UNIVERSITY OF ABERDEEN

UNIVERSITY EDUCATION COMMITTEE (UEC)

A meeting of the University Education Committee will be held on **Tuesday 1 October 2024 at 1:05pm**, by **Microsoft Teams**.

Mrs Emma Tough, Assistant Registrar
(e.tough@abdn.ac.uk)

AGENDA

FOR DISCUSSION

1.   Approval of the Minute of the Meeting Held on 13 May 2024   *(UEC/011024/001)*

2.   Matters Arising/Actions   *(UEC/011024/002)*

3.   Substantive Items

    3.1   National Student Survey (NSS) 2024 Results   *(UEC/011024/003)*

    Members of the UEC are invited to **discuss** the National Student Survey (NSS) 2024 results.

    3.2   Graduate Outcomes   *(UEC/011024/004)*

    Members of the UEC are invited to **discuss** the 2024 Graduate Outcomes Analysis.

    3.3   Online Education   *(UEC/011024/005)*

    Members of the UEC are invited to **discuss** the Online Education Strategy.

4.   Governance / Standing Items

    4.1   Sector Updates   *(Oral Item)*

    4.2   Risk Register   *(UEC/011024/006)*

    4.3   Updates from the Education Deans:

        4.3.1   Dean for Educational Innovation
        (i)   Grades Journey: Transparency and Enhancing the Return of Grades to SRS

        (UEC/011024/007, to follow)

        4.3.2   Dean for Quality Assurance & Quality Enhancement
        (i)   The [Tertiary Quality Enhancement Framework](#) (TQEF) and the [Tertiary Quality Enhancement Review](#) (TQER)

        (Oral Item)

(ii)   Policy Review Schedule 2024/25

(UEC/011024/008, to follow)

4.3.3   Dean for Student Support
(i)   Report and Request tool of use with Monitoring and Extension Requests   *(Oral Item)*
(ii)   Computer Assessment Working Group   *(Oral Item)*

4.3.4   Dean for Employability & Entrepreneurship
(i)   MySkills Engagement   *(Oral Item)*
(ii)   Sustainability in the Curriculum Policy   *(UEC/011024/009)*

5.   Date of Next Meeting

The next meeting of the Committee will be held on Tuesday 5 November 2024 at 1:05pm, in the Court Room, University Office or by Microsoft Teams.

UNIVERSITY OF ABERDEEN

UNIVERSITY EDUCATION COMMITTEE (UEC)

Minute of the Meeting held on 13 May 2024

Present: Jo-Anne Murray (Chair), Waheed Afzal, Euan Bain, John Barrow, Lyn Batchelor, Jason Bohan, Colin Christie, Stuart Durkin, Bill Harrison, Kirsty Kiezebrink, Helen Knight, Rona Patey, Michelle Pinard, Shona Potts, Anne-Michelle Slater, Susan Stokeld, Steve Tucker, Asha Venkatesh, Joshua Wright with Simon Bains, Scott Carle, Robin Cummins, Liam Dyker, Nick Edwards, Tracey Innes, Graeme Kirkpatrick, Rhiannon Ledwell, Gillian Mackintosh, Rhona Moore, Patricia Spence, Louisa Stratton and Emma Tough (Clerk) and Morag MacRae (Minute Secretary) in attendance

Apologies: Harminder Battu, Leigh Bjorkvoll, Julie Bray, Alison Jenkinson, David McCausland, Stuart Piertney Amudha Poobalan, Sai Shradda S Viswanathan, and Brian Henderson, Graeme Kirkpatrick.

APPROVAL OF THE MINUTE OF THE MEETING HELD ON 5 MARCH 2024
(copy filed as UEC/130524/001)

1.1   The Chair opened the meeting and welcomed members to the meeting of the University Education Committee (UEC). Members of the Committee considered the minute of the meeting held on 5 March 2024 and approved it as an accurate representation of discussions held.

MATTERS ARISING
(copy filed as UEC/130524/002)

2.1   Members of the Committee noted the actions arising following the meeting of UEC held on 5 March 2024. Members noted that the Risk Register remained outstanding and would be circulated prior to the next meeting of the Committee. They also noted that the Support for Study policy had been confirmed and hence was now complete.

POLICY AND PROCEDURES ON STUDENT APPEALS
(copy filed as UEC/130524/003)

3.1   Members of the UEC received a summary of the Policy and Procedures on Student Appeals, including the introduction of a test for competency, clarification on group appeals, and the need for the promotion of the requirement to go through a frontline resolution process prior to submitting an appeal.

3.2   Members of the Committee regarded the enhanced policy as a positive move, although some members were concerned by the growing number of complaints with an academic outcome. It was highlighted that the University is bound by the Complaints Handling Procedure provided by the Scottish Public Services Ombudsman, but it was also noted that the University should provide a reason for the outcome of complaints and note the next steps.

3.3   Clarification was sought on group appeals and whether it would be possible to have different outcomes for different students, and it was agreed that the members of staff handling the appeal would need to provide a reason as to why the outcomes differed. Additionally, it was

noted that the procedure document would detail that the Head of School would meet with the lead appellant only.

3.4 Subject to a minor change in wording surrounding the definition of a senior academic, the members of the Committee were content to approve the proposal.

POLICY AND PROCEDURES ON EXTENSIONS AND THE LATE SUBMISSION OF WORK
(copy filed as UEC/130524/004)

4.1 Members of the Committee heard a summary of the Policy and Procedures on Extensions and the Late Submission of Work. The policy was welcomed by the Committee, subject to the inclusion of guidance detailing that dates of closure over the Winter break are exempt from counting towards a submission date.

4.2 Increased clarity was sought for the occasions when students are on work placements, and the requirements to report to both the University and the placement involved. There was some minor disagreement between Schools about whether students should automatically be given the full extension term (i.e. 7 days) or whether they should apply for only the number of days of extension required, should it be less than 7 calendar days. Discussion ensued, and it was agreed that the policy wording should be changed to state the extensions were to be 1 to 7 days in duration. Schools with an interdisciplinary aspect to their courses would be encouraged to agree the length of an extension between them, and an email to the course coordinator could also serve as a request for an extension.

4.3 A query arose surrounding the manner in which requests for extensions were processed, and it was confirmed there were variations between the Schools but the procedure document would give examples of good practice. Confirmation of the process for Tier 4 students and their extension requests and corresponding dates were sought.
Action: J Bohan/G Mackintosh

4.4 The Committee agreed that students would prefer a standard 7-day extension for clarity purposes. Members of the Committee raised concerns that School Admin teams may not have enough resource to make decisions on extensions of varying lengths, but the Dean for Educational Innovation replied that they would provide support.
Action: K Kiezebrink/S Preston

4.5 Subject to the amendments mentioned here, the Committee approved the proposed policy and procedures.

MARKING AND MODERATION PROCEDURES
(copy filed as UEC/130524/005)

5.1 Members of the Committee heard a summary of the Marking and Moderation Procedures. Most members of the Committee were broadly in support of the paper, with some concerns regarding Trans-National Education (TNE). These concerns were partly tempered with the provision that all measures would be handled on a case-by-case basis, but the Dean for Quality Assurance and Enhancement would reassess the 30% moderation threshold.
Action: S Tucker/G Mackintosh

5.2 Students are not in support of this policy but realise that it reduces workload while maintaining standards required by the QAA and External Examiners. The Chair queried what would provide

reassurance to students, and the Vice President for Education said she would need to consult with the Student Education Committee. The School of Biological Sciences provides mark distribution for their courses which could be rolled out across the institution.

Action: R Ledwell

5.3   Subject to changes as noted above, along with caveats for new markers and assessments being subject to increased moderation, members of the Committee approved these procedures.

SECTOR UPDATES

6.1   The Chair requested that this be done at the next meeting of the Committee.

RISK REGISTER

7.1   The Chair noted that this would be circulated before the next meeting of the Committee.

Action: Chair/Clerk

UPDATED DELIVERY OF EDUCATION PRINCIPLES

(copy filed as UEC/130524/007)

8.1   Members of the Committee heard a summary of the Principles for Delivery of Education and noted that this was an item for approval. Requests for changes of wording surrounding the terms "integrity" and "efficient" were received, but once they are completed, the Committee is content to approve the principles.

UPDATE ON WORK ON GENERATIVE AI IN EDUCATION

(copy filed as UEC/130524/008)

9.1   Members of the Committee heard an update on Generative AI in Education. Clarification was sought on what a "project" meant, and it was reported that the term referred to institutional projects and not student-led research. It was queried whether the student AI tools available on Blackboard had been enabled, and it was confirmed that guidance on how to effectively use Co-Pilot, an institution-specific AI tool, will be created shortly. It was also confirmed that some AI courses would run throughout the year, while others would run as an initial session during the University's Induction, Transition and Employability Week (ITEW).

9.2   A further update from Sara Preston, Senior eLearning Advisor, would be shared with members of the Committee in due course.

(*Note: This was made available shortly after the Committee meeting)*

ACADEMIC INTEGRITY RESOURCES

10.1   Members of the Committee heard an oral update on academic integrity resources. The update gave detail on the move away from a simple tick-box statement confirming whether students have used Generative AI, and detailed that there would be resources concerning what constitutes a student's own work and what constitutes a breach in academic integrity. These resources would include guidance on having potentially difficult conversations with students about whether they had used an AI tool.

ONLINE EDUCATION FORUM UPDATE

(copy filed as UEC/130524/009)

11.1   Members of the Committee heard a summary of the paper on the Online Education Forum. The second session held did not work as well as intended due to the lack of academic staff. The Dean for Educational Innovation intended to share the Annex to the paper.

(*Note: This was made available shortly after the Committee meeting)*

EXTERNAL QUALITY PROCESSES: ELIR, QESR AND TQP UPDATE

(copy filed as UEC/130524/010)

12.1   Members of the Committee heard a summary of the paper on the External Quality Processes and the related ELIR, QESR and TQP update. It was confirmed to the Committee that there was currently no intention to undertake a review of the Professional Services, due to the fact that the Internal Teaching Review (ITR) process is suitably robust. A query arose concerning how Library Services was involved, which the Dean for Quality Assurance and Enhancement will address.   ***Action: S Tucker/G Mackintosh***

UNDERGRADUATE NON-CONTINUATION DATA

(copy filed as UEC/130524/011)

13.1   Members of the Committee heard a summary of the undergraduate non-continuation data. A query was received about whether mental health and physical health could be separated, but it was confirmed that the field choices are linked to the HESA requirements. The Dean for Student Support will contact the Planning team about what they are able to do.

Action: J Bohan

INDUCTION, TRANSITION AND EMPLOYABILITY WEEK (ITEW)

14.1   Members of the Committee were advised that the Dean for Employability and Entrepreneurship would circulate his presentation in due course.

Action: J Barrow

DATES OF NEXT MEETING

15.1   Members of the Committee noted that the next meeting of the UEC would take place on Monday 1 October 2024 at 1:05pm. The Chair closed the meeting by extending her gratitude to the staff who will have left before the date of the next meeting.

INTERNAL TEACHING REVIEW – REVIEW CHAIRS

(copy filed as *UEC/130524/012)*

16.1   Members of the Committee routinely approved the proposal which would temporarily waive the requirement of the Internal Teaching Review (ITR) Panel Chairs to be a member of the Quality Assurance Committee (QAC), and instead allow a member of the UEC to chair a review.

UNIVERSITY OF ABERDEEN
UNIVERSITY EDUCATION COMMITTEE

ACTION LOG

ACTIONS ARISING FROM THE MEETING HELD ON 13 MAY 2024

Minute Point	Identified Action	Individual(s) Responsible	Action Status/Update
3.1	Updates to the Risk Register (Education) following Committee discussion.	J Murray	
4.3	Confirm process concerning extensions for Tier 4 students	J Bohan/G Mackintosh	
4.4	Provide support for approving extensions of varying lengths	K Kiezebrink/S Preston	
5.1	Reassess the 30% moderation threshold	S Tucker/G Mackintosh	
5.2	Consult with Student Education Committee to ask what reassurance could be provided to students with regards to the Marking and Moderation policy	R Ledwell/incoming VP Education	
12.1	Consider Library Services becoming part of the support staff session during the Internal Teaching Review process	S Tucker/G Mackintosh	
13.1	Contact Planning team to query the restrictions of the HESA fields with regards to the non-continuation data	J Bohan	
14.1	Circulate ITEW presentation	J Barrow	

National Student Survey 2024 Results (Expanded Report)

Analysis by the Directorate of Planning & Governance

30th August 2024

Background & Outline Methodology

The National Student Survey (NSS) is undertaken annually by students across the higher education sector. As such, it is published every year and is a rich and influential source of information about higher education. The survey is a key component of the quality assurance and wider regulatory landscape in UK higher education, and the results are also utilised by the three domestic league tables for ranking universities (Times & Sunday Times Good University Guide, Complete University Guide, and the Guardian University Guide). The survey is completed by final-year students at:

- All publicly funded higher education universities and colleges in England, Wales, Northern Ireland, and Scotland
- Further education colleges in England and Northern Ireland
- Further education institutions (FEIs) in Wales (with directly funded higher education students)

For the purposes of ranking the University of Aberdeen in the UK higher education sector, the institutional-level rankings have considered 122 higher education institutions that are included in the most recent Guardian University Guide (2024).

In the NSS 2023 last year, following a review and subsequent consultation conducted by the UK higher education funding and regulatory bodies in 2020-2022, the themes, questions and responses in the NSS were changed for 2023 and carried forward to 2024. The themes included for NSS 2023 and 2024 are as follows:

- Teaching on my course
- Learning opportunities
- Assessment and feedback
- Academic support
- Organisation and management
- Learning resources
- Student voice
- Mental wellbeing services
- Freedom of expression (England only)
- Overall Satisfaction (Scotland, Wales and Northern Ireland only)

For older versions of our NSS reporting before NSS 2023 we had focused on the Overall Satisfaction question (was Q27 previously, now Q28) as the headline item for reports. However, with the change to this question only being asked for Scottish, Welsh and Northern Irish institutions it has necessitated a refocussing of the headline item in order to provide a full-sector comparison. This means that reporting now focuses on an aggregated mean average of the positive responses percentage across the 25 questions that are asked at all institutions across the United Kingdom excluding the Student Union question. This closely mirrors the approach that the Complete University Guide has taken in its "Student Satisfaction" metric, although that does not include Q26 on mental wellbeing support. This aggregated mean average of the positive responses will be abbreviated to "positive response" for the purposes of this report.

The responses to the Overall Satisfaction question will not be included in the aforementioned "positive response" measure as it is not asked across the UK. However, it is included in this report as a secondary focus as it allows continuity with previous versions of the National Student Survey and remains an important question in its own right.

This report contains the following sections and subdivisions:

Section One: Positive response
- NSS 2024: University of Aberdeen overall performance in positive response
- NSS 2024: University of Aberdeen positive response performance by Scale – Score and Rank
- NSS 2024: Institutional positive response score / rank / quartile by NSS Scale and Question
- NSS 2024: Positive response by Subject (CAH Level 3) against Sector – Scores
- NSS 2024: Positive response by Subject (CAH Level 3) against Sector – Rank
- NSS 2024: Positive response by University of Aberdeen School

Section Two: Overall satisfaction
- NSS 2024: University of Aberdeen overall performance in overall satisfaction
- NSS 2024: Overall satisfaction by University of Aberdeen School

Section Three: Response rates
- NSS 2024: Response rates

In addition to the mandatory set of questions in the core NSS survey, universities also have the option to choose up to six banks of optional questions and may include up to two additional questions specific to the provider. This year the University chose the optional six bank question themes as follows:

- B2. Students' Union (Association or Guild)
- B7. Course Delivery
- B9. Welfare Resources and Facilities
- B15. Employability and skills
- B16. Environmental sustainability
- B17. Student safety

NSS 2024: University of Aberdeen overall performance in positive response

National Student Survey 2024 Positive Response

'Positive response' is the average of positive responses across all UK-wide questions in the NSS.

Positive Response 84.3% ▲ (up 0.6 pp from 2023)

## UK Rank 15th ▼ (-5 places)

Scottish Rank: 3rd (up one place)

Year	Positive Response	Positive Response (UK Rank)	Positive Response (Scottish Rank)
2024	**84.3**	**15th**	**3rd**
2023	83.7	10th	4th
difference	0.6	-5	1
movement	▲	▼	▲

Table 1: University of Aberdeen performance in the National Student Survey 2024 for positive response compared with 2023.

The University of Aberdeen's score for positive response has risen by 0.6 percentage points from the 2023 position (*see table 1*). The University has fallen from a UK rank of 10th to 15th in 2024 out of 122 institutions listed in the Guardian University Guide 2024. The University moved from a rank of 4th to a rank of 3rd for positive response within Scotland.

Chart 1: University of Aberdeen performance for NSS positive response (2020-2024)
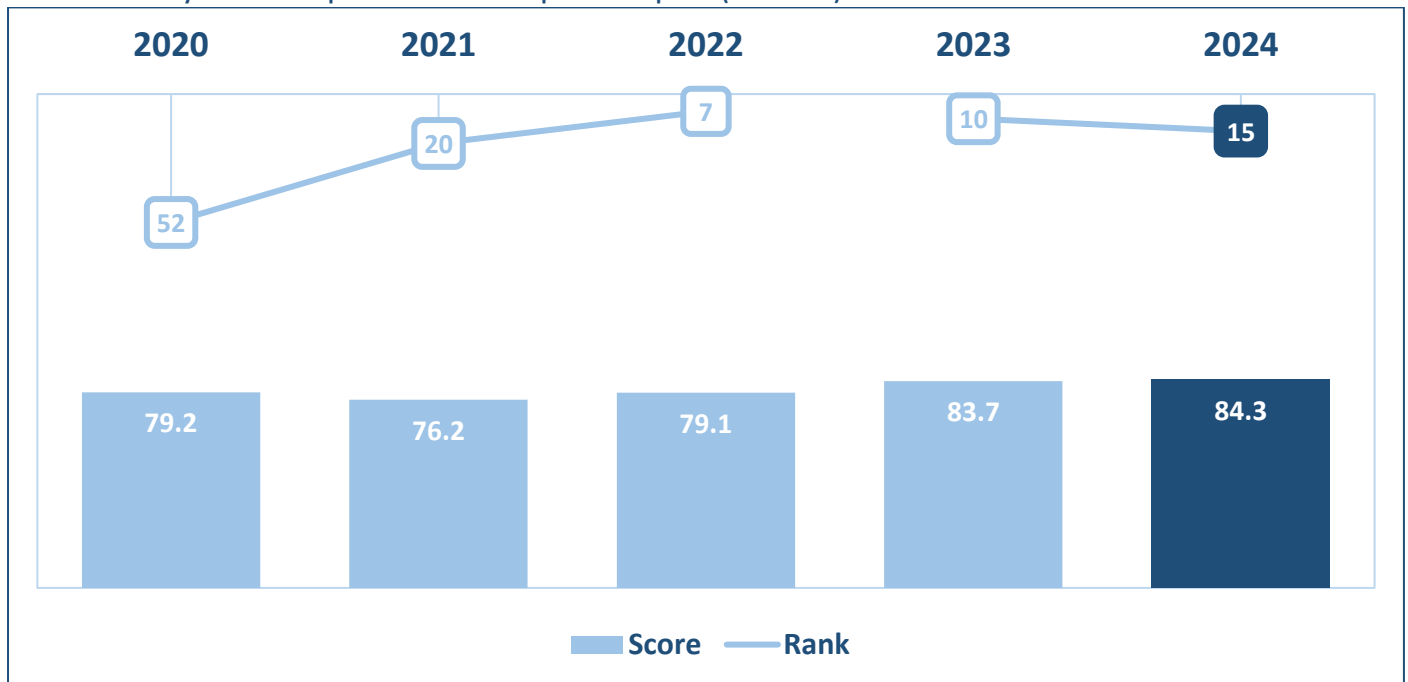
In 2024 the University of Aberdeen achieved the highest positive response score in five years, at 84.3% (*see chart 1*). This was a 0.6% increase from 2023 and a 5.1% increase from the previous maximum of 79.2% in 2020.

Additionally, a 15th place rank in 2024 was a five-place decrease from the previous year but the third highest rank of the past five years.

Table 2: University of Aberdeen performance across NSS Scales 01 to 07 in 2024 compared to 2023.

Year	Scale 01: Teaching on my course	Scale 02: Learning Opportunities	Scale 03: Assessment and Feedback	Scale 04: Academic Support	Scale 05: Organisation & management	Scale 06: Learning resources	Scale 07: Student Voice
2024 PR	**89.1**	**85.2**	**77.1**	**90.6**	**83.2**	**91.6**	**78.0**
2023 PR	89.5	84.4	77.1	89.2	82.3	91.6	76.3
difference	-0.4	0.8	0.0	1.4	0.9	0.0	1.7
movement	▼	▲	■	▲	▲	■	▲
2024 rank	**7**	**18**	**74**	**6**	**8**	**3**	**22**
2023 rank	6	16	65	7	7	2	21
difference	-1	-2	-9	1	-1	-1	-1
movement	▼	▼	▼	▲	▼	▼	▼

Similar to last year, the University of Aberdeen was ranked inside the UK Top-10 for four of the seven scales in NSS 2024 – Teaching on my course (7th), Academic Support (6th), Organisation & management (8th) and Learning resources (3rd).

Positive response scores increased across four NSS scales for the University of Aberdeen between 2023 and 2024 – Learning Opportunities, Academic Support, Organisation & Management and Student Voice.

Rank, however, increased for only one of the seven NSS scales (Academic Support) for the University of Aberdeen. Aberdeen decreased in rank for six of the seven scales. The largest decrease in rank was Scale 03 (Assessment and Feedback) with a drop of 9 places. Scale 03 was the University's weakest scale in terms of score and rank. This is reflective of the sector largely having increases in NSS scores from last year to this year.

Note: Some caution is advised on making time trend assumptions with this data as the changes for NSS 2023 and 2024 do not make the data directly comparable to previous years.

Scale 01: Teaching on My Course

Based on student responses to questions 1 to 4:

1. Staff are good at explaining things, 2. Staff have made the subject interesting, 3. The course is intellectually stimulating, and 4. My course has challenged me to achieve my best work.
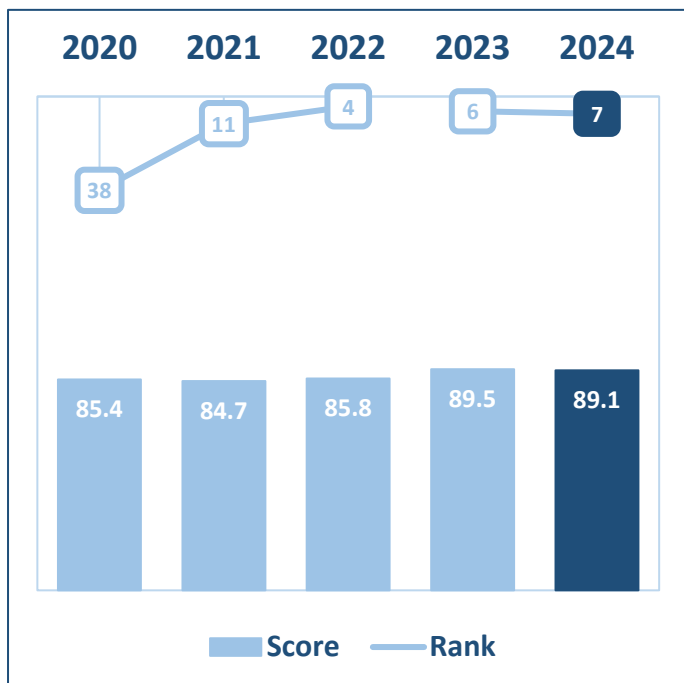

Chart 2: University of Aberdeen performance in SCALE 01: TEACHING ON MY COURSE in NSS (2020-2024)

The University of Aberdeen rank for the Teaching on My Course scale within NSS has been consistently high, ranking in the top 10 over the last three years. (*see chart 2*). In 2024, the University decreased in score by 0.4 percentage points from 89.5% to 89.1%.

The rank for Teaching on My Course, the University has dropped one place from 6th to 7th.

The University of Aberdeen ranked 3rd for this scale in the Scottish sector.

Scale 02: Learning Opportunities

Based on student responses to questions 5 to 9:

5. My course has provided me with opportunities to explore ideas or concepts in depth, 6. My course introduced subjects and skills that builds on what I have already learned, 7. My course has provided me with opportunities to bring information and ideas together from different topics, 8. My course has the right balance of directed and independent study, and 9. My course has developed my knowledge and skills that I will need for my future.

Chart 3: University of Aberdeen performance in SCALE 02: LEARNING OPPORTUNITIES in NSS (2020-2024)

The University of Aberdeen's positive response score was consistently in the low 80s between 2020 to 2022 (*see chart 3*). In 2024, there was an increase in score for Learning Opportunities from 84.4% to 85.2% - a rise of 0.8 percentage points.

Rank has been relatively stable but the University of Aberdeen has decreased in rank for this scale from 16th in 2023 to 18th in 2024.

The University of Aberdeen ranked 2nd for this scale in the Scottish sector.

Scale 03: Assessment and Feedback

Based on student responses to questions 10 to 14:

10. The criteria used in marking have been clear in advance, 11. Marking and assessment has been fair, 12. Assessments have allowed me to demonstrate what I have learned. 13, Feedback on my work has been timely, and 14. Feedback helps me improve my work.

2020 2021 2022 2023 2024

98   86   55   65   74

67.4   65.3   69.8   77.1   77.1

Score   Rank

Chart 4: University of Aberdeen performance in SCALE 03: ASSESSMENT & FEEDBACK in NSS (2020-2024)

The University of Aberdeen rank for the Assessment and Feedback scale within NSS has been variable over the last five-year period (*see chart 2*). In 2024, the University remained level in score from the previous year at 77.1%.

The University of Aberdeen has decreased in rank for this scale from 65th in 2023 to 74th in 2024.

The University of Aberdeen ranked 7th for this scale in the Scottish sector.

Scale 04: Academic Support

Based on student responses to questions 15 to 16:

15. I have been able to contact staff when I needed to, and 16. Teaching staff have supported my learning.

2020 2021 2022 2023 2024

46   12   6   7   6

80.3   78.3   80.4   89.2   90.6

Score   Rank

Chart 5: University of Aberdeen performance in SCALE 04: ACADEMIC SUPPORT in NSS (2020-2024)

The University of Aberdeen's ranking for the Academic Support scale in the NSS has been generally rising in score over the last five years, despite a dip in 2020 (*see chart 5*). The University of Aberdeen ranked 6th in the UK in 2024, an increase in ranking of one place, compared with 2023. Additionally, positive response score increased by 1.4 percentage points to 90.6%.

The University of Aberdeen ranked 2nd for this scale in the Scottish sector.

Scale 05: Organisation and Management

Based on student responses to questions 17 to 18:

17. The course is well organised and running smoothly and 18. Any changes in the course or teaching have been communicated effectively.

	2020	2021	2022	2023	2024
Rank	6	10	5	7	8
Score	80.5	76.8	80.2	82.3	83.2

Score — Rank

Chart 6: University of Aberdeen performance in SCALE 05: ORGANISATION & MANAGEMENT in NSS (2020-2024)

The University of Aberdeen's rank for the Organisation & Management scale has been consistently high across the five-year period and remains in the top-10 for the fifth consecutive year, ranking 8th which is a decrease of one place in rank from 2023 (*see chart 6*).

Aberdeen's score has risen by 0.9 percentage points from 2023 to 2024, the highest score of the latest five years.

The University of Aberdeen ranked 2nd for this scale in the Scottish sector.

Scale 06: Learning Resources

Based on student responses to questions 19 to 21:

19. The IT resources and facilities provided have supported my learning well, 20. The library resources (e.g., books, online services and learning spaces) have supported my learning well, and 21. I have been able to access course-specific resources (e.g., equipment, facilities, software, collections) when I needed to.
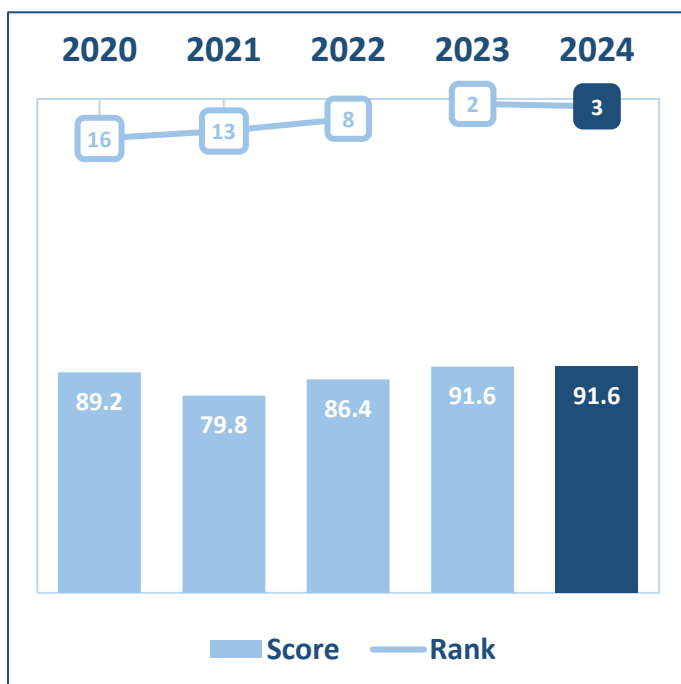
	2020	2021	2022	2023	2024
Rank	16	13	8	2	3
Score	89.2	79.8	86.4	91.6	91.6

Score — Rank

Chart 7: University of Aberdeen performance in SCALE 06: LEARNING RESOURCES in NSS (2020-2024)

In terms of scoring, the University of Aberdeen has remained fairly consistent. In 2024, the score for Learning Resources has remained level with the previous year with a score of 91.6%.

The University of Aberdeen has performed exceptionally well in ranking for the Learning Resources scale within the NSS in recent years. The University achieved its second highest position of 3rd place for the latest NSS results, a decrease of one place from 2023.

The University of Aberdeen ranked 2nd for this scale in the Scottish sector.

Scale 07: Student Voice

based on student responses to questions 23 to 25:

22. I have had the right opportunities to provide feedback on my course, 23. Staff value students' views and opinions about the course, and 24. It is clear how students' feedback on the course has been acted on.

Chart 8: University of Aberdeen performance in SCALE 07: STUDENT VOICE in NSS (2020-2024)

The University has achieved its highest score in Student Voice over the five-year period (*see chart 8*). There has been a rise of 1.7 percentage points from 76.3% in 2023 to 78.0% in this year's release.

Despite a rise in score, the University has dropped one place in UK rank from 21st to 22nd.

The University of Aberdeen ranked 3rd for this scale in the Scottish sector.

Table 3: University of Aberdeen performance across NSS Scales and Questions by Score and Rank/Quartile

Question	2024 Rank (122 HEIs)	2023 Rank (121 HEIs)	UK Rank Change		% Positive Response	Quartile (122 HEIs)
Q1: Staff are good at explaining things	2	16	14	▲	95.9	Q1
Q2: Staff have made the subject interesting	32	15	-17	▼	83.6	Q2
Q3: The course is intellectually stimulating	12	8	-4	▼	89.0	Q1
Q4: My course has challenged me to achieve my best work	17	10	-7	▼	88.0	Q1
Scale 1: The teaching on my course	**7**	**7**	**0**		**89.1**	**Q1**
Q5: My course has provided me with opportunities to explore ideas or concepts in depth	22	15	-7	▼	86.0	Q1
Q6: My course introduced subjects and skills that builds on what I have already learned	19	8	-11	▼	87.4	Q1
Q7: My course has provided me with opportunities to bring information and ideas together from different topics	26	31	5	▲	85.6	Q1
Q8: My course has the right balance of directed and independent study	17	19	2	▲	81.9	Q1
Q9: My course has developed my knowledge and skills that I will need for my future	35	26	-9	▼	85.1	Q2
Scale 2: Learning opportunities	**18**	**17**	**-1**	▼	**85.2**	**Q1**
Q10: The criteria used in marking have been clear in advance	61	47	-14	▼	77.0	Q3
Q11: Marking and assessment has been fair	26	19	-7	▼	84.5	Q1
Q12: Assessments have allowed me to demonstrate what I have learned	68	51	-17	▼	81.3	Q3
Q13: Feedback on my work has been timely	92	98	6	▲	75.2	**Q4**
Q14: Feedback helps me improve my work	93	79	-14	▼	67.6	**Q4**
Scale 3: Assessment and feedback	**74**	**66**	**-8**	▼	**77.1**	**Q3**
Q15: I have been able to contact staff when I needed to	9	8	-1	▼	91.2	Q1
Q16: Teaching staff have supported my learning	11	12	1	▲	89.9	Q1
Scale 4: Academic support	**6**	**7**	**1**	▲	**90.6**	**Q1**
Q17: The course is well organised and running smoothly	7	10	3	▲	84.1	Q1
Q18: Any changes in the course or teaching have been communicated effectively	14	7	-7	▼	82.2	Q1
Scale 5: Organisation and management	**8**	**7**	**-1**	▼	**83.2**	**Q1**
Q19: The IT resources and facilities provided have supported my learning well	4	1	-3	▼	90.6	Q1
Q20: The library resources (e.g. books, online services and learning spaces) have supported my learning well	11	6	-5	▼	92.8	Q1
Q21: I have been able to access course-specific resources (e.g. equipment, facilities, software, collections) when I needed to	7	8	1	▲	91.3	Q1
Scale 6: Learning resources	**3**	**2**	**-1**	▼	**91.6**	**Q1**
Q22: I have had the right opportunities to provide feedback on my course	1	1	0	■	90.7	Q1
Q23: Staff value students' views and opinions about the course	17	13	-4	▼	81.3	Q1
Q24: It is clear how students' feedback on the course has been acted on	80	65	-15	▼	61.9	Q3
Q25: The students' union (association or guild) effectively represents students' academic interests	35	94	59	▲	76.0	Q2
Scale 8: Student voice	**22**	**22**	**0**	■	**78.0**	**Q1**
Q26: Information about my university/college's mental wellbeing support sevices was communicated well	**19**	**12**	**-7**	▼	**83.1**	**Q1**
Q27: During my studies, I felt free to express my ideas, opinions and beliefs	**-**	**-**	**-**	**-**	**-**	**-**
Q28: Overall, I am satisfied with the quality of the course	**3**	**2**	**-1**	▼	**85.5**	**Q1**

Note: ***Q28 only applicable to Scotland, Wales, and Northern Ireland. Q27 only applicable to England.

Across the 25 total questions counted within the NSS 2024 positive response calculation, eight had improved in UK rank since the previous year – these were questions 1, 7, 8, 13, 16, 17, 21, and 25 (*see table 3*). However, of the seven scales only one increased (Academic Support).

