.4%)		119 (42.4%)		84 (33.3)		103 (32.7%)
Not Declared	-		-		-		-		-		-		-		-
N/A‡	4 (0.8%)		2 (0.7%)		0 (0%)		1 (0.3%)		-		1 (0.4%)		-		5 (1.6%)
AGE															
Under 18	5 (1%)		2 (0.7%)		11 (5%)		1 (0.3%)		0 (0%)		0 (0%)		2 (90.8%)		1 (0.3%)
18 - 20	140 (27.9%)		70 (23.3%)		44 (20.2%)		60 (19.5%)		83 (30.1%)		108 (38.4%)		76 (30.1%)		
21 - 25	194 (38.7%)		124 (41.2%)		121 (55.5%)		136 (44.3%)		127 (46.2%)		99 (35.2%)		115 (45.6%)		
26 +	160 (31.9%)		100 (33.2%)		51 (23.4%)		104 (33.9%)		61 (22.2%)		69 (24.6%)		59 (23.4%)		
N/A‡	3 (0.6%)		5 (1.7%)		1 (0.5%)		6 (2%)		4 (1.5%)		5 (1.8%)				
DISABILITY															
Declared	84 (16.7%)		59 (19.6%)		30 (13.8%)		230 (75%)		59 (21.5%)		50 (17.8%)		43 (17.1%)		57 (18.1%)
Not Declared	418 (83.3%)		242 (80.4%)		188 (86.2%)		77 (25%)		216 (78.6%)		231 (82.2%)		209 (82.9%)		258 (81.9%)

* All percentages are rounded to the nearest decimal place.

‡ Where the appellant/complainant is not an enrolled member of the student population, it has not been possible to acquire demographical information.

Complaints Handling Procedure (CHP) Data																
	Academic Year 2021/22	Student Population 2021/22	Academic Year 2020/21	Student Population 2020/21	Academic Year 2019/20	Student Population 2019/20	Academic Year 2018/19	Student Population 2018/19	Academic Year 2017/18	Student Population 2017/18	Academic Year 2016/17	Student Population 2016/17	Academic Year 2015/16	Student Population 2015/16	Academic Year 2014/15	Student Population 2014/15
Total Number of Cases	48	23176 (0.2%)	33	21676 (0.2%)	25	20199 (0.1%)	58	16978 (0.3%)	104	16208 (0.6%)	94	15479 (0.6%)	75	15118 (0.5%)	84	15140 (0.6%)
Frontline Cases	16 (33%)		11 (33%)		8 (32%)		19 (33%)		72 (74%)		80 (85%)		56 (75%)		57 (69%)	
Investigated Cases	32 (67%)		22 (67%)		17 (68%)		39 (67%)		32 (33%)		14 (15%)		19 (26%)		27 (31%)	
Frontline Cases Closed Within Timeline (<i>within 5 working days</i>)	9 (19%)		9 (27%)		8 (32%)		9 (16%)		57 (57%)		74 (93%)		51 (91%)		43 (75%)	
Frontline Cases Granted an Extension*	7 (15%)		2 (6%)		0 (0%)		10 (17%)		15 (15%)		6 (7%)		4 (7%)		14 (25%)	
Investigated Cases Closed Within Timeline (<i>within 20 working days</i>)	21 (44%)		20 (61%)		11 (44%)		23 (40%)		20 (19%)		4 (29%)		11 (58%)		16 (59%)	
Investigated Cases Granted an Extension*	11 (23%)		2 (6%)		6 (24%)		16 (28%)		12 (12%)		10 (71%)		8 (42%)		11 (41%)	
Frontline Cases Upheld~	6 (13%)		8 (24%)		7 (28%)		6 (10%)		27 (28%)		36 (41%)		36 (64%)		11 (19%)	
Frontline Cases Partially Upheld~#	5 (10%)		0 (0%)		0 (0%)		1 (2%)		16 (16%)		1 (1%)		4 (7%)		2 (4%)	
Frontline Cases Not Upheld~	5 (10%)		3 (11%)		1 (4%)		12 (21%)		29 (30%)		43 (49%)		15 (27%)		44 (77%)	
Investigated Cases Upheld	6 (13%)		6 (18%)		2 (8%)		7 (12%)		10 (10%)		5 (36%)		6		7 (26%)	
Investigated Cases Partially Upheld#	4 (8%)		3 (9%)		1 (4%)		10 (17%)		6 (6%)		3 (21%)		2		2 (8%)	
Investigated Cases Not Upheld	18 (38%)		12 (36%)		11 (44%)		20 (34%)		14 (13%)		5 (36%)		9		19 (56%)	
Investigated Cases Not Yet Closed	0 (0%)		0 (0%)		0 (0%)		2 (3%)		2 (2%)		1 (7%)		-		-	
Average Time Taken to Resolve Frontline Cases (in working days)	8 working days		8 working days		1 Working day		9 Working days		7 working days		3 working days		7 working days		6 working days	
Average Time Taken to Resolve Investigated Cases	25 working days		24 Working days		24 Working days		27 Working days		17 working days		20 working days		31 working days		21 working days	

*The MCHP recognises that not all investigations will be able to meet the 5 or 20 day deadlines on the basis of the complex nature of some submissions which will require careful consideration and detailed investigation. Where a delay occurs, the agreement of the complainant is sought.

~The outcome of informal (frontline) cases is not always easily defined as 'upheld' or 'not upheld' dependent on the nature of the concern raised. Where a resolution has been sought, the case has been recorded as 'upheld', however, where an issue has resulted in the clarification of policy, or noted without further investigation, the case has been appropriately recorded but 'not upheld'.

#Where a complaint has covered several issues, where any of these are upheld, the outcome is recorded as 'partially upheld'.

“This figure includes cases withdrawn by the complainant or referred for investigation under a process or policy other than the CHP, such as internal HR procedures.

Complaints* by School/Section														
School/Section	Academic Year 2020/21		Academic Year 2019/20		Academic Year 2018/19		Academic Year 2017/18		Academic Year 2016/17		Academic Year 2015/16		Academic Year 2014/15	
	Frontline	Investigated	Frontline	Investigated	Frontline	Investigated	Frontline	Investigated	Frontline	Investigated	Frontline	Investigated	Frontline	Investigated
Business School	1	1	1	1	1	2	4	1		1	1			
School of Divinity, History & Philosophy	0	1	0	2	0	5	1	1			5			
School of Education	0	0	0	1	0	8	2	4		3		1		
School of Language & Literature	0	1	0	0	0	2	0	2		2			3	3
School of Law	1	1	0	0	0	1	9	1				1		
School of Social Science	2	1	1	0	1	0	0	0	6	2	2	1	1	1
School of Biological Sciences	0	0	0	0	0	1	0	1		2				
School of Medicine, Medical Sciences & Nutrition	0	1	0	3	0	2	0	1	6	4	1	1		
School of Psychology	0	1	0	0	0	1	0	1						
School of Engineering	0	1	0	0	1	2	2	3		1	1	3	2	2
School of Geosciences	0	1	0	0	0	0	0	3				2		
School of Natural & Computing Sciences	0	3	0	1	0	2	0	0		1				
Academic Affairs	0	2	0	3	0	6	3	3	3	1	9	8	12	12
Accommodation	0	4	0	3	0	0	0	1					1	1
Campus Services (incl. Commercial and Catering Services)	0	0	0	0	3	0	23	1	9		3		1	1
Careers	0	0	0	0	0	0	0	0			1			
Communications and Events	0	0	0	0	0	0	0	0						
Estates	0	1	4	0	0	3	0	2	1	1	3		1	1
External Relations	0	0	0	0	0	0	0	0						
Finance	0	1	0	0	0	0	0	0						
Human Resources	0	0	2	0	1	0	0	0						
Student Life (including Infohub)	1	1	0	1	3	3	1	3	7	5	10	1	2	2
IT Services	0	0	0	1	0	1	0	2						
Planning	0	0	0	0	0	0	0	0					2	2
Research & Innovation	0	0	0	0	0	0	0	0						
Student Recruitment and Admissions	0	0	0	0	0	0	0	0						
Library	0	0	0	1	0	0	0	2			4		1	1
Development Trust	0	0	0	0	0	0	0	0						
Principal's Office/Secretary/SVP Offices	1	1	0	0	9	0	27	0	48		14		31	31
Arts & Social Sciences (College Office)	-	-	-	-	-	-	-	-						
Physical Sciences (College Office)	-	-	-	-	-	-	-	-				1		
Life Sciences & Medicine (College Office)	-	-	-	-	-	-	-	-			2			
Totals	6	22	8	17	19	39	72	32	80	23	56	19	57	57

Development of Student Learning Experience model and accompanying principles

Context

In June 2021, the Scottish Funding Council (SFC) published its final report of its *Review of Coherent Provision and Sustainability*. One of the recommendations in the report was to develop:

'a single framework for quality for colleges and universities, to uphold academic standards and secure enhancement of the learning experience of students. This framework should have at its heart making Scotland the best place to be a student within a college or university and sharing good practice across tertiary education'.

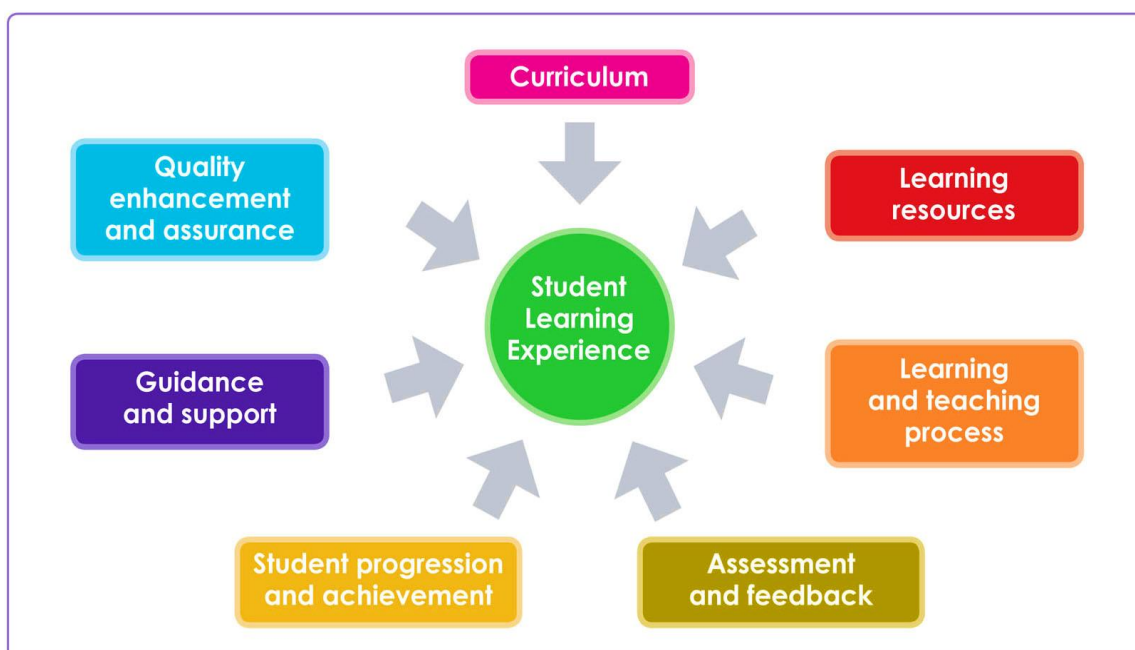
The new tertiary approach seeks to put the experiences of students at the centre of the sector's approach to quality. This necessitates a dialogue with students around learning and teaching and the range of professional services that support it.

To facilitate this dialogue, SFC commissioned sparqs to develop a shared sector reference point - the Student Learning Experience model. This model is being developed by students in partnership with staff across the sector, in order to be focused on what matters most to students studying in Scotland's colleges and universities. The model will form one element of how the sector engages with students as partners within the quality arrangements. For further context, please see the [project webpage](#).

sparqs' work to date

In developing this model, we built upon our [existing Student Learning Experience \(SLE\) tool](#). The existing tool is used widely across the sector and is the foundation of the training that sparqs delivers to course representatives. The tool breaks the SLE into several building blocks and then facilitates dialogues with a series a prompt questions, which help students explore their experiences within each building block.

The current SLE tool looks like this:



To develop the tool, sparqs began by undertaking a piece of desk research, investigating a range of existing sector reference points and research that explore the Student Learning Experience and set out principles for the types of activity that contribute to excellence in the student experience. Reference points we used included the UK Quality Code; Our Best Future (Education Scotland); a range of student surveys, including the National Student Survey (NSS), Student Satisfaction and Engagement Survey (SSES), and Postgraduate Taught Experience Survey (PTES); professional standards for teaching staff in both universities and colleges and some international reference points¹. This desk research suggested the following key areas as the major building blocks of the Student Learning Experience:

- Curriculum.
- Learning resources, environment and technologies.
- Learning, teaching and research process/approaches/pedagogy.
- Assessment and feedback.
- Progression and attainment/learner journey/transitions/pathways.
- Academic and pastoral support and guidance.
- Quality enhancement and assurance/monitoring and evaluation.
- Student voice/engagement/partnership.
- Learning/academic/research community.
- Personal and professional skills development.
- Organisation and management.
- Equality, diversity, inclusion and wellbeing.