Eighteen questions decreased in rank, the greatest negative rank change was down 17 places in questions 2 and 12 placing 32nd and 68th respectively.
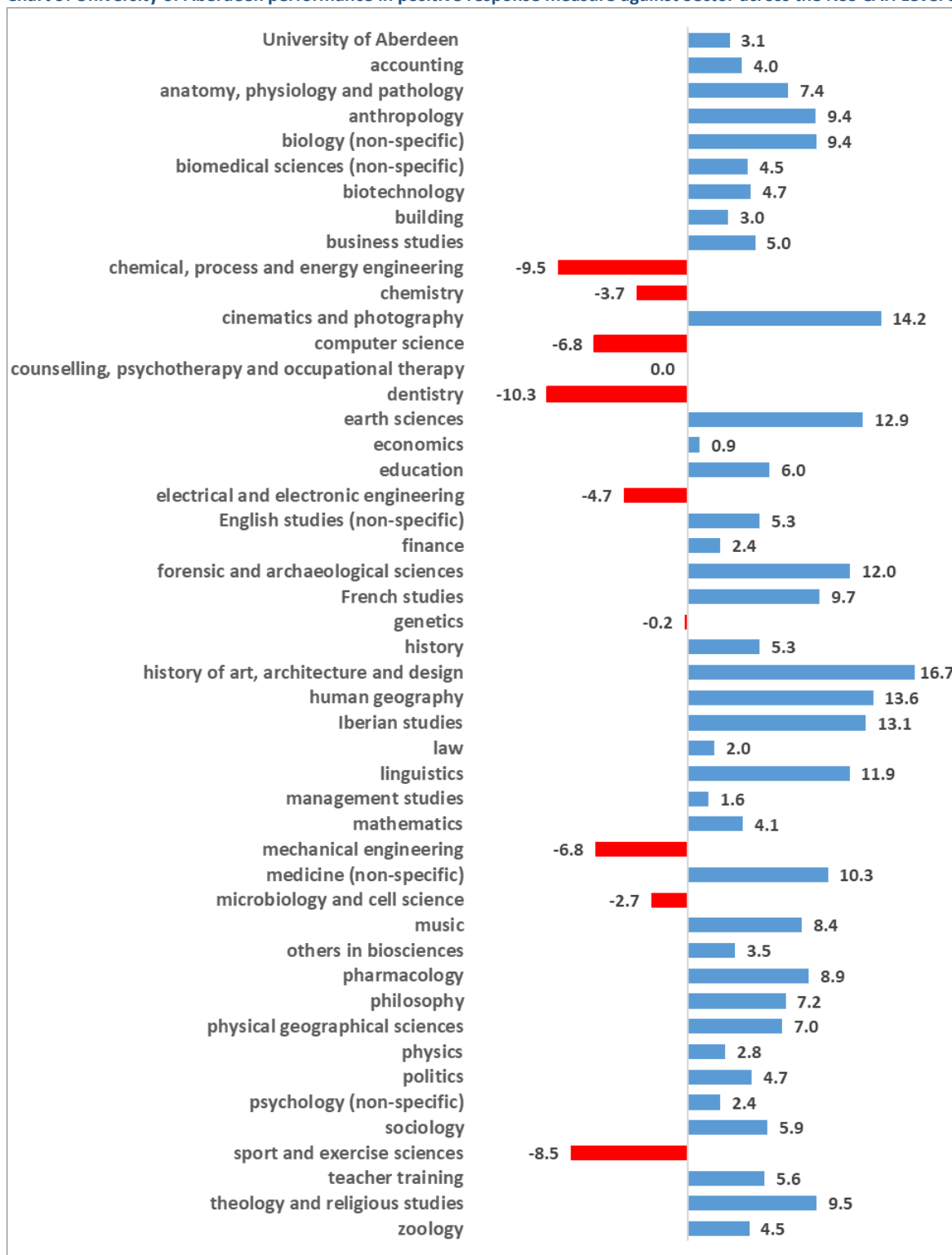
Two questions ranked in the bottom quartile (Q13 and Q14). The Assessment & Feedback section scored three times in the third quartile and only once in the top quartile, making it the University of Aberdeen's weakest metric. This contrasts with 2023 where two different questions scored in the bottom quartile (Q25 and Q13). In 2023 21 from 27 questions scored in the top quartile while in 2024 19 of 27 scored in the top quartile.

Question 27 was only presented to English institutions while question 28 was presented to all but English institutions.

NSS 2024: Positive Response by Subject (CAH Level 3) against Sector - Scores

This section provides a more detailed analysis of individual subject performance in the NSS. Subjects are measured at different levels, known as the Common Aggregation Hierarchy (CAH). This data is provided by HESA and determines how degree programmes are categorised into distinct subject groupings. Based on these groupings it is possible to disaggregate the University's score for each metric to subject-level. For the purposes of this report, subjects have been analysed at the more detailed CAH level 3. This section utilises the new positive response measure across the UK-wide questions in the NSS, excluding the students' union question.

Chart 9: University of Aberdeen performance in positive response measure against Sector across the NSS CAH Level 3 Subjects 2024

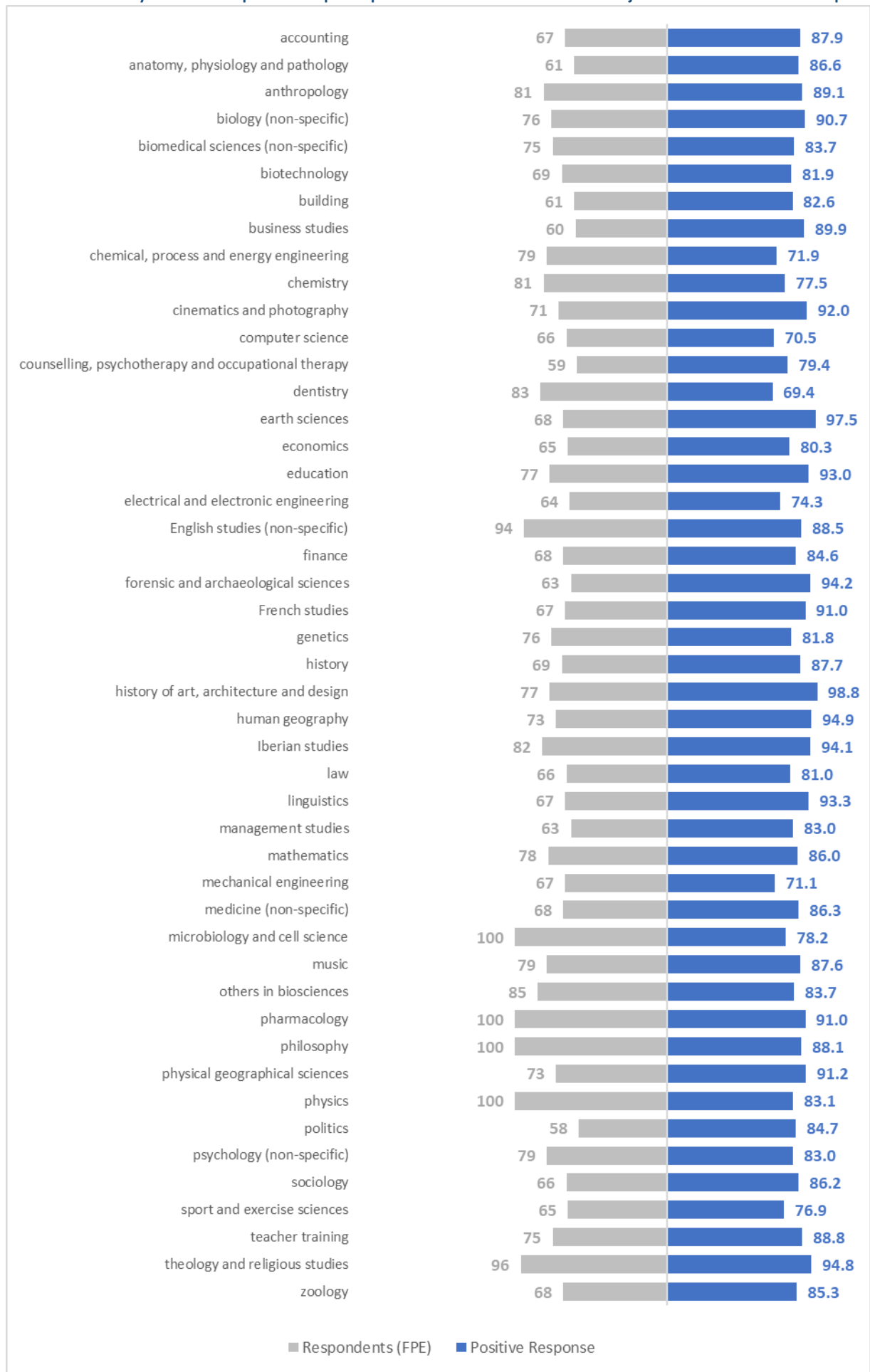| Subject	Score
University of Aberdeen	3.1
accounting	4.0
anatomy, physiology and pathology	7.4
anthropology	9.4
biology (non-specific)	9.4
biomedical sciences (non-specific)	4.5
biotechnology	4.7
building	3.0
business studies	5.0
chemical, process and energy engineering	-9.5
chemistry	-3.7
cinematics and photography	14.2
computer science	-6.8
counselling, psychotherapy and occupational therapy	0.0
dentistry	-10.3
earth sciences	12.9
economics	0.9
education	6.0
electrical and electronic engineering	-4.7
English studies (non-specific)	5.3
finance	2.4
forensic and archaeological sciences	12.0
French studies	9.7
genetics	-0.2
history	5.3
history of art, architecture and design	16.7
human geography	13.6
Iberian studies	13.1
law	2.0
linguistics	11.9
management studies	1.6
mathematics	4.1
mechanical engineering	-6.8
medicine (non-specific)	10.3
microbiology and cell science	-2.7
music	8.4
others in biosciences	3.5
pharmacology	8.9
philosophy	7.2
physical geographical sciences	7.0
physics	2.8
politics	4.7
psychology (non-specific)	2.4
sociology	5.9
sport and exercise sciences	-8.5
teacher training	5.6
theology and religious studies	9.5
zoology	4.5

The University of Aberdeen generally performed favourably compared to the sector for most CAH Level 3 subjects, with the University outperforming the sector for 38 of the 47 CAH Level 3 subjects to which it has been assigned a positive response score (*see chart 9*).

Eight subjects have a positive score of larger than 10% against the sector – history of art, architecture and design (16.7% positive gap), cinematics and photography (14.2% positive gap), human geography (13.6% positive gap), Iberian studies (13.1% positive gap), earth sciences (12.9% positive gap), forensic and archaeological sciences (12% positive gap), linguistics (11.9% positive gap) and medicine (non-specific) (10.4% positive gap).

Nine subjects performed lower for the University against the sector, with the largest gap existing in dentistry at -10.3%. Eight of the nine subjects that performed lower against the sector are STEM subjects, three of which are in engineering. Free text comments may provide more insight into why certain subjects do not as well against the sector when made available via the Expanded Report in a few weeks.

Chart 10 on the next page indicates the positive response score per CAH Level 3 subject and the respondents (full-person equivalent) that have been included in each subject area.
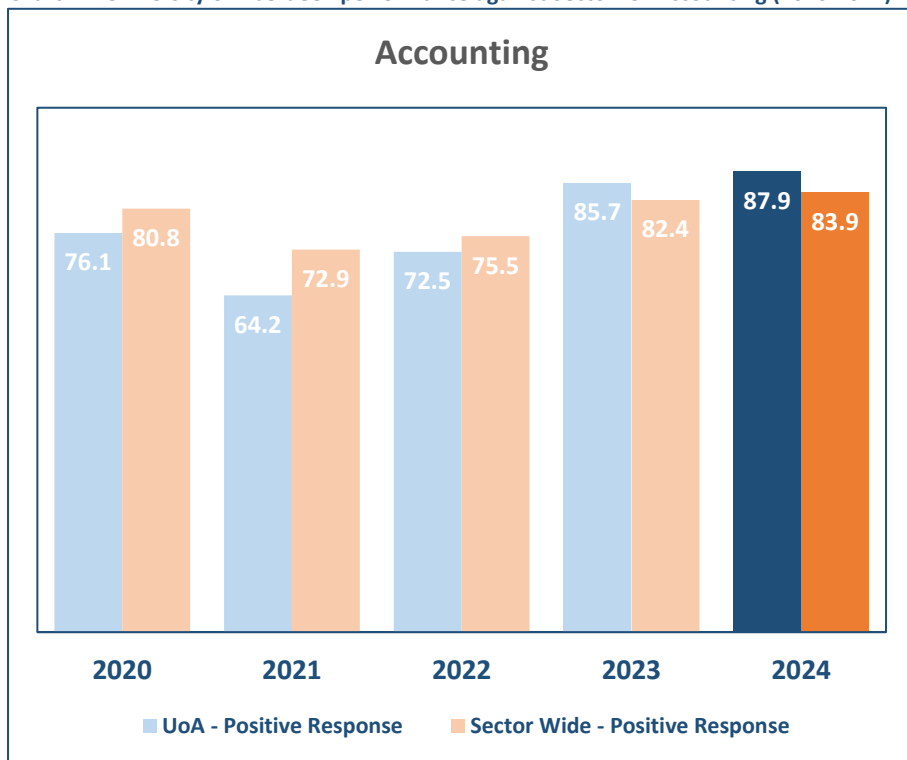
Chart 10: University of Aberdeen positive response performance in NSS CAH Level 3 Subjects 2024 and number of respondents

Subject	Respondents (FPE)	Positive Response
accounting	67	87.9
anatomy, physiology and pathology	61	86.6
anthropology	81	89.1
biology (non-specific)	76	90.7
biomedical sciences (non-specific)	75	83.7
biotechnology	69	81.9
building	61	82.6
business studies	60	89.9
chemical, process and energy engineering	79	71.9
chemistry	81	77.5
cinematics and photography	71	92.0
computer science	66	70.5
counselling, psychotherapy and occupational therapy	59	79.4
dentistry	83	69.4
earth sciences	68	97.5
economics	65	80.3
education	77	93.0
electrical and electronic engineering	64	74.3
English studies (non-specific)	94	88.5
finance	68	84.6
forensic and archaeological sciences	63	94.2
French studies	67	91.0
genetics	76	81.8
history	69	87.7
history of art, architecture and design	77	98.8
human geography	73	94.9
Iberian studies	82	94.1
law	66	81.0
linguistics	67	93.3
management studies	63	83.0
mathematics	78	86.0
mechanical engineering	67	71.1
medicine (non-specific)	68	86.3
microbiology and cell science	100	78.2
music	79	87.6
others in biosciences	85	83.7
pharmacology	100	91.0
philosophy	100	88.1
physical geographical sciences	73	91.2
physics	100	83.1
politics	58	84.7
psychology (non-specific)	79	83.0
sociology	66	86.2
sport and exercise sciences	65	76.9
teacher training	75	88.8
theology and religious studies	96	94.8
zoology	68	85.3

■ Respondents (FPE) ■ Positive Response

Charts 11 to 57 below provide an overview of University of Aberdeen performance for Positive Response at CAH level 3 subject level, between 2020 and 2024, compared to the sector positive response.

Some caution is advised on making time trend assumptions with this data as the changes for NSS 2023 and 2024 do not make the data directly comparable to previous years.

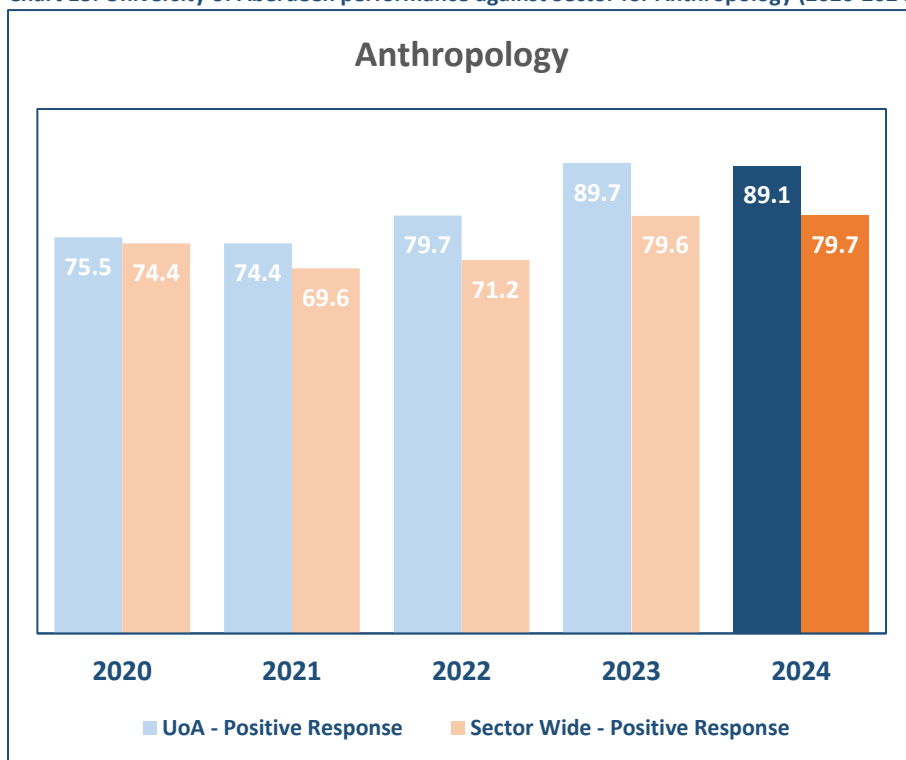**Chart 11: University of Aberdeen performance against Sector for Accounting (2020-2024)**

Accounting

Year	UoA - Positive Response	Sector Wide - Positive Response
2020	76.1	80.8
2021	64.2	72.9
2022	72.5	75.5
2023	85.7	82.4
2024	87.9	83.9

The University of Aberdeen consistently scored below the sector positive response in Accounting between 2019 and 2022 (*see chart 11*). However, in 2024 there is a positive gap of 4 percentage points against the sector.

Chart 12: University of Aberdeen performance against Sector for Anatomy, Physiology and Pathology (2020-2024)

Anatomy, Physiology and Pathology

Year	UoA - Positive Response	Sector Wide - Positive Response
2020	89.2	78.0
2021	82.5	73.2
2022	87.7	73.5
2023	91.4	79.7
2024	86.6	79.2
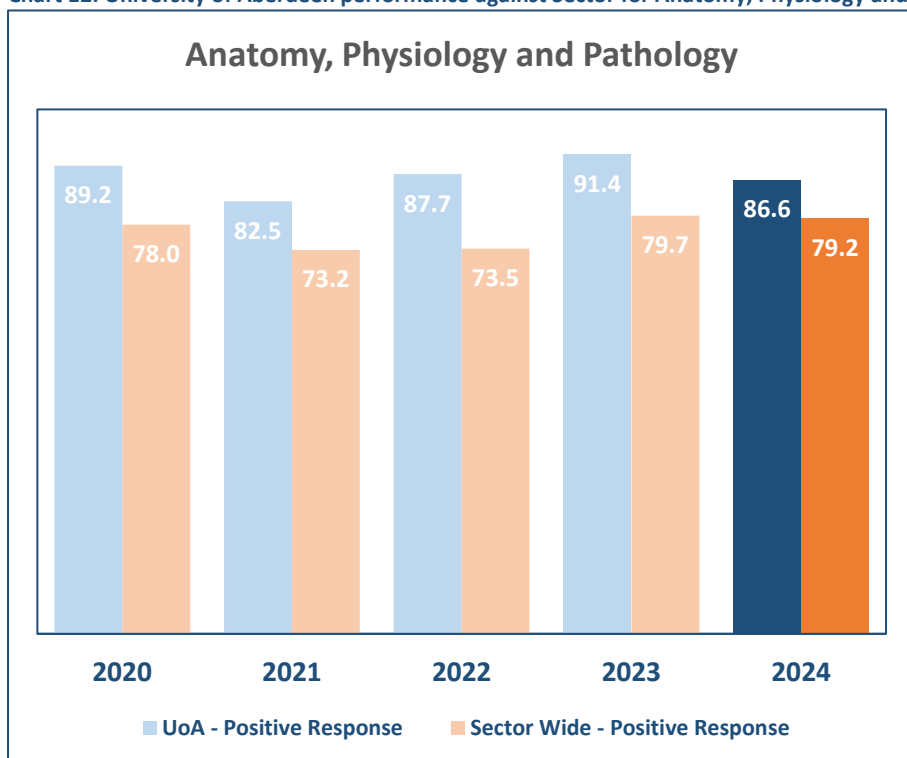
The University of Aberdeen has outperformed the sector positive response for Anatomy, Physiology and Pathology for the last five years (*see chart 12*). In 2024 the subject achieved a positive gap of 7.4 percentage points compared to the sector response.

Anthropology
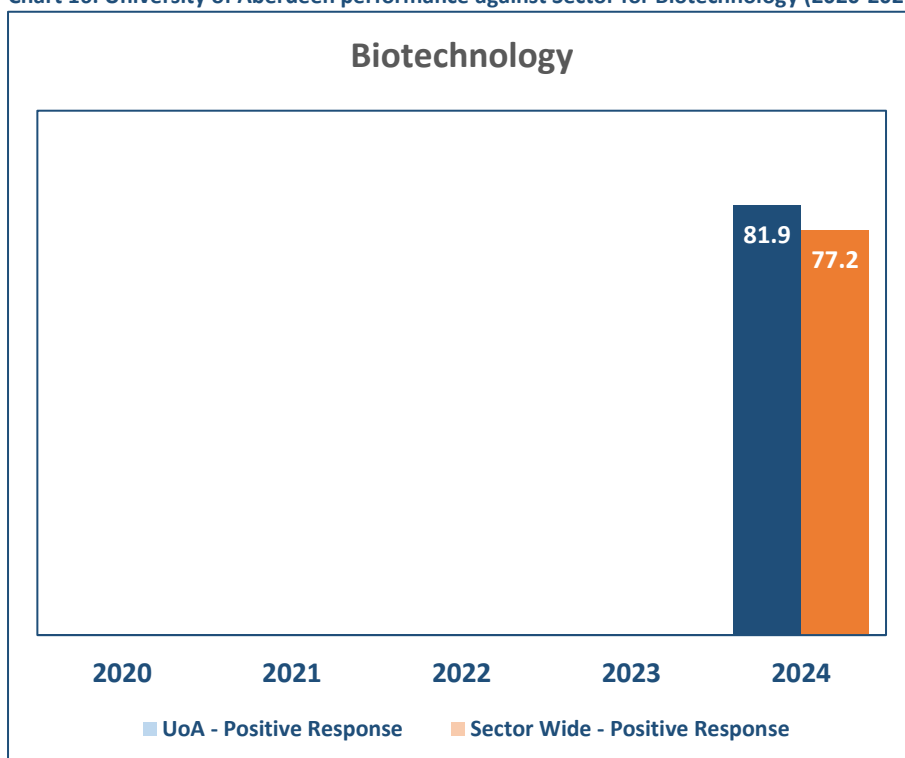

	2020	2021	2022	2023	2024
UoA - Positive Response	75.5	74.4	79.7	89.7	89.1
Sector Wide - Positive Response	74.4	69.6	71.2	79.6	79.7

■ UoA - Positive Response   ■ Sector Wide - Positive Response

The University of Aberdeen has outperformed the sector for Anthropology throughout the past five years (*see chart 13*). For 2024, the positive gap is 9.4 percentage points.

Biomedical Sciences (non-specific)

	2020	2021	2022	2023	2024
UoA - Positive Response	76.3	87.5	86.7	85.9	83.7
Sector Wide - Positive Response	76.0	69.4	69.8	76.7	79.3

■ UoA - Positive Response   ■ Sector Wide - Positive Response
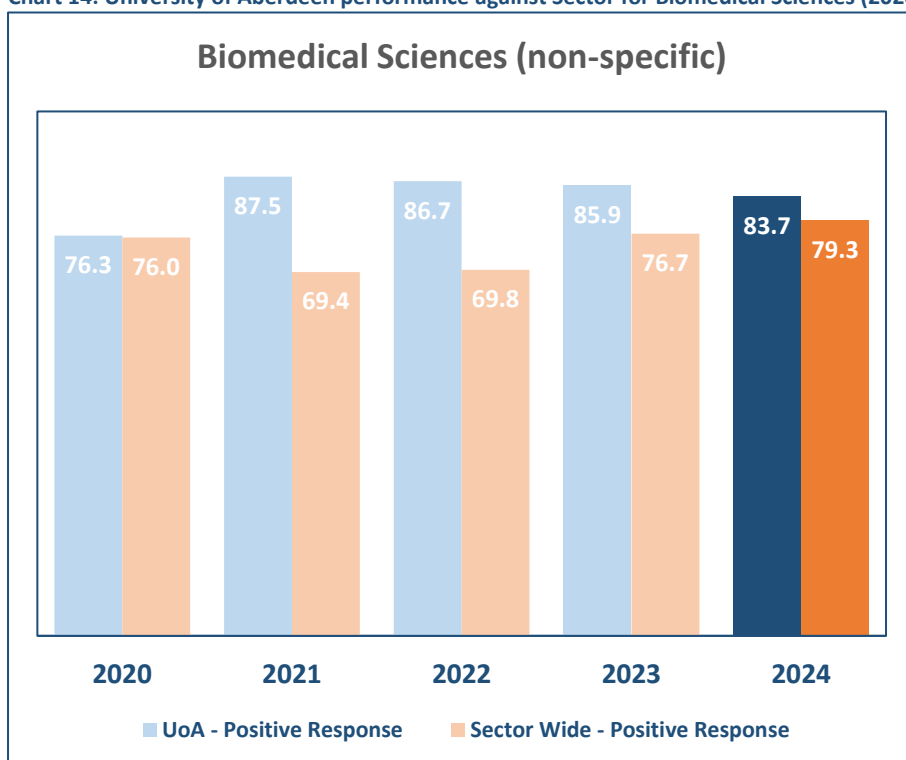
The University of Aberdeen has outperformed the sector positive response for Biomedical Sciences (non-specific) for the previous four years (*see chart 14*). In 2024 the subject achieved a positive gap of 4.4 percentage points compared to the sector positive response.

Biology (non-specific)

	2020	2021	2022	2023	2024
UoA - Positive Response	89.6		76.8	89.5	90.7
Sector Wide - Positive Response	78.9		73.9	81.7	81.3

■ UoA - Positive Response   ■ Sector Wide - Positive Response

For Biology (non-specific) the University of Aberdeen's performance has generally outperformed the sector over the timescale (note that this subject area did not report in NSS 2021) (*see chart 15*). In 2024, the University achieved a positive gap of 9.4 percentage points.

Missing data indicates years in which a subject did not meet the response threshold for inclusion (this can be due to subject recoding or student numbers).
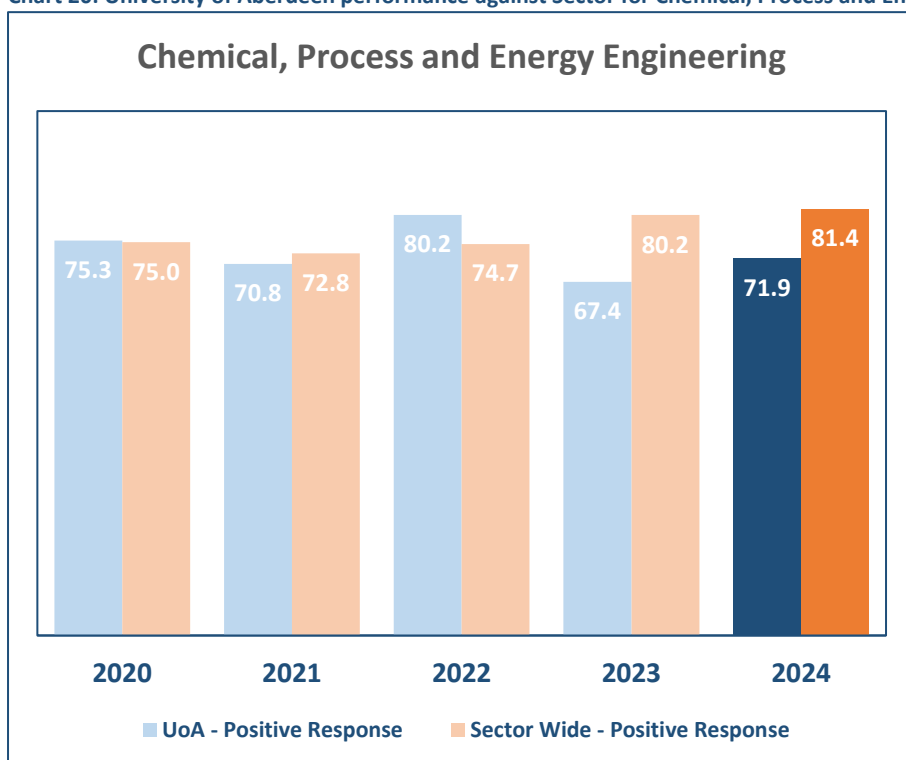
Biotechnology

	2020	2021	2022	2023	2024
UoA - Positive Response					81.9
Sector Wide - Positive Response					77.2

■ UoA - Positive Response   ■ Sector Wide - Positive Response

This is the first year that the NSS has reported on Biotechnology. It can be seen in *Chart 16* that there a positive gap of 4.7 percentage points compared to the sector.
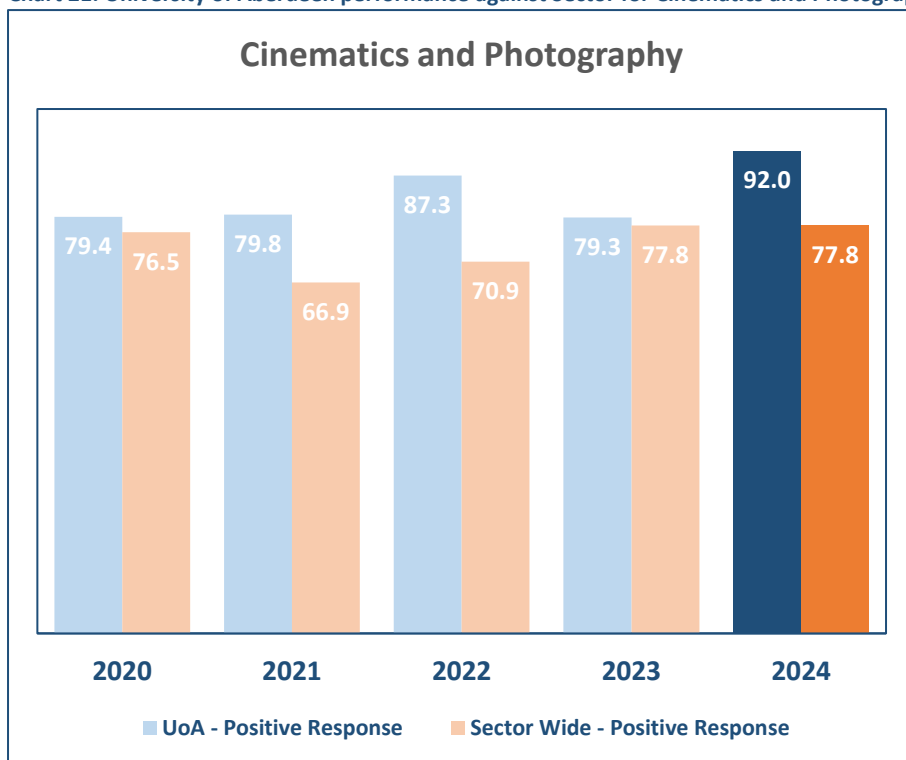
Missing data indicates years in which a subject did not meet the response threshold for inclusion (this can be due to subject recoding or student numbers).

Chart 17: University of Aberdeen performance against Sector for Building (2020-2024)

Building

	2020	2021	2022	2023	2024
UoA - Positive Response	81.2	85.0		73.0	82.6
Sector Wide - Positive Response	74.8	66.9		78.4	79.6

■ UoA - Positive Response   ■ Sector Wide - Positive Response
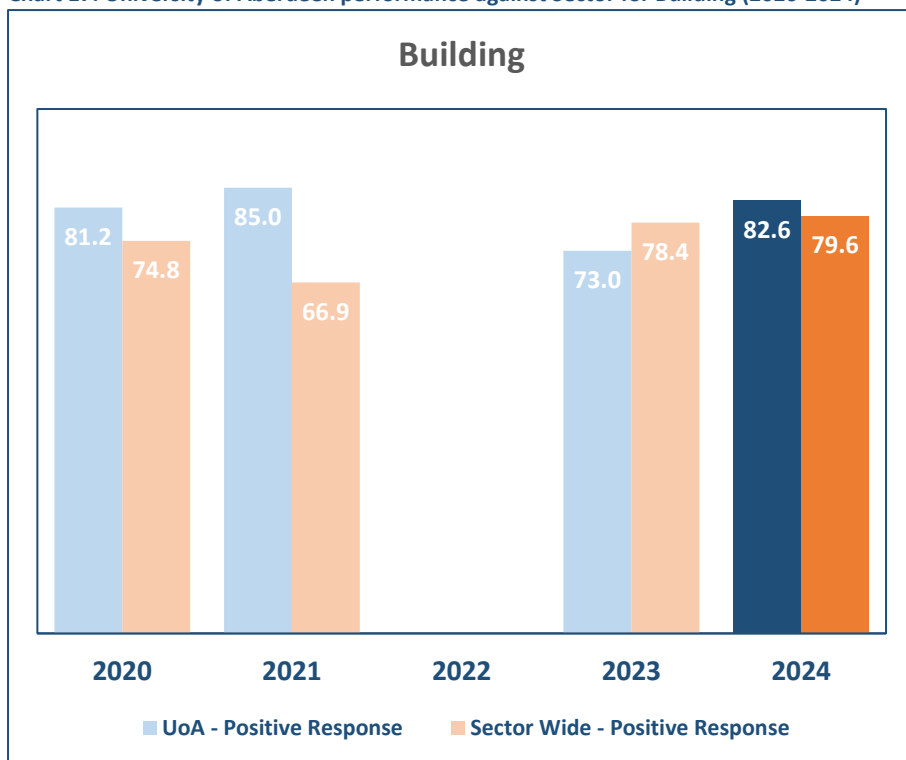
Historically, the University has consistently outperformed the sector in Building for positive response (except for 2023) (*see chart 17*). There was a positive gap of 3 percentage points when comparing the University with the sector in the 2024 results.

Missing data indicates years in which a subject did not meet the response threshold for inclusion (this can be due to subject recoding or student numbers).

Chart 18: University of Aberdeen performance against Sector for Business Studies (2020-2024)

Business Studies

	2020	2021	2022	2023	2024
UoA - Positive Response				95.2	89.9
Sector Wide - Positive Response				83.6	85.0

■ UoA - Positive Response   ■ Sector Wide - Positive Response
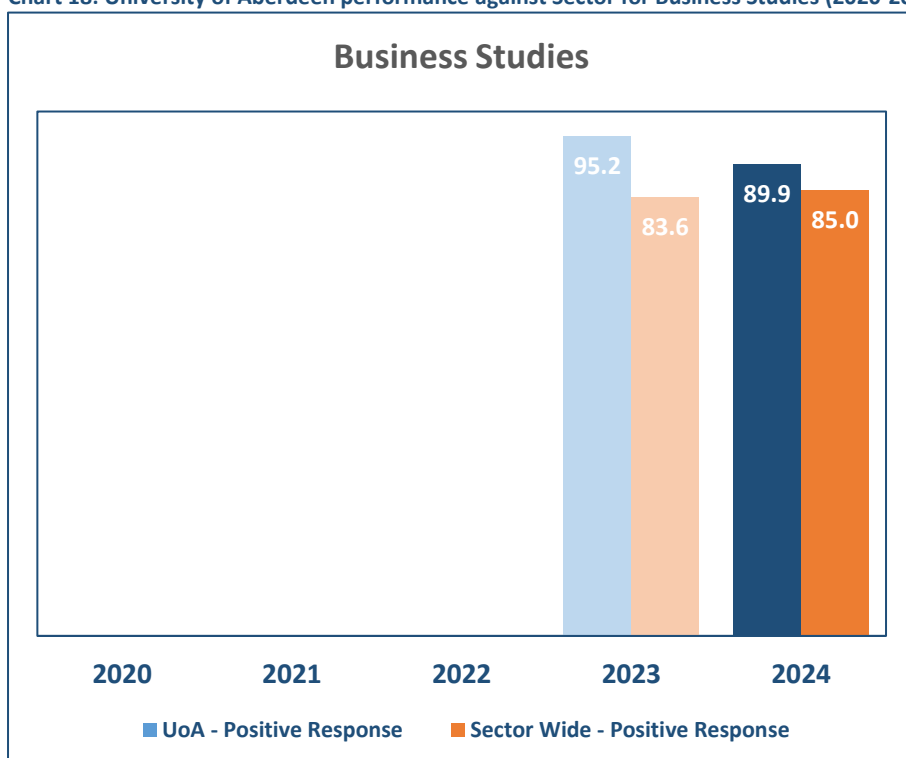
In 2023, the University outperformed the sector in Business Studies with a positive gap of 4.9 percentage points (*see chart 18*). It is noted this is the second year that Business Studies has been scored for the University in the NSS in the last 5 years.

Missing data indicates years in which a subject did not meet the response threshold for inclusion (this can be due to subject recoding or student numbers).

Chemistry

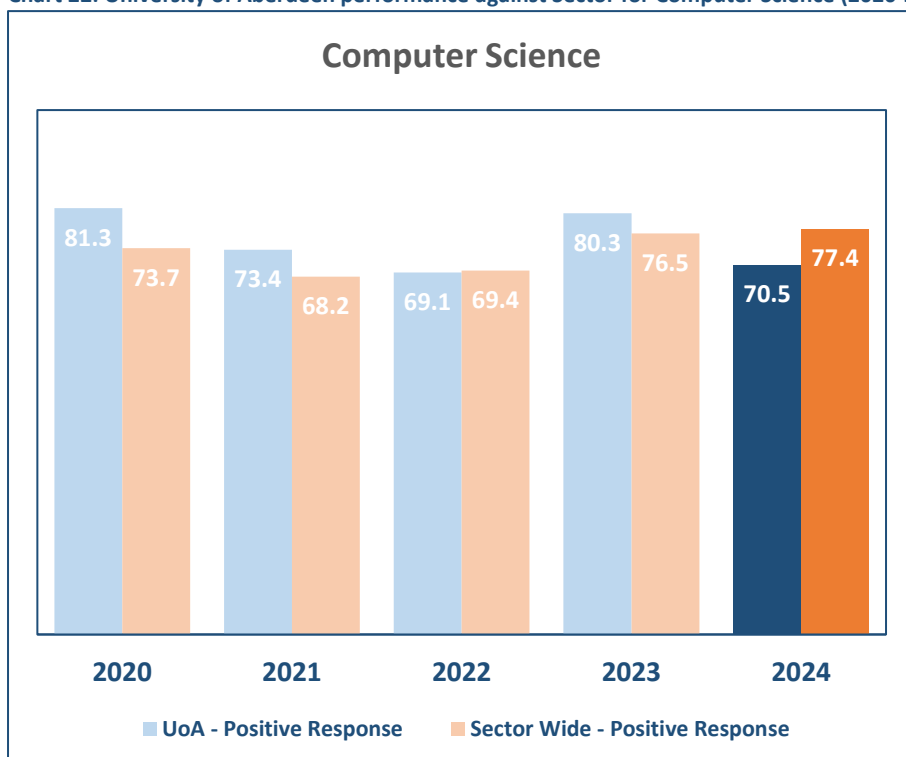|	2020	2021	2022	2023	2024
UoA - Positive Response	78.1	80.6	72.9		77.5
Sector Wide - Positive Response	78.5	75.1	72.8		81.2

■ UoA - Positive Response   ■ Sector Wide - Positive Response
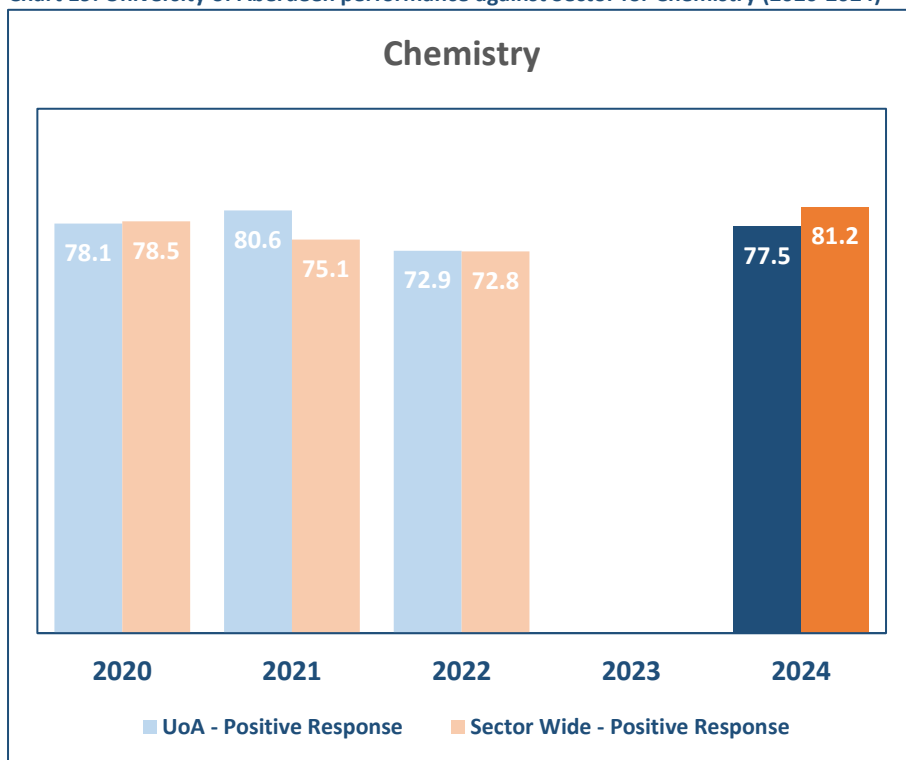
The University of Aberdeen has a negative gap of 3.7% against the sector's positive response score of 81.2% (*see chart 19*) for Chemistry. This is the largest gap in the time period shown.
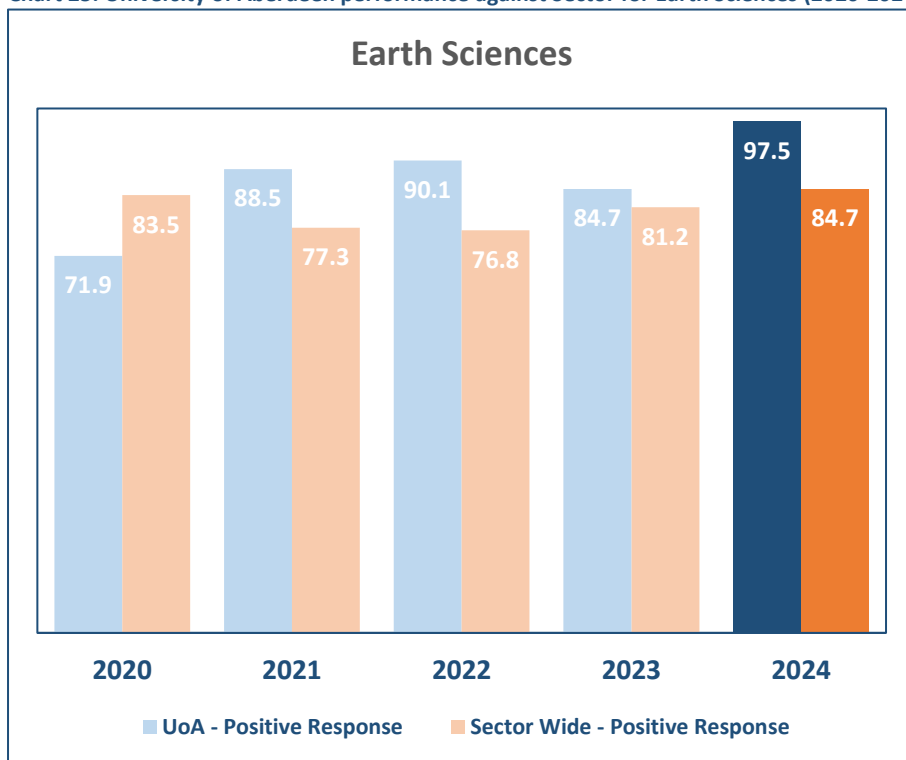
Missing data indicates years in which a subject did not meet the response threshold for inclusion (this can be due to subject recoding or student numbers).

Chemical, Process and Energy Engineering

	2020	2021	2022	2023	2024
UoA - Positive Response	75.3	70.8	80.2	67.4	71.9
Sector Wide - Positive Response	75.0	72.8	74.7	80.2	81.4

■ UoA - Positive Response   ■ Sector Wide - Positive Response

The University of Aberdeen has a negative gap of 9.5% against the sector's positive response score of 81.4% (*see chart 20*) for Chemical, Process and Energy Engineering. This is the second largest gap in the time period shown.

Cinematics and Photography

	2020	2021	2022	2023	2024
UoA - Positive Response	79.4	79.8	87.3	79.3	92.0
Sector Wide - Positive Response	76.5	66.9	70.9	77.8	77.8

■ UoA - Positive Response   ■ Sector Wide - Positive Response

The University of Aberdeen has outperformed the sector positive response for Cinematics and Photography for the previous five years (*see chart 21*). In 2024 the subject achieved a positive gap of 14.2 percentage points compared to the sector positive response.

Computer Science

	2020	2021	2022	2023	2024
UoA - Positive Response	81.3	73.4	69.1	80.3	70.5
Sector Wide - Positive Response	73.7	68.2	69.4	76.5	77.4

■ UoA - Positive Response   ■ Sector Wide - Positive Response

Performance for Computer Science at the University of Aberdeen has been inconsistent across the timescale (*see chart 22*). In 2024 the subject achieved a negative gap of 6.9 percentage points compared to the sector positive response.

Counselling, psychotherapy and occupational therapy

	2020	2021	2022	2023	2024
UoA					79.4
Sector					79.4

■ UoA - Positive Response   ■ Sector Wide - Positive Response
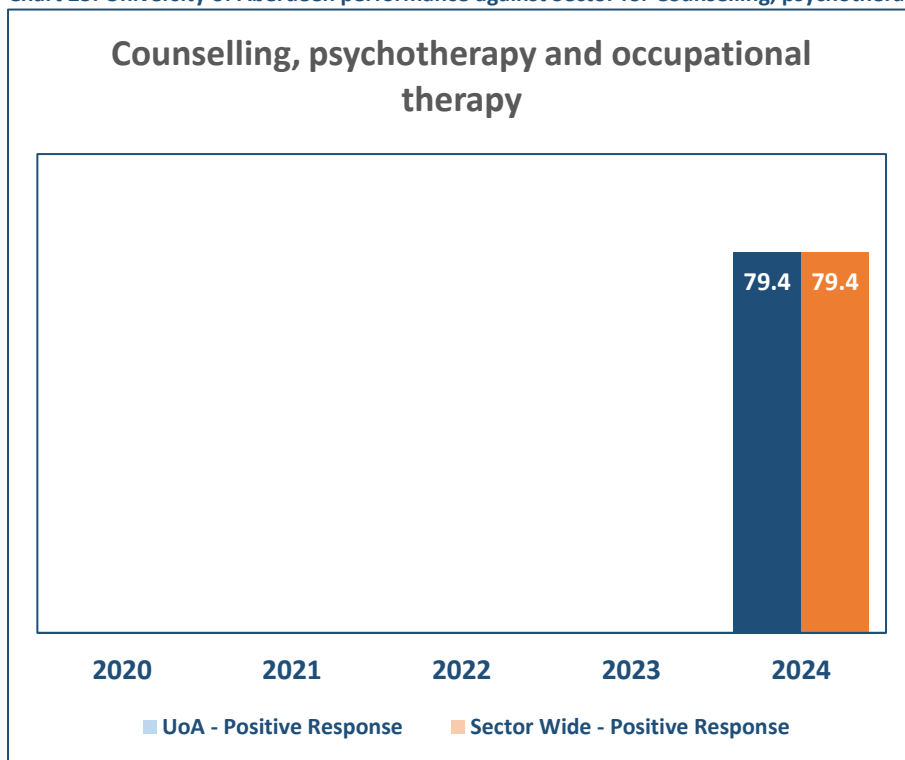
This is the first year that the NSS has reported on Counselling, psychotherapy and occupational therapy. It can be seen in *Chart 23* that the University's score was level with the sector.
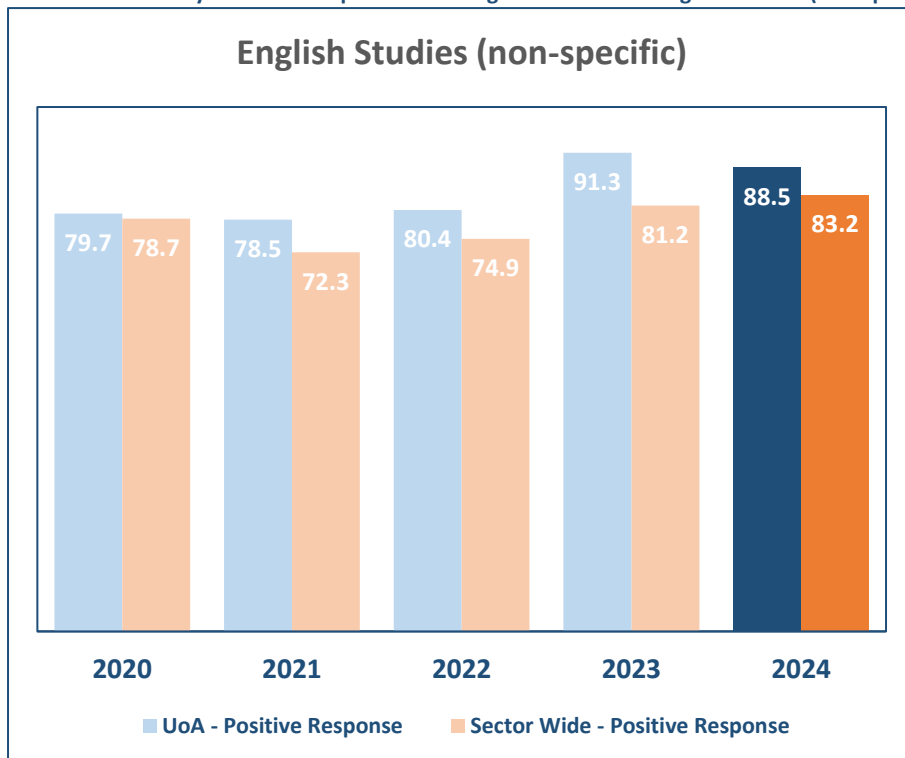
Missing data indicates years in which a subject did not meet the response threshold for inclusion (this can be due to subject recoding or student numbers).

Dentistry

	2020	2021	2022	2023	2024
UoA	88.6	55.9	55.7		69.4
Sector	79.7	75.8	72.7		79.6

■ UoA - Positive Response   ■ Sector Wide - Positive Response
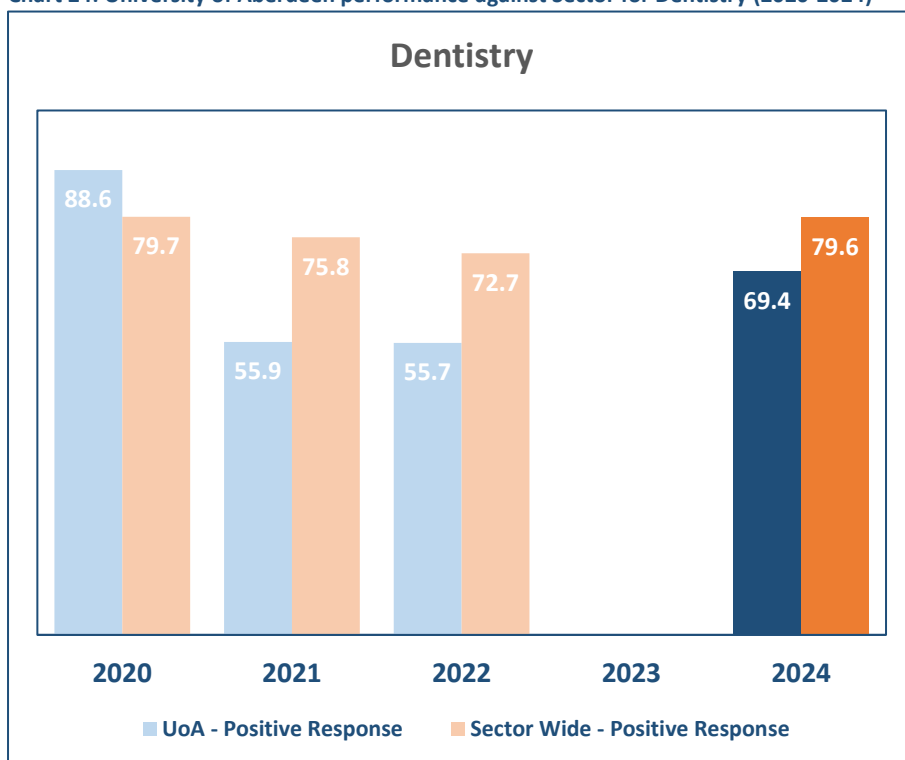
Performance for Dentistry at the University of Aberdeen has been generally lower than the sector. In 2024 the subject achieved a negative gap of 10.2 percentage points compared to the sector positive response.

Chart 25: University of Aberdeen performance against Sector for Earth Sciences (2020-2024)

Earth Sciences

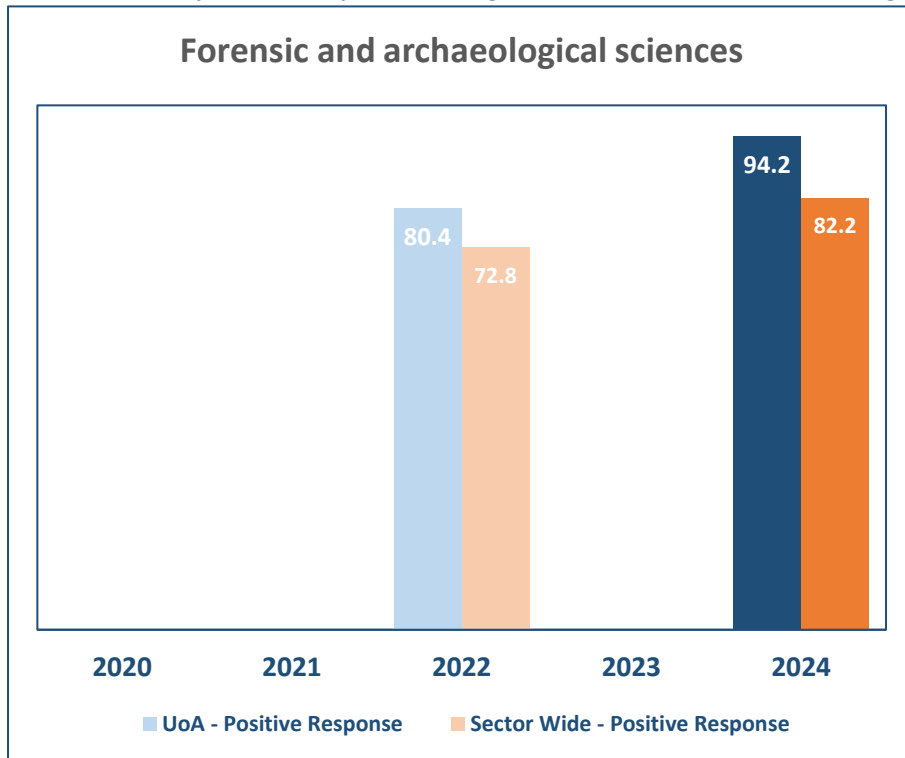|	2020	2021	2022	2023	2024
UoA - Positive Response	71.9	88.5	90.1	84.7	97.5
Sector Wide - Positive Response	83.5	77.3	76.8	81.2	84.7

■ UoA - Positive Response   ■ Sector Wide - Positive Response

The University of Aberdeen performance in Earth Sciences has outperformed the sector for the four most recent years (*see chart 25*). In 2024, it can be seen that there is a positive gap of 12.8 percentage points compared with the sector.

Chart 26: University of Aberdeen performance against Sector for Economics (2020-2024)

Economics

	2020	2021	2022	2023	2024
UoA - Positive Response	65.9	75.2	75.3	77.9	80.3
Sector Wide - Positive Response	75.2	69.6	71.4	77.8	79.4

■ UoA - Positive Response   ■ Sector Wide - Positive Response
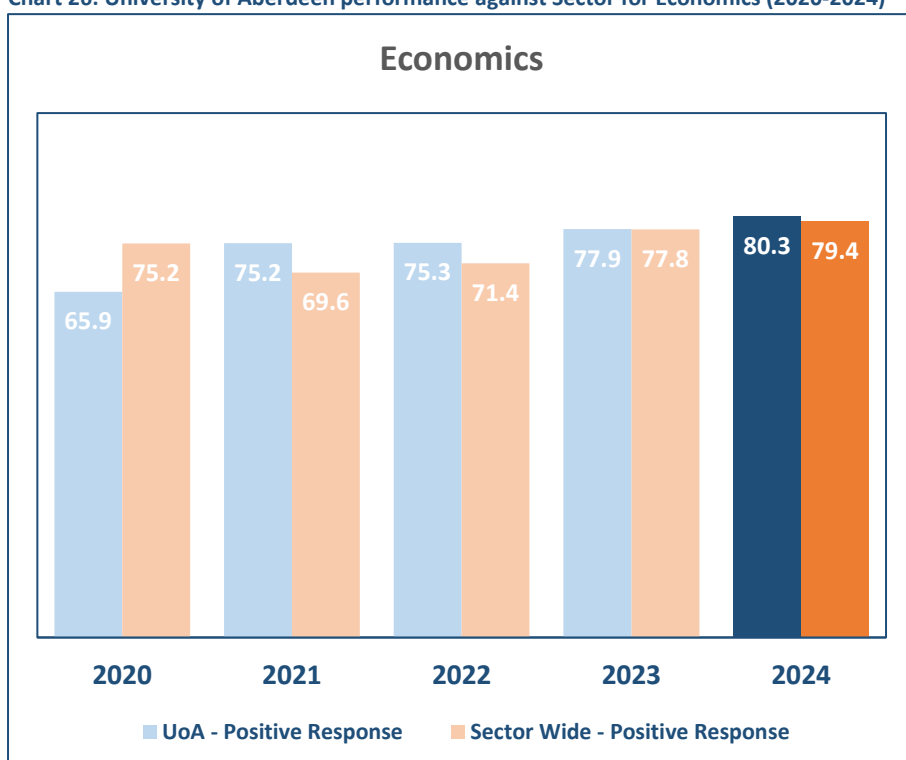
Economics has outperformed the sector for the past four years (*see chart 26*). In 2024, there is a positive gap of 0.9 percentage points.

Education

	2020	2021	2022	2023	2024

UoA Positive Response: 82.2 (2022), 91.6 (2023), 93.0 (2024)
Sector Wide Positive Response: 78.9 (2022), 85.6 (2023), 87.0 (2024)

■ UoA - Positive Response   ■ Sector Wide - Positive Response
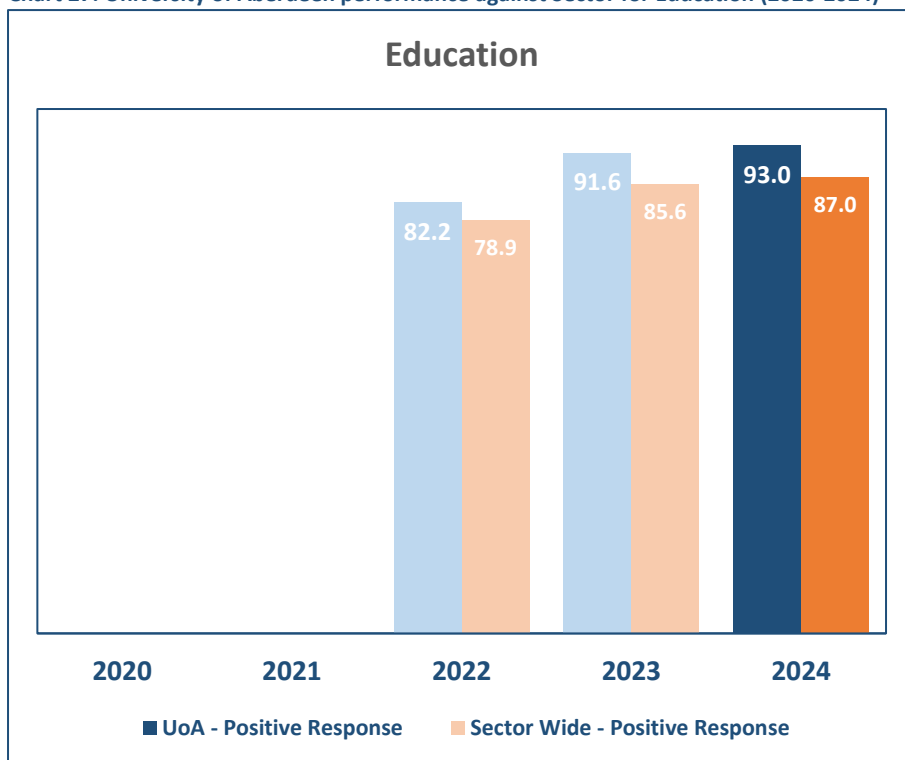
In 2023, the University of Aberdeen has outperformed the sector for Education by 6 percentage points (*see chart 27*). It is noted that Education does not include Teacher Training.

Missing data indicates years in which a subject did not meet the response threshold for inclusion (this can be due to subject recoding or student numbers).

Electrical and Electronic Engineering

	2020	2021	2022	2023	2024

UoA Positive Response: 79.0 (2020), 68.2 (2021), 70.9 (2022), 86.7 (2023), 74.3 (2024)
Sector Wide Positive Response: 76.4 (2020), 71.7 (2021), 72.2 (2022), 77.4 (2023), 79.0 (2024)

■ UoA - Positive Response   ■ Sector Wide - Positive Response
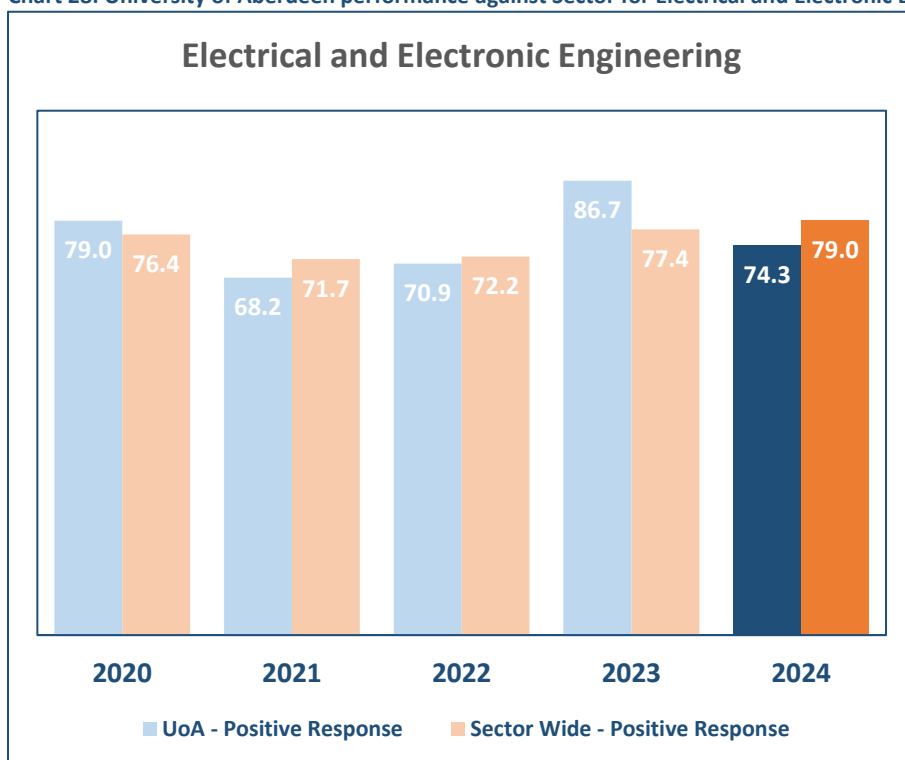
Electrical and Electronic Engineering has performed variably against sector positive response scores over the past five years (*see chart 28*). After strong performance in 2023, the subject achieved a negative gap of 4.7 percentage points in 2024 compared to the sector positive response.

English Studies (non-specific)

	2020	2021	2022	2023	2024
UoA - Positive Response	79.7	78.5	80.4	91.3	88.5
Sector Wide - Positive Response	78.7	72.3	74.9	81.2	83.2

■ UoA - Positive Response   ■ Sector Wide - Positive Response

The University of Aberdeen has consistently outperformed the sector benchmark for English Studies (non-specific) (*see chart 29*). In 2024, the University has achieved its second highest score in this subject area since 2020 and outperformed the sector positive response score by 5.3 percentage points.

Chart 30: University of Aberdeen performance against Sector for Finance (2020-2024)

Finance

	2020	2021	2022	2023	2024
UoA - Positive Response	72.4	84.2	79.0	87.0	84.6
Sector Wide - Positive Response	78.7	72.9	75.4	82.9	82.2

■ UoA - Positive Response   ■ Sector Wide - Positive Response
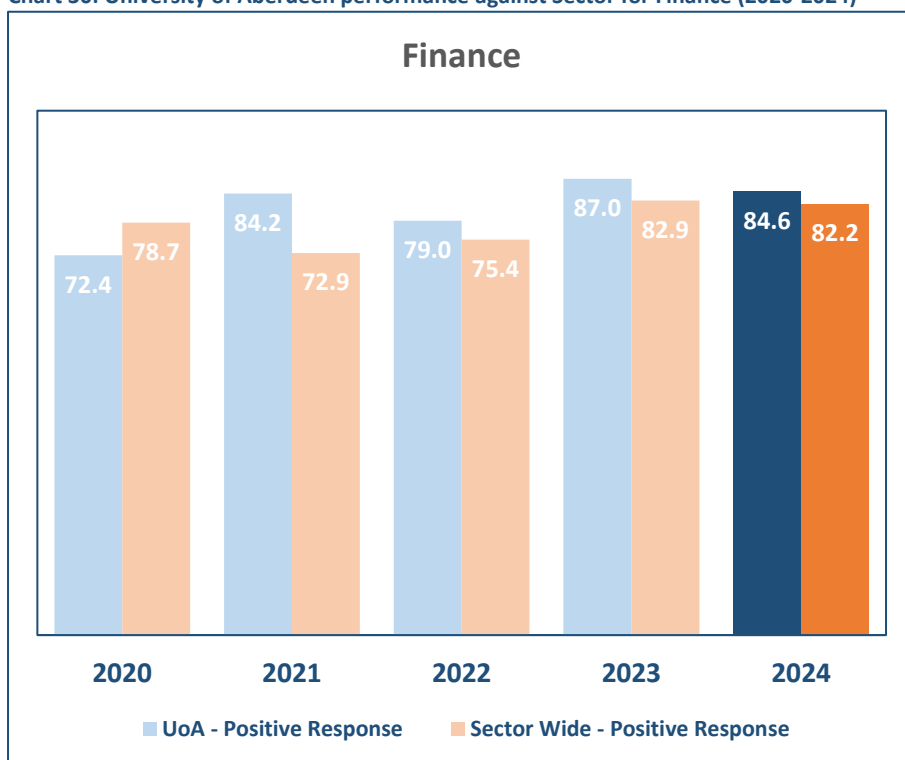
The University has consistently outperformed the sector in the past five years and was 2.4 percentage points above the sector in 2024.

Chart 31: University of Aberdeen performance against Sector for Forensic and archaeological sciences (2020-2024)

Forensic and archaeological sciences

	2020	2021	2022	2023	2024
UoA - Positive Response			80.4		94.2
Sector Wide - Positive Response			72.8		82.2

■ UoA - Positive Response   ■ Sector Wide - Positive Response

The University of Aberdeen has outperformed the sector positive response score in Forensic and archaeological sciences (*see chart 31*) for the two years it has been reported on. In 2024, there was a positive gap of 12 percentage points.