Over summer 2022, sparqs piloted a workshop which we delivered at 3 events: our May 2022 joint meeting of our advisory groups and networks (JAG, NEON and SESN); to student officers and students' association staff at our That's Quality 2022 Residential; and to student rep trainers at our Associate Trainer Residential. These pilot workshops served a dual purpose – to begin the data gathering exercise to shape the new SLE model, and to gather initial feedback from experienced staff and students on the workshop itself and how we can most effectively deliver it across Scotland over the next

¹ The complete analysis of sector reference points is attached as an appendix to this paper.

few months. The pilot workshops formed the basis of the creation of an institutional SLE workshop series, which we subsequently delivered across the Autumn/Winter term of the 2022/23 academic year.

Phase 1 - September to January

In line with the SFC’s intention to ensure this work is fully centred on the views of students, the SFC asked sparqs to undertake a major piece of work with students studying across the tertiary sector, to explore the key principles and approaches that constitute an excellent Student Learning Experience.

In phase 1 of this project (from September to January), sparqs worked with students to identify the principles of the Student Learning Experience that matter most to them. This took the form of a series of workshops with student reps and diverse student groups across Scotland. These workshops were designed to capture the views of students on what makes a good student learning experience.

We arranged sessions with students’ associations and institutions to run workshops with their students. These workshops were facilitated by sparqs’ Development Consultants, with some workshops delivered online and some in-person, depending on the format which worked best for the institution. 21 workshops took place across Scotland’s colleges and universities during Phase 1 of the project, in addition to the 3 pilot workshops delivered during summer 2022.

Who did we speak to?

In phase 1 sparqs engaged with **301 students** from Scotland’s colleges and universities. We ran institution-specific workshops with the following institutions:

Abertay University	Student reps	Dumfries & Galloway College	Student reps
University of Dundee	Graduate apprentices	Forth Valley College	Modern apprentices
University of Edinburgh	Postgraduate Taught students	UHI Inverness	Student reps
University of Glasgow	Student reps	NESCol Workshop 1	Student reps, including supported education students
Heriot-Watt University	Student reps	NESCol Workshop 2	LGBT+ Society
Queen Margaret University	Student champions	New College Lanarkshire	Student reps & students
Robert Gordon University	International students	South Lanarkshire College	Student reps & students
University of St Andrews	Student reps	West College Scotland: Workshop 1	Apprentices
University of Strathclyde	Widening access students	West College Scotland: Workshop 2	Senior phase school pupils studying at college
University of Stirling	Student reps	West Lothian College	Students

In addition to the institutions listed above, students and/or student officers from the following institutions also contributed to Phase 1 of the project through our cross-institutional workshops, including those in the pilot phase:

- Ayrshire College
- City of Glasgow College
- Edinburgh College
- Fife College
- Glasgow Clyde College
- Glasgow Kelvin College
- UHI Moray
- UHI Orkney
- UHI Perth
- SAMS & Argyll College UHI
- UHI Shetland
- SRUC
- University of Aberdeen
- Edinburgh Napier University
- Glasgow Caledonian University
- Glasgow School of Art
- University of the Highlands & Islands
- University of the West of Scotland

In this workshop series, we wanted to ensure that we were hearing from a diverse range of students from different demographics and levels of study, to ensure that the model works for all students however and wherever they learn. We therefore ran some workshops for specific groups of the student body, including international students; widening access students; and LGBT+ students. We also ran workshops with students studying at several levels of study and types of course, including modern and graduate apprentices, undergraduates across all year groups, postgraduate taught students, senior phase school pupils studying at college, and students studying on supported education programmes.

In addition, all participants were asked to complete a diversity questionnaire, to ensure the workshops as a whole heard from a diverse range of participants and that no student groups were unintentionally excluded from the project. The data from the questionnaires is still being inputted at the time of writing, but from the last data submission in mid-January here are some of the headlines (please note that these are indicative figures and do not represent a comprehensive analysis, and include respondent data from the pilot workshops where this diversity data was captured):

- 40% of respondents were over the age of 25.
- Just under a third of respondents identified as having a disability.
- 54% of respondents were women, 43% were men, and 3% were non-binary.
- 4% of respondents were trans.
- A third of respondents were Black and Minority Ethnic (BAME).
- A quarter of respondents described themselves with a term other than heterosexual/straight.
- 1 in 10 respondents were parents and 7% were carers.
- 1 in 10 respondents were care-experienced.
- 12% of respondents were studying part-time or studying their course while released from work.
- 51% of respondents were Scottish. 38% were international students (non-EU), 7% were EU students, and 4% were from the rest of the UK.

This snapshot was taken when approximately one third of the total number of students had undertaken the workshop, so while some of the statistics may be broadly indicative of the final cohort demographics, it is possible that the overall picture may change significantly for some of these areas. Once the inputting stage is complete, sparqs will look again at the data and consider whether there are any cohorts from which we have not yet sufficiently heard and how this can be responded to in Phase 2 of the project and beyond.

Phase 2 - February to May

In Phase 2 of the project, sparqs has begun by undertaking an initial thematic analysis of the principles data gathered in Phase 1. From this analysis, sparqs has identified an initial longlist of draft principles under each of the building blocks. These principles, and the wider phrasing and structure of the building blocks themselves, will be consulted upon and workshopped with students and staff across the sector at several national committees and events - we want to ensure that there is consensus at a sector-level on the model, so that, whilst it is centred on what students have said, it is owned by everyone. Sector committees and events we will attend include:

- CDN Quality Network
- College VP Network
- National Education Officers' Network (NEON)
- Scottish Higher Education Enhancement Committee (SHEEC)
- Student Engagement Staff Network (SESN)
- The Quality Forum (TQF)

Alongside this sector consultation activity, sparqs will establish a student and staff consultative group. This group will comprise volunteers from our existing networks (our Joint Advisory Group (JAG), NEON and SESN) as well as individuals with sector expertise on topics we need the model to support, such as EDI, digital learning and sustainability in the curriculum. This group will develop sections of the model in more detail, including considering key aspects of the model, such as how it should address the diversity of the student body, how we can ensure the model can be used for all modes of study, e.g. FE, HE, Apprentices and PGT, etc.

Once we have agreed as a wider group on the suggested new building blocks for the SLE, and their accompanying principles, sparqs will propose a Student Learning Experience model to be incorporated into the Framework, to be shared with the Scottish Funding Council in its final draft form in early May 2023.

After May, we will develop accompanying practices which will sit under the agreed upon building blocks and their principles. Some of the statements listed in the current longlist of principles may move to practices if they are deemed to be more suitably located at this more granular level.

A note on the draft principles:

We have begun the process of analysing the principles (over 500 in total) written by students at the workshop series. At the time of writing, this analysis of the data is still ongoing. Please therefore regard the longlist of draft principles below as an early version indicative of the completed list, but not as the final version which may be shown at other committees and events. This next stage of development will be iterative, with stakeholders given opportunities to shape the principles over the coming months. SHEEC is the first committee to see these principles and the final Phase 1 workshop with students took place only a week before this paper was prepared.

Please also note that the below set of draft principles is a summary of the themes coming out of the workshops with students and does not represent an exhaustive list of all the potential principles which could or should be included under each building block. The purpose of Phase 2 of the project is to use these draft principles as a starting point for discussion, and to identify gaps and suggest alternative phrasing in the existing list.

Initial reflections on the overall model and its 'building blocks' post-phase 1:

- In the current SLE model, the topic of *student voice* is included within the *quality enhancement* building block. For the workshops, we separated these two topics out, but students struggled to comment on 'quality' without the *student voice* part included. We would recommend bringing these back together in the final model.
- *Organisation and management* is not part of the current SLE model, but it was something students in the workshops commented on extensively. We would suggest that we should strongly consider adding this as a block in the new model.
- Although students did have several reflections on the *personal and professional skills development*, it wasn't always a category they intuitively understood. Should this building block perhaps be subsumed into the wider 'curriculum' block? Or is there value in keeping it separate?
- Students had a great deal of contributions to make on the *equality, diversity, inclusion and wellbeing* block. It was also a prominent theme throughout students' contributions to all of the other building blocks. Should it stay as a separate block or should we ensure it is captured within all of the blocks instead of being standalone? Or both?
- When developing the draft principles, it is evident that often students are talking about a concept we already have specific wording for in the sector (e.g. authentic assessment, metaskills), but that students in the workshops were not aware of this language. In the final set of principles, should we adopt the language students are using and familiar with, or should we use established wording from the sector?
- Some of the principles suggested by the students are, at least in part, outwith the control of the institution, such as principles related to accommodation and travel. Should these still be included in the final set of principles?

Our questions for SHEEC:

- 1) What do you think of the draft principles? What principles should stay in the final version of the model, what should be adapted, and what is missing?
- 2) What are your thoughts on the initial reflections and questions posed above on the overall model?
- 3) Which of the 12 proposed building blocks should we keep as they are and which blocks could be combined together? What should we call each of the building blocks?
- 4) What are your thoughts on the overall direction of the model? How does this work fit into current activity at the institutional and national level?
- 5) Would you like to volunteer to be involved with the project further as part of the student and staff consultative group? What would SHEEC like its role to be in relation to this model going forward?

Student Learning Experience Model: Draft Principles

Curriculum

- **Course design** involves **student input** and students have the opportunity to work in partnership with their institutions to amend, change and enhance their curriculum.
- Students understand **why** they are learning content, with **learning outcomes** shared with students at the start of the course and a curriculum which clearly links to the **assessment** of the course.
- Students are given clear guidance on the content of **optional courses** and their respective pathways through the programme as a whole.
- Course content is **reviewed regularly** to ensure it remains up to date and accurate.
- All subject areas aim for an **inclusive curriculum** which allows for and encourages engagement from students from all backgrounds and demographic areas.
- The curriculum of the programme contains opportunities for professional networking and placements where applicable, and courses are designed to allow students to undertake learning in realistic contexts.

Learning Resources, Environment and Technology

- Learning and teaching resources, both physical and digital, are kept **up to date**, relevant, and of industry standard.
- Course materials are **accessible** to all, provided in a **variety of formats**, and institutions proactively engage with students with additional needs to ensure resources can be used effectively.
- Learning resources are provided that function across all **modes of learning** (e.g. online, hybrid and in-person) and for use across different types of equipment (e.g. mobile phone, tablet, laptop).
- **Support for using learning resources** is visible, regularly signposted to students and staff, and provided consistently across all subject areas and levels of study.
- **Spaces for learning are fit for purpose**, adaptable, accessible, and designed with and for students.
- Students have access to sufficient **individual and group study spaces** and spaces are provided that promote community learning, both online and in person.
- Students have equity of access to **library** resources (both physical and digital), including sufficient subject-specific provision, within all levels of study and subject areas.
- The **virtual learning environment** is effective and accessible for all, with a consistent layout and structure across courses and services so that online resources are simple to find.

Learning, Teaching and Research Process/Approaches/Pedagogy

- The **pace and structure** of teaching over the whole programme is well-structured and students can follow the progression of the course.
- **Introductory courses** for skills that are relevant to the programme as a whole are provided early on in the programme.
- Consideration is given to the **mode of learning** of the course (e.g. in-person, online, hybrid), including what level of flexibility can be given to the student to engage.
- There is a balance of different **methods of teaching**, with students getting to experience a diversity of approaches throughout the programme.

- Approaches to learning and teaching are **accessible and inclusive**. Teaching methods are suited to the diverse learning styles of students and are adapted to a wide range of learning profiles and preferences.
- Students have the opportunity to take part in both **independent and group work** during their programme, with chances for peer learning and **interactive activities**.
- Opportunities for **interdisciplinary learning** are offered to students so that they can experience other disciplines outside of their main subject area.
- **Staff are responsive** to questions and concerns from students and encourage and listen to feedback on learning and teaching approaches.
- Students' learning and teaching is incorporated into the institution's ongoing **research activities**, with opportunities for students at all levels of study to take part in research-led teaching.