Chart 32: University of Aberdeen performance against Sector for French Studies (2020-2024)

French Studies

	2020	2021	2022	2023	2024
UoA - Positive Response	90.3	74.2	80.0	87.0	91.0
Sector Wide - Positive Response	79.0	74.0	73.5	81.6	81.3

■ UoA - Positive Response   ■ Sector Wide - Positive Response
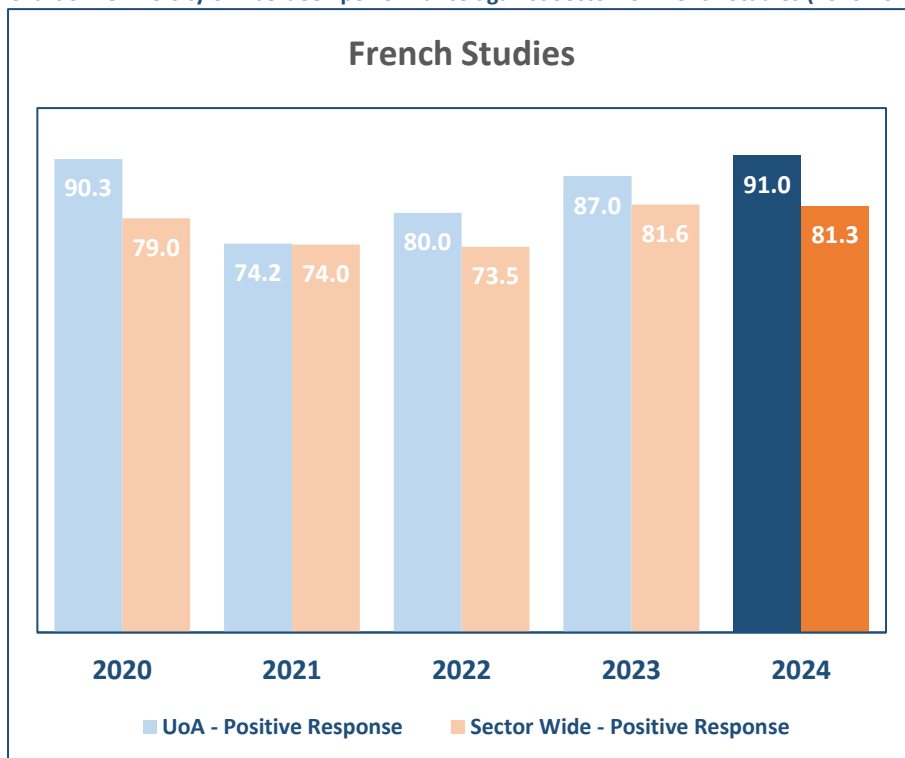
The University of Aberdeen has outperformed the sector positive response score in French Studies for the previous five years (*see chart 32*). In 2024, there was a lead of 9.7 points over the sector.

Genetics

| | 2020 | 2021 | 2022 | 2023 | 2024 |

- UoA - Positive Response
- Sector Wide - Positive Response
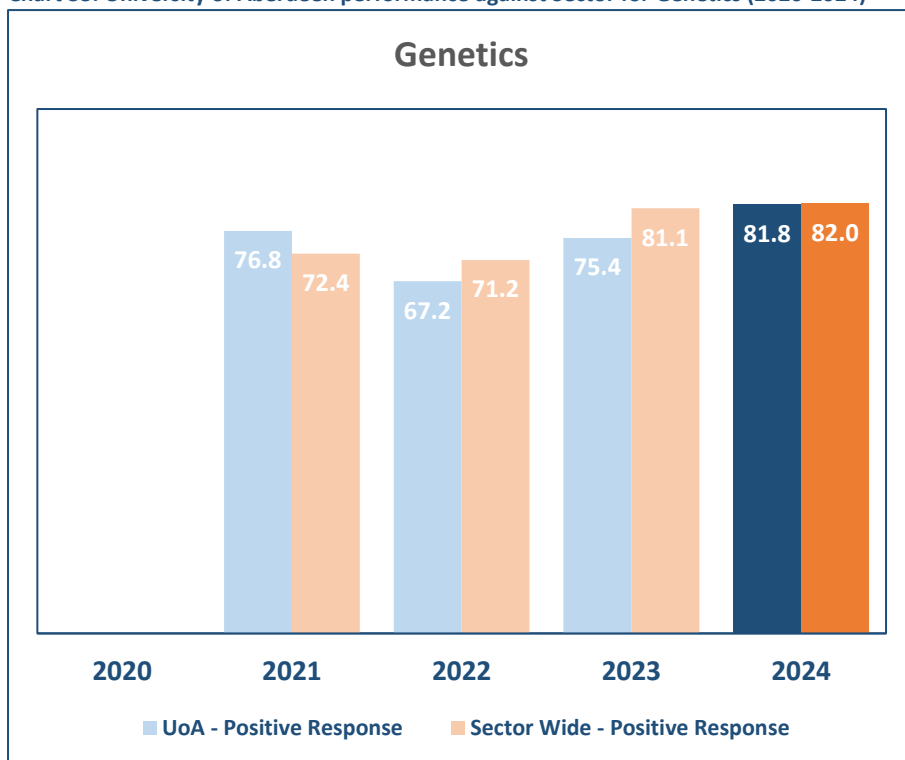
The University of Aberdeen has scored lower than the sector for Genetics in the last four years (*see chart 33*). In 2024, there is a negative gap of 0.2 points.

Missing data indicates years in which a subject did not meet the response threshold for inclusion (this can be due to subject recoding or student numbers).
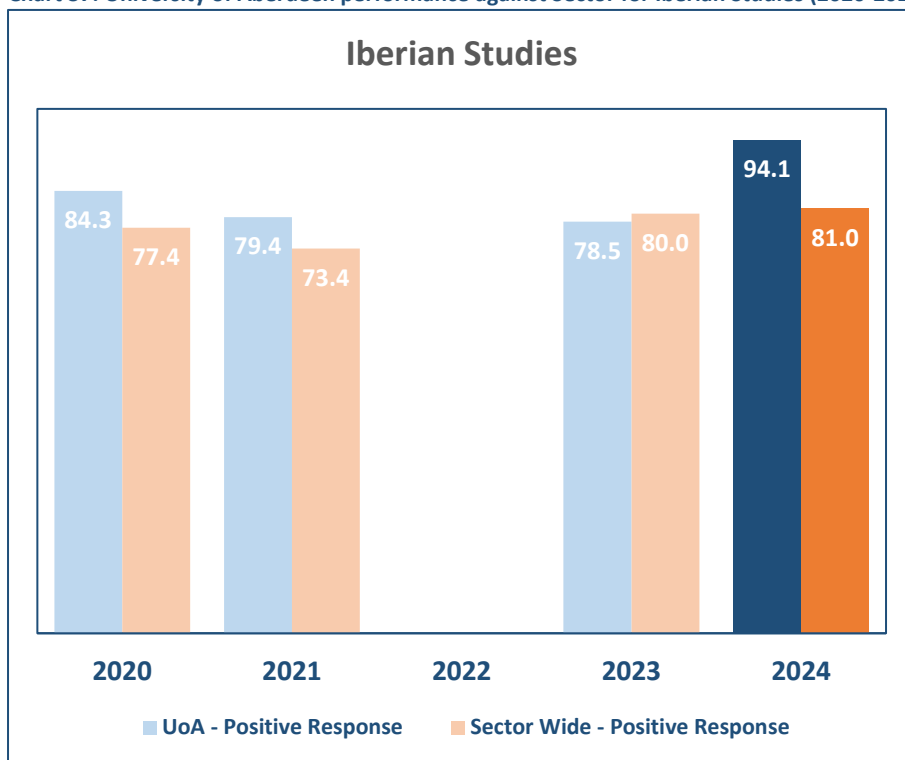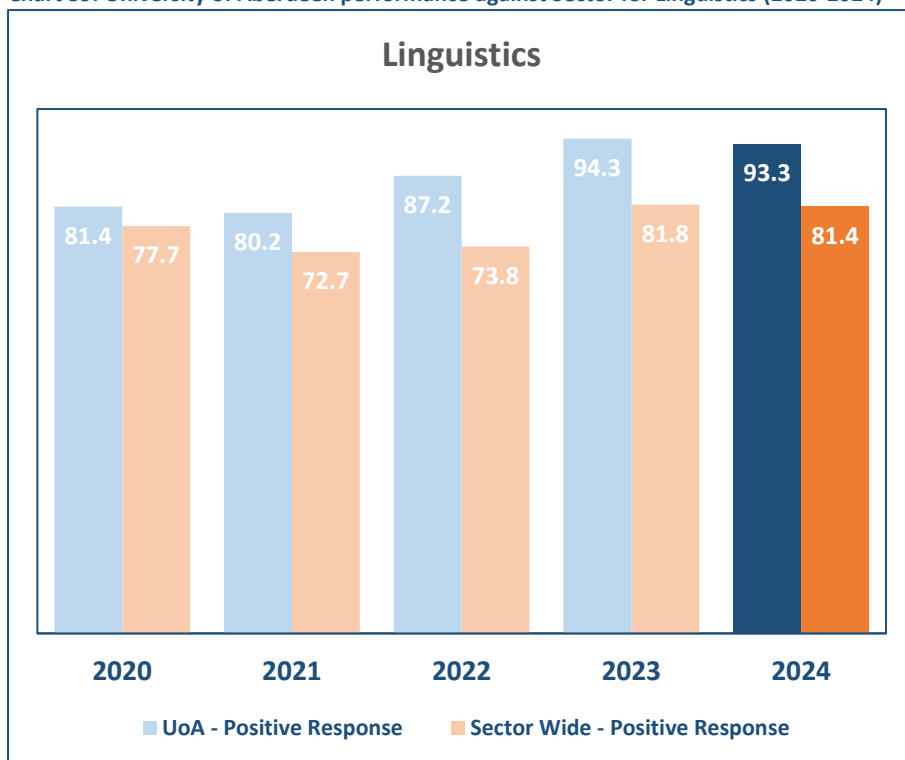
History

| | 2020 | 2021 | 2022 | 2023 | 2024 |

- UoA - Positive Response
- Sector Wide - Positive Response
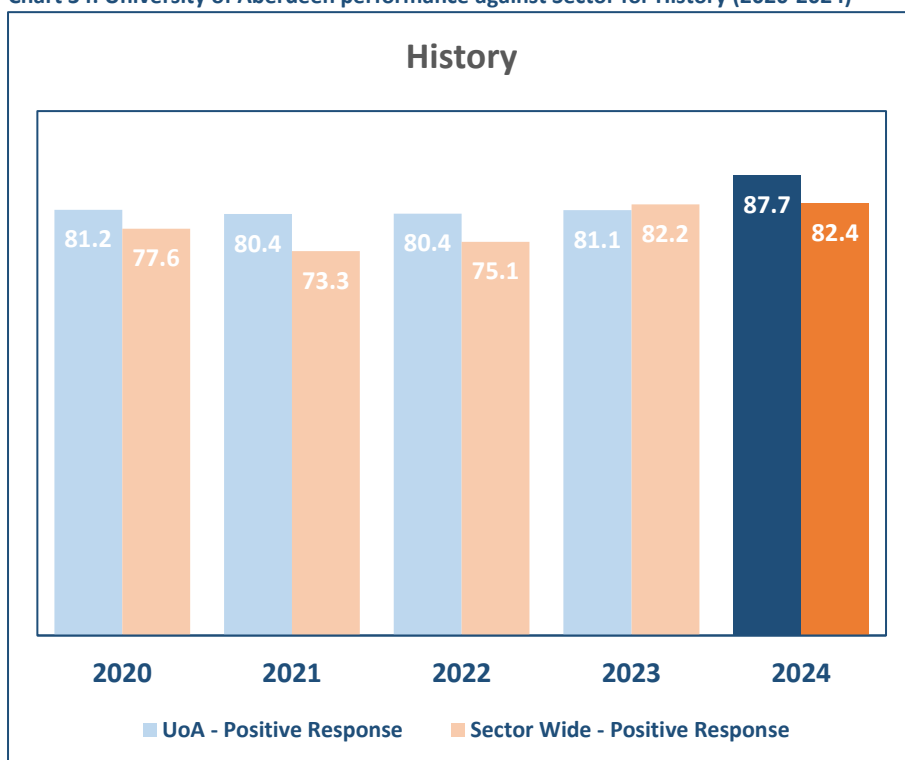
The University of Aberdeen outperformed the sector benchmark in History between 2020 and 2022 (*see chart 34*). After a negative gap of 1.1 percentage points in 2023, the University of Aberdeen outperformed the sector by 5.3 points this year.

History of art, architecture and design

	2020	2021	2022	2023	2024
UoA - Positive Response	84.3		84.0	96.8	98.8
Sector Wide - Positive Response	75.5		71.7	80.0	82.1

■ UoA - Positive Response ■ Sector Wide - Positive Response
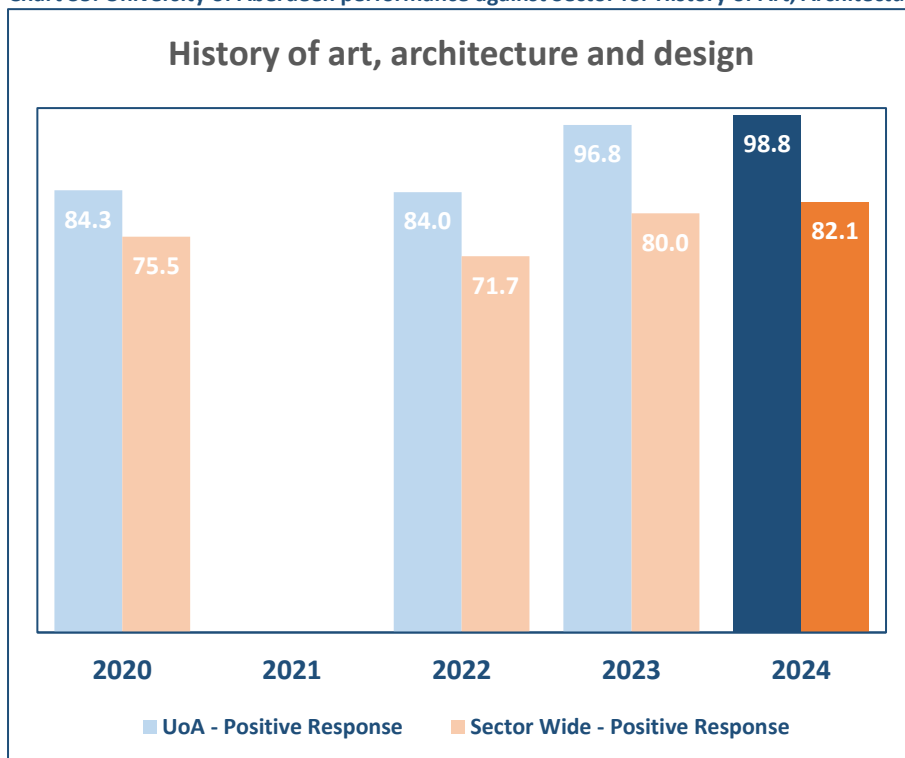
The University of Aberdeen has consistently outperformed the sector in History of Art, Architecture and Design (no data is available for 2021) (*see chart 35*). In 2024 the positive gap against the sector positive response score was 16.7 percentage points, with the subject area achieving its highest score since 2020.

Missing data indicates years in which a subject did not meet the response threshold for inclusion (this can be due to subject recoding or student numbers).

Human Geography

	2020	2021	2022	2023	2024
UoA - Positive Response	77.0	68.9	83.1	84.0	94.9
Sector Wide - Positive Response	79.7	72.2	73.5	79.7	81.2

■ UoA - Positive Response ■ Sector Wide - Positive Response
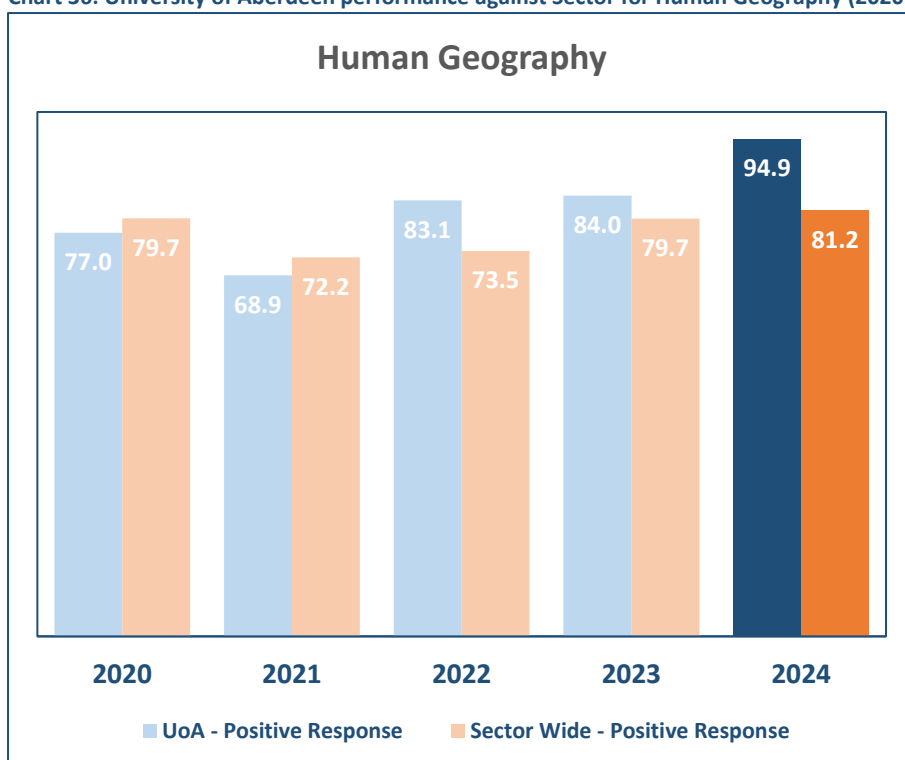
The University of Aberdeen has scored above the sector in the last three years (*see chart 36*).

The University of Aberdeen scored 94.9% in 2024, the greatest score of the 2020-2024 period, with a positive gap of 13.7 percentage points against the sector.

Iberian Studies

2020	2021	2022	2023	2024
84.3 / 77.4	79.4 / 73.4		78.5 / 80.0	94.1 / 81.0

■ UoA - Positive Response   ■ Sector Wide - Positive Response

The University of Aberdeen achieved the greatest score of the 2020-2024 period in 2024 at 94.1% which is 15.6 percentage points higher than in 2023.

Missing data indicates years in which a subject did not meet the response threshold for inclusion (this can be due to subject recoding or student numbers).

Law

2020	2021	2022	2023	2024
77.1 / 74.3	74.4 / 67.7	75.7 / 69.7	81.9 / 77.7	81.0 / 79.1

■ UoA - Positive Response   ■ Sector Wide - Positive Response
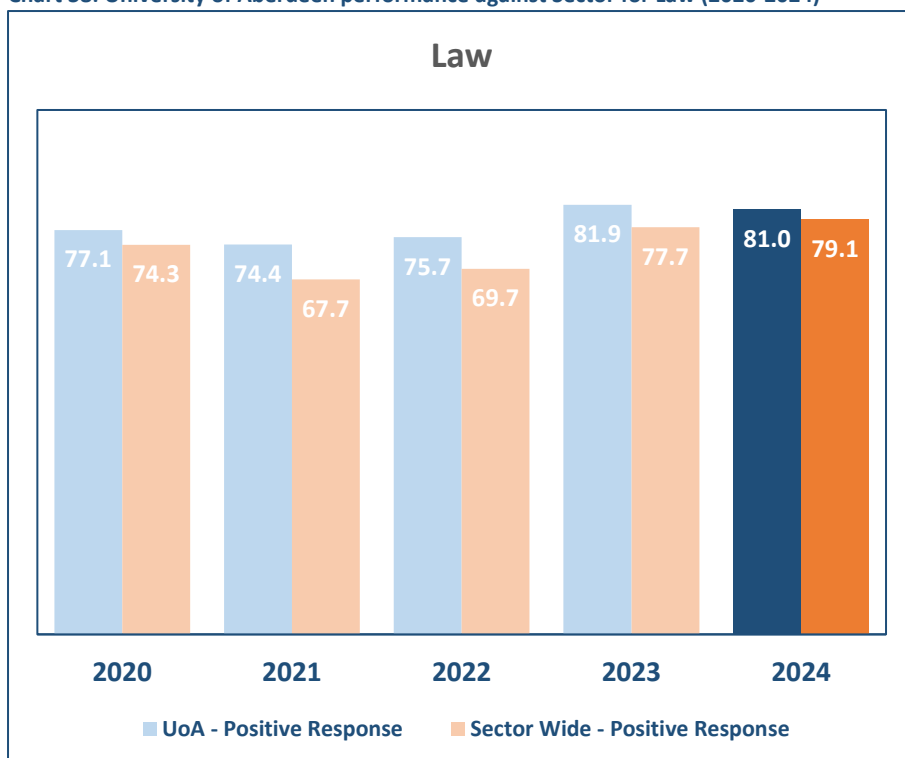
The University of Aberdeen has consistently outperformed the sector in Law over the five-year period (*see chart 38*). In 2024 the subject achieved a score of 81.0%, 1.9 points above the sector.

Linguistics

	2020	2021	2022	2023	2024
UoA - Positive Response	81.4	80.2	87.2	94.3	93.3
Sector Wide - Positive Response	77.7	72.7	73.8	81.8	81.4

■ UoA - Positive Response   ■ Sector Wide - Positive Response

The University of Aberdeen has consistently outperformed the sector in Linguistics over the last four years (*see chart 39*). In 2024, the University achieved its second-highest score in and outperformed the sector positive response score by 11.9 percentage points.

Management Studies

	2020	2021	2022	2023	2024
UoA - Positive Response	74.3	68.0	79.1	78.2	83.0
Sector Wide - Positive Response	75.5	73.0	75.4	80.6	81.5

■ UoA - Positive Response   ■ Sector Wide - Positive Response
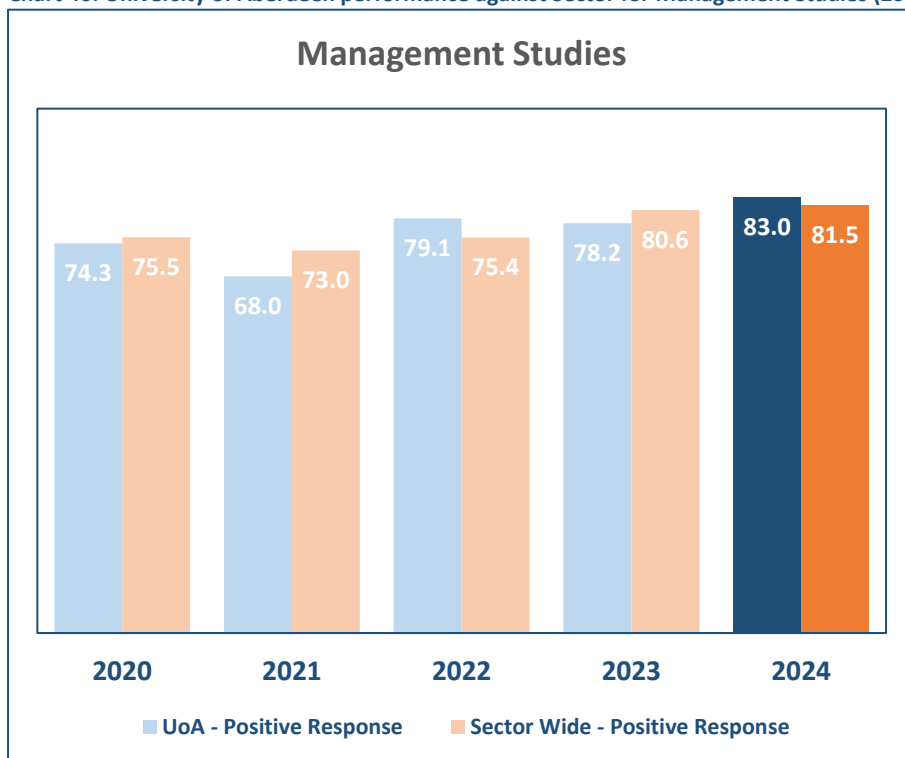
Positive response has varied in Management Studies over the five-year period (*see chart 40*). The University of Aberdeen scored higher than the sector positive response by 1.5 percentage points in Management Studies in 2024.

Chart 41: University of Aberdeen performance against Sector for Mathematics (2020-2024)

Mathematics

Year	UoA	Sector
2020	81.1	77.4
2021	72.1	72.5
2022	73.7	71.8
2023	89.7	81.2
2024	86.0	81.9

■ UoA - Positive Response ■ Sector Wide - Positive Response
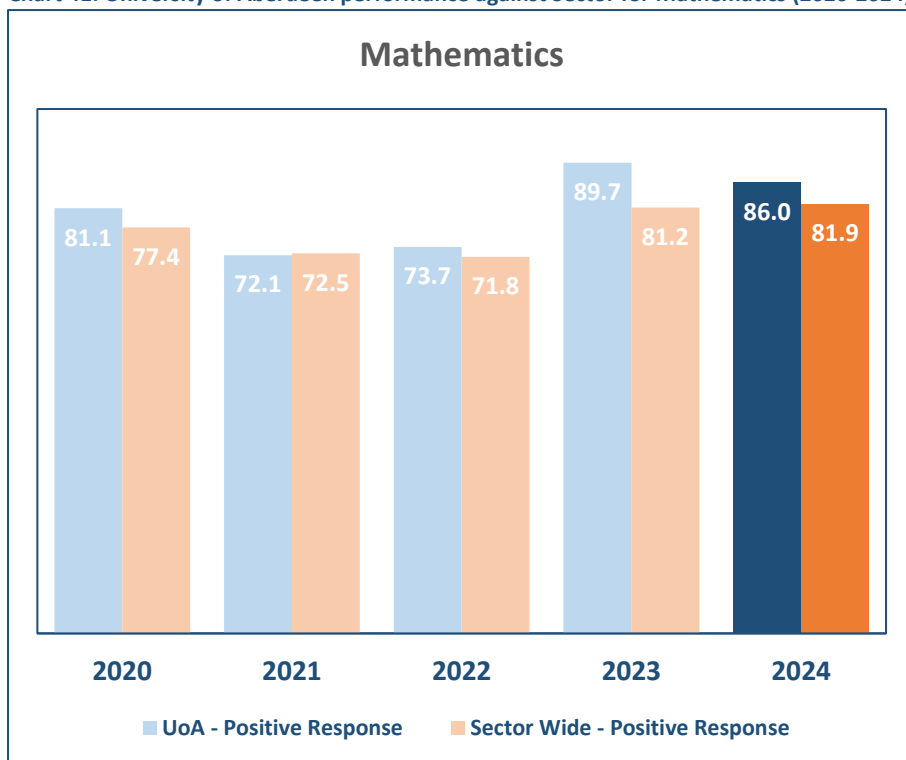
The University of Aberdeen scored 86.0% in Mathematics, a positive gap of 4.1 points compared to the sector (*see chart 41*). This was Aberdeen's second-highest score for the past five years and was greater than any sector score in the same timeframe.

Chart 42: University of Aberdeen performance against Sector for Mechanical Engineering (2020-2024)

Mechanical Engineering

Year	UoA	Sector
2020	65.7	73.8
2021	75.1	69.2
2022	72.2	69.3
2023	79.5	76.5
2024	71.1	77.9

■ UoA - Positive Response ■ Sector Wide - Positive Response
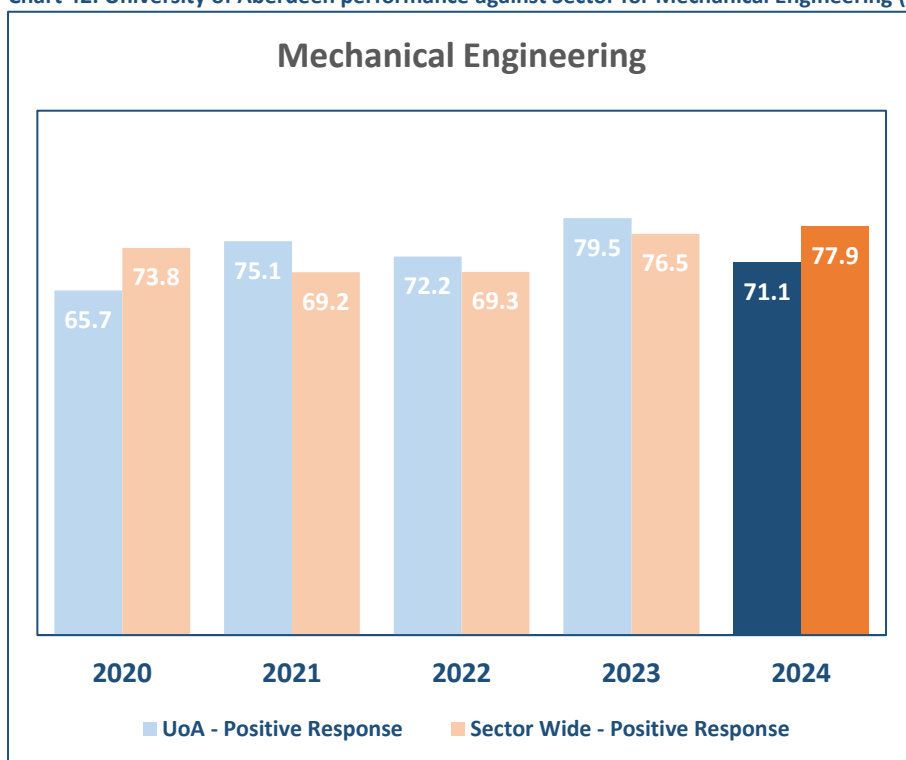
The University of Aberdeen scored 71.1% in 2024 for Mechanical Engineering, underperforming against the sector by 6.8 percentage points (*see chart 42*), which is the first time that it has scored below the sector since NSS 2020.

Medicine (non-specific)

|	2020	2021	2022	2023	2024
UoA - Positive Response	88.2	77.4	82.1	84.4	86.3
Sector Wide - Positive Response	79.8	75.3	69.3	75.1	76.0

- UoA - Positive Response
- Sector Wide - Positive Response
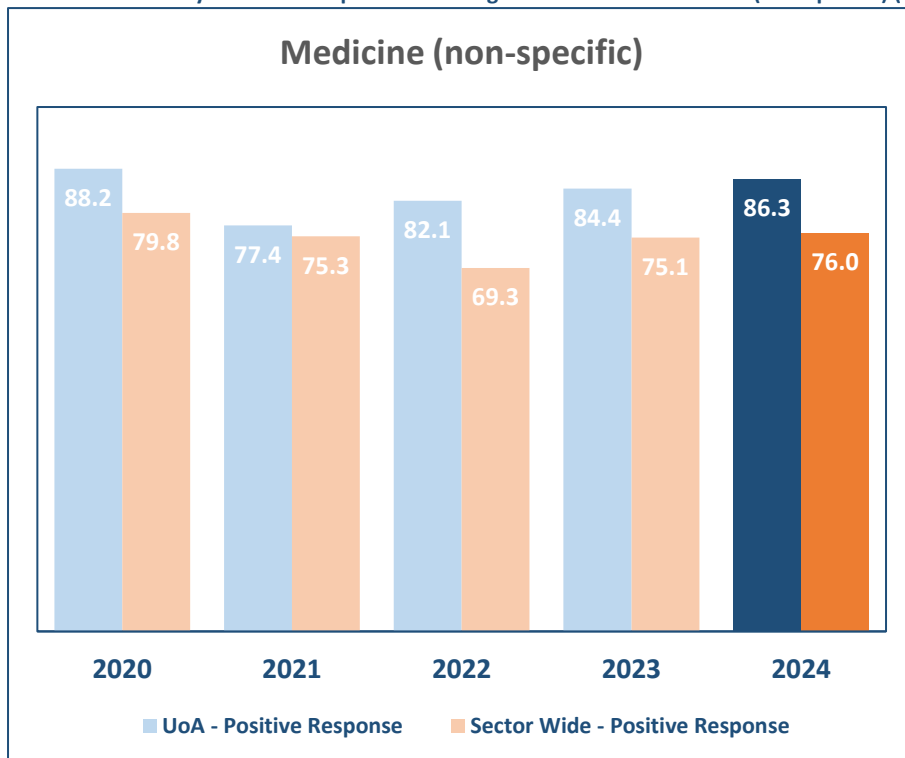
The University of Aberdeen scored 86.3% in 2024, which is a positive gap of 10.3 percentage points compared to the sector. The University of Aberdeen has consistently outperformed the sector throughout the five-year period.

Microbiology and Cell Science

	2020	2021	2022	2023	2024
UoA - Positive Response		66.6	74.2	84.0	78.2
Sector Wide - Positive Response		74.8	74.4	80.2	80.9

- UoA - Positive Response
- Sector Wide - Positive Response
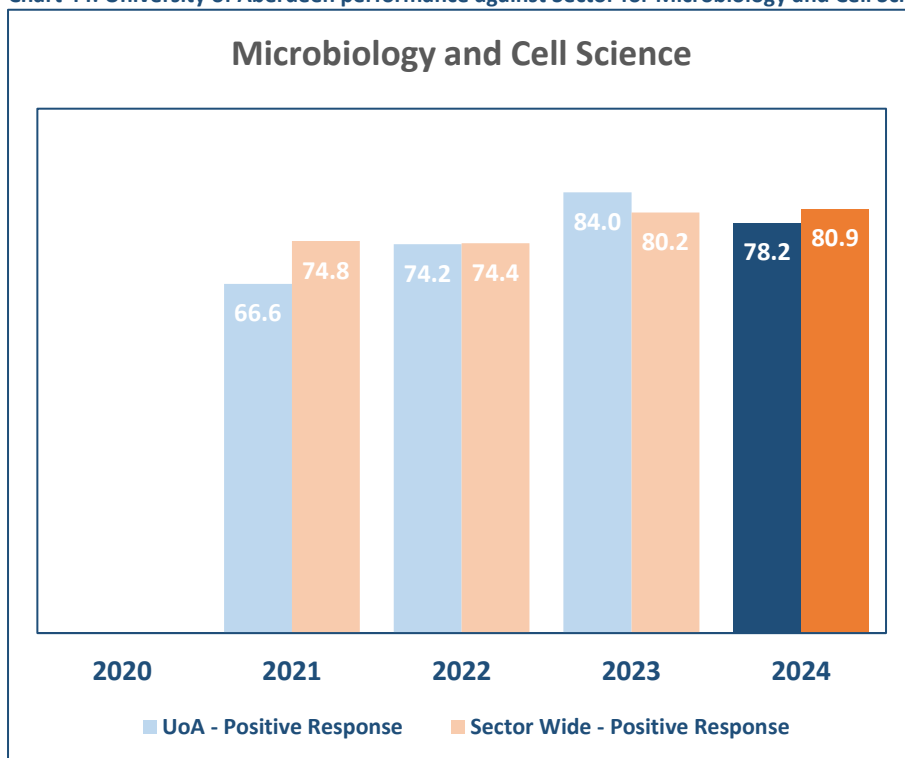
The University of Aberdeen scored 78.2% for positive response in 2024 for Microbiology and Cell Science, which is a negative gap of 2.7 percentage points compared to the sector (*see chart 44*).

Missing data indicates years in which a subject did not meet the response threshold for inclusion (this can be due to subject recoding or student numbers).

Chart 45: University of Aberdeen performance against Sector for Music (2020-2024)

Music

Year	UoA - Positive Response	Sector Wide - Positive Response
2020	85.6	75.9
2021	75.3	71.4
2022	85.7	71.6
2023	72.3	78.5
2024	87.6	79.3

■ UoA - Positive Response   ■ Sector Wide - Positive Response
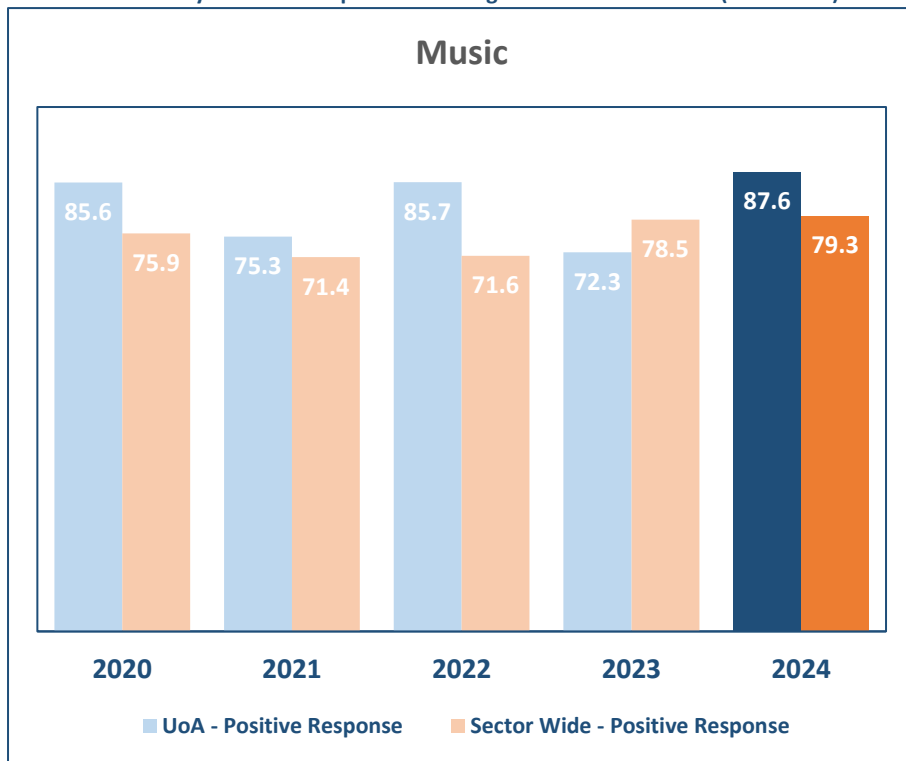
The University of Aberdeen scored 87.6% for Music in 2024, which is a positive gap of 8.3 percentage points compared to the sector (*see chart 45*). This is the highest score for Aberdeen of the past five years.

Chart 46: University of Aberdeen performance against Sector for Others in Biosciences (2020-2024)

Others in Biosciences

Year	UoA - Positive Response	Sector Wide - Positive Response
2020	76.3	78.1
2021	87.5	74.5
2022	86.7	74.0
2023	85.9	79.6
2024	83.7	80.2

■ UoA - Positive Response   ■ Sector Wide - Positive Response
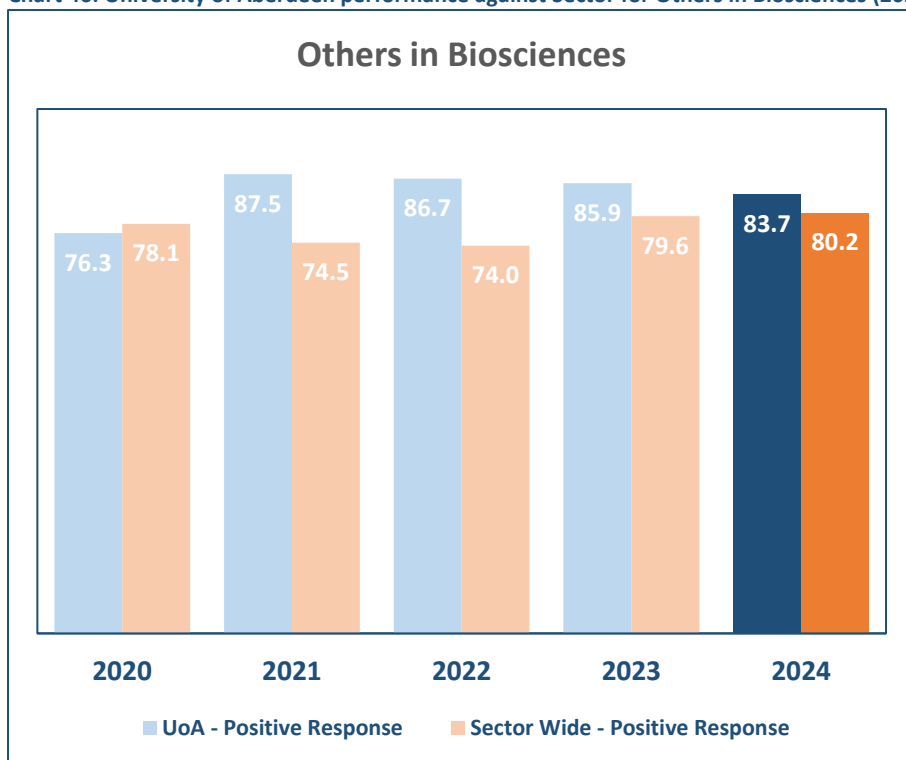
The University of Aberdeen continues to outperform the sector and scored 83.7% for positive response in 2024 for Others in Biosciences, which is a positive gap of 3.5 percentage points compared to the sector (*see chart 46*).
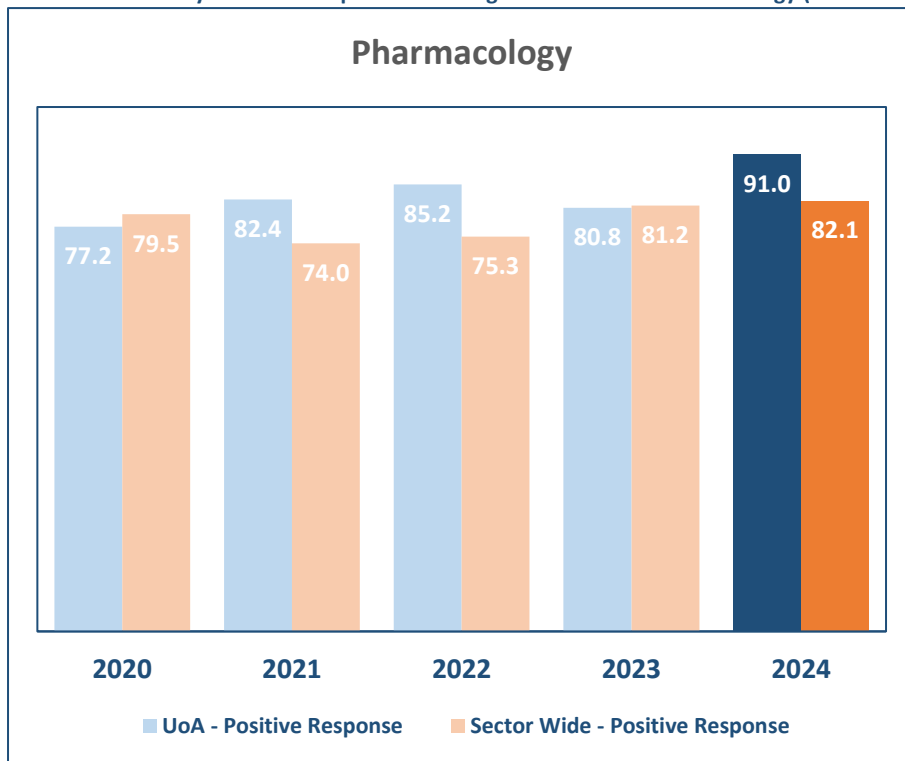
Pharmacology

The University of Aberdeen scored 91.0% for Pharmacology in 2024, which is the highest score achieved in the 5-year period and is a positive gap of 8.9 percentage points compared to the sector (*see chart 47*).
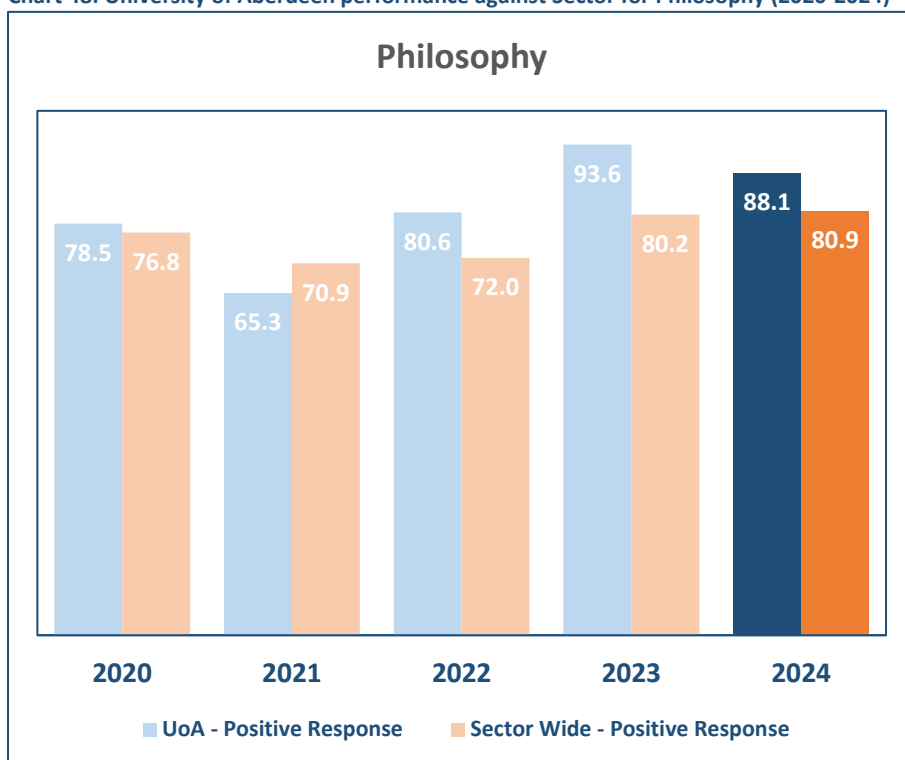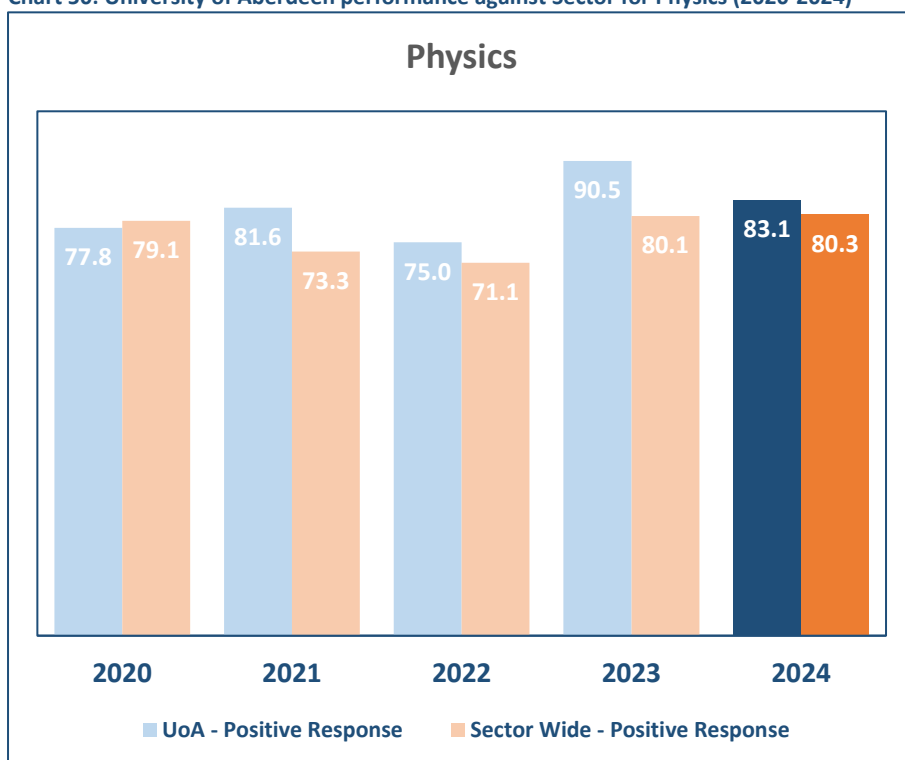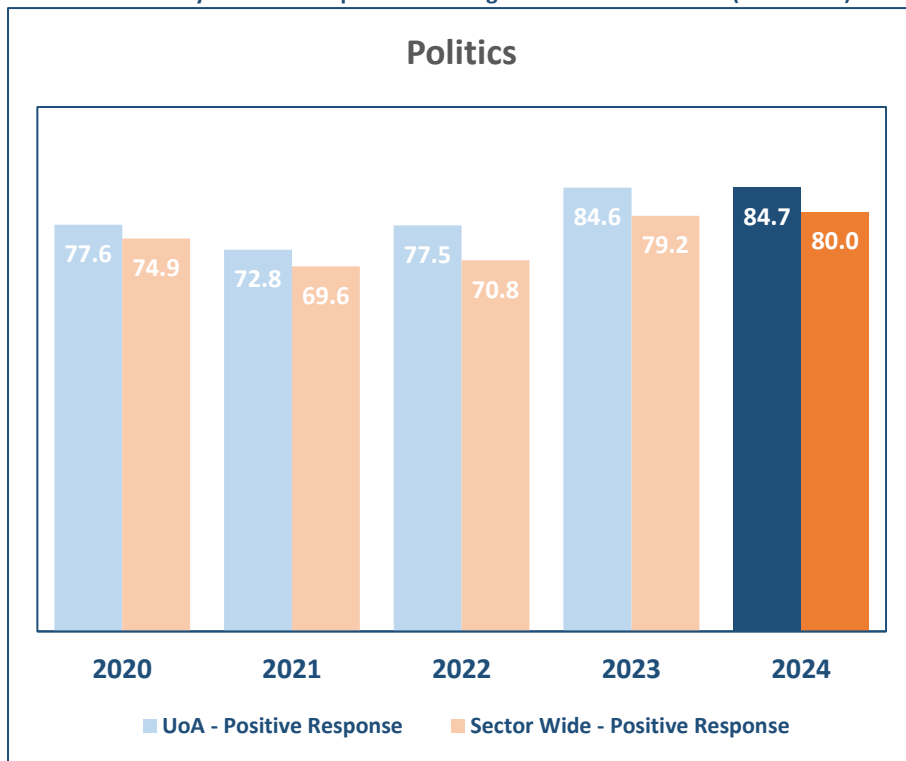
Philosophy

The University of Aberdeen scored 88.1% for positive response in Philosophy for 2024, which is a positive gap of 7.2 percentage points compared to the sector (*see chart 48*).

Physical Geographical Sciences

	2020	2021	2022	2023	2024
UoA	81.3	61.8	73.4	83.7	91.2
Sector	80.8	74.2	75.7	81.6	84.2

■ UoA - Positive Response   ■ Sector Wide - Positive Response
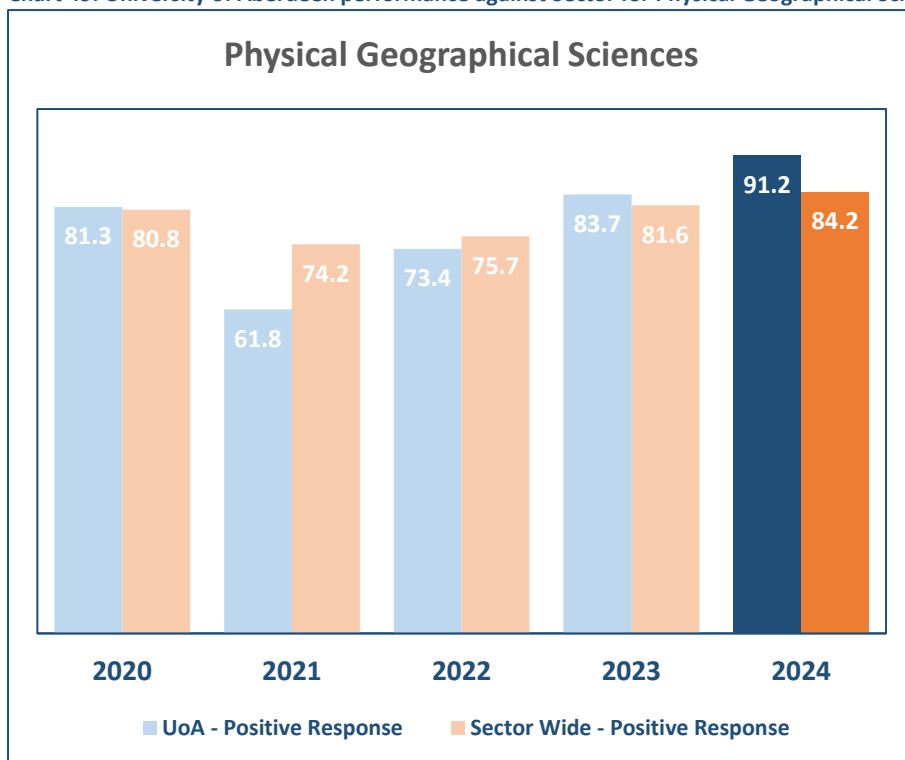
The University of Aberdeen scored 91.2% for Physical Geographical Sciences in 2024, which is a positive gap of 7 percentage points compared to the sector (*see chart 49*). This is the highest score achieved over the 5-year period.

Physics

	2020	2021	2022	2023	2024
UoA	77.8	81.6	75.0	90.5	83.1
Sector	79.1	73.3	71.1	80.1	80.3

■ UoA - Positive Response   ■ Sector Wide - Positive Response

The University of Aberdeen scored 2.8 percentage points above the sector for 2024 in Physics, achieving the second highest score in the last five years.

Politics

	2020	2021	2022	2023	2024
UoA	77.6	72.8	77.5	84.6	84.7
Sector	74.9	69.6	70.8	79.2	80.0

■ UoA - Positive Response   ■ Sector Wide - Positive Response

The University of Aberdeen continues to outperform the sector for Politics and scored 84.7% in 2024 (*see chart 51*). This is a positive gap of 4.7 percentage points compared with the sector and is the highest score achieved over the 5-year period.

Psychology (non-specific)

	2020	2021	2022	2023	2024
UoA	81.6	74.6	82.4	82.7	83.0
Sector	77.2	70.5	71.8	79.5	80.6

■ UoA - Positive Response   ■ Sector Wide - Positive Response
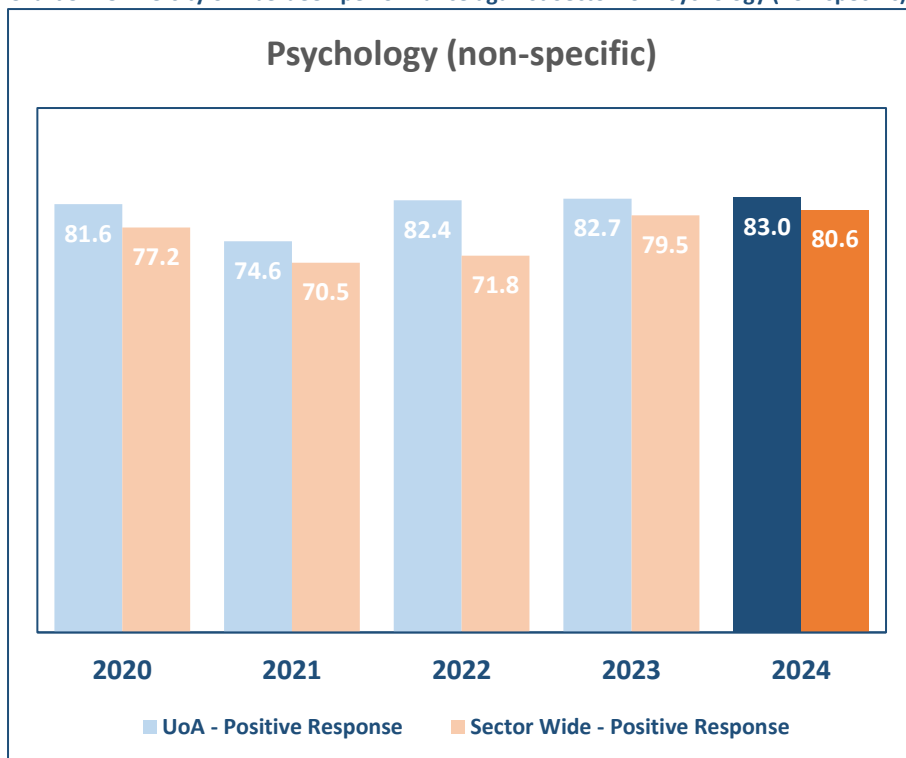
The University of Aberdeen scored 2.4 percentage points above the sector in 2024 for Psychology (non-specific) with a score of 83.0% and has been consistently above the sector throughout the previous five-year period.

Sociology

| 2020 | 2021 | 2022 | 2023 | 2024 |

UoA values: 72.4, 70.8, 75.3, 89.7, 86.2
Sector Wide values: 76.5, 67.8, 70.2, 78.1, 80.3

■ UoA - Positive Response   ■ Sector Wide - Positive Response
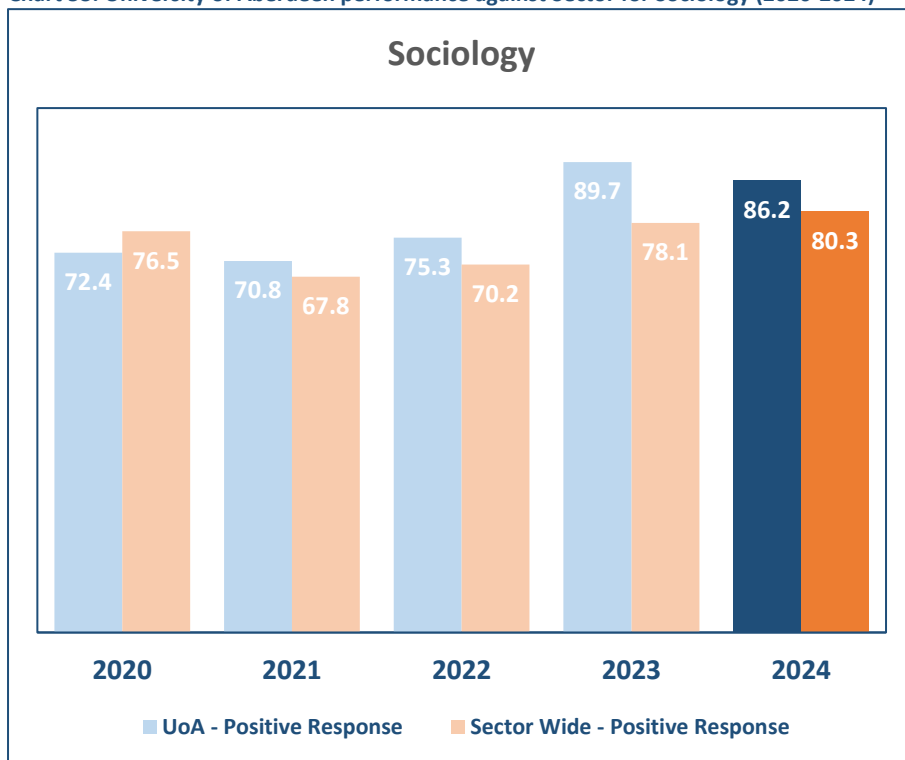
The University of Aberdeen scored 86.2% in Sociology for 2024. In line with the past four years, Sociology has outperformed the sector, with a gap of 5.9 percentage points in 2024 (*see chart 53*).

Sport and Exercise Sciences

| 2020 | 2021 | 2022 | 2023 | 2024 |

UoA values: 82.9, 76.9, 78.8, 82.6, 76.9
Sector Wide values: 82.6, 75.2, 77.1, 84.5, 85.4

■ UoA - Positive Response   ■ Sector Wide - Positive Response
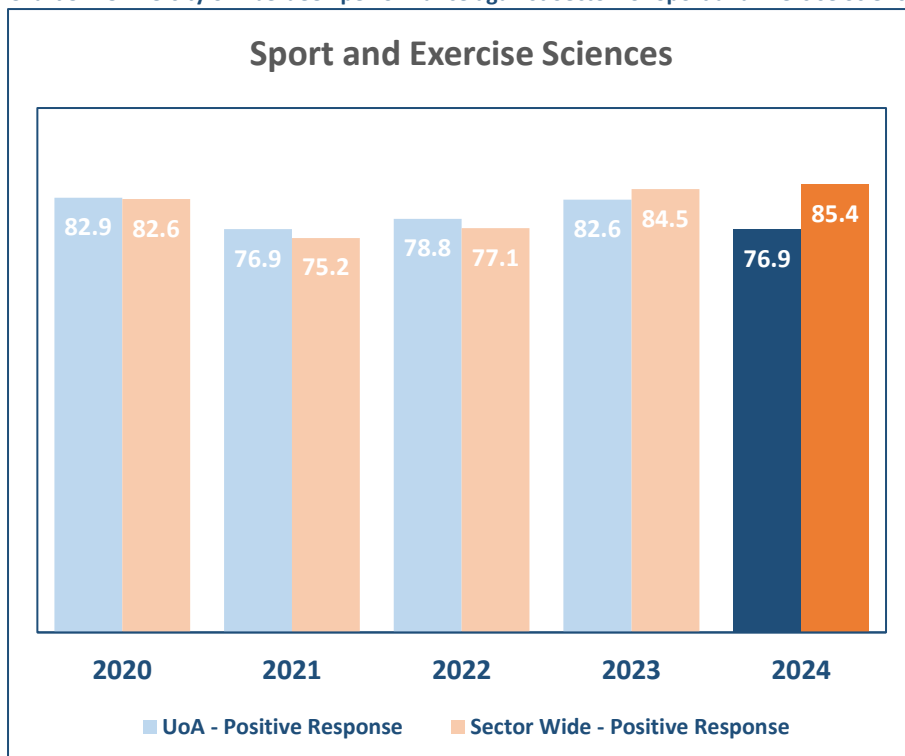
The University of Aberdeen scored 76.9% in 2024 for Sport and Exercise Sciences (*see chart 54*). This was 8.5 percentage points below the sector score of 85.4%, the greatest % difference over the five- year period.

Teacher Training

Legend: UoA - Positive Response | Sector Wide - Positive Response

Year	UoA	Sector
2020	75.1	80.8
2021	69.9	74.9
2022	71.1	72.8
2023	88.6	79.4
2024	88.8	83.1
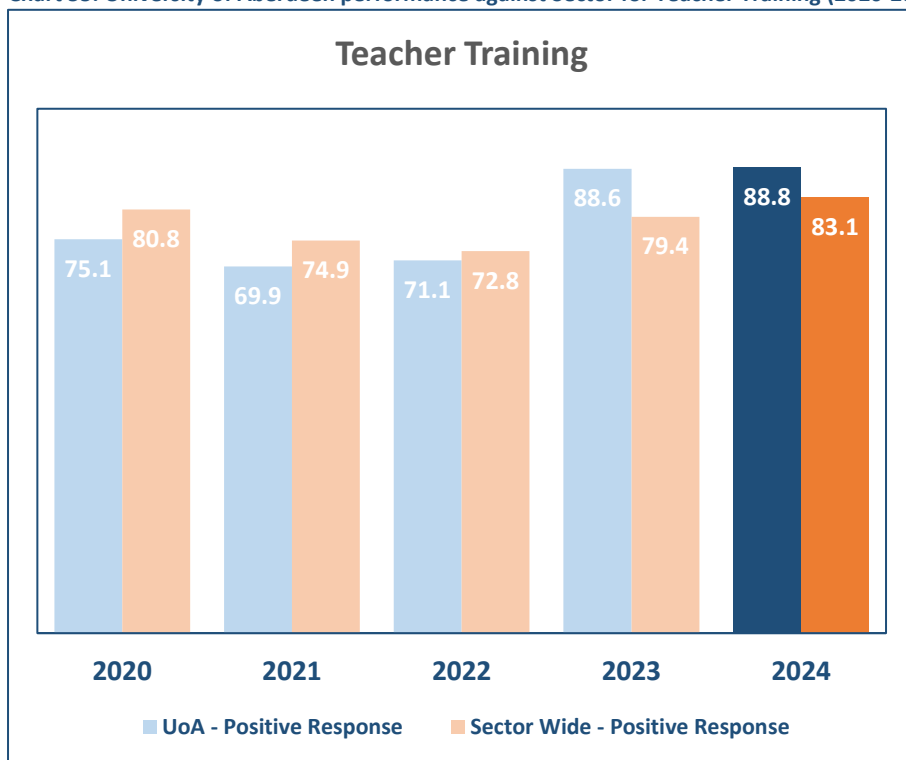
The University of Aberdeen achieved its highest Teacher Training score of the past five years in 2024 (*see chart 55*). Aberdeen outperformed the sector by 5.7 percentage points in 2024.
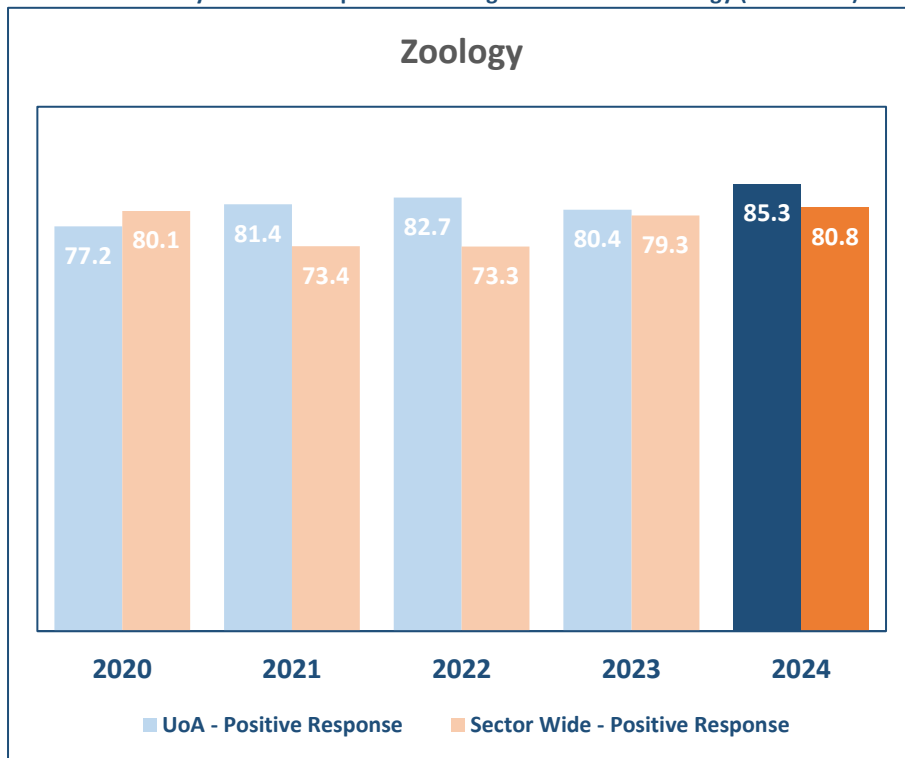
Chart 56: University of Aberdeen performance against Sector for Theology and Religious Studies (2020-2024)

Theology and Religious Studies

Legend: UoA - Positive Response | Sector Wide - Positive Response

Year	UoA	Sector
2020		
2021	90.7	80.0
2022	90.0	79.6
2023	91.8	85.6
2024	94.8	85.3
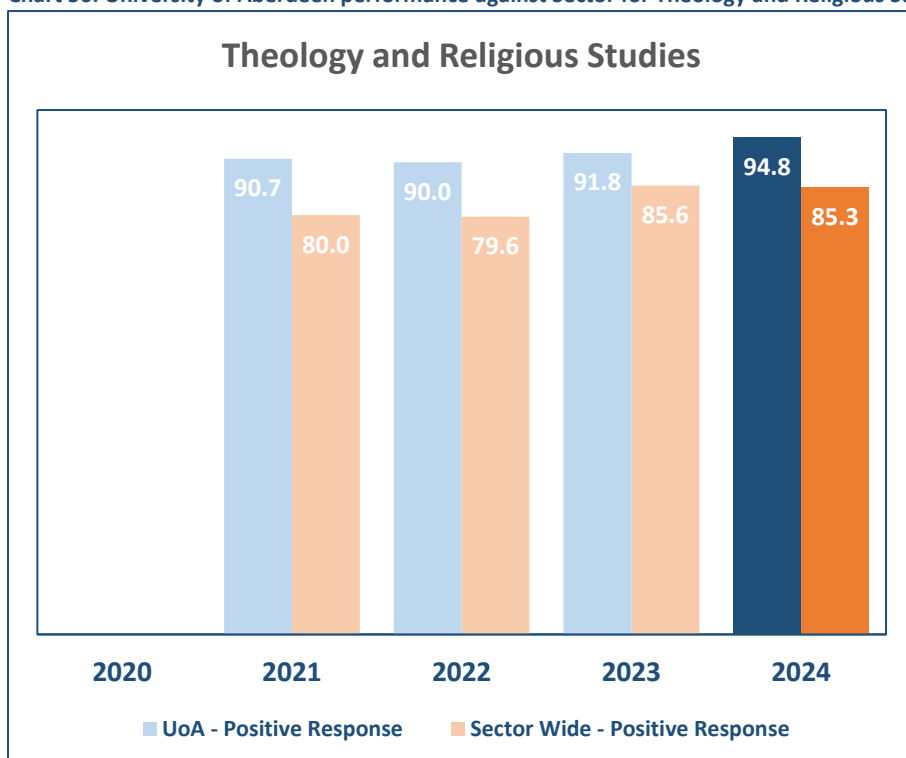
The University of Aberdeen scored 94.8% in 2024 for Theology and Religious Studies (*see chart 56*). This is a positive gap of 9.5 percentage points compared to the sector score. Aberdeen has consistently outperformed the sector for this subject throughout the four years that it has featured in the NSS.

Missing data indicates years in which a subject did not meet the response threshold for inclusion (this can be due to subject recoding or student numbers).

Zoology

	2020	2021	2022	2023	2024
UoA - Positive Response	77.2	81.4	82.7	80.4	85.3
Sector Wide - Positive Response	80.1	73.4	73.3	79.3	80.8

The University of Aberdeen scored greater than the sector for Zoology by 4.5 percentage points in 2024 with a score of 85.3% (*see chart 57*); this was the highest score for Aberdeen in the past five years.