Assessment and Feedback

- The format and timescales of assessments are clearly **communicated** at the beginning of the course.
- **Diverse assessment methods** are offered which accommodate the diverse needs of the student body.
- Programmes have a **mix of continuous assessments and exams**, as well as individual and group work.
- Where relevant, students have the opportunity to undertake **practical assessments** which give the chance to apply their knowledge and skills to a realistic scenario or experience.
- Communication takes place between courses to **schedule assessments** in a way that avoids a student needing to complete multiple assessments for the same deadline.
- There is an agreed **marking framework** which is shared with the student at the start of the course so that they have clear expectations of their assessment. Feedback is consistent with the marking framework.
- There is an institution and/or department-wide **policy** for assessment and feedback, including turnaround times for marking assessments, and students are aware of this policy.
- There is a clear **link between the course content and its assessment** and students understand the relationship between these two elements.
- Staff provide students with examples of **past papers** or equivalent resources to support their understanding of the assessment.
- Assessments allow **accommodations** for those with additional needs for learning, such as scribes, additional time to complete exams, etc.
- The size and scale of the assessment is **proportionate** to the number of credits awarded to the student.
- Feedback is given in a **timely** manner.
- Feedback is given in a **supportive** manner, with a process for students to speak to staff to ask questions and discuss their feedback in more detail.
- Feedback is **specific, in-depth, constructive** and **actionable**, with clear suggestions for how the student can improve.
- Feedback is provided **throughout the course** rather than just at the end.
- The institution has an **appeals process** which students know about and understand how to access. Students who undertake an appeal are kept informed throughout the process and understand why the final decision has been made.

Progression and Attainment/Learner Journey/Transitions/Pathways

- **Application systems** are clear, accessible and supportive.
- Students are clear of the level of **prior knowledge/skills** needed to undertake the programme of study before they begin.
- The **prior learning** of students, gained through formal qualifications, through a workplace or through life experiences, is recognised by the institution within their admissions procedures and allows the student to enter the institution at the level which best reflects this prior learning.
- First year students have opportunities to **meet with students** already studying their programme as part of the application phase, and as new entrants once they have started their programme of study.
- **Induction** to the institution includes practical information on how to navigate logistical processes, such as getting a student card, gaining a national insurance number, and accessing student services.
- **Direct entry students**, who join the institution in year 2 or 3, are given a targeted induction process to ensure a smooth transition into the institution.
- The programme as a whole is **structured cohesively and logically**, with clear links between modules and between each year of the programme.
- Students are supported in the **transition** between different levels of study, such as HNC to HND, pre-honours to honours, and undergraduate to postgraduate study.
- Where possible, students can **change pathway** during their course and the institution provides guidance and support on how to navigate this process.
- Students are **kept informed** of their academic progress and made aware of the choices they have for progression pathways.
- There is a system in place to **identify students who are struggling** and to provide extra support for students who are 'falling behind'.
- Students are encouraged to engage with the **careers services** from their first year and resources are provided throughout their programme to help guide their next steps on to a career or future study.
- Students have access to take part in **career-related opportunities** during their programme of study e.g. internship programmes, fieldwork, practical lab-based work etc.
- The institution continues to engage with **alumni** after they graduate, through ongoing careers advice as well as through involving them in support and guidance activities for students currently on programme.

Academic and Pastoral Support and Guidance

- Students are **aware** of the variety of support services available to them and know how and when they can access them.
- There is a **proportionate amount** of support services available for the size of the student body.
- Applying for **mitigating circumstances** is a simple and accessible process which recognises that students may be in particularly vulnerable and challenging situations when they need to access this support.
- Academic and pastoral support are **signposted to students during induction and consistently** throughout the programme of study. This includes **direct entry students** entering in second or third year who miss first year inductions.
- Students are signposted to support **services external to the institution**, such as local and national organisations offering mental health support and financial advice.
- Students are informed of the **benefits** they have access to due to their student status, such as council tax exemptions, retail discounts, and free access to certain software.

- Staff have **dedicated time** set aside in their schedule to provide academic and/or pastoral support to students and receive recognition for this part of their role.
- Staff are **approachable, patient and understanding** when handling conversations related to support and guidance.
- All staff are **trained** to accurately signpost students to support services.
- All students, at all levels of study, have a **key contact** within the institution which they can go to for initial support and to ask for advice.
- Students are able to access **counselling support** in a variety of different formats, including the option of 1-2-1 or group sessions, and through online or in-person engagement.

Quality Enhancement

- Independent and anonymous methods of **feedback processes** are available, e.g. surveys, forums, conference, etc.
- There is a well-functioning **student rep system** which enables students to communicate their experiences to the institution and the students' association.
- There are appropriate **guidelines** available for students so that they understand what good quality learning and teaching looks like.
- There are appropriate methods in place for **closing the feedback loop**.
- Students understand the parameters of course and **awarding body requirements**.

Student Voice/Engagement/Partnership

- Students have **multiple opportunities** to give feedback throughout the year, including at the start, middle and end of their courses.
- The institution and the students' association promote a **variety of methods** for collecting student feedback.
- Designated **time is set aside in classes** for students to give feedback to their rep and/or directly to staff.
- Student reps are **trained** to successfully undertake their roles and to represent their student body most effectively.
- **Staff** are engaged with the rep system and understand its function.
- Staff at all levels have a responsibility to **listen to and act on** student feedback.
- There is **ongoing open dialogue** between the student body and the institution's senior management.
- **Senior management** prioritise and respect student feedback in their decision-making.
- The institution has a **policy** on student feedback, which includes where issues can be escalated through the institution's processes and committees.
- Students are involved in **key strategic decisions** about learning and teaching at the department and institutional level.
- Institutions and students' associations ensure that the voices of **all students** are heard through feedback processes and the rep system and that there are no barriers to student engagement for any groups or demographic of the student population.
- **Student-led projects** and initiatives are encouraged and supported by the institution, with clear avenues to progress ideas.

Learning/Academic/Research Community

- Learning communities are **accessible** to all students, with principles of universal design utilised when planning events or projects.
- There are **social opportunities** for students to get to know other students on their course outside of class.
- Students studying **online** are included in the learning community, with dedicated online spaces established to build community, such as forums, online chat platforms, and video conferencing spaces.
- Departments engage with their corresponding **academic societies** and work in partnership on community events and initiatives.
- **Postgraduate students** have dedicated social and academic community spaces and networks, with opportunities to engage specifically with other postgraduates and as part of the wider academic community of the institution.
- The institution and students' association run **welcome events** as part of induction activities to give students opportunities to meet one another.
- All students feel **included** in social and academic community spaces and feel that they belong and can participate.
- There are opportunities for **cross-course interactions** for students to meet people from outside their subject area.
- All students and staff are **respected** and feel safe and welcome on **campus**.
- There are opportunities for staff and students to work and socialise collaboratively as part of a learning community, with regular chances for networking within and between courses.

Personal and Professional Skills Development

- Opportunities for personal and professional skills development are embedded within the **curriculum**.
- Students can develop **transferrable skills** as part of their programmes of study which are relevant to their wider life outside of the education sphere.
- The institution works closely with **industry** to ensure any skills development opportunities within the programme meet the needs of the industry and the region and are regularly updated to ensure they remain current.
- Students have opportunities to try out **practical skills** as part of their course which they may use in future careers.
- Where applicable, students have access to relevant **work placements** and are given enough **time** on placement to gain the requisite experience and skills for the next stage of their lives.
- There are a variety of **roles and responsibilities** available through the institution and students' association where students can enhance their personal and professional development, such as student rep roles, opportunities to sit on committees, society leadership positions, etc.
- Opportunities for personal and professional development, such as volunteer roles with the institution or students' association, are **accessible** to all students.
- The **selection process** for additional opportunities (whether volunteer or paid roles) is consistent and fair.
- The institution has a **formal record** of student participation in extracurricular and professional development activities e.g. HEAR system, digital badges.

Organisation and Management

- Organisational structures and systems are **transparent** and **well-signposted** to allow for easier navigation by students.
- **Support services** are based on campus and available online and are visible, simple to access, and joined up.

- **Timetables** are set and communicated to students in a timely manner, with any changes clearly communicated to students with advance notice.
- Timetables are planned to allow students sufficient **time to travel** between classes and to have **breaks** during the day.
- **Senior management** are approachable and transparent.
- **Admissions processes** are informative, responsive, and easily accessible. Students can follow the **progress of their application**.
- Institutions have a strategic approach to **student communications**, which allows for timely information-sharing which is tailored to students' individual needs and interests.
- The institution has fair, standardised **policies** and these are followed consistently across departments.
- The institution has an **equality, diversity and inclusion** strategy and upholds inclusive practices throughout the creation and delivery of its processes and procedures.
- Students are involved in **strategic decision-making** at the institution and work in partnership with staff to identify issues and develop solutions.
- There are clear channels for staff and students to **communicate issues** and for **closing the feedback loop** once action has been taken.
- **Placements** are organised in a timely manner, with relevant information communicated to students as soon as possible. There is co-operation and co-ordination between the institution and industry partners to allow for placements to run as smoothly as possible.
- Systems and procedures are in place to provide alternative access to learning and teaching during **emergency circumstances**.
- There is sufficient and reliable public **transport** available to get students to class at a reasonable time, including in rural areas.
- Students have access to safe and habitable **accommodation**.
- All **course costs** are communicated in advance to prospective students, such as the cost of field trips, materials, and textbooks.

Equality, Diversity, Inclusion and Wellbeing

- Support for equality, diversity, inclusion, and wellbeing is effectively **resourced** at the individual, departmental and institutional level.
- Courses accommodate students who require **additional support for learning**, providing a range of support based on individual needs.
- **Events** organised by the institution and the students' association are accessible.
- Staff are **trained** in key EDI topics and are equipped to signpost students to the right support.
- All **policies** of the institution are based upon the principles of equality, diversity and inclusion and the institution has accountable and actionable plans to ensure changes are made where issues have been identified.
- The **impact of policies** and procedures are constantly measured and reviewed to ensure improvements are being made to the experiences and outcomes of diverse students.
- Support for **students with additional needs** is monitored regularly and re-evaluated to adapt to any changing needs of the student.
- The institution provides resources and support to students from **widening access backgrounds** to reduce barriers to entry and completion.
- **Buildings** on campus are accessible, flexible and safe.
- **Disability services** are widely accessible across campus and in locations which are convenient and suitable for those with a range of access requirements.

- Staff and students are mindful of their responsibilities to one another and foster a **positive, respectful, kind and inclusive** environment.
- Institutions and students' associations identify and understand the potential **barriers to engage within the rep system** or to be heard within engagement processes and put structures and solutions in place to alleviate these barriers.
- Services are available on campus and online to support students' **mental health and wellbeing**.
- Students are informed and respectful of the **multicultural** environment of their student body, as well as the **local cultural context** in which they study.
- Students have access to a diverse range of **food options** on campus to meet their dietary requirements and preferences.
- Institutions and students' associations are aware of any potential **financial barriers** to accessing any course opportunities or extracurricular roles and consider ways to remove these barriers.
- **Lectures are recorded** where possible and provided to students with accurate transcription.
- All subject areas aim for an **inclusive curriculum** which allows for and encourages engagement from students from all backgrounds and demographic areas.

Megan Brown, Development Consultant, sparqs
13th February 2023

SHEEC-60-06b	Curriculum	Learning resources, environment and technologies	Learning, teaching and research process/approaches/pedagogy	Assessment and feedback	Progression and attainment/learner journey/transitions/pathways	Academic and pastoral support and guidance
UK Quality Code Advice and Guidance	Course design and development		Learning and teaching	Assessments	Enabling student achievement	
HGIOC	Curriculum		Learning, teaching and assessments		Transitions/equity, attainment and achievement for all learners	Services to support learning
Our Best Future (Education Scotland) Toolkit for Effective Learner Engagement (sparqs and Education Scotland)	Curriculum, L&T and Assessment					Services to support learning
	Curriculum, L&T and Assessment		Learning and teaching - planning and delivery	Assessment		Services to support learning
ELIR (Technical report)		Learning environment, including the use of technology.			Supporting students in their learning at each stage of the learner journey from pre-admission to post-graduation, including outreach, admissions, articulation, graduate attributes, assessment, employability and enterprise and entrepreneurship.	
Student Satisfaction and Engagement Survey (SSES)		The online learning materials for my course have helped me learn.	Staff encourage students to take responsibility for their learning. The way I'm taught helps me to learn	I receive useful feedback which informs my future learning.	Staff regularly discuss my progress with me.	
National Student Survey (NSS)		Learning resources	The teaching on my course Learning opportunities	Assessment and feedback		Academic support
Pilot National Student Survey		Learning resources	The teaching on my course Learning opportunities	Assessment and feedback		
Postgraduate Taught Experience Survey (PTES)		Resources	Teaching and learning Dissertation or major project	Assessment and feedback		Support
Postgraduate Research Experience Survey (PRES)		Resources		Progress and assessment		Support
European Standards and Guidelines (ESGs): Internal Quality Assurance	Design and approval of programmes	Learning resources and student support	Student-centred learning, teaching and assessment Teaching staff		Student admission, progression, recognition and certification	
UK Professional Standards Framework: areas of activity	Design and plan learning activities and/or programmes of study.		Teach and/or support learning	Assess and give feedback to learners		Develop effective learning environments and approaches to student support and guidance
UK Professional Standards Framework: core knowledge	The subject material	The use and value of appropriate learning technologies	How students learn, both generally and within their subject/disciplinary area(s) Methods for evaluating the effectiveness of teaching	Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme.		
Professional Standards for College Lecturers: professional values	Leadership of learning					
Professional Standards for College Lecturers: professional knowledge and understanding		Technologies and resources for learning, teaching and work	Learning, teaching and assessment theory and approaches		Student pathways and transitions within the wider education community	
Professional Standards for College Lecturers: professional practice	Creates innovative curriculum design and learning and teaching	Effective application of digital technologies to learning, life and work	Critical reflective and collaborative practice in learning and teaching			
NUS Comprehensive Guide to Learning and Teaching	Teaching and learning	Learning resources		Assessment and feedback		Academic support
European Students' Union Student-Centred Learning Toolkit for Students, Staff and HE Institutions: SCL Checklist	ECTS (European Credit Transfer System) and Learning Outcomes	Learning environment	Teaching and learning methods	Student assessment methods	Mobility, recognition and prior learning	
Student Learning Experience Diagram (sparqs)	Curriculum	Learning resources	Learning and teaching process	Assessment and feedback	Student progression and achievement	Guidance and support
Postgraduate Taught Student Learning Experience Diagram (sparqs)	Curriculum	Learning resources	Learning, teaching and research process	Assessment and feedback	Student transitions	Guidance and support
Postgraduate Research Student Learning Experience Diagram (sparqs)		Resources		Assessment and Progression		Guidance and support