An overview of the University of Aberdeen's performance for CAH Level 3 with rankings for Positive Response in the UK is presented in Table 4. Table 4 provides the 2023 and 2024 ranks, the change in rank from 2023, the number of institutions offering the subject, and the % agree for positive response. Further detail on School performance at this level can be found in the NSS Power BI dashboard when available.

Table 4: University of Aberdeen performance for CAH Level 3 subjects

Subject (CAH 3)	2024 Rank	2023 Rank	UK Rank Change	No Institutions (2024)	% Positive Response
BUS					
economics	41	41	8 ▲	77	80.3
management studies	21	42	21 ▲	68	83.0
business studies	4	1	-3 ▼	88	89.9
finance	31	18	-13 ▼	91	84.6
accounting	25	33	8 ▲	100	87.9
building	8	27	19 ▲	36	82.6
DHPAH					
history	29	61	32 ▲	87	87.7
history of art, architecture and design	1	1	0 ■	21	98.8
philosophy	12	1	-11 ▼	49	88.1
theology and religious studies	2	6	4 ▲	24	94.8
EDU					
education	10	10	0 ■	80	93.0
teacher training	14	8	-6 ▼	56	88.8
ENG					
mechanical engineering	59	26	-33 ▼	71	71.1
electrical and electronic engineering	51	3	-48 ▼	66	74.3
chemical, process and energy engineering	34	31	-3 ▼	36	71.9
GEO					
earth sciences	1	6	5 ▲	27	97.5
forensic and archeological sciences	2	-	-	39	94.2
physical geographical sciences	6	18	12 ▲	42	91.2
human geography	1	17	16 ▲	41	94.9
LAW					
law	55	27	-28 ▼	110	81.0
LLMVC					
English studies (non-specific)	14	2	-12 ▼	47	88.5
French studies	8	9	1 ▲	33	91.0
linguistics	1	1	0 ■	28	93.3
music	11	59	48 ▲	67	87.6
cinematics and photography	4	41	37 ▲	74	92.0
Iberian studies	2	24	22 ▲	35	94.1
MMSN					
medicine (non-specific)	6	4	-2 ▼	35	86.3
pharmacology	4	15	11 ▲	35	91.0
anatomy, physiology and pathology	4	1	-3 ▼	25	86.6
biomedical sciences (non-specific)	22	12	-10 ▼	81	83.7
microbiology and cell science	12	6	-6 ▼	15	78.2
genetics	9	12	3 ▲	17	81.8
others in biosciences	6	3	-3 ▼	19	-
sport and exercise sciences	71	52	-19 ▼	80	76.9
NCS					
chemistry	42	-	-	53	77.5
physics	26	4	-22 ▼	48	83.1
mathematics	19	6	-13 ▼	64	86.0
computer science	91	32	-59 ▼	107	70.5
PSY					
counselling, psychotherapy, and occupational therapy	37	-	-	57	79.4
psychology (non-specific)	41	32	-9 ▼	112	83.0
SBS					
biology (non-specific)	4	3	-1 ▼	45	90.7
zoology	10	17	7 ▲	34	85.3
SOCSCI					
sociology	14	3	-11 ▼	104	86.2
anthropology	3	2	-1 ▼	23	89.1
politics	24	20	-4 ▼	77	84.7

*Note: Yellow highlighting shows where the University of Aberdeen has ranked 1st in the UK*

The University of Aberdeen ranked 1ˢᵗ in the UK for four subjects: history of art, architecture and design, earth sciences, human geography, and linguistics (*see table 4*).

Another nine subjects ranked elsewhere in the top five in the UK: 'business studies', 'theology and religious studies', 'forensic and archaeological sciences', 'cinematics and photography', 'Iberian studies', 'pharmacology', 'anatomy, physiology and pathology', 'biology (non-specific)', 'anthropology'.

A further eight subjects ranked elsewhere in the top ten in the UK: 'building', 'education', 'physical geographical sciences', 'French studies', 'medicine (non-specific)', 'genetics', 'others in biosciences', 'zoology'.

This brings the number of CAH Level 3 subjects ranked in the UK Top-10 for the University of Aberdeen to 21 out of 45 subjects in 2024, which is one up from last year.

Chart 55: Positive Response by University of Aberdeen School for NSS 2024
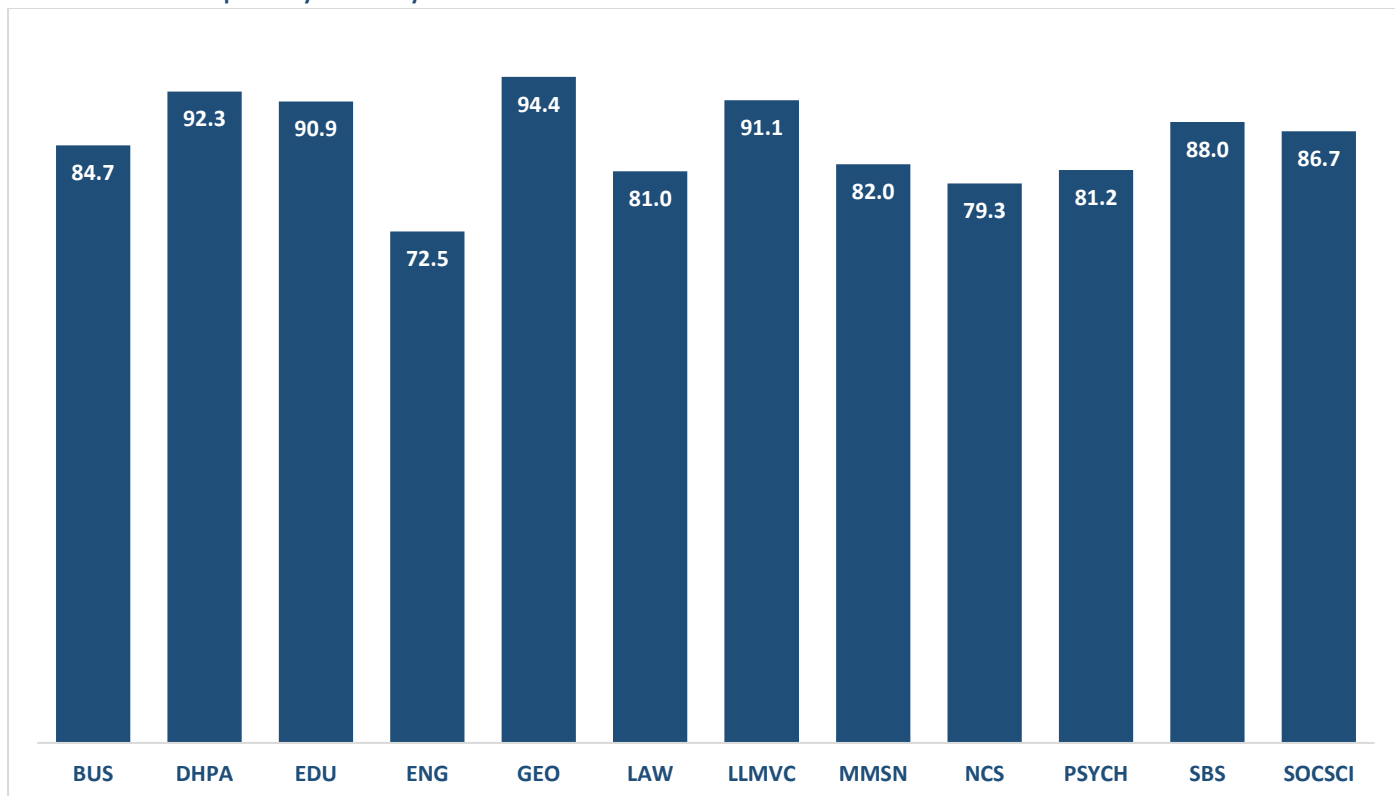
The greatest positive response score across the twelve schools was for GEO at 94.4%, followed by DHPA at 92.3% and LLMVC at 91.1%; Four scored greater than 90% in 2024. (*see chart 55*).

Ten of twelve Schools at the University of Aberdeen scored a positive response greater than 80%. The two Schools with lower scores were NCS at 79.3% and ENG at 72.5%, the lowest scoring school. This is down one from last year where eleven of the twelve Schools had a positive response greater than 80%, with NCS also being above that threshold.

BUS

2020	2021	2022	2023	2024
74.9	75.9	77.2	82.8	84.7
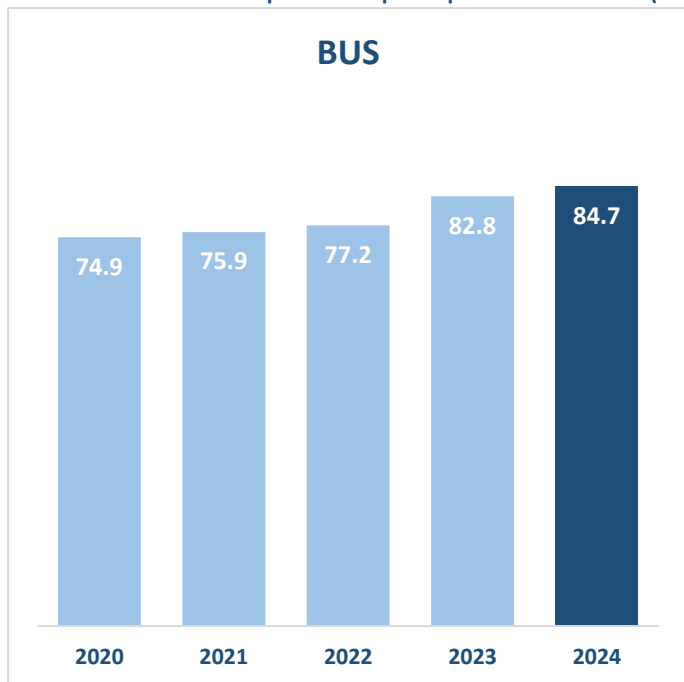
The Business school scored its highest positive response of the past five years at 84.7% (*see chart 56*). Scores fluctuated around the mid-70%s from 2020 to 2022, exceeding 80% in 2023 and 2024.

DHPA

2020	2021	2022	2023	2024
83.0	79.9	84.8	90.8	92.3
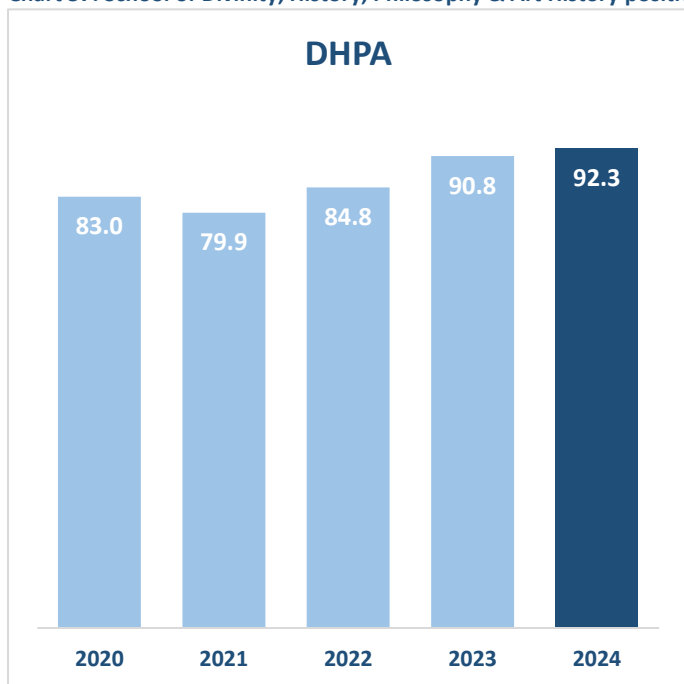
The School of Divinity, History, Philosophy & Art History scored its highest positive response for the past five years at 92.3%, 1.5 points greater than in 2023 (*see chart 57*).

EDU
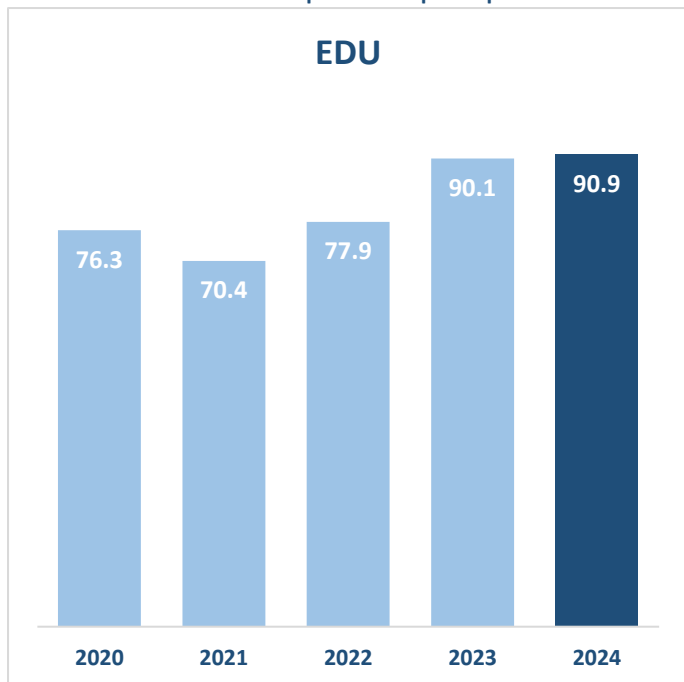
The School of Education scored its highest positive response of the past five years in 2023, 90.9%, following an increase of 0.8 points (*see chart 58*).
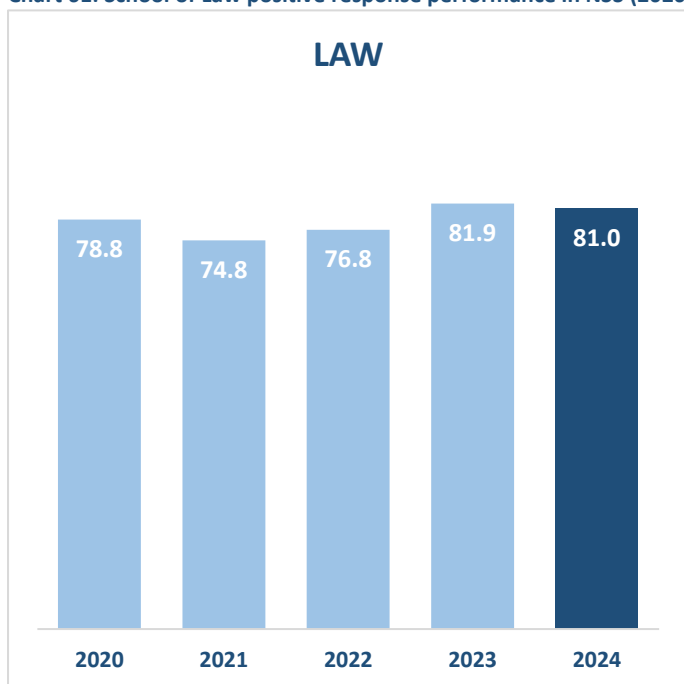
ENG
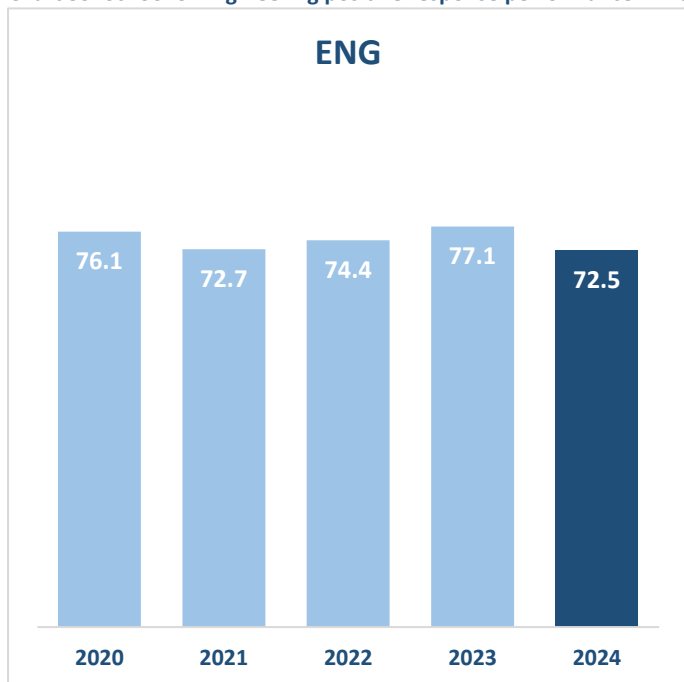
The School of Engineering achieved a 72.5% positive response rate in 2023, a moderate decrease of 4.6 points from 2023 (*see chart 59*). This score was the lowest score in the last five years.

GEO
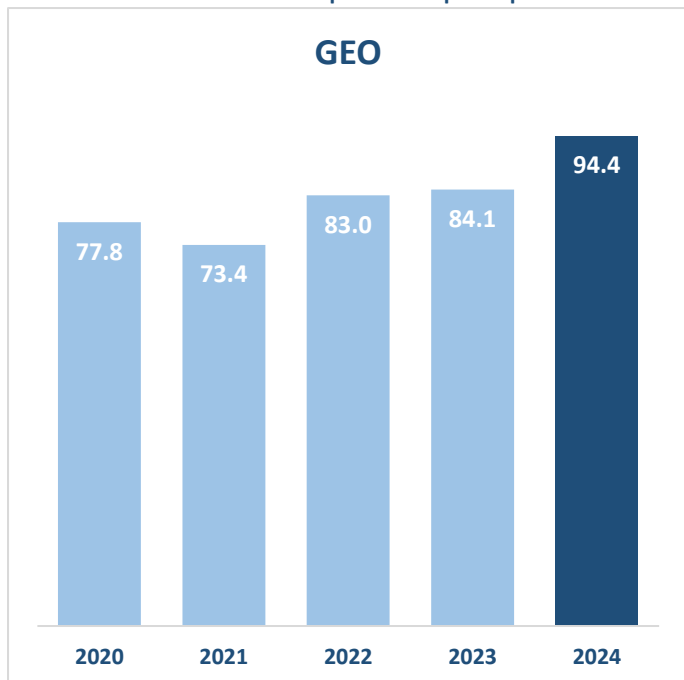
The School of Geosciences achieved its highest score of the past five years in 2024 at 94.4% (*see chart 60*). This was a substantial increase from 2023 of 10.3 points.

LAW

The School of Law achieved 81.0% in 2023, the second-largest score of the 2020-2024 period and a 0.9 decrease from 2023 (*see chart 61*).

Chart 62: School of Language, Literature, Music and Visual Culture positive response performance in NSS (2020-2024)

LLMVC

| 2020	2021	2022	2023	2024
84.1	79.6	84.5	84.9	91.1
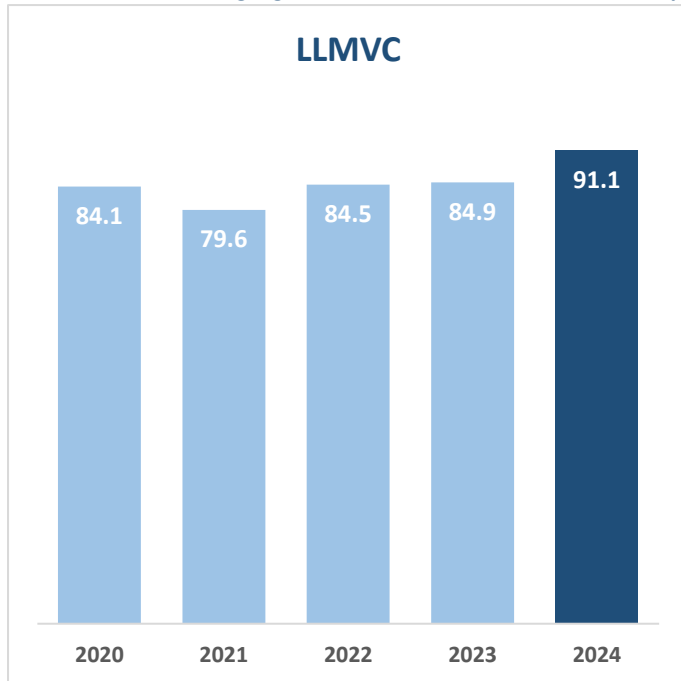
The School of Language, Literature, Music and Visual Culture achieved a 91.1% positive response in 2024, the highest of the past five years (*see chart 62*).

Chart 63: School of Medicine, Medical Sciences and Nutrition positive response performance in NSS (2020-2024)

MMSN

| 2020	2021	2022	2023	2024
77.7	77.4	79.0	83.8	82.0
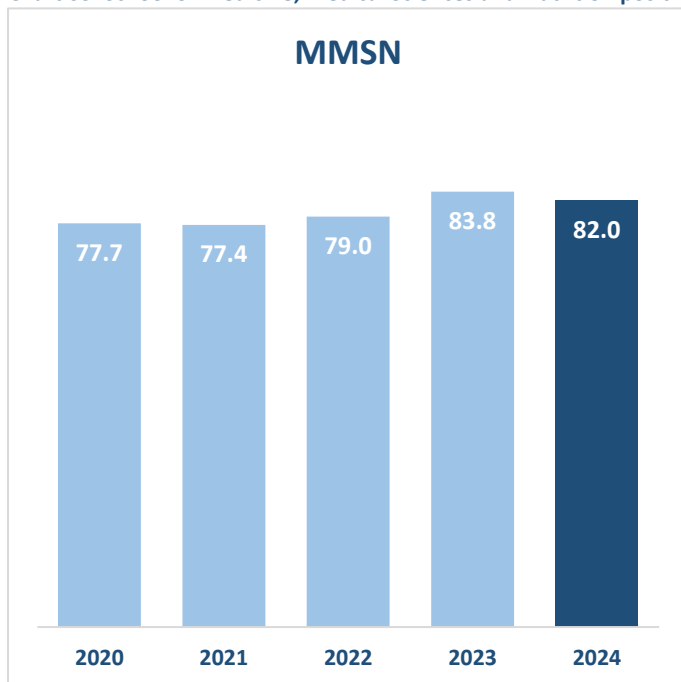
The School of Medicine, Medical Sciences and Nutrition scored 82.0% in 2024, a marginal decrease from 2023 by -1.8 points (*see chart 63*).

Chart 64: Natural & Computing Sciences positive response performance in NSS (2020-2024)

NCS

|				
81.0	77.9	74.0	86.8	79.3
2020	2021	2022	2023	2024
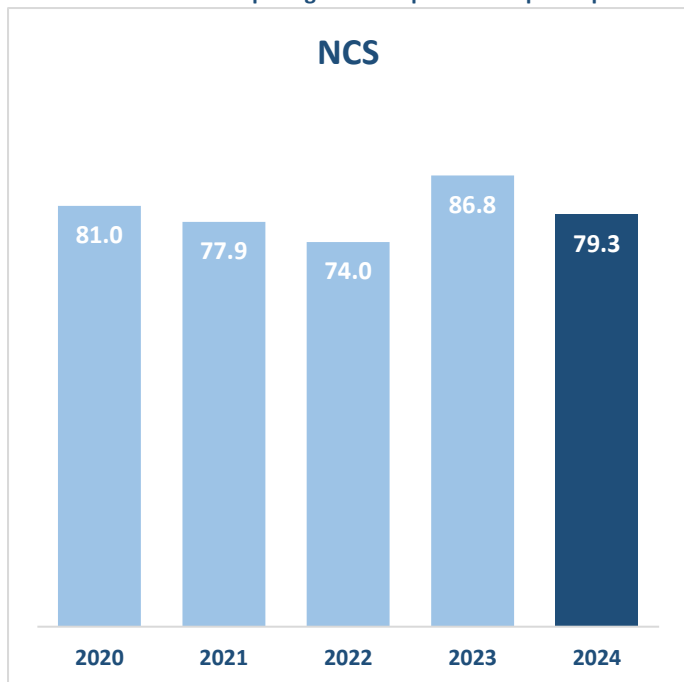
The School of Natural & Computing Sciences scored a lower score in 2024 compared to 2023, decreasing by -7.5 points (*see chart 64*).

Chart 65: School of Psychology positive response performance in NSS (2020-2024)

PSYCH

|				
82.5	75.0	82.9	82.7	81.2
2020	2021	2022	2023	2024
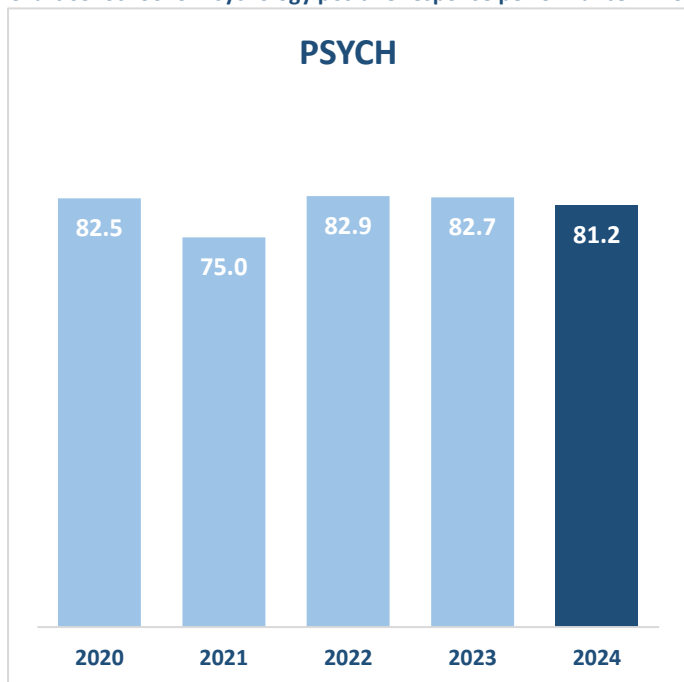
The School of Psychology scored a marginally lower score than 2023 at 81.2, down 1.5 points from 2023 (*see chart 65*).

Chart 66: School of Biological Sciences positive response performance in NSS (2020-2024)

SBS

Year	Value
2020	84.4
2021	82.3
2022	81.1
2023	85.0
2024	88.0
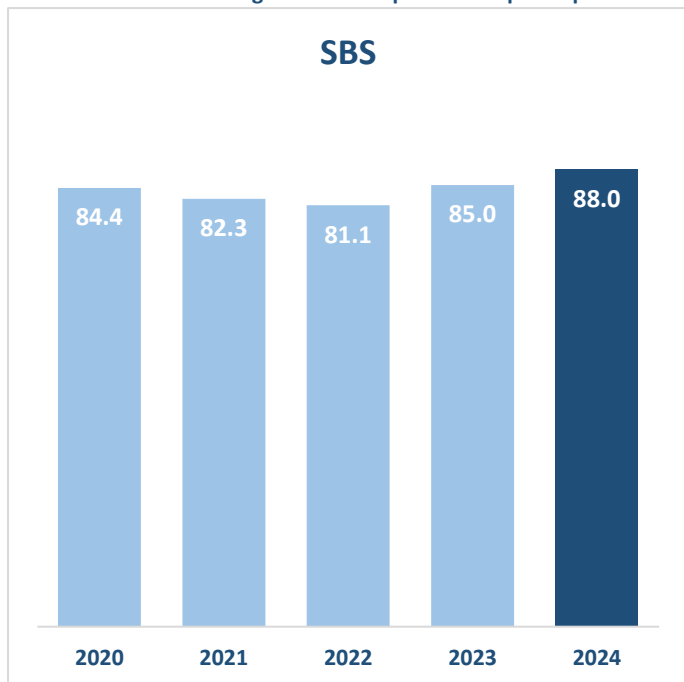
The School of Biological Sciences scored its highest score of the past five years at 88.0% in 2024, following a three-point increase from 2023 (*see chart 66*).

Chart 67: School of Social Science positive response performance in NSS (2020-2024)

SOCSCI

Year	Value
2020	76.7
2021	73.4
2022	79.0
2023	88.0
2024	86.7
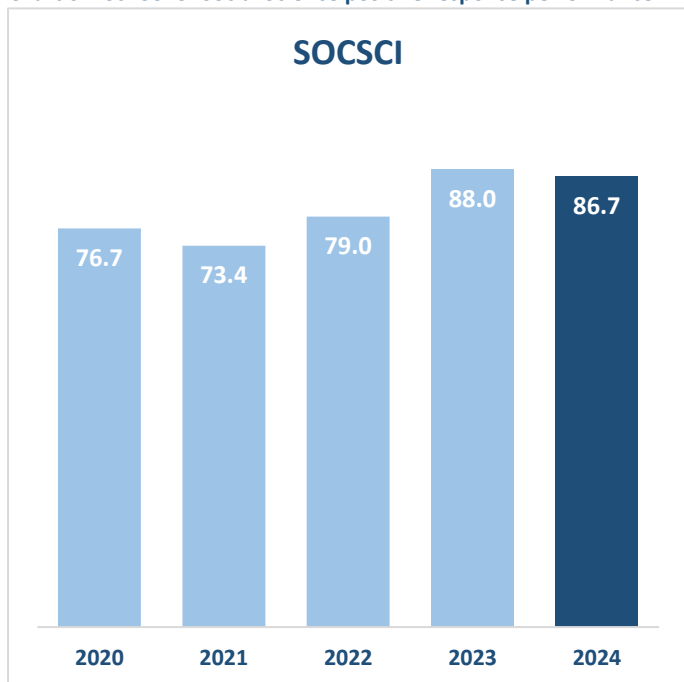
The School of Social Science scored the second-highest score of the past five years in 2023 at 86.7% following a minor decrease from 2023 (*see chart 67*).
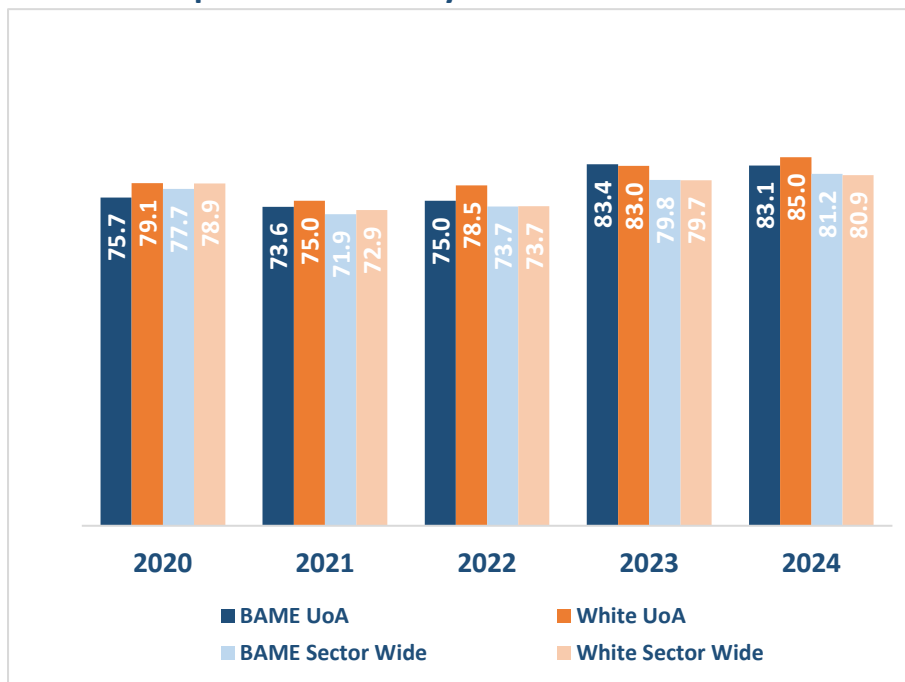
Positive Response – Ethnicity

Chart 68: University of Aberdeen performance for Positive Response – Ethnicity, in NSS from 2020 to 2024

The University of Aberdeen has outperformed the sector for positive response for both Black, Asian and Minority Ethnic (BAME) and White students (except for BAME students in 2020), across the five-year period (*see chart 68*).

The positive response for students who identify themselves as White have higher positive response than BAME students in all years except 2023. White students scored 4.1 percentage points higher at UoA than the sector in 2024 while BAME students scored 1.9 pp higher. White students scored 1.9 pp higher than BAME students at the University of Aberdeen while BAME students scored 0.3 pp higher than white students across the sector.
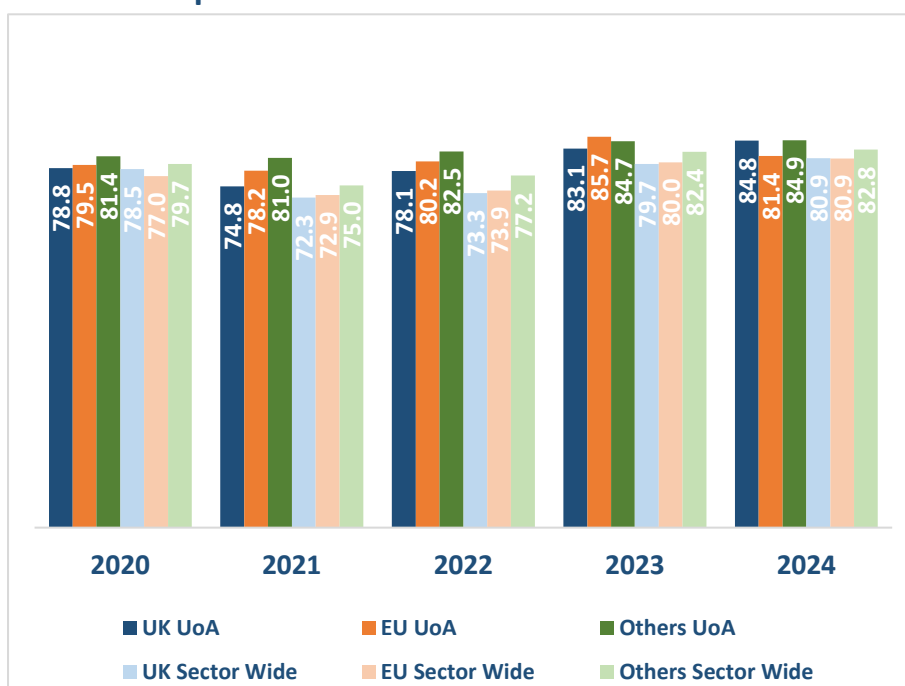
Positive Response – Domicile

Chart 69: University of Aberdeen performance for Positive Response – Domicile, in NSS from 2020 to 2024

The University of Aberdeen has outperformed the sector for all domicile categories in positive response across the five-year period with the exception of 'UoA EU' scoring lower than 'Others Sector Wide' in 2024.

Positive response scores have varied throughout the five years for each of the domiciles. The 'Others UoA' has been the highest-scoring for all years except in 2023 when 'EU' scored highest.

The University of Aberdeen scored 3.9 pp higher than the either sector for 'UK', 0.5 pp higher for 'EU', and 2.1 pp higher for 'Others'.
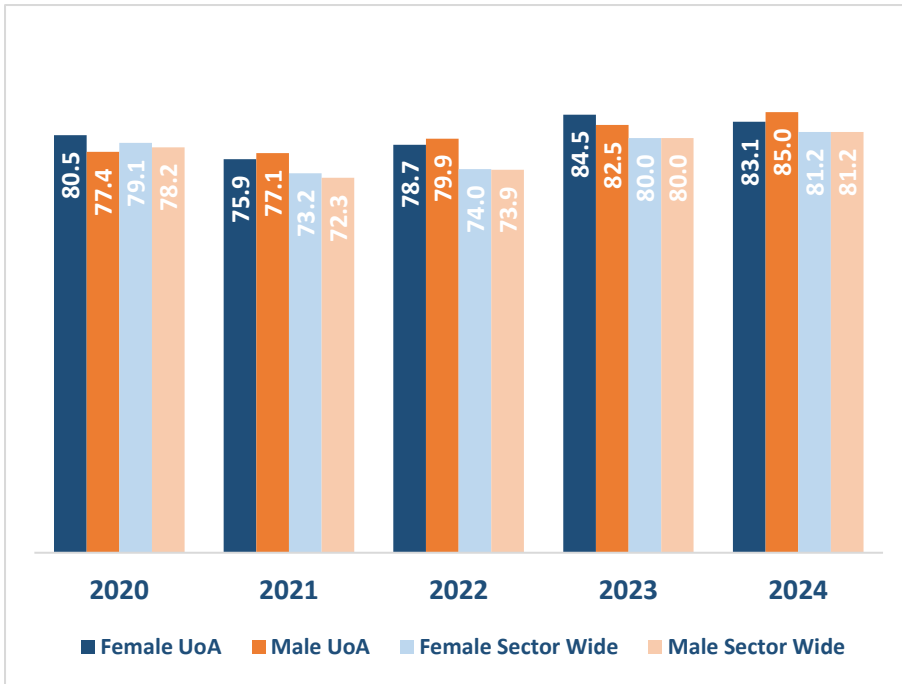
Positive Response – Gender

Chart values (left to right per year): Female UoA, Male UoA, Female Sector Wide, Male Sector Wide

- **2020:** 80.5 | 77.4 | 79.1 | 78.2
- **2021:** 75.9 | 77.1 | 73.2 | 72.3
- **2022:** 78.7 | 79.9 | 74.0 | 73.9
- **2023:** 84.5 | 82.5 | 80.0 | 80.0
- **2024:** 83.1 | 85.0 | 81.2 | 81.2

Legend: ■ Female UoA ■ Male UoA ■ Female Sector Wide ■ Male Sector Wide

The University of Aberdeen has outperformed the sector in positive response for both Female and Male students across the five-year period except for Male students in 2020.

Positive response scores have varied throughout the five years for each of the domiciles. In 2024, the highest positive response score is found in male students, but 2023 and 2020 female students were higher.

The male positive response at the University of Aberdeen was 1.9 pp greater than the sector while the female response was 3.8 pp higher.

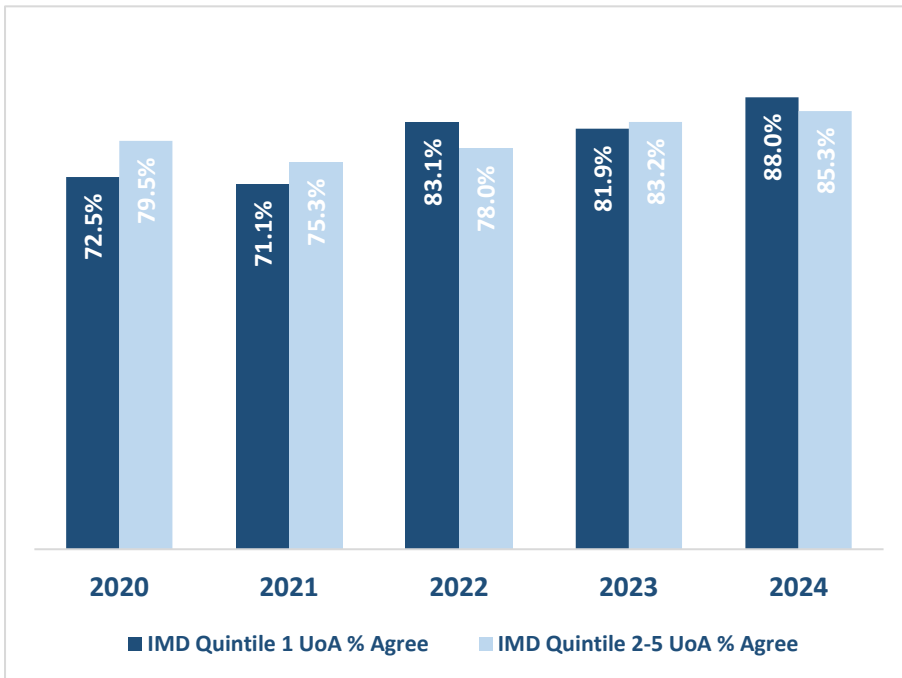## Positive Response – IMD (Index of Multiple Deprivation)

Chart values (left to right per year): IMD Quintile 1 UoA % Agree, IMD Quintile 2-5 UoA % Agree

- **2020:** 72.5% | 79.5%
- **2021:** 71.1% | 75.3%
- **2022:** 83.1% | 78.0%
- **2023:** 81.9% | 83.2%
- **2024:** 88.0% | 85.3%

Legend: ■ IMD Quintile 1 UoA % Agree ■ IMD Quintile 2-5 UoA % Agree

Index of Multiple Deprivation is a UK government qualitative study of deprived areas for Scotland, Wales, England and Northern Ireland, where quintile 1 represents the most deprived areas and quintile 5 represents the least deprived areas.

In 2024 the quintile 1 score was 2.7-points greater than the average of the quintile 2-5 scores (*see chart 71*).

Both quintile 1 and quintile 2-5 increased between 2023 and 2024 by 6.1 and 2.1 pp respectively.

Please note that Sector data is **not** available for this demographic category.

Positive Response – Age

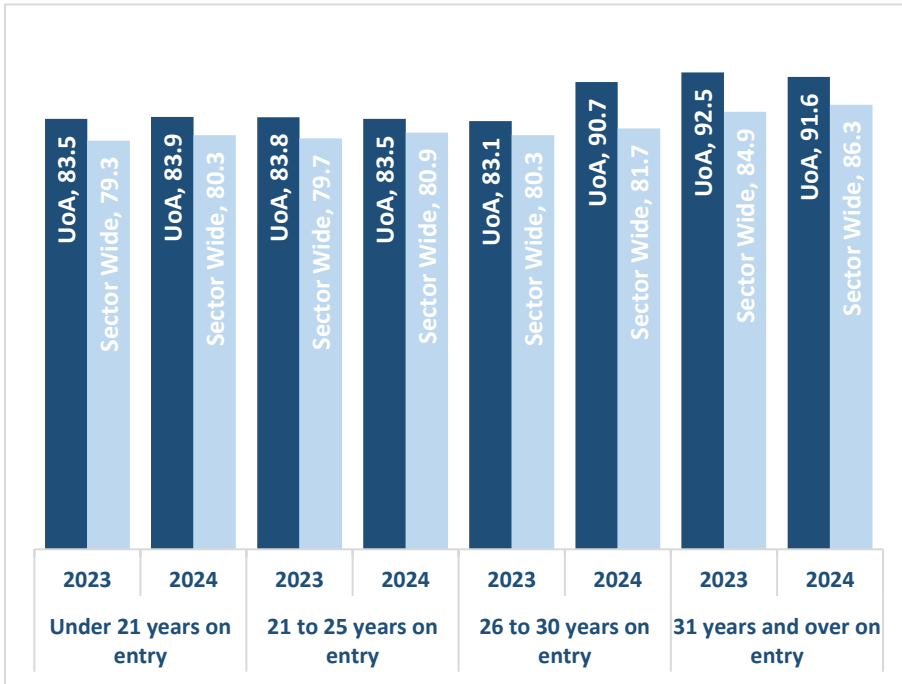|	Under 21 years on entry		21 to 25 years on entry		26 to 30 years on entry		31 years and over on entry	
	2023	2024	2023	2024	2023	2024	2023	2024
UoA	83.5	83.9	83.8	83.5	83.1	90.7	92.5	91.6
Sector Wide	79.3	80.3	79.7	80.9	80.3	81.7	84.9	86.3

Chart 72: University of Aberdeen performance for Positive Response – Age, in NSS 2023-2024

In 2024 the students who were '31 years and over' had the highest score at 91.6, followed closely by '26 to 30 years on entry' at 90.7.

The University of Aberdeen outperformed the sector in each of the age categories in 2023 and 2024. Students who were '26 to 30 years on entry' had the largest gap with the University of Aberdeen leading by 9 percentage points.

Unfortunately, historical comparison of positive response scores before 2023 cannot be made for the University or the sector as the age categories have changed in NSS 2023.

Positive Response – Disability

	No disability reported		Disability reported	
	2023	2024	2023	2024
UoA	84.1	85.1	82.0	81.9
Sector Wide	80.6	81.8	77.6	78.4

Chart 73: University of Aberdeen performance for Positive Response – Disability, in NSS 2023-2024

In 2024, students at the University of Aberdeen who reported no disability scored 3.2-points higher than those who reported disability. Additionally, the University of Aberdeen scored higher than the sector in both disabled and non-disabled groups for both years.

The University of Aberdeen scored 3.2 pp higher than the sector for non-disabled students and 3.5 pp higher for disabled students.

Unfortunately, historical comparison of positive response scores before 2023 cannot be made for the University or the sector as the disability categories have changed in NSS 2023.

Positive Response – Local Students & otherwise

Chart: University of Aberdeen performance for Positive Response – Local Students, in NSS 2023-2024. Bar chart showing 2023 and 2024 comparisons for three categories:

- Studying at an HE provider local to home address: UoA 83.5 (2023), Sector Wide 80.4; UoA 84.1 (2024), Sector Wide 82.0
- Distance learner: UoA 92.4 (2023), Sector Wide 82.8; UoA 93.9 (2024), Sector Wide 83.3
- Studying at an HE provider not local to home address: UoA 83.5 (2023), Sector Wide 79.6; UoA 84.0 (2024), Sector Wide 80.7
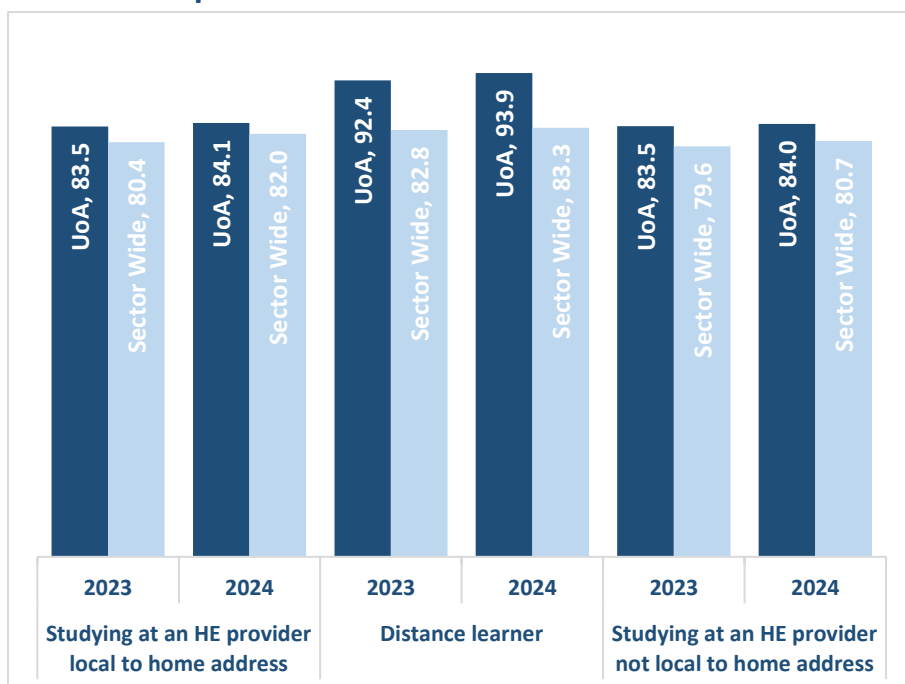
Chart 74: University of Aberdeen performance for Positive Response – Local Students, in NSS 2023-2024

In 2024 students at the University of Aberdeen who are distance learners score higher in positive response than other student categories with a positive response score of 93.9%. The rate of positive response for local and non-local on campus students is identical at 83.5% for the University.

The 2023 results show a gap of 3.1, 9.6 and 3.9 percentage points, in favour of the University against the sector for students studying at an HE provider local to their home address, distance learners and students studying at an HE provider not local to their home address, respectively.

Unfortunately, historical comparison of positive response scores before 2023 cannot be made for the University or the sector as this was introduced in NSS 2023.

Positive Response – Sexual Orientation

Chart: University of Aberdeen performance for Positive Response – Sexual Orientation. Bar chart showing 2023 and 2024 comparisons for three categories:

- Lesbian, gay or bisexual: UoA - PR 82.9 (2023), Sector Wide - PR 78.0; UoA - PR 82.4 (2024), Sector Wide - PR 78.5
- Heterosexual: UoA - PR 83.9 (2023), Sector Wide - PR 80.1; UoA - PR 85.0 (2024), Sector Wide - PR 81.2
- Other sexual orientation: UoA - PR 80.4 (2023), Sector Wide - PR 80.3; UoA - PR 77.0 (2024), Sector Wide - PR 80.8
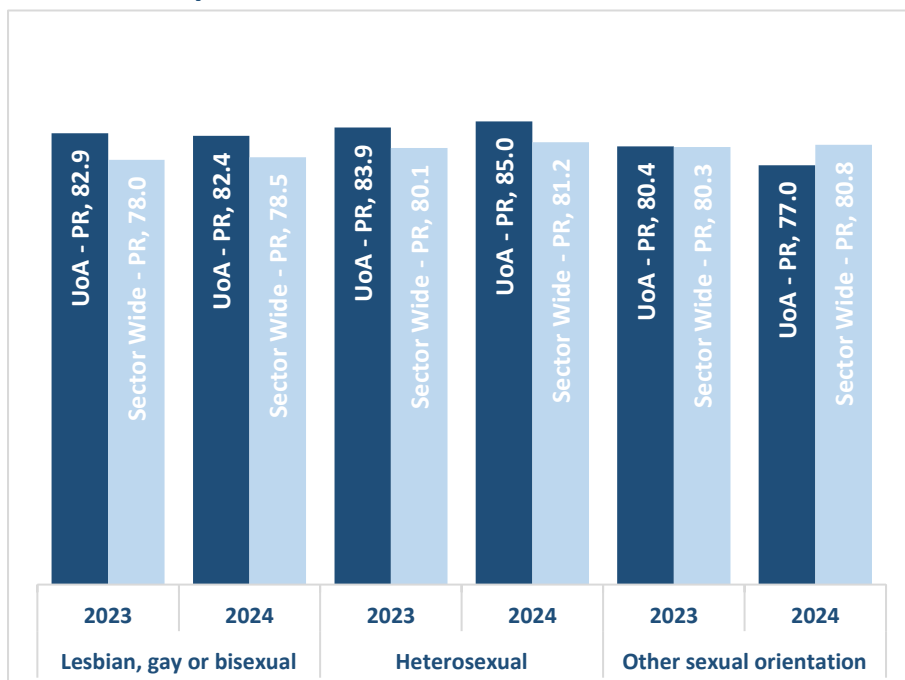
Chart 75: University of Aberdeen performance for Positive Response – Sexual Orientation, in NSS 2023-2024

In 2024, students at the University of Aberdeen who identified as lesbian, gay, bisexual, or heterosexual scored higher than the sector. 'Other sexual orientations' scored lower at the University of Aberdeen than the sector in 2024 (*see chart 75*).

In 2024 the University was 3.9 pp higher against the sector for 'Lesbian, gay, or bisexual' students, 3.8 pp higher for 'Heterosexual' students, and 3.8 pp lower for 'Other sexual orientations'.

Unfortunately, historical comparison of positive response scores before 2023 cannot be made for the University or the sector as this was introduced in NSS 2023.
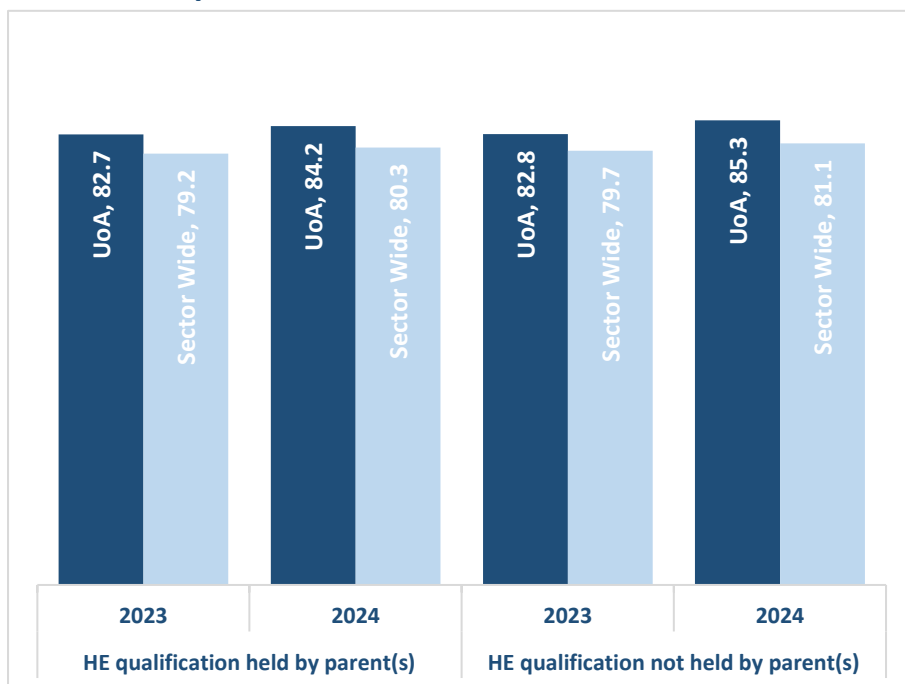
Positive Response – Parental Education

Chart 76: University of Aberdeen performance for Positive Response – Parental Education, in NSS 2023-2024

In 2024 students at the University of Aberdeen whose parent(s) did not hold a HE qualification scored higher than those students whose parents did gold HE qualifications.

In 2024 results show a gap of 3.9 and 4.2 percentage points, in favour of the University against the sector for students whose parent(s) hold a HE qualification and those who don't, respectively.

Unfortunately, historical comparison of positive response scores before 2023 cannot be made for the University or the sector as this was introduced in NSS 2023.

National Student Survey 2024 Overall Satisfaction

'Overall satisfaction' is based on positive responses to **Q28. Overall, I am satisfied with the quality of the course.**
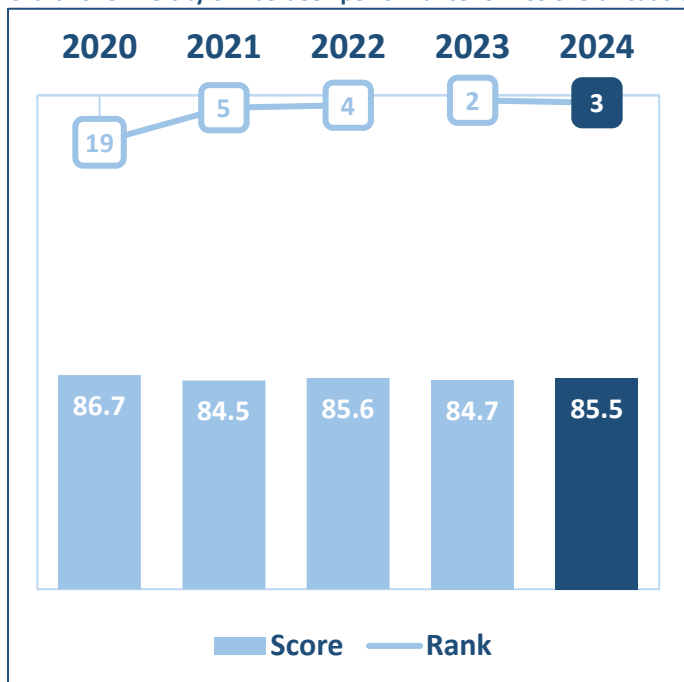
Overall Satisfaction 85.5% ▲ (0.8%)

PLEASE NOTE THAT THIS QUESTION IS ONLY ASKED IN THE NSS FOR STUDENTS AT SCOTTISH, WELSH AND NORTHERN IRISH PROVIDERS

Table 5: University of Aberdeen performance in the National Student Survey 2024 for overall satisfaction compared with 2023.

Year	Overall Satisfaction	Overall Satisfaction (S/W/NI Rank)	Overall Satisfaction (Scottish Rank)
2024	**85.5**	**3rd**	**2nd**
2023	84.7	2nd	2nd
Difference	0.8	-1	0
Movement	▲	▼	■

The University of Aberdeen's % Agree score for overall satisfaction fell by 0.8% between 2023 and 2024 (*see table 5*).
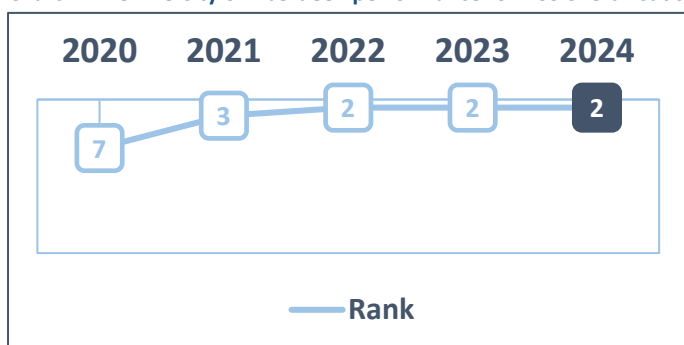
Chart 76: University of Aberdeen performance for NSS overall satisfaction (2020-2024)

2020	2021	2022	2023	2024
19	5	4	2	3
86.7	84.5	85.6	84.7	85.5

Score — Rank

The University of Aberdeen marginally reduced by 0.8% in overall satisfaction score from 2023 to 2024. This is the second lowest score since 2019 (*see chart 76*).

The University ranked 3rd of participating universities in 2023, behind St Andrews and Aberystwyth, a one-place decrease from 2nd place in 2023 compared to the same group of institutions. However, Aberdeen remained ranked 2nd in Scotland between 2024 and 2023 behind St Andrews.

Chart 777: University of Aberdeen performance for NSS overall satisfaction (2020-2024) – Scotland only.

2020	2021	2022	2023	2024
7	3	2	2	2

Rank

To provide a continuous, comparable Scottish-only context across the time-period, chart 77 shows the overall satisfaction rank amongst Scottish providers only.

Chart 78: University of Aberdeen School performance in Overall Satisfaction for NSS 2024
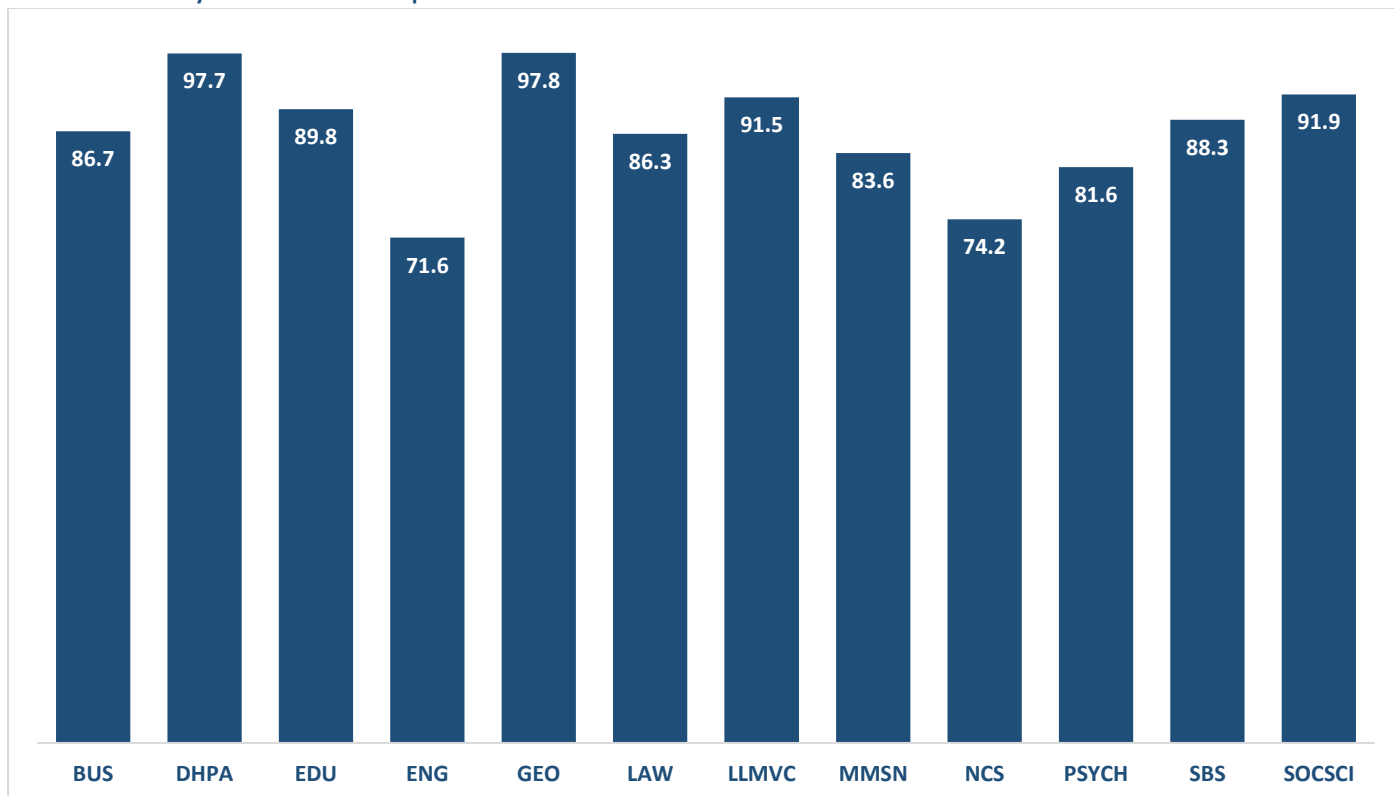

Across the twelve Schools at the University of Aberdeen, the greatest score for overall satisfaction in 2023 was the School of Geoscience at 97.8% (*see chart 78*). This was negligibly greater than the School of Divinity, History, Philosophy & Art History at 97.7% at second highest scoring.

Ten of the twelve Schools in total scored greater than 80%, placing only two marginally outside this. The Schools of Engineering and Natural & Computing Sciences scored 71.6% and 74.2% respectively. The difference between the maximum (GEO) and minimum (ENG) School scores was 26.2%.

The general pattern of scores for Schools in respect of overall satisfaction is similar to that observed for positive response.

Chart 79: Business School performance in NSS Overall Satisfaction (2020-2024)

BUS

Year	Score
2020	80.8
2021	84.2
2022	79.1
2023	82.0
2024	86.7
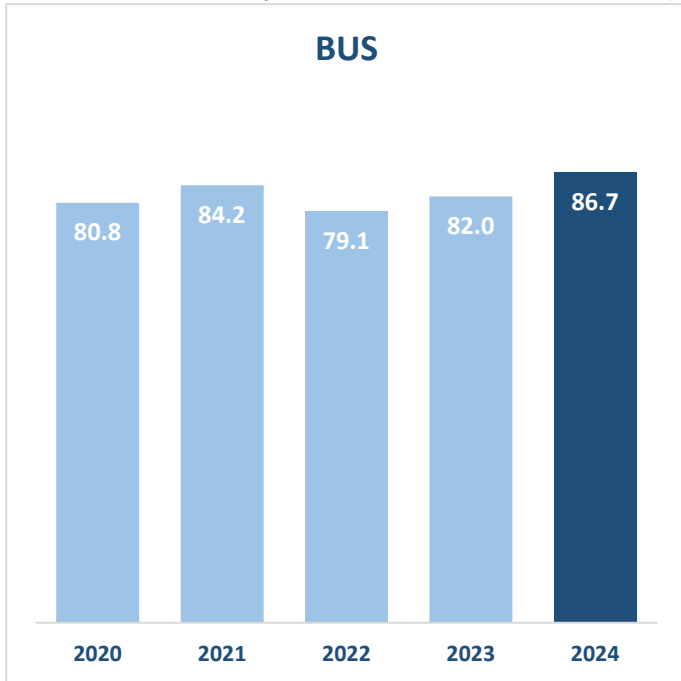
The Business School scored 86.7% for overall satisfaction for 2023 (*see chart 79)*. This was the highest score of the 2020-2024 period.

Chart 80: School of Divinity, History, Philosophy & Art History performance in NSS Overall Satisfaction (2020-2024)

DHPA

Year	Score
2020	93.5
2021	84.6
2022	93.6
2023	91.0
2024	97.7
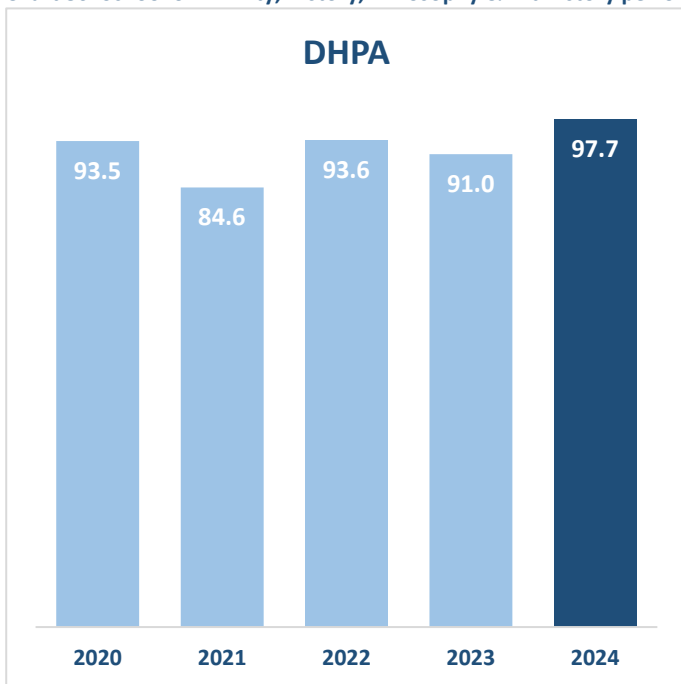
The School of Divinity, History, Philosophy & Art History achieved its highest score of the past five years at 97.7% (*see chart 80*).

Chart 81: School of Education performance in NSS Overall Satisfaction (2020-2024)

EDU

Year	Score
2020	71.1
2021	77.9
2022	81.6
2023	89.2
2024	89.8
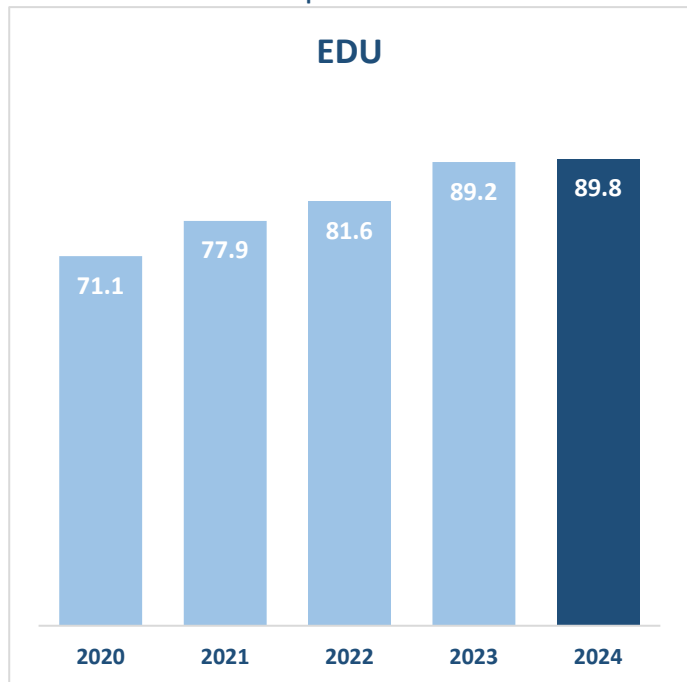
The School of Education achieved its highest score of the prior five years in 2023 at 89.8% (*see chart 81*). This was 0.6 points greater than the previous maximum in 2023.

Chart 82: School of Engineering performance in NSS Overall Satisfaction (2020-2024)

ENG

Year	Score
2020	81.6
2021	82.2
2022	87.2
2023	82.1
2024	71.6
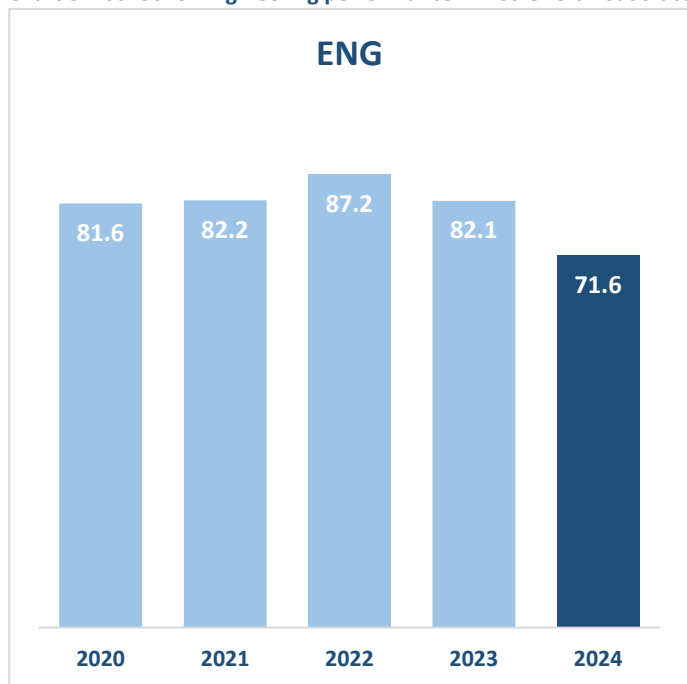
The School of Engineering scored its lowest score of the past five years in 2023 at 71.6% (*see chart 82*). This follows a sustained downward trend from 2022.