Quality enhancement and assurance/monitoring and evaluation	Student voice/engagement/partnership	Learning/academic/research community	Personal and professional skills development	Organisation and management	Equality, diversity, inclusion and wellbeing.	Other
Monitoring and evaluation				Admissions, recruitment and widening access		
Concerns, complaints and appeals						
External expertise	Student engagement		Work-based learning	Partnerships		Research degrees
Leadership and quality culture				Partnerships	Wellbeing, equality and inclusion	
Evaluation to facilitate improvement						
Evaluation to facilitate improvement						
Effectiveness of the approach to enhancing the student learning experience.	Student representation and engagement, including responding to student views. Postgraduate taught and research student experience.				Recognising and responding to equality and diversity in the student population, including widening access and mode and location of study.	
	The College Students' Association influences change for the better. I believe student suggestions are taken seriously. I am able to influence learning on my course.	I feel I am part of the college community.	My time at college has helped me develop knowledge and skills for the workplace.	Any change in my course or teaching has been communicated well.	I believe all students at the college are treated equally and fairly by staff.	
	Student voice					
	Students' Union	Learning community	Personal development	Organisation and management		
	Student voice					
	Students' Union			Organisation and management	Mental wellbeing services	
	Engagement		Skills development	Organisation and management		COVID-19 pandemic
			Research Skills			
	Responsibilities	Research Culture	Professional development			Supervision
Policy for quality assurance						
Public monitoring						
Cyclical external quality assurance						
On-going monitoring and periodic review of programmes				Information management		
			Engage in continuing professional development in subjects/disciplines and their pedagogy			
The implications of quality assurance and quality enhancement for academic and professional practice						
	students at the centre		Continuous professional development			
The principles, processes and purposes of quality assurance and improvement						Political, social and economic drivers
					Effective and inclusive practice and engagement with students and partners	
	Engagement, partnership and change		Personal development	Organisation and Management		
Quality assurance	Consultation with students		Professional academic development		The social dimension	
Quality enhancement and assurance						
Quality enhancement and assurance		Academic community and professionalism				
	Representation and Enhancement	Community and belonging	Professional and researcher development	Management and Organisation		Supervisory relationship



Analysis of institutional annual statements on Institution-led Review from the Higher Education sector - Session 2021-22

Purpose

1. This report is produced annually by QAA Scotland for SFC and is shared at both SHEEC and The Quality Forum (TQF).

Recommendations

2. SHEEC members are invited to:
 - comment on the revised approach to the report, in particular the addition of a key findings/recommendations section and a methods/caveats section. What is helpful about the content/format of the report and what could be improved?
 - comment on the extent to which the content reflects members' perception of the Scottish higher education sector – the aspects of challenge and elements of good practice
 - share the report widely within their institutions to help share practice and understand aspects of mutual challenge among Scottish higher education institutions.

Further information

3. Further information is available from Clare Parks (c.parks@qaa.ac.uk)
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Report

4. The report is provided in its entirety; it is around half the size of previous reports. Report content is largely the same but with new sections, referred to in 2 above. The document also reports in a way that focuses on each aspect of the SFC guidance. QAAS have retained the naming of institutions to support sharing of practice.
5. NVivo qualitative analysis software has supported production of the report, particularly thematic analysis of HEI Institution-Led Review (ILR) outcomes. QAAS is increasingly using NVivo to support thematic work across quality assurance and quality enhancement activity.

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**Analysis of institutional annual statements on Institution-led Review
from the Higher Education sector**

Session 2021-22

November 2022

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About this report

1 This is an analysis of the session 2021-22 annual statements on Institution-led Review (ILR) submitted by each Scottish Higher Education (HEI) as required by the Scottish Funding Council (SFC). ILR is one of five components of the [Quality Enhancement Framework](#) that higher education institutions (HEIs) are partners in and operate under. In its [Quality Guidance](#)¹, SFC asks HEIs to ensure that their ILR processes operate over a six-yearly cycle, reviewing all their credit bearing provision and the contribution of the Professional Services to enhancing the student experience during this period. SFC's guidance asks HEIs to report annually on their ILR activity, asking institutions to cover a range of topics in their statements: ILR outcomes; student engagement in ILR; review of support services; professional, statutory and regulatory bodies (PSRB) activity; relevant contextual information; and key messages derived from monitoring and analysis of data, including feedback from students. QAA Scotland (QAAS) is commissioned by SFC, as part of its Outcome Agreement, to complete an analysis of the 19 annual ILR reports submitted by institutions to SFC. This report provides QAA Scotland's (QAAS) analysis of, and insights on, these HEI annual reports. QAAS uses this analysis and a number of other sources intelligence as its evidence base to support its annual Statement of Assurance to SFC.

2 While the content of this report is similar to the QAA reports submitted previously, it is structured differently. A section of the report covers each of the SFC topics listed in paragraph 1, and at the top of each section is the relevant extract from the SFC guidance. Key findings and recommendations is a new addition to the report structure. Additionally, readers are encouraged to review the section relating to methods and caveats prior to engaging with the report.

3 In considering the next two years, when QAAS will work with SFC and the sector to co-develop and implement SFC's new Tertiary Quality Framework, QAAS has reflected constructively on: the current SFC guidance to institutions for producing their ILR annual report; the reporting itself; and QAAS's analysis, which have been in place since August 2017 over the duration of the ELIR 4 cycle. The methodological reflections and recommendations in this report are offered to support development of future guidance, reporting and analysis approaches in a tertiary landscape. In the spirit of openness, which underpins the Scottish approach to quality enhancement in higher education, QAAS have retained reference to institutions to support the continued sharing of practice and learning from one another.

4 This analysis is discussed in a range of sector forums including the Scottish Higher Education Enhancement Committee (SHEEC) and The Quality Forum (TQF). It informs development and enhancement activity in the sector, allowing examples of practice to be picked up and shared in greater detail as part of sector enhancement activity or by individual institutions.

5 The resources from the 'Professional Services Partnerships' Focus On project were published in July 2022 including those related to an in-person event held in April 2022. SHEEC have agreed the following work strand for the 2022-23 Focus On project, 'the future of learning and teaching: defining and delivering an effective and inclusive digital/blended offering.' This aligns with the SFC's tertiary enhancement topic of the same name. To support this work, the 2021-22 HEI SFC annual returns have been reviewed for references to digital, blended, online, hybrid keywords to identify HEI activity on this topic. This analysis will inform QAAS work on the tertiary enhancement topic.

¹ SFC Quality Guidance 2017-2022: [Scottish Funding Council guidance to higher education institutions on quality from August 2017-2022 \(sfc.ac.uk\)](https://www.sfc.ac.uk/guidance-to-higher-education-institutions-on-quality-from-august-2017-2022)

Key findings and recommendations

6 This section describes key findings and makes recommendations arising from those findings. These are split between findings and recommendations on the SFC guidance, reporting and analysis and those that are about practice within the sector.

Guidance, reporting and analysis

7 Institutions' reports reflect the way SFC guidance is interpreted leading to a range of report sizes and content. While variability allows the individual context of HEIs to be highlighted, the extent of variability does tend to act to hinder the analysis and interpretation underpinning this report and, in some instances, prevents conclusions being drawn about institutional achievement. As the sector works together to implement SFC's new Tertiary Quality Framework, and with a view to ensuring efficient and consistent sector-wide reporting, QAAS **recommends to SFC** that the following points are considered through one of its development projects, relating to the formulation and implementation of the new Tertiary Quality Framework:

- institutions report on the outcomes of ILRs carried out in the past year by reporting the instances of positive practice and the recommendations which were identified in these reviews. However, some institutions report these outcomes for each ILR carried out, while others report in a summary way at institutional level, typically by identifying only those outcomes which were common across all or many of the reviews carried out. This leads to inconsistencies in the analysis of ILR outcomes, and to the result that the findings of institutions who report on the outcome of each ILR are inevitably over-represented in our analysis relative to those who report at institutional level. The analysis of institutional reports would be aided if it was based on the individual outcomes of all ILRs in each institution. QAAS recommends that the SFC guidance on the manner and level at which ILR outcomes are reported is reviewed to support greater consistency of reporting and subsequent analysis of ILR outcomes. Should the revised approach require additional analysis this would be subject to the availability of capacity within QAAS
- while the SFC's guidance asks for 'key findings' and 'distance travelled' regarding ILRs, institutional reports frequently do not sufficiently identify the institution's considered views of key findings in outcomes of ILRs, nor any intended follow-up actions arising from them, nor the results of any actions taken following the previous year's ILRs. Clearer guidance on reporting findings and follow-up actions arising from ILRs, including clearer elucidation of the term 'distance travelled' would be beneficial. QAAS recommends that SFC should explore how institutions can report more effectively on their consideration of key findings and follow-up actions arising from ILRs
- institutional reports generally include discussion of the institution's annual monitoring of its provision. However, this is often reported without sufficient reference to any oversight of outcomes and actions, and without reference to any performance indicators. In consequence, the identification of themes and outcomes arising from analysis of performance indicators is hindered. Clearer guidance would be beneficial on the manner in which institutions are expected to report on the achievement of performance indicators and of key findings and follow-up actions arising from them
- almost all institutions do not report on the extent to which key performance indicators had been met during the past year. This means that it is not possible to draw conclusions about the extent to which, across the sector, goals for particular areas of institutional performance are being addressed or achieved. QAAS recommends that SFC reviews the

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value of institutions reporting in this report *vis a vis* what is required in Outcome Agreement reporting, particularly as the latter is not required until the start of December. We offer this recommendation as we all aim to drive efficiencies and reduce duplication of reporting (see paragraph 37)

- many reports include extensive descriptions of internal quality processes and roles or responsibilities. Typically these offer limited insight into the effectiveness/impact of changed institutional arrangements for review or of the effectiveness of oversight of these arrangements. Reports should include descriptions of quality processes only where this is necessary to support the presentation of key findings
- all institutional reports include contextual information about the institution, often identifying areas for action or issues to be addressed. While this background is helpful in analysing reports, instances of lack of clarity about the status of identified actions and issues hinders effective analysis of steps being taken to meet institutional strategic priorities and of understanding of the effectiveness and suitability of its key performance indicators. In reporting contextual background, the standing with respect to its strategic priorities of any areas for action identified should be clarified
- with regard to bullets 2,3,4 above we recognise that the timing of the submission of institutional reports (end of September) may be too early for the inclusion of a complete summary of the outcomes of an annual quality cycle (with the appropriate institutional governance oversight). There should be consultation with the sector and SFC on the most appropriate date for reporting in order to enable reports to include a full analysis of key findings, outcomes and follow-up actions.

Practice within the sector

8 Some institutions have plans to move back to in-person ILR activity. QAAS **recommends** that in doing so, **institutions** consider how to retain the benefits of online approaches that were implemented to overcome pandemic lockdown restrictions (see paragraph 17).

9 Institutions are identified throughout this report to enable sharing of learning on both positive practice and areas for development. We **recommend** that **institutions** use the report to support benchmarking their practice and networking with sector colleagues on aspects of mutual interest.

Method and caveats

10 The SFC guidance to HEIs on quality states that the primary mechanism by which institutions assure and enhance the quality of provision is through processes of institution-led evaluation and review, referred to as 'Institution-Led Review' (ILR) and it is a matter for each institution to determine how it organises its internal processes for reviewing and evaluating provision, provided it follows the SFC guidance and the UK Quality Code. ILR is one of the five key elements of the Quality Enhancement Framework - the enhancement-led approach to quality in Scottish higher education. All aspects of the provision are expected to be reviewed systematically and rigorously on a cycle of not more than six years. This means that:

- the duration of ILR schedules adopted by HEIs vary to support their individual academic structures

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- the unit of review used by institutions varies, for example some may conduct programme-level review, while others may use subject/discipline-level or school/faculty review, to support their academic structures. Organisational re-structuring may have an impact on both the ILR schedule and unit of review being used by an HEI. ILR activity may also be used to reflect a pan-institutional approach, focusing on a theme of particular interest relevant to a broader range of provision within an institution: examples in 2021-22 were thematic reviews of work-based learning provision and of student mental health provision
- ILRs and their outcomes relate to particular subject areas or provision and not the whole institution – it is therefore possible that positive practice and areas for development can be identified at the same institution in the same year on the same topic.

11 The above means that the analysis of the themes emerging through ILR processes across the Scottish sector is not an exact measure of what is good or more challenging in the sector. Nevertheless, there is value in reflecting on the themes arising from the Institution-Led Reviews as a collection. This analysis also shares a range of practice identified within the institutions which we encourage colleagues in the sector to consider in reflecting on their own practice. QAAS believe that by including institutions' names, this report becomes more useful for sector colleagues as it assists with sharing practice.

12 The findings of this report are based on the information provided in each institutional report and on what each institution has chosen to report on. The contextual information provided in reports varies between different institutions. Hence examples of practice cited in this report may not be exhaustive because of variability in the topics which different institutions report on. It is possible that additional examples of practice could be found from wider engagement with the institutions.

Summary of ILR outcomes and reflective overview

SFC guidance: provide a summary of the ILR outcomes from the preceding academic year including main themes, recommendations and/or commendations.

SFC guidance: provide a reflective overview, which highlights key findings from the reviews in the preceding year, comments on 'distance travelled' and identified any significant outcomes or actions relating to development needs or to good practice resulting from ILR processes.

SFC guidance: provide a reflective overview, which highlights key findings from the reviews in the preceding year, comments on 'distance travelled' and identified any significant outcomes or actions relating to development needs or to good practice resulting from ILR processes.

Introduction

13 The volume of planned ILR activity in session 2021-22 was similar to that planned in previous sessions but with far fewer postponements, five in two HEIs. In session 2020-21, 23 of 99 planned ILR activities were postponed. In session 2019-20, 30 of 106 planned ILR activities were postponed.

14 Although variability in the approaches adopted by different institutions in the manner of reporting ILR outcomes impacts on consistent analysis, it is possible to discern a number of common themes and features arising from ILR outcomes across the sector and from the additional contextual text provided in institutions' reports.

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15 In order to give emphasis to key areas, we have identified ten aspects of provision which gave rise to the greatest volume of ILR outcomes, as shown in Table 1. As a guide to the volume of ILR outcomes in respect of instances of positive practice and of areas for development identified in institutions' reports, the table shows the number of instances of each, and the number of institutions reporting in each case. QAAS note, however, that in some institutions these instances relate to individual ILRs, while in others they arise from the institution's summarised outcome from all of its ILRs. In addition to reviewing the relative volume of positive practice and areas for development, QAAS has also scrutinised the nature of those outcomes, finding that while there are numerous instances of developmental recommendations there is no indication of more fundamental systemic issues.

Table 1: ILR outcomes, positive practice and areas for development

Topic	Number of instances of positive practice	Number of institutions identifying positive practice	Number of areas for development	Number of institutions identifying areas for development
Student support	25	13	10	7
Programme provision and curriculum structures	19	11	16	9
Learning and teaching	22	9	16	9
Communication with students, student voice, student representation	13	7	27	11
Building learning communities	17	12	10	6
Employability and links with industry	16	9	10	6
Equality and diversity	12	6	6	6
Assessment and feedback to students	4	3	15	8
Staff and staff development	10	4	22	12
Placements, work based learning	5	5	5	5

16 In previous reporting years QAAS have categorised topics as 'positive', 'area for development' or 'mixed' based on the balance of instances of positive practice and areas for development and number of institutions involved. We recognise the inherent subjectivity in this approach and have not made that final judgement for session 2021-22 topics. For completeness, we show the trends identified in reports from 2017-18 to 2020-21, in Table 2, which shows that seven of the above 10 topics have been reported in previous years of the ELIR 4 cycle.

Post-pandemic reviews

17 This year, most institutions (11 of 19) do not report on the impact of the COVID-19 pandemic on the operation of their processes for ILR, suggesting that any impact has not been noteworthy. The eight institutions¹ that do report note that their ILRs have been carried out online in 2021-22: none of these institutions drew attention to any perceived detriment to the effectiveness or efficiency of the process as a consequence of its being conducted online. Of these eight institutions, four² report that they intend to revert to in-person ILRs from 2022 onwards, while the other four make no comment on their future intentions. At the peak of the pandemic (session 2019-20 to 2020-21) institutions report on some of the unanticipated benefits of moving ILR activity online. These include: enabling more opportunities for greater subject specialist engagement and the involvement of students who may be harder to reach, who may be studying: part-time; online; or on different campuses in different geographic locations which

might be in different time zones. Institutions also note the opportunities which blended review approaches provide for easing the pressure on the estate for teaching space. QAAS **recommends** that in considering any move to in-person review activity, institutions consider how to retain the benefits of online approaches that were implemented to overcome pandemic lockdown restrictions.

Table 2: ILR outcomes trends over time

Session	2017-18	2018-19	2019-20	2020-21
Equality and diversity			Mix	Mix
Employability and links with industry	Mix	Mix	Mix	Mix
Postgraduate student experience	Dev	Mix		
Engagement with review processes	Pos			
Institution-led review documentation and processes			Mix	
Academic and staff development	Dev	Mix	Mix	Mix
Student support	Mix	Mix	Pos	Mix
Assessment and feedback to students	Mix	Dev	Dev	Dev
Communication with students			Mix	Dev
Use of technology to support learning	Pos	Mix		
Professional services collaboration			Mix	Mix
Staff and physical resources	Dev	Dev	Dev	Dev
Quality and commitment of staff	Pos	Pos	Pos	Pos
Research teaching linkages	Pos			
Programme marketing and student	Dev			
Learning and teaching practices and curriculum design	Mix	Mix	Pos	Pos
Sense of community	Pos	Mix	Pos	
Programme provision and curriculum structures			Mix	
Organisation and management			Mix	
Placements, work based learning				
School strategy				

Table key: 'Pos' denotes positive practice, 'Dev' denotes an area for development, 'Mix' denotes a mix of positive practice and area for development, blank denotes topics which appear as being significant.

18 In describing their arrangements for the annual monitoring of provision, nine institutions³ note that they had made alterations to these arrangements because of the effects of the COVID-19 pandemic, with a view to easing the burden on staff of reporting at programme and module level, describing this in one case⁴ as a 'light-touch' process. Of these nine institutions, five retained their altered arrangements for the cycle of monitoring in 2021-22.

Student support

19 Reports from 12 institutions⁵ draw attention to findings of positive practice in relation to support for students, while at seven institutions⁶ there are recommendations for strengthening practice. The positive features most frequently identified related (at seven institutions⁷) to the high levels of commitment and responsiveness of staff, both academic and support staff, to meeting student needs. Other, more specific, features of positive practice arise from the

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effectiveness of arrangements for mentoring and peer support for students⁸, and from the effectiveness of systems for personal tutoring⁹. In almost all cases, the recommendations for enhancement of arrangements in relation to student support relate to ensuring effective provision of personal tutoring (at three institutions¹⁰) and to ensuring sufficient information about, and the accessibility of, support systems (at three institutions¹¹). Two institutions draw attention to both positive features and the recommendations for enhancement in relation to the provision of personal tutoring, perhaps suggesting insufficient policy or oversight at institutional level. Through HEI reporting on session 2021-22 Enhancement Theme activity we know work that is being taken forward with regard to personal tutoring. For example, the establishment at the University of the West of Scotland of a student success hub development and plans for incorporating personal tutoring within the curriculum. Queen Margaret University used the April 2022 Focus On event to develop an Enhancement Theme project on its personal academic tutor system. By contrast, The Royal Conservatoire of Scotland is exploring coaching approaches as a way of supporting student learning.

Programme provision and curriculum structures

20 A total of 11 institutions¹² identify positive comments in respect of programme and curricular structures arising from ILR reviews, while 9¹³ identify areas for development. Positive features include interdisciplinarity in programme design¹⁴, the extent of professional body accreditation achieved¹⁵, curriculum development in partnership with students¹⁶, and the inclusion of sustainability goals in the curriculum¹⁷. However at other institutions the reported outcomes of ILRs do not identify the features of programme and curricular structures which have led to positive comments. By contrast, areas for development are typically specific to the subject areas being reviewed, and hence there were no general themes arising. However, two reports¹⁸ draw attention in their contextual material to institutional reviews of programme and curriculum structures, intended in one case¹⁹ to lead to the launch of new programmes in 2023 and in the other²⁰ as part of an institutional strategy to modernise programme structures by 2025.

Learning and teaching

21 Aspects of provision relating to learning and teaching draw a total of 22 positive comments in ILR reports from nine institutions²¹; areas for development are identified also in nine institutions. The work of programme teams in maintaining high quality teaching and learning during the COVID-19 pandemic is a common positive feature, identified as such in eight reports²². In addition, growing support for online learning is recognised as a positive feature in three reports²³. Other common positive features²⁴ relate to the work of staff in developing methods of teaching to support students' academic and personal development. Additionally, in their contextual material, five reports²⁵ draw attention to the current implementation of institutional strategies for teaching and learning, commonly intended to build on innovative practice within the institution developed in response to the COVID-19 pandemic. The most commonly identified areas for development related to the development of technology to support learning, most particularly the use of online and digital resources²⁶, and to building on positive pedagogic practice developed during the COVID-19 pandemic²⁷.

Communication with students

22 While reports from seven institutions²⁸ identify positive features in relation to this aspect of provision, there are also a total of 27 developmental outcomes across 11 institutions²⁹. Positive features commonly relate to the responsiveness of programme teams to student feedback and to the quality and timeliness of information provided by teams to students³⁰. In seven institutions³¹, areas for development are related to the need for improvements in communication with students particularly in relation to the provision of information about

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timetabling, about changes to programmes and about institutions' responses to student feedback. A need for more effective student representation in deliberative committees or for more secure feedback on student views is identified in eight institutions³².

Building learning communities

23 Reports show widespread commendations in the development of learning communities, citing 11 institutions³³ in outcomes of ILRs. However, in many cases reports do not provide details on the practices which underpinned these developments, alluding instead to, for instance, a 'welcoming and inclusive environment for students' and to 'a tangible sense of community'. Practices which are mentioned as fostering a sense of community included: off-campus visits³⁴; the use of shared electronic discussion boards³⁵; and buddying or mentoring activities³⁶. At six institutions³⁷ the outcomes of ILRs include the identification of areas for development in relation to learning communities. In several cases these include suggested practices for achieving this, arising from the perceived need to foster a sense of community in the contexts of online learning or of alleviating a loss of community experienced during the COVID-19 pandemic. Session 2021-22 Enhancement Theme reporting identifies community building/building communities as a common topic in Year 2 with activity reported in eight institutions³⁸. Heriot-Watt University has interesting project work on 'space and place' looking at community and resilience through the connections between spaces, places and people.

Employability and links with industry

24 Outcomes of ILR reviews at 11 institutions³⁹ include the identification of positive features in relation to links between the institution and employers or relevant industries. Examples of positive practice include: work-based or experiential learning⁴⁰, the use of subject-based professional advisory groups⁴¹ to enhance student employability by creating links between institutions and employers of graduates; and employers' input into curriculum design⁴². At five institutions⁴³, reports identify opportunities for further development in relation to employer and industry links; these generally relate to the perceived desirability of strengthening student awareness of employment opportunities and information about career development.

Equality and diversity

25 Positive practices in relation to equality and diversity are identified in ILR reports at six institutions⁴⁴. Examples of practice include: employability programmes for students from minority groups⁴⁵; subject-based working groups focusing on decolonising the curriculum⁴⁶; steps being taken to address gender diversity within the staff profile⁴⁷; and flexibility for students studying on a part-time basis⁴⁸. At seven institutions⁴⁹ ILR reports include recommendations relating to equality and diversity: these concern the perceived need for greater diversity in the student population, and strengthened communication to students and staff about steps being taken to enhance diversity and the inclusion of minority groups. Seeing equality, diversity and inclusion (EDI) feature prominently in ILR outcomes is a reflection of the increasing emphasis on this aspect of practice, which will, in QAAS's opinion, be partly related to the Resilient Learning Communities Enhancement Theme. EDI has been one of the key drivers of the Enhancement Theme over the last two years. In addition to the sector-wide project on the Anti-Racist Curriculum there is a range of other work on matters such as: disabled students' transition to university; intersectionality; male students; misogynistic behaviours; gender based violence; care experienced students; and the health and wellbeing of non-traditional students.

Assessment and feedback to students

26 Positive practice in relation to assessment was identified at three institutions⁵⁰, and arose from innovation in the means of providing feedback on assessed work, clarity of mapping of learning outcomes to learning activities, transparency in the process of moderation of assessments and the use of tools to protect the integrity of assessment. At eight institutions⁵¹, ILR reports have resulted in a total of 15 recommendations concerning assessment policy and practice. Most instances relate to ensuring that practice in assessment aligns with norms commonly accepted across the sector including, in five cases⁵², the need for consistency and/or timeliness in the quality of feedback on assessed work. Additionally, one institution⁵³ draws attention to the desirability of offering examination practice for students returning to in-person examinations after a period of online examinations during the pandemic, while another instance⁵⁴ draws attention to opportunities for innovative forms of assessment including peer feedback. From surveys such as the National Student Survey, quality and timeliness of feedback on assessment continues to be flagged by students and appears to be a perennial issue for the whole of the UK sector – not just for institutions in Scotland.

Staff and staff development

27 At four institutions⁵⁵, ILR reports identify positive practice relating to the capacity, deployment and support of staff of the institution: the most common features of positive practice, identified at all four institutions, arise from the provision of opportunities for the professional development of academic staff new to teaching and the support for staff seeking to gain further qualifications. In addition, ILR reports from a total of 7 institutions⁵⁶ draw attention to the positive and supportive relationships between staff and students as a feature supportive of student learning (see paragraph 19). At 12 institutions⁵⁷ there are recommendations from ILR reviews relating to the roles of staff. There are a total of 18 such recommendations: of these, eight, drawn from seven institutions⁵⁸, relate to the strengthening of, or the wider availability of, opportunities for the professional development of staff, and seven, drawn from four institutions⁵⁹, relate to the perceived burden of staff workloads.

Placements and work based learning

28 Approaches to the provision of industrial placements or other forms of work-based learning, either at institutional or at programme level, attract attention in ten reports⁶⁰, all of which show evidence of a commitment to the provision of the learning opportunities offered by work-based learning. Commendations relate to, for instance, the continuing, provision of placements during the COVID-19 pandemic⁶¹ and to the usefulness of placements in deepening the relationship between the institution and its industrial partners⁶². ILR recommendations in five institutions⁶³ in relation to this topic typically concern the enhancement of placement provision by offering opportunities to more students⁶⁴, by strengthening communication about placements⁶⁵ or by ensuring the effectiveness of operational processes to support placement students⁶⁶.

Student engagement in ILR

SFC guidance: indicate the role and nature of student engagement in ILR including at the self-evaluation stage during the academic year

29 A total of 15 institutions⁶⁷ describe the means by which students participate in their ILR processes, which are generally by means of student membership of review teams. In addition, reports confirm that student views inform the review process by means of meetings or focus groups of students with the review team (in eight cases⁶⁸), and by student contributions to a self-

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assessment document (in five cases⁶⁹).

30 Some institutions identify particularly positive features in relation to encouraging and supporting student engagement in reviews. One institution⁷⁰ notes a marked increase in engagement by students on review panels in the last year, attributing this to the internal devolution of processes and the institutional move to online feedback sessions. While most institutions noted that they provide training for student members of review panels, at one institution⁷¹ the full and equal membership of students on review teams is supported by briefing material intended specifically for students and parallel briefings for areas under review with guidance on how to involve students with reviews; another institution⁷² encourages student membership of review teams by offering payment to students who successfully apply to join a review team.

Review of professional support services

SFC guidance: indicate the ways in which support services were reviewed or included in review processes, with regard to their impact on teaching, learning and the quality of the student experience

31 All institutions except for one⁷³ report on the ways in which professional support services are reviewed, and show a range of approaches are adopted to meet guidance from SFC in relation to the internal review of professional support services. This is consistent with the findings presented in the reports of ELIR 4 reviews, which found that institutions were at different stages in their progress towards meeting this guidance. At the time of their ELIR 4 reviews, seven institutions⁷⁴ were recommended to take steps to establish arrangements for the internal review of professional support services, while ELIR 4 reports noted that four institutions⁷⁵ either already had established such arrangements or were likely to do so shortly. The outcomes of QAAS's 'Focus On: Professional Services Review' [report](#), published in April 2022², shows examples of the range of approaches adopted by institutions. The report identified these as: integrated, targeted and comprehensive:

- **Integrated:** a common approach is integrated review where professional services are represented or considered to varying extents in the ILR of a subject area or cognate group of programmes
- **Targeted:** targeted review is where an institution focuses review activity on one or more specific professional service(s), department(s) or unit(s). This is the predominant approach in the sector as identified in the ELIR 4 reports published from 2018 to 2021. Some institutions employ a targeted approach that spans multiple professional services, sometimes referred to as a 'holistic' approach by institutions, but not including all services and typically limited to student-facing areas
- **Comprehensive:** not undertaken by any institutions in the ELIR 4 period is the comprehensive approach to PSR where all professional services across an institution are reviewed in one major review activity.

32 Across the sector, progress on ensuring that the review of professional support services is a routine feature of institutional arrangements for quality assurance has continued since ELIR 4. Five institutions⁷⁶ report that the work of professional support services is integrated within arrangements for reviews of an academic subject area, and two⁷⁷ of these institutions refer to

² <https://www.qaa.ac.uk/docs/qaas/focus-on/focus-on-professional-services-review.pdf>

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plans for future inclusion of professional support services in their ILR cycle. Six institutions⁷⁸ report that reviews of professional support services have already taken place within their normal cycle of internal review. A further five institutions⁷⁹ confirm that they have plans for the inclusion of support services in their cycles of internal reviews in future. One institution⁸⁰ notes that its methodology for the review of professional support services required considerable preparation over the six-month period prior to the review itself and expresses its view that this could not be sustained if the approach were to be embedded into institutional practice.

33 Reports draw attention to a number of features of arrangements for the review of professional support services which are particular to the institutions concerned. These include:

- a judgement for each service being reviewed⁸¹ of effectiveness in managing academic standards and enhancing the quality of the student learning experience
- consideration by the institution's⁸² senior deliberative committee of the outcomes, commendations and recommendations of the review
- the creation of a 'Student Support Board of Studies' to oversee the work of support services⁸³
- recommendations for the adoption of performance indicators of success for support services aligning with institutional aims and strategies⁸⁴.

34 Four institutions⁸⁵ report that they have adopted, or intend to adopt, a different approach to reviewing the work of professional support services by carrying out broad thematic reviews of particular aspects of the student experience across academic schools and professional support services. In 2021-22, for instance, one of these institutions⁸⁶ carried out a thematic review of its personal tutoring arrangements, arising from a perceived need for a whole-institution approach to prevention of, and intervention in, student mental health.

Professional, statutory and regulatory bodies activity

SFC guidance: describes scope, nature and outcomes of PSRBs activities

35 All 19 institutions reported on outcomes of PSRB accreditations during 2021-22, as shown in Table 3. The data indicate that there continues to be widespread and positive engagement across the sector with relevant external bodies leading to continuing and new accreditation of programmes in a wide range of disciplines. There were a total of 119 engagements with PSRBs, a volume comparable with that of previous years: there were 145 such engagements in 2020-21, and 124 in 2019-20.

Table 3: PSRB Accreditations

	Number of accrediting bodies	Number of accreditations approved	Number of accreditations with outcomes not yet known
Abertay University	5	5	0
University of Aberdeen	10	4	6
University of Dundee	12 ³	10	0
University of Edinburgh	9	9	0
Edinburgh Napier University	4	4	0
University of Glasgow	5	4	1
Glasgow Caledonian University	10	6	4
Glasgow School of Art	3	2	1
Heriot-Watt University	10	10	0
University of the Highlands and Islands	3	3	0
Open University in Scotland	7	5	2
Queen Margaret University	3	1	2
Royal Conservatoire of Scotland	1	1	0
Robert Gordon University	8	8	0
University of St Andrews	3	2	1
Scotland's Rural College	1	1	0
University of Stirling	4	4	0
University of Strathclyde	9	9	0
University of the West of Scotland	12	11	1

Contextual information and key messages from PI data

SFC guidance: relevant contextual information and key messages derived from monitoring and analysis of performance indicators, benchmarks and other collected data, particularly those relating to retention, progression, completion, attainment and achievement, and graduate destinations

Annual monitoring

36 Institutional reports generally include descriptions of the HEI's arrangements for annual monitoring of its academic provision. In considering the effect of the COVID-19 pandemic on these arrangements, two institutions⁸⁷ report that they have reverted to the arrangements in place prior to the pandemic, while another two institutions⁸⁸ note their intention to continue to make use of revised arrangements put in place during the pandemic.

37 While many institutions acknowledge that they make use of key performance indicators in appraising progress towards institutional goals, only one institution⁸⁹ reports on the extent to which its performance indicators have been met during the past year. The widespread lack of such information means that it is not possible to draw conclusions about the extent to which, across the sector, goals for particular areas of institutional performance are being addressed or achieved. QAAS **recommends** that SFC reviews the value of institutions reporting in this report *vis a vis* what is required in Outcome Agreement reporting, particularly as the latter is not required until the start of December. We offer this recommendation as we all aim to drive efficiencies and reduce duplication of reporting.

³ One was not approved, and one outcome was not stated in the report.

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38 A total of twelve institutions⁹⁰ report key findings of, or themes arising from, their cycle of annual monitoring. While there are no themes which appear to be sector-wide in these findings, aspects of provision which most commonly feature are teaching, learning and curricular issues (six institutions⁹¹ report positive practice while three institutions⁹² identify this as an area for development); assessment practice (four⁹³ report positive practice, three⁹⁴ report areas for development) and student support (four⁹⁵ report positive practice, three⁹⁶ report areas for development).

Strategic Priorities

39 Reports generally include contextual information about the institution's current strategic priorities and activities intended to address those priorities. While some reporting is merely descriptive of current practice, common themes in relation to institutional priorities include the following.

Teaching and learning

40 Nine institutions⁹⁷ report on potential changes to strategies for programme delivery. Of these, six⁹⁸ are about to implement a new institutional strategy for teaching and learning, supported in two cases⁹⁹ by investment in additional physical resources. A further two institutions report their intention to reflect on the experiences of programme delivery during the COVID-19 pandemic to inform planning for future developments: for instance, a multi-campus institution¹⁰⁰ intends to retain and adapt the teaching arrangements in place during the pandemic into lasting arrangements for remote delivery and assessment across its campuses.

Access and inclusion

41 A total of nine institutions¹⁰¹ report activity in relation to access and inclusion, typically by describing institutional aims or intended action plans rather than recent achievements. Four institutions¹⁰² report intentions for actions relating to increasing access and support for groups under-represented in higher education, while two institutions¹⁰³ report activities to support the goal of decolonising the curriculum. Although other reports provide less evidence of activity or achievement, one institution¹⁰⁴ reports a wide range of initiatives intended to further access and inclusion, including: its achievement of and commitment to 'University of Sanctuary' status; the Athena Swan Charter held by the institution as well as by each of its schools; its Carer Positive Employer award; its pilot status in the Emily Test Charter; its LGBT Charter award; its annual reporting of its gender pay gap and of its ethnicity pay gap; and the collaboration between students and staff in addressing colonialism in the curriculum.

Student engagement

42 The discussion of student engagement in many reports is descriptive of current arrangements typical of practice in the sector. Three institutions draw attention to developments in their practices: one institution¹⁰⁵ has taken action to strengthen the participation and effectiveness of student representatives on institutional committees and of sabbatical officers; arising from their Student Partnership arrangements, two institutions¹⁰⁶ have strengthened their approaches to student mental, physical and social health following the COVID-19 pandemic.

Graduate outcomes

43 Reports from five institutions¹⁰⁷ refer to their performance in surveys of graduate outcomes, but none of these institutions specifically provided information on trends in that data or on areas for action arising from them.

Feedback from students

SFC guidance: the key messages from qualitative and quantitative analysis of feedback from students (including the National Student Survey and external surveys of postgraduate students) and actions taken/planned as a result.

44 All reports describe outcomes of and responses to the National Student Survey, surveys of postgraduate students, and to internal surveys.

National Student Survey

45 Reports from 16 institutions¹⁰⁸ include summaries of outcomes of the NSS, in most cases offering an overall view of the level of student satisfaction as shown by these outcomes relative to the previous year and/or to the outcomes of other institutions seen as comparable. Of the 16 institutions, six¹⁰⁹ express a generally positive view about their outcomes, five¹¹⁰ express a negative view, and the remainder¹¹¹ express a neutral view. Key areas for action arising from NSS outcomes are identified by five institutions¹¹², the most frequent being linked to assessment feedback (in four cases¹¹³) and to organisation and management (in two cases¹¹⁴).

Postgraduate students

46 Outcomes of surveys of postgraduate students are summarised in 11 reports¹¹⁵. Of these, six report¹¹⁶ that the institution has participated in the Postgraduate Taught Experience Survey (PTES), seven¹¹⁷ report participation in the Postgraduate Research Experience Survey (PRES), and others report internal surveys of postgraduate students. In describing the outcomes of surveys, two institutions¹¹⁸ note areas for action arising: in one case¹¹⁹ in relation to assessment of research students, while the other¹²⁰ draws attention to a number of actions taken to improve the experience of research students across the institution.

Other surveys

47 In addition, 8 institutions¹²¹ refer to internal surveys of student views, of which one¹²² also identifies key actions taken during 2021-22 in response to its student surveys.

Annex 1: Institutions included in this report

48 The institutions included in this report and the abbreviated forms of their titles, as used in identifying them in the endnote of the report, are as shown in the following list.

ABD	University of Aberdeen
ABT	Abertay University
DUN	University of Dundee
EDI	University of Edinburgh
ENU	Edinburgh Napier University
CAL	Glasgow Caledonian University
GSA	Glasgow School of Art
GLA	University of Glasgow
HWU	Heriot-Watt University
OUIs	Open University (Open University in Scotland) ⁴
QMU	Queen Margaret University
RGU	Robert Gordon University
RCS	Royal Conservatoire of Scotland
SRC	Scotland's Rural College
StA	University of St Andrews
STI	University of Stirling
STR	University of Strathclyde
UHI	University of the Highlands and Islands
UWS	University of the West of Scotland

⁴ The OUIs is not reviewed in the ELIR method (engages with Quality Enhancement Review) but does participate in Enhancement Themes activity and provides an annual ILR report to the SFC.

Annex 2: SFC annual statements on quality

49 Each statement is endorsed by the relevant governing body. Institutions also share these statements with QAA Scotland officers to inform the review Institutional Liaison Meetings.

50 The SFC guidance asks HEIs to cover the following areas:

- providing a summary of the ILR outcomes from the preceding academic year (AY) including main themes, recommendations and/or commendations
- indicate the ways in which support services were reviewed or included in review processes, with regard to their impact on teaching, learning and the quality of the student experience
- indicate the role and nature of student engagement in ILR including at the self- evaluation stage during the AY
- provide a reflective overview, which highlights key findings from the reviews in the preceding year, comments on 'distance travelled' and identified any significant outcomes or actions relating to development needs or to good practice resulting from ILR processes
- relevant contextual information and key messages derived from monitoring and analysis of performance indicators, benchmarks and other collected data, particularly those relating to retention, progression, completion, attainment and achievement, and graduate destinations
- the key messages from qualitative and quantitative analysis of feedback from students (including the National Student Survey and external surveys of postgraduate students) and actions taken/planned as a result.

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Endnotes (references to institutions)

-
- 1 ABD, EDI, GLA, GSA, HWU, QMU, RGU, UHI
 - 2 ABD, ADI, GLA, GSA
 - 3 CAL, DUN, EDI, GLA, HWU, RCS, StA, UHI, UWS
 - 4 EDI
 - 5 ABD, ABT, DUN, EDI, UWS, STR, ENU, CAL, STI, StA, QMU, UHI
 - 6 ABD, DUN, ENU, CAL, GLA, HWU, STI
 - 7 DUN, EDI, CAL, STI, STR, UWS, ABT
 - 8 STR, STI, ENU
 - 9 ABD, EDI, ENU
 - 10 ABD, ENU, HWU
 - 11 DUN, GLA, ABT
 - 12 ABD, CAL DUN, ENU GLA, HWU QMU, RGU, StA, STI, UWS
 - 13 ABD, ABT, ENU, GSA, QMU, RGU, StA, STI, UWS
 - 14 ABD
 - 15 CAL
 - 16 GLA
 - 17 STI, StA
 - 18 HWU, RCS
 - 19 RCS
 - 20 HWU
 - 21 ABD, CAL, DUN, ENU, GLA, HWU, StA, STI, UHI
 - 22 ABD, STI, DUN, ENU, CAL, STI, StA, UHI
 - 23 CAL, GLA, STI
 - 24 ENU, CAL, GLA
 - 25 UHI, HWU, GSA, GLA, CAL
 - 26 DUN, CAL, GLA, StA
 - 27 DUN, UHI
 - 28 ABT, DUN, EDI, ENU, GLA, StA, STR
 - 29 ABD, ABT, CAL, DUN, EDI, GLA, HWU, OUIs, StA, STI, UHI
 - 30 ABT, DUN, EDI, STR, StA
 - 31 ABT, STI, GLA, HWU, OUIs, StA, UHI
 - 32 ABD, ABT, DUN, EDI, CAL, HWU, STI, UHI
 - 33 ABD, ABT, CAL, DUN, EDI, ENU, GLA, GSA, HWU, STI, STR
 - 34 ENU
 - 35 STI
 - 36 STI
 - 37 ABD, ABT, CAL, StA, STI, UWS
 - 38 GSA, HWU, EDI, ENU, RGU, SRC, StA, STI
 - 39 ABT, CAL, DUN, ENU, GLA, HWU, RGU, STI, STR, UHI. UWS
 - 40 DUN, UWS, GLA
 - 41 CAL, ENU
 - 42 StA, UWS, GLA
 - 43 ENU, CAL, HWU, STI, StA
 - 44 ABT, CAL, ENU, GLA, StA, STI
 - 45 ABT
 - 46 GLA
 - 47 STI
 - 48 StA
 - 49 ABD, CAL, EDI, ENU, GLA, GSA, STI
 - 50 STR, GLA, HWU
 - 51 ABT, DUN, CAL, STI, GLA, HWU, OUIs, QMU
 - 52 DUN, CAL, STI (2), GLA
 - 53 GLA
 - 54 CAL
 - 55 ABT, STR, GSA, CAL
 - 56 ABD, ABT, EDI, CAL, STI, StA, RGU
 - 57 ABD, ABT, CAL, DUN, EDI, GLA, GSA, HWU, RGU, StA, STR, UHI
 - 58 ABD, ABT, EDI, GLA, GSA, HWU, StA
 - 59 DUN, EDI, STR, CAL
 - 60 STR, CAL, GSA, STI, QMU, RGU, UWS, ENU, StA, UWS

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61 RGU
 62 STR
 63 STR, CAL, GSA, STI, RGU
 64 StA, UWS
 65 QMU
 66 STI, UWS
 67 ABD, ABT, DUN, EDI, ENU, CAL, GLA, HWU, QMU, RGU, SRC, StA, STI, STR, UHI
 68 ABD, ABT, CAL, DUN, ENU, GLA, STR, UHI
 69 ABD, HWU, SRC, StA, STI
 70 ABT
 71 EDI
 72 ENU
 73 OUiS
 74 ABD, ABT, ENU, GLA, GSA, STI, UWS
 75 HWU, RGU, STR, UHI
 76 ABD, CAL, DUN, QMU, UHI
 77 DUN, UHI
 78 ABT, ENU, GSA, SRC, StA, STR
 79 GLA, HWU, STI, UHI, UWS
 80 ENU
 81 ABT
 82 GSA
 83 SRC
 84 GSA
 85 CAL, QMU, STI, STR
 86 CAL
 87 DUN, StA
 88 GLA, HWU
 89 ABT
 90 CAL, EDI, GLA, GSA, OUiS, QMU, RGU, SRC, StA, STR, UHI, UWS
 91 CAL, OUiS, QMU, SRC, STR, UWS
 92 GSA, RGU, SRC
 93 EDI, GLA, SRC, UHI
 94 OUiS, SRC, RGU
 95 EDI, GLA, QMU, UWS
 96 GSA, QMU, SRC
 97 ABD, CAL, GLA, UHI, GSA, HWU, RGU, SRC, UWS
 98 ABD, CAL, GLA, UHI, RGU, UWS
 99 CAL, ABD
 100 HWU
 101 ABD, EDI, GLA, GSA, OUiS, QMU, RCS, StA, STR
 102 ABD, EDI, OUiS, STR
 103 GSA, StA
 104 StA
 105 StA
 106 RGU, UWS
 107 ABD, ABT, CAL, RCS, RGU
 108 ABD, ABT, DUN, EDI, CAL, GSA, GLA, HWU, QMU, RGU, RCS, SRC, StA, STI, UHI, UWS
 109 ABD, ABT, CAL, GSA, StA, STI
 110 DUN, EDI, GLA, SRC, RCS
 111 HWU, QMU, RGU, UHI, UWS
 112 DUN, EDI, QMU, RGU, SRC
 113 DUN, EDI, QMU, RGU
 114 DUN, SRC
 115 DUN, EDI, GLA, GSA, HWU, OUiS, QMU, StA, STI, UHI, UWS
 116 DUN, EDI, HWU, StA, STI, UHI
 117 DUN, HWU, OUiS, QMU, StA, STI, UHI
 118 DUN, HWU
 119 DUN
 120 HWU
 121 ABD, DUN, GLA, HWU, QMU, SRC, StA, UWS
 122 HWU

UNIVERSITY OF ABERDEEN

UNIVERSITY EDUCATION COMMITTEE

POLICY UPDATE AND REVIEW 2022/23 – 2024/25

1. PURPOSE OF THE PAPER

The purpose of this paper is to provide the University Education Committee (UEC) with an update on a plan for policy update and the relevant Committee ownership.

2. PREVIOUS CONSIDERATION BY /FURTHER APPROVAL REQUIRED

	Board/Committee	Date
Previously considered/approved by	-	-
Further consideration/ approval required by	University Education Committee Quality Assurance Committee	23 March 2023 29 March 2023

3. RECOMMENDED ACTION

Members of the UEC are asked to **note** the policy updates and relevant Committee ownerships.

4.1 DISCUSSION

4.1.1 Following previous updates to the University Education Committee (UEC) in regard to policy review, the purpose of this paper is to provide the UEC with an update on (i) progress in regard to work undertaken to date and (ii) with a plan for policy update and, where appropriate, review, in academic years 2022/23 - 2024/25.

4.2 WORK UNDERTAKEN TO DATE

4.2.1 Work undertaken to date in regard to policy update and review has primarily reflected the University's response to the impact of Covid-19 and the required review of education policies in the context of (i) blended learning and (ii) a reversion to primarily on-campus teaching. Work undertaken, however, has also reflected responses to feedback from Schools, changes in regulatory guidance and work undertaken by Task and Finish Groups (TFGs). A series of education policies have been reviewed since last reporting, as summarised in *table 1* below:

TABLE 1 POLICY UPDATES TO DATE

Policy Area	Summary of Work
Monitoring & Review (Annual Review)	A paper, providing recommendations on Annual Course and Programme Review (AC/PR) processes was approved by the then University Committee on Teaching and Learning (UCTL) (and passed to the Senate for information) in August 2020. This paper included a series of recommendations to improve and streamline ACR and APR processes in 2020/21 and beyond. Following approval: <ul style="list-style-type: none"> • Webpages/documents were amended to reflect the agreed ACR and APR processes for 2020/21 and beyond;

	<ul style="list-style-type: none"> • Webpages/document were checked for accuracy (i.e., references to 'SCEF' replaced with 'Course Evaluation Form') • Any remaining references to 'in-class' etc. were replaced. <p>In December 2020, it was agreed that ACR/APR forms should be further revised, to include a question on Blended Learning, with the intention of understanding how courses and/or programmes were delivered and to ensure the context of course and programme evaluation was clear.</p>
Monitoring & Review (Periodic Review)	<p>A paper, providing an update on Internal Teaching Review (ITR) and seeking the approval of changes to ITR policy and procedure documents was considered and approved by the University Education Committee in August 2021. The changes proposed reflected a blended approach to ITR and reflected feedback from Schools, student and panelists following ITRs held during the impact of Covid-19 and a required online only approach to review.</p> <p>In August 2022, members of the Quality Assurance Committee (QAC) and UEC approved further changes to ITR policy and procedure, amended to reflect a return to on-campus ITRs, where possible, from the commencement of the 2022/23 academic year.</p>
Assessment & Feedback	<p>A paper, providing an update on the position with regard Assessment and Feedback and requesting approval for revised Codes of Practice on Assessment was approved by the UEC in August 2021. This paper, and the work carried out following its approval, sought to clarify the position with regard each UG and PGT student cohort with regard degree outcome/classification, in light of the (phased) removal of the Grade Spectrum and policies associated with the initial impact of Covid-19.</p>
External Examining	<p>A holistic review of external examining administrative processes was concluded in January 2022. The review focused on the appropriateness of the External Examiner administrative processes throughout the University and made recommendations as to how these processes might be streamlined. Following the review, processes across University departments and resources for External Examiners have been significantly improved.</p>
Appeals and Complaints	<p>Following publication of a revised Model Complaints Handling Procedure (MCHP) by the Scottish Public Services Ombudsman (SPSO), the CHP was revised in April 2021.</p>
Student Discipline (Academic)	<p>A short paper, seeking minor typographical changes to the Code of Practice on Student Discipline and to confirm that Plagiarism in 'open-book' assessments can be heard by Schools was approved by the Senate on 25 August 2020. Further to this, in April 2022, further changes to the Code of Practice on Student Discipline (Academic) and the Procedures for Dealing with Allegations of Plagiarism against Graduates of the University were approved. The changes made included the inclusion of specific reference to contract cheating.</p>
Fitness to Practise	<p>In May 2022, changes to the Policy on Fitness to Practise and associated guidance notes, applicable to students' undertaking</p>

	qualifications within the School of Education, were approved. Specifically, the addition of Counselling and Psychotherapy as disciplines in which students registered for a specified award are subject to 'Fitness to Practise' was approved.
Student Absence	An updated Student Absence policy (reversing the short-term actions approved during the initial impact of Covid-19) was considered and approved by the UEC in August 2021.

4.3 POLICY UPDATE GOING FORWARD (ACADEMIC YEARS 2022/23 – 2024/25)

4.3.1 Work remains ongoing to ensure the update and, where appropriate, review of education policies, as laid out in the [Academic Quality Handbook \(AQH\)](#), ensuring each is continually kept up to date (e.g., reflects current University structures) and remains fit for purpose. Led by the Academic Services team (from an administrative perspective), the Education Portfolio Deans, and other teams as appropriate, this work, which is substantive in nature, will continue to take place during academic years 2022/23, 2023/24 and 2024/25 and include:

- (i) Reviewing each policy (and associated guidance/webpages) to ensure each remains up to date in terms of University structures and terminology/language use etc.;
- (ii) reviewing each policy to ensure each remains fit for purpose and in line with published guidance, sector standards and requirements, such as the Quality Assurance Agency (QAA) Quality Code for Higher Education;
- (iii) considering the content and layout of the Academic Quality Handbook (AQH) (in which the majority of these policies are listed).
- (iv) undertaking work and utilising tools such as the University Toolkit to ensure the presentation and publicisation of University policy is appropriate to all stakeholders (i.e., staff, students and/or members of the public);
- (v) following the conclusion of initial review work (expected to conclude by the end of the 2024/25 AY) ensuring a timetable is in place for policy review going forward (i.e., review each policy every 2-years);
- (vi) the creation of a standard template for education policies and/or procedures;
- (vii) the publication of clear and transparent instructions on instigating changes to published policy and the required approval process for policies and/or procedures, depending on their nature.

4.3.2 To ensure this ongoing and in-depth consideration of policies and/or procedures, a timetable, to which the Academic Services team will work, has been developed and can be summarised for the forthcoming academic years in tables 2, 3 and 4 respectively below. Members of the Committee will note work ongoing for the immediate consideration of the University's Policy and Procedures on Student Appeals and Complaints Handling Procedure (CHP), External Examining and Student Monitoring and Absence. This work is expected to conclude in 2023, with updates following to the Quality Assurance Committee (QAC) or UEC, in advance of progression to the Senate, as appropriate.

TABLE 2: ACADEMIC YEAR 2022/23:

Category	Brief Summary
Student Discipline (Non-Academic) Status: Complete Committee: UEC	A holistic review of <i>Student Discipline (Non-Academic)</i> policy and procedures, including the refinement of materials to improve readability and accessibility has been underway, led by a Task and Finish Group (TFG). The TFG concluded its work, and a report and associated revised Code of Practice on Student Discipline (non-academic) approved by Senate on 2 November 2022.
Appeals and Complaints Status: Paused	The review of policies and administrative processes in regard to <i>Appeals and Complaints</i> is currently paused.

Committee: QAC, interface with UEC	This work is intended to review existing processes and procedures in light of School and student feedback.
External Examining Status: In progress Committee: QAC	Following a review of administrative processes in respect of External Examining, a TFG, led by a member of the QAC has been established to review the <i>academic elements</i> of External Examining policy and procedures. This work is concluded and is anticipated for approval at Senate on 19 April 2023.
Student Monitoring Student Absence Status: In progress Committee: QAC, interface with UEC	A holistic review of Student Monitoring and Student Absence processes has been underway, as part of work being led by the <i>Monitoring, Absence and Engagement TFG</i> . Work continues in this vein, particularly in regard to the development of IT solutions to support the vision of the TFG and future changes to student monitoring and engagement processes. In the meantime, however, work is in train to update web resources and student and staff communication in relation to Monitoring, Absence and Engagement to ensure that this operates effectively and supportively for staff and students. This includes the update of the Absence Policy and Monitoring guidance, to make clear approaches which should be taken to frontline appeals and the flexibility which is available in exercising discretion if a student has now reengaged with their studies/appears in a position to wish to do so. This work is underway, and a further update is expected to follow to Committee in May 2023.
General Status: Ongoing Committee: QAC and UEC	Work to review each policy contained within the AQH (and associated guidance/webpages) to ensure each is up to date in terms of University structures and terminology/language use etc. is underway. This work will ultimately include the re-development of the AQH and its presentation to all stakeholders. This work is not insurmountable in nature and will continue across academic years, with updates following to the QAC and/or UEC as appropriate.

TABLE 3: ACADEMIC YEAR 2023/24:

Category	Brief Summary
General (all policy materials) Committee: QAC and UEC	Ongoing work to review each policy contained within the AQH (and associated guidance/webpages) to ensure each is up to date in terms of University structures and terminology/language use etc. is underway. This work will ultimately include the re-development of the AQH and its presentation to all stakeholders. This work is not insurmountable in nature and will continue across academic years, will updates following to the University Committee structure as appropriate.
Assessment and Feedback Committee: QAC	A review of existing Assessment and Feedback policy and procedures to be undertaken, including the refinement of materials (such as the Codes of Practice on Assessment) to improve readability and accessibility. While many Assessment and Feedback policies and procedures (e.g., GPA procedures) have recently been reviewed, this work will include the

	<p>identification of policy areas which require update. This may include, but is not limited to:</p> <ul style="list-style-type: none"> • Procedures for conduct of Examiners' meetings; • Feedback on Assessment; • Extensions.
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TABLE 4: ACADEMIC YEAR 2024/25:

Category	Brief Summary
<p>General (all policy materials)</p> <p>Committee: QAC and UEC</p>	<p>Ongoing work to review each policy contained within the AQH (and associated guidance/webpages) to ensure each is up to date in terms of University structures and terminology/language use etc. is underway. This work will ultimately include the re-development of the AQH and its presentation to all stakeholders. This work is not insurmountable in nature and will continue across academic years, will updates following to the QAC and/or UEC as appropriate.</p>
<p>Assessment and Feedback</p> <p>Committee: QAC</p>	<p>In recognition of the volume of work which comprises a review of policy and procedures in regard to Assessment and Feedback, this may extend into 2024/25.</p>
<p>Student Discipline</p> <p>Committee: QAC</p>	<p>A review of <i>Student Discipline (Academic)</i> policy and procedures, including the refinement of materials to improve readability and accessibility.</p>
<p>Fitness to Practise</p> <p>Committee: QAC</p>	<p>A review of <i>Student Discipline (Academic)</i> policy and procedures, including the refinement of materials to improve readability and accessibility.</p>
<p>Learning and Teaching (Student Focused): Student Progress (UG, PGT and PGR)</p> <p>Committee: UEC, interface with QAC</p>	<p>Future review of policies and processes in regard to <i>Student Progress</i>.</p>

- 4.4 Members of the QAC and/or UEC will be updated and engaged, as appropriate, on progress with the policy update and review project and any required revisions to the timetable. Members of the Committee will appreciate that work in regard to policy can be driven by external factors (e.g., required responses to regulatory guidance) and therefore, while it is hoped that review can take place in a timely manner, changes may be required to ensure the review or development of other policies as required of the University.
- 4.5 Finally, members of the UEC will be aware that the timetable above does is not exhaustive in listing every education policy or policy area. While work to update each section of, and each policy contained within, the AQH, in the context of University structures and terminology/language use etc. will be undertaken, in-depth reviews of policy have been identified for high-priority areas only. Following the conclusion of the 2024/25 academic year a review of this work will be undertaken, with close adherence to those policies which have not been further considered and the appropriateness of scheduling their imminent review.

5. FURTHER INFORMATION

Further information is available from Ruth Taylor, Vice-Principal (Education) (ruth.taylor@abdn.ac.uk), Steve Tucker, Dean for Quality Assurance and Enhancement (s.j.tucker@abdn.ac.uk), Gillian Mackintosh, Director of Academic Services and Online Education (g.mackintosh@abdn.ac.uk) or Liam Dyker, Acting Assistant Registrar (liam.dyker2@abdn.ac.uk).

14 March 2023

Freedom of Information/Confidentiality Status: Open

UNIVERSITY OF ABERDEEN

UNIVERSITY EDUCATION COMMITTEE

QUALITY ENHANCEMENT AND STANDARDS REVIEW: FINDINGS**1. PURPOSE OF THE PAPER**

The purpose of this paper is to provide members of the University Education Committee (UEC) with an update on the findings of the recent Quality Enhancement and Standards Review, which took place on 14 February 2023.

2. PREVIOUS CONSIDERATION BY /FURTHER APPROVAL REQUIRED

	Board/Committee	Date
Previously considered/approved by	n/a	
Further consideration/ approval required by	n/a	

3. RECOMMENDED ACTION

Members of the UEC are invited to note the findings of the Quality Enhancement and Standards Review detailed in the Outcome Letter attached as **Appendix A**.

4. DISCUSSION

4.1 The Quality Assurance Agency Scotland (QAAS) review process, Enhancement-Led Institutional Review (ELIR), completed its fourth and final cycle in 2021/22. ELIR was replaced by a new external institutional review methodology which will be a two-phase approach as follows:

- **Phase 1:** Quality Enhancement and Standards Review (QESR)/Institutional Liaison Meeting (ILM) (2022/23-2023/24)
- **Phase 2:** Tertiary Quality Enhancement Framework (TQEF) (2024/25 onwards)

4.2 The Quality Enhancement and Standards Review (QESR) for the University took place on 14 February 2023, and comprised a number of sessions throughout the day:

- Session with HEI Key Contacts
- Session with Students
- Session with Quality Assurance-focused Staff
- Session with Quality Enhancement-focused Staff

4.3 The outcome of the QESR process is of findings, rather than judgement. This is provided in **Appendix A**. The statement is not an absolute and is qualified by the context in which the review had taken place. The report has been reviewed for factual accuracy by the Dean for Quality Assurance and Enhancement, Vice-Principal (Education) and Director of Academic Services and Online Education. This will be published and distributed in due course.

4.3 Next steps include the development of an action plan, which will follow from the recommendations made by the review team.

5. FURTHER INFORMATION

Further information is available from Ruth Taylor, Vice-Principal Education (ruth.taylor@abdn.ac.uk) Steve Tucker, Dean for Quality Assurance and Enhancement (s.j.tucker@abdn.ac.uk), and Gillian Mackintosh, Director of Academic Services and Online Education (g.mackintosh@abdn.ac.uk)

13 March 2023

Freedom of Information/Confidentiality Status: Open



7 March 2023

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Dear Professor Boyne

QESR outcome and report

Following the QESR visit to the University of Aberdeen the review team reached the following conclusion:

From the evidence presented, the review team is confident that the institution is making effective progress in continuing to monitor, review and enhance its higher education provision to enable effective arrangements to be in place for managing academic standards and the quality of the student learning experience.

Draft QESR report

Please find attached a copy of the draft QESR report. We would be grateful if you can arrange for the draft to be checked for factual accuracy and draw to the attention of the review team any areas which you regard as inaccurate or incomplete. Please note that at present the report contains the evidence and evidence referencing throughout to support the drafting. This will be removed prior to publication.

Please can you return comments on the factual accuracy of the report to be returned by email to me by 21 March 2023. Any comments will be considered by the team in preparation for publication of the report by 11 April 2023.

Follow-up

The institution is required to submit a follow-up action plan 24 weeks after publication of the report (by 1 August 2023). You are strongly encouraged to incorporate the progression of any QESR actions into the processes you have already used to drive forward their ELIR 4 recommendations. The action plan will be published on the QAA website.

In cases where a review team is not confident that an institution is making effective progress, a member of the review team (normally the academic reviewer) will join the QAA officer at the ILM the following year. If the concerns persist, the full review in the next phase may be brought forward as a priority in the cycle.

If you have any further questions, please do not hesitate to contact me.

Finally, on behalf of the QESR team, I would like to take this opportunity to thank you and your colleagues for the positive manner in which you have engaged with the process, and for your assistance during the review.

Your sincerely

A handwritten signature in cursive script that reads "Caroline Turnbull". The signature is written in black ink on a light-colored background.

Caroline Turnbull, Quality Enhancement Manager

Copy to Ruth Taylor, Gillian Mackintosh, Steve Tucker and Liam Dyker