Chart 83: School of Geosciences performance in NSS Overall Satisfaction (2020-2024)

GEO

Year	Score
2020	86.8
2021	75.9
2022	92.6
2023	84.2
2024	97.8
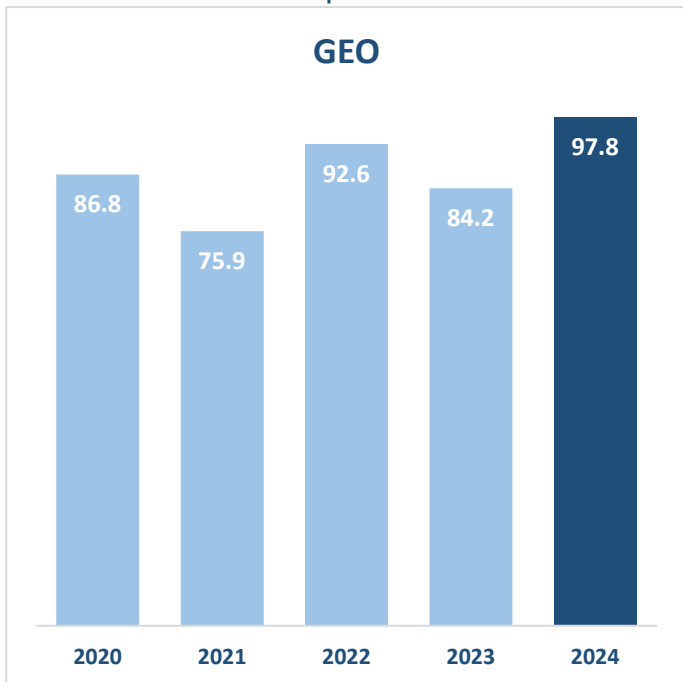
The School of Geosciences scored the highest score of the past five years in 2024 at 97.8% (*see chart 83*). This contrasts with its maximum score of 92.9% from 2022.

Chart 84: School of Law performance in NSS Overall Satisfaction (2020-2024)

LAW

Year	Score
2020	94.0
2021	89.4
2022	90.4
2023	87.3
2024	86.3
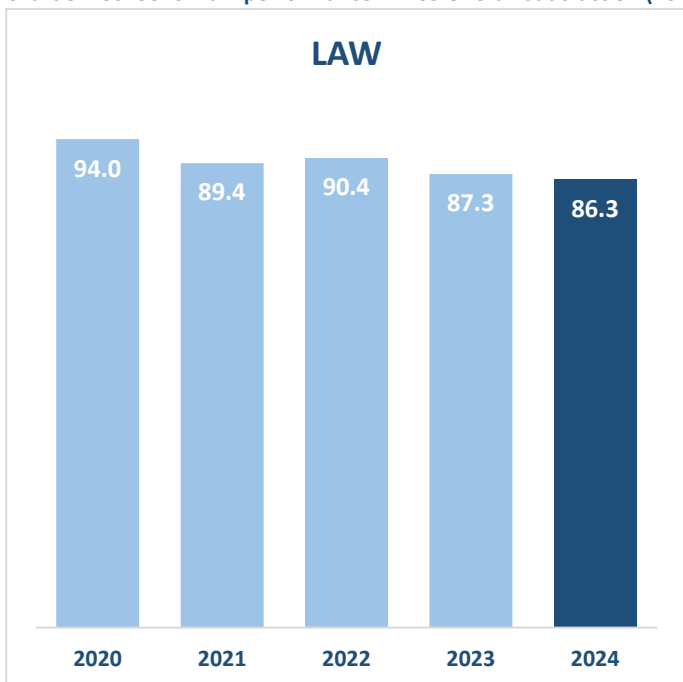
The School of Law has achieved a score of 86.3% in 2023 for overall satisfaction (*see chart 84)*. This was the lowest score of the 2020-2024 period following a gradual but sustained decline.

Chart 85: School of Language, Literature, Music and Visual Culture performance in NSS Overall Satisfaction (2020-2024)

LLMVC

2020	2021	2022	2023	2024
92.6	91.8	88.4	86.7	91.5
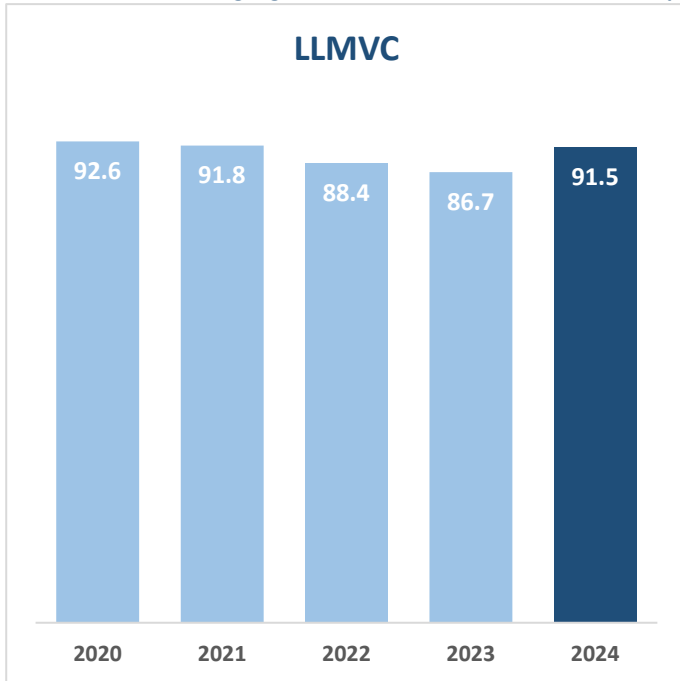
The School of Language, Literature, Music and Visual Culture scored 91.5% in 2024, the third-greatest score of the past five years (*see chart 85*). This was a moderate increase from 2023 at 86.7%.

Chart 86: School of Medicine, Medical Sciences and Nutrition performance in NSS Overall Satisfaction (2020-2024)

MMSN

2020	2021	2022	2023	2024
89.8	85.6	79.8	83.5	83.6
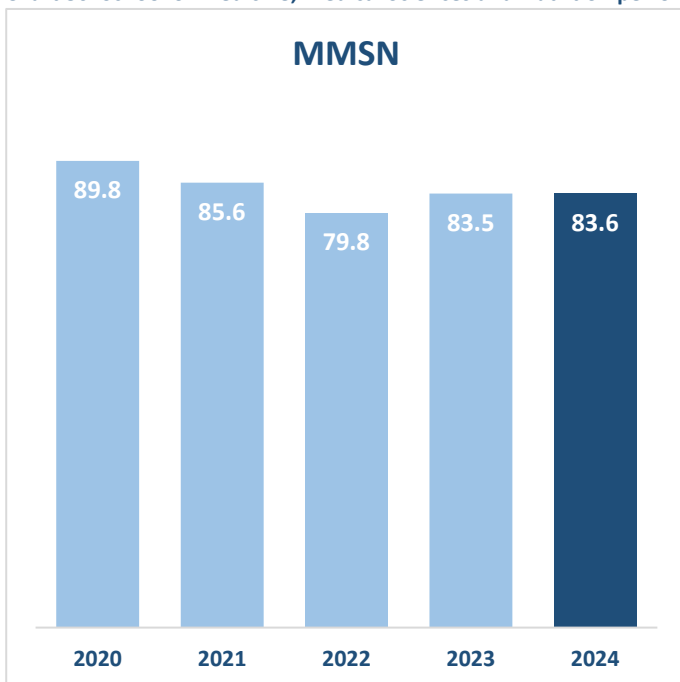
The School of Medicine, Medical Sciences and Nutrition scored 83.6% in 2024, a minor increase from 2023 by 0.1 points (*see chart 86*).

Chart 87: Natural & Computing Sciences performance in NSS Overall Satisfaction (2020-2024)

NCS

84.3	86.0	80.2	77.5	74.2
2020	2021	2022	2023	2024
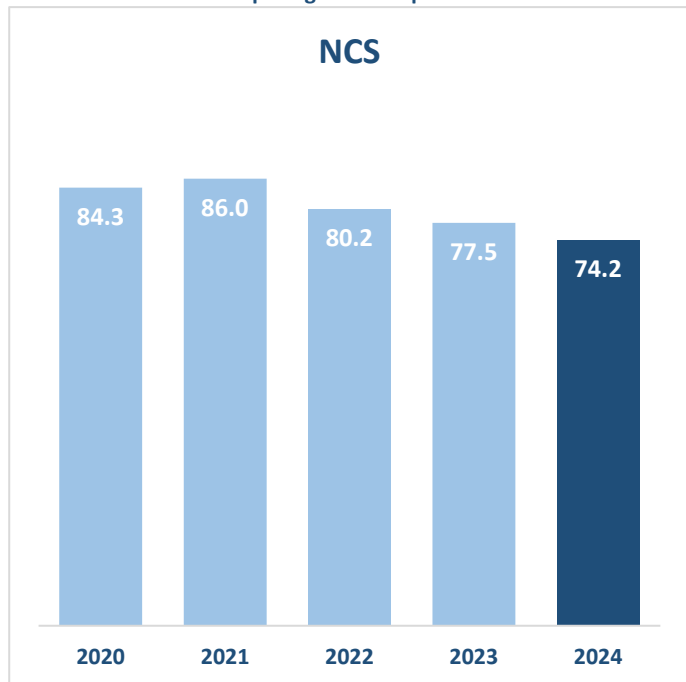
The School of Natural & Computing Science scored 74.2% in 2024, the lowest score of the past five years (*see chart 87*).

Chart 88: School of Psychology performance in NSS Overall Satisfaction (2020-2024)

PSYCH

93.9	87.0	95.7	86.1	81.6
2020	2021	2022	2023	2024
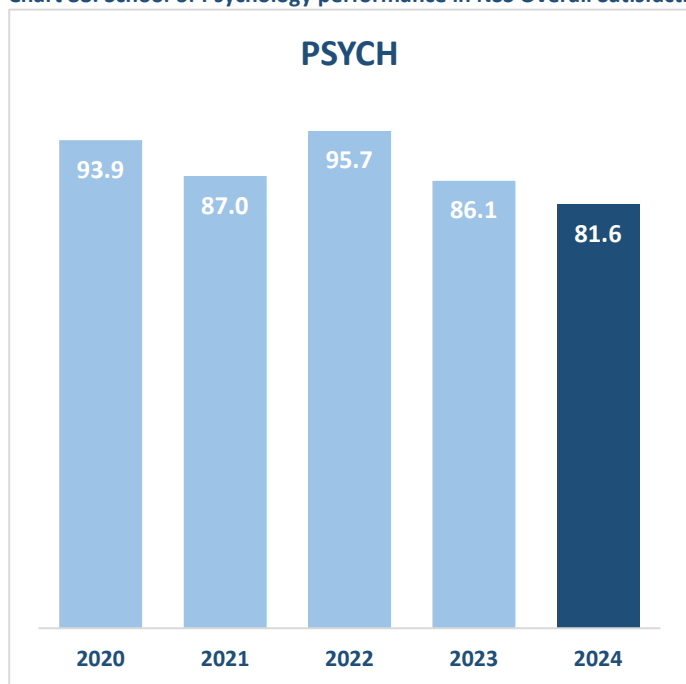
The School of Psychology has had a variable score over the past five years (*see chart 88)*. The 2024 overall satisfaction score was 81.6%, -14.1 points lower than the maximum of 95.7% in 2022.

Chart 89: School of Biological Sciences performance in NSS Overall Satisfaction (2020-2024)
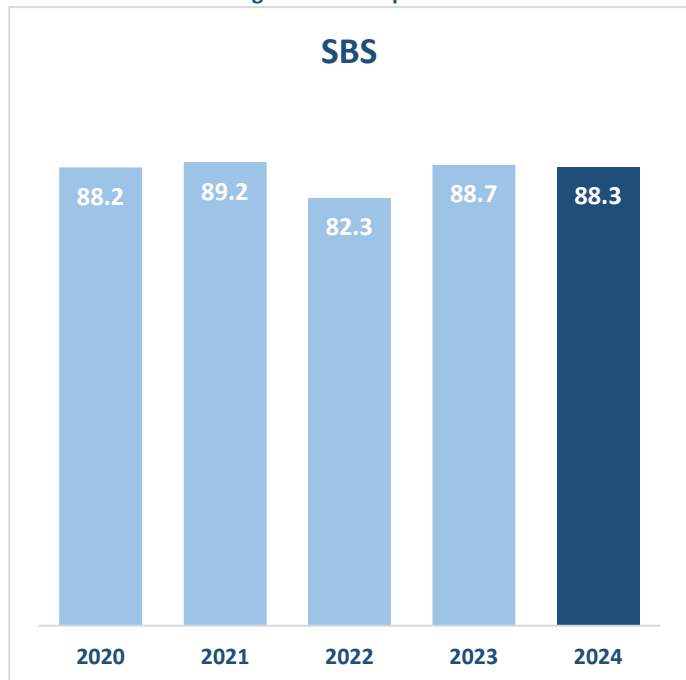
The School of Biological Sciences scored 88.3% overall satisfaction in 2024, a minor decrease from the previous year (*see chart 89*).

Chart 90: School of Social Science performance in NSS Overall Satisfaction (2020-2024)
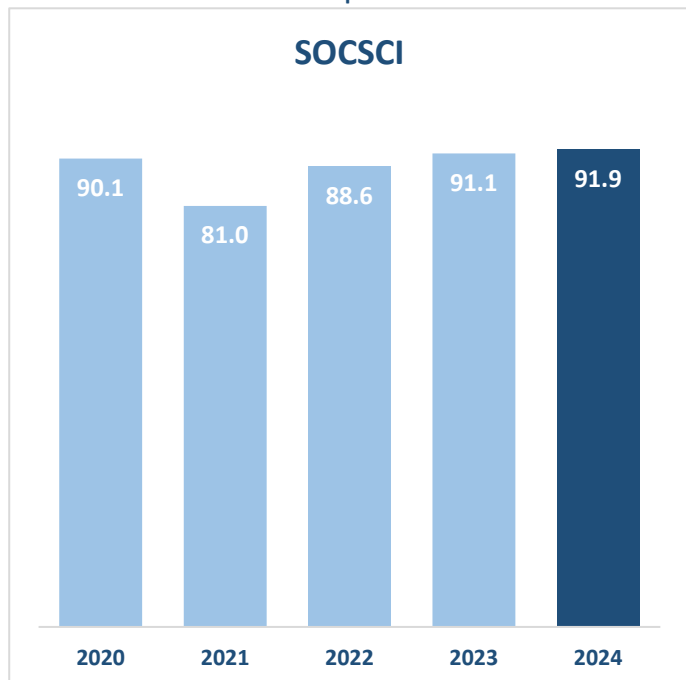
The School of Social Science achieved has its highest score of the past five years at 91.95, a 0.8 point increase over 2023 (*see chart 90*).

In addition to the core NSS questions, every participating Institution can choose whether or not to ask their students extra questions. The NSS has a list of 17 additional groups of questions, known as optional bank questions, of which each institution can choose up to six of these to ask their student population. The following charts display the scores of the University of Aberdeen against the sector for the extra questions that were chosen for this year's results.

The University of Aberdeen chose to submit the same optional questions to the NSS as the previous three years and therefore can be directly compared. The questions were chosen both to reflect priorities for the student experience as well as to allow year on year comparisons and measurement of progress. The questions that were chosen are: B2 Students' Union (Association or Guild), B7 Course Delivery, B9 Welfare Resources and Facilities, B15 Employability and skills, B16 Environmental sustainability, and B17 Student safety.

It is noted that from the 2023 edition of the NSS onwards, sector-wide scores for additional bank questions have not been released.

B2: Students' Union (Association or Guild)

based on student responses to questions B2.1 to B2.3:

B2.1 The Students' Union (Association or Guild) had had a positive impact on my sense of belonging to the university or college. B2.2 The Students' Union (Association or Guild) has had a positive impact on the local community. B2.3 The Students' Union (Association or Guild) has helped me develop useful life skills.
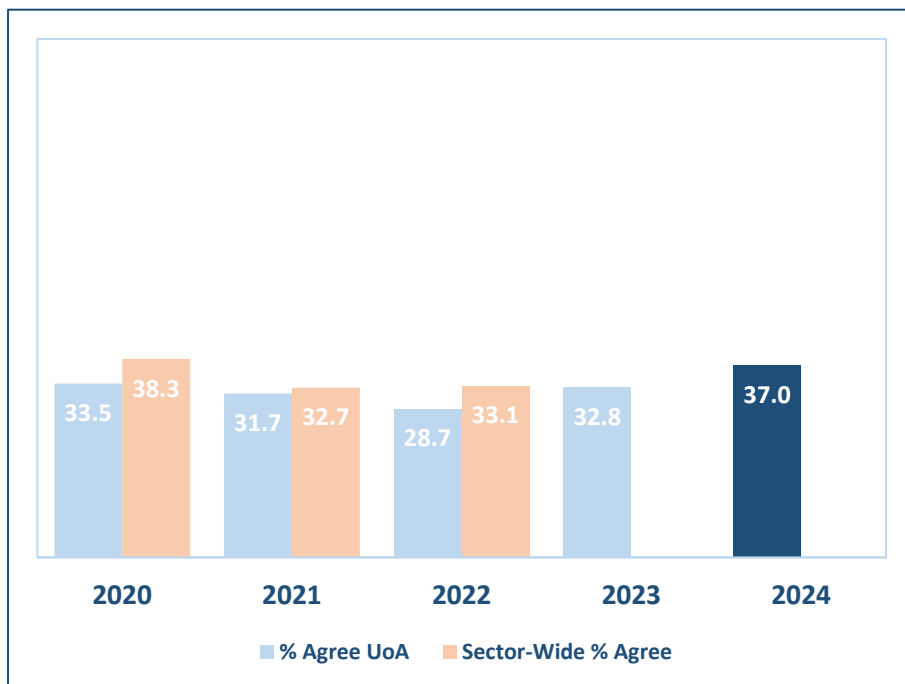
Chart 91: University of Aberdeen performance for B2 Students' Union (Association or Guild), in NSS from 2020 to 2024

The University of Aberdeen scored 37% in 2024, an increase of 4.2 percentage points compared with 2023 and 8.3 percentage points greater than in 2022 (*see chart 91*). This was the greatest score of the 2020-2024 period.

B7: Course Delivery

based on student responses to questions B7.1 to B7.5:

B7.1 Learning materials made available on my course have enhanced my learning. B7.2 The range and balance of approaches to teaching has helped me to learn. B7.3 The delivery of my course has been stimulating. B7.4 My learning has benefited from modules that are informed by current research. B7.5 Practical activities on my course have helped me to learn.

% Agree UoA   **Sector-Wide % Agree**
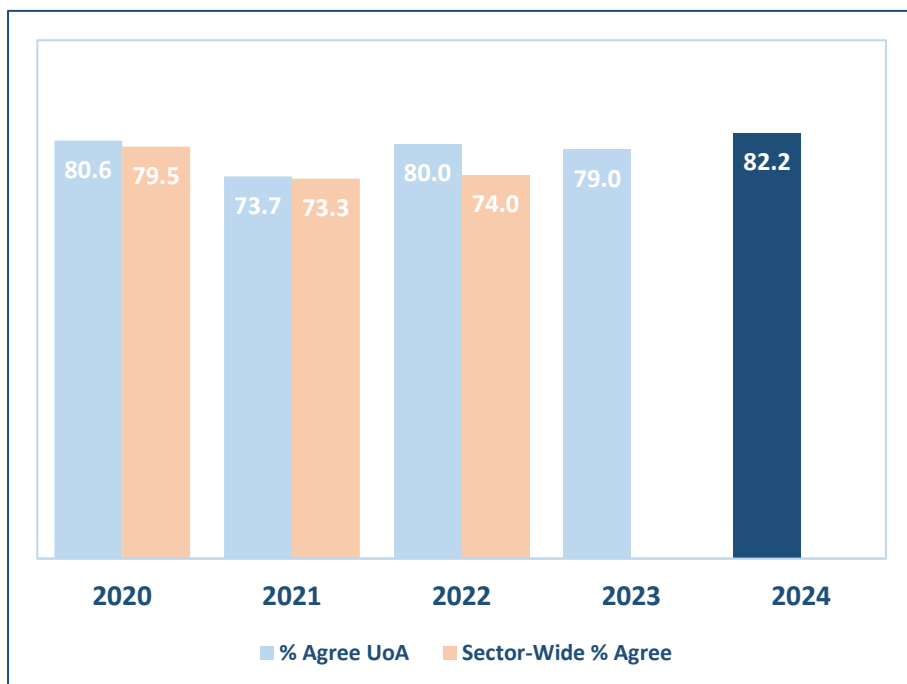
Chart 92: University of Aberdeen performance for B7 Course Delivery, in NSS from 2020 to 2024

The University of Aberdeen scored 82.2% in 2024, an increase of 3.2 points from 2023 (*see chart 92*). This was the greatest score of the 2020-2024 period.

B9: Welfare Resources and Facilities

based on student responses to questions B9.1 & B9.2:

B9.1 There is sufficient provision of welfare and student services to meet my needs. B9.2 When needed, the information and advice offered by welfare and student services has been helpful.

% Agree UoA   **Sector-Wide % Agree**
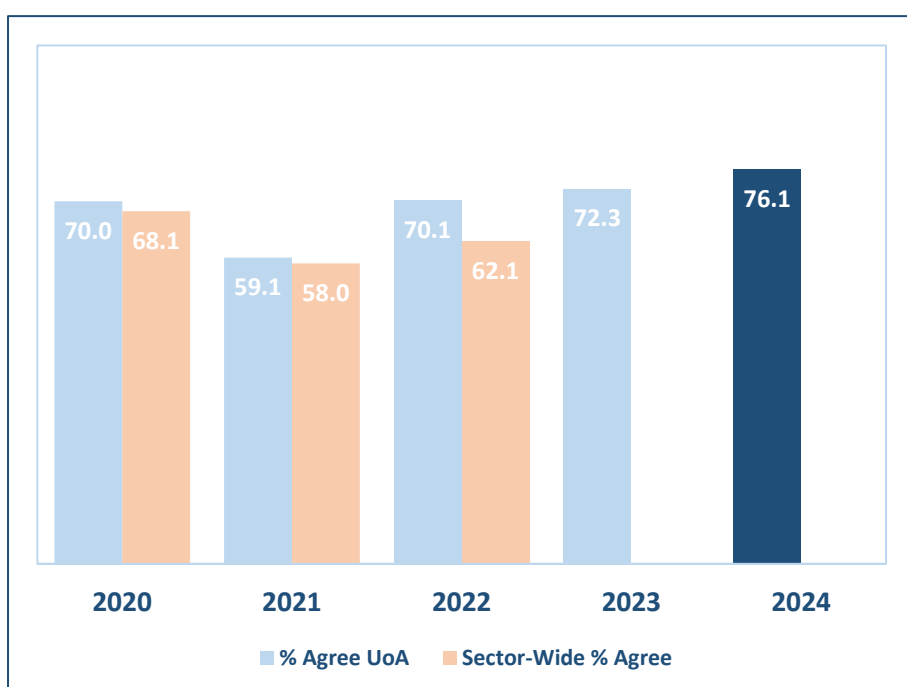
Chart 93: University of Aberdeen performance for B9 Welfare Resources and Facilities, in NSS from 2020 to 2024

The University of Aberdeen scored 76.1 points in 2024, an increase of 3.8 points from 2023 (*see chart 93*). This was the greatest score of the 2020-2024 period.

B15: Employability and skills

based on student responses to questions B15.1 to B15.3:

B15.1 My Higher Education experience has helped me plan for my future career. B15.2 My institution offered activities and resources designed to prepare me for the next step in my career. B15.3 The skills I have developed during my time in Higher Education will be useful for my career.
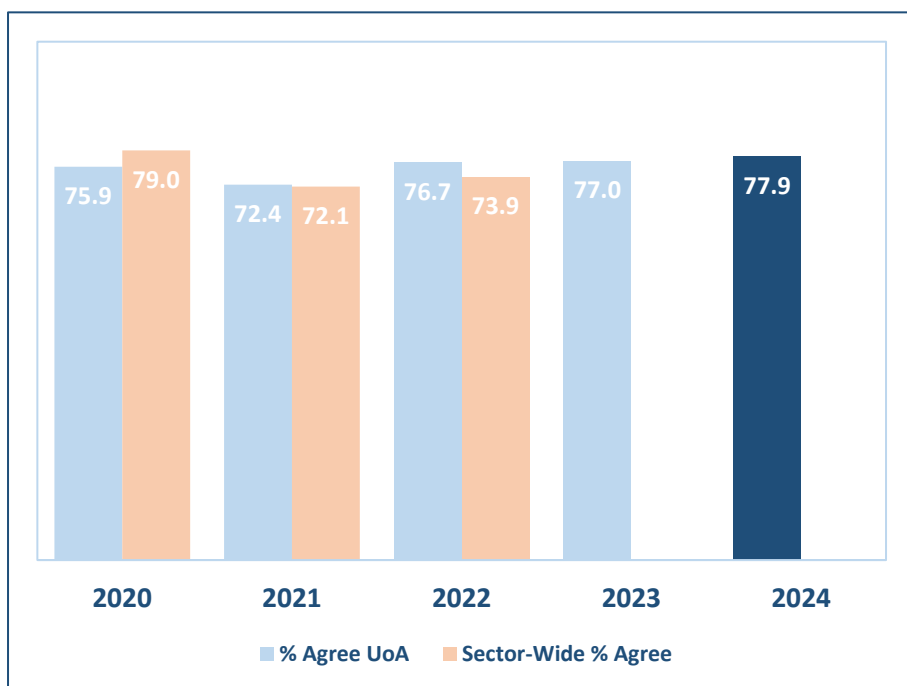
Chart 94: University of Aberdeen performance for B15 Employability and skills, in NSS from 2020 to 2024

The University of Aberdeen scored 77.9%, an increase of 0.9 points from 2023 (*see chart 94*).

B16: Environmental sustainability

based on student responses to questions B16.1 to B16.3:

B16.1 My institution encourages good environmental practice. B16.2 My course has encouraged me to think about environmental sustainability. B16.3 I have had opportunities to take part in activities supporting environmental sustainability.
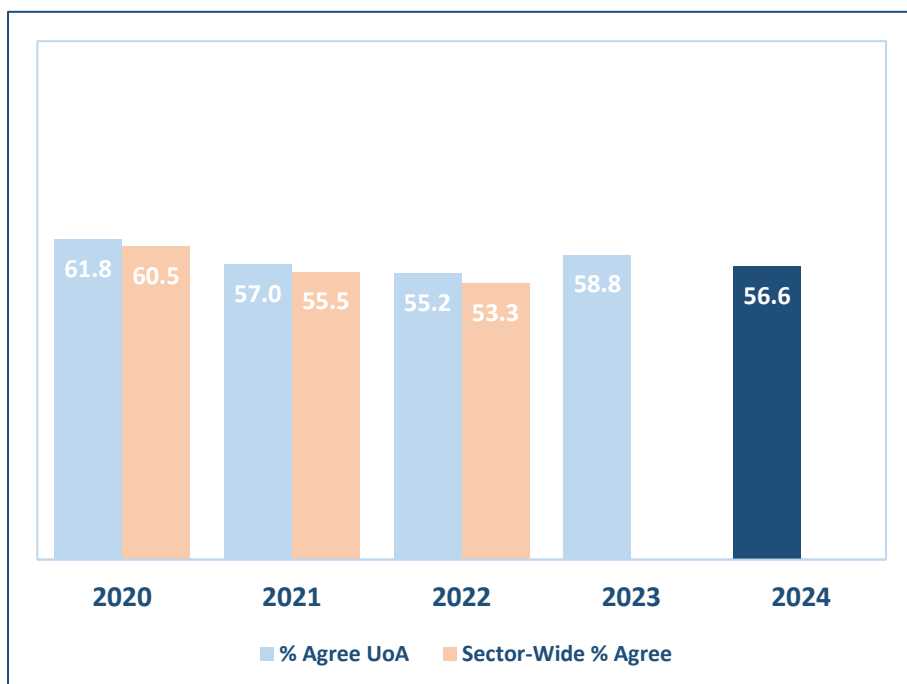
Chart 95: University of Aberdeen performance for B16 Environmental sustainability, in NSS from 2020 to 2024

The University of Aberdeen scored 56.6 points in 2024, a reduction of 2.2 points from 2023 (*see chart 95*).

B17: Student safety

based on student responses to questions B17.1 & B17.2:

B17.1 I feel safe to be myself at university/college. B17.2 My institution takes responsibility for my safety.
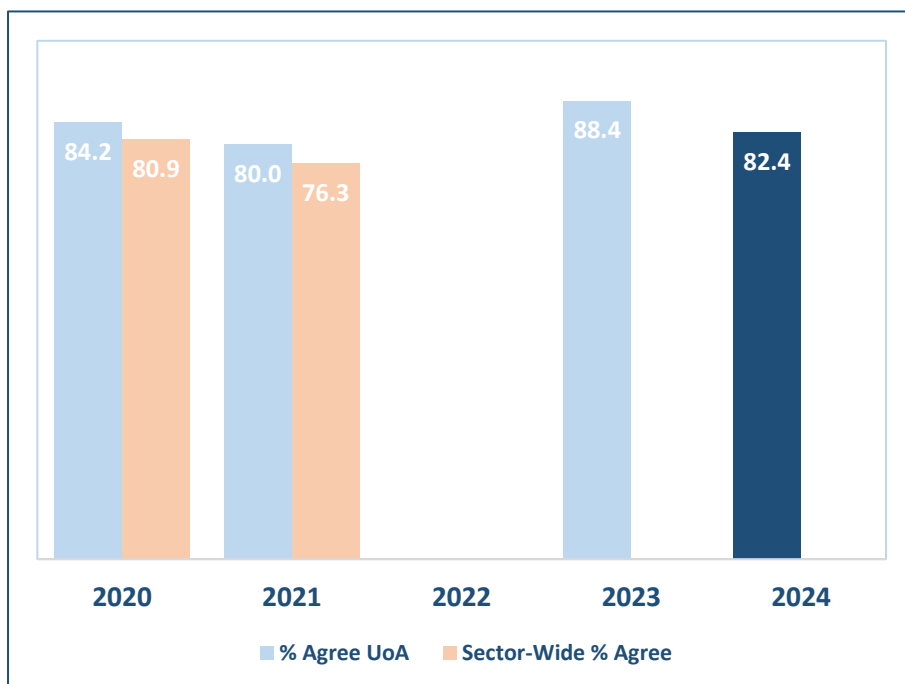
Chart 96: University of Aberdeen performance for B17 Student Safety, in NSS from 2020 to 2024

Question 17 was absent for the University of Aberdeen in the 2022 edition of the NSS.

The University of Aberdeen scored 82.4 points in 2024, a decrease from 88.4 in 2023by 6 points (*see chart 96*).

SECTION FOUR: TEXT COMMENTS

The NSS affords students the opportunity to respond with free text to the prompt 'Looking back on the experience, are there any particularly positive or negative aspects you would like to highlight' in a positive and negative text box. 792 students completed the freetext comments with 730 unique positive comments, and 690 unique negative comments. However, there are a number of freetext comments which are input as "no" or "no comment" etc. and once these are excluded the number of unique positive and negative comments are reduced to 650 and 599 respectively. The distribution of these comments is summarised in Table 6. Schools, Professional Services (e.g. IT, Library, Student Support) and Aberdeen University Students' Association will be provided with access to their own text comments, and comments are additionally being categorised for their attention and action.

The most numerous positive comments were made against Scale 01: Teaching on my Course with 330 positive comments, followed by Scale 04: Academic Support (276 positive comments) and Scale 02: Learning opportunities (247 positive comments). The most frequent negative comments were made against Scale 01: Teaching on my course (177 negative comments), followed closely by Scale 03: Marking & Assessment (164 negative comments). The third most frequent negative comments were almost tied: Scale 05: Organisation & Management (136 negative comments) and Scale 02: Learning Opportunities (135 negative comments).

Table 6: Distribution of positive and negative comments in NSS 2024

	Positive	Negative
Scale 01:TEACHING ON MY COURSE	330	177
Q1: How good are teaching staff at explaining things?	67	35
Q2: How often do teaching staff make the subject engaging?	132	51
Q3: How often is the course intellectually stimulating?	64	38
Q4: How often does your course challenge you to acieve your best work?	45	11
Face-to-face-teaching	2	54
Teaching Standards (delivery/ online/ recorded teaching etc)	66	22
Course Content	95	47
Choice of Courses Available	31	28
Scale 02: LEARNING OPPORTUNITIES	247	135
Q5: To what extent have you had the chance to explore ideas and concepts in depth?	72	40
Q6: How well does your course introduce subjects and skills in a way that builds on what you have already learned?	45	10
Q7: To what extent have you had the chance to bring together information and ideas from different topics?	26	0
Q8: To what extent does your course have the right balance of directed and independent study?	33	16
Q9: How well has your course developed your knowledge and skills that you think you will need for your future?	66	31
Group Work	13	6
Too much theory	43	37
Placements/ Field Work/ Lab Skills	45	11
Placements/ Work Opportunities/ Study Abraod	66	43
Scale 03: MARKING & ASSESSMENT	38	164
Q10: How clear were the marking criteria used to assess your work?	9	28
Q11: How fair has the marking and assessment been on your course?	3	46
Q12: How well have assessments allowed you to demonstrate what you have learned?	11	15
Q13: How often have you received assessment feedback on time?	6	40
Q14: How often does feedback help you to improve your work?	10	64
Move to in-person exams	0	13
Scale 04: ACADEMIC SUPPORT	276	70
Q15: How easy was it to contact teaching staff when you needed to?	68	21
Q16: How well have teaching staff supported your learning?	273	58
Scale 05: ORGANISATION & MANAGEMENT	98	136
Q17: How well organised is your course?	84	89
Q18: How well were any changes to teaching on your course communicated?	6	31
Workload	3	40
Flexibility	19	15
Scale 06: LEARNING RESOURCES	61	36
Q19: How well have the IT resources and facilities supported your learning?	36	14
Q20: How well have the library resources (e.g. books, online services and learning spaces) supported your learning?	59	24
Q21: How easy was it to access subject specific resources (e.g. equipment, facilities, software) when you need them?	17	13
Scale 07: STUDENT VOICE	18	41
Q22: To what extent do you get the right opportunities to give feedback on your course?	15	3
Q23: To what extent are students' opinions about the course valued by staff?	17	25
Q24: How clear is it that students' feedback on the course is acted on?	13	19
Q25: How well does the students' union (association or guild) represent students' academic interestes?	2	10
Scale 08: MENTAL WELLBEING SERVICES	36	15
Q26: How well communicated was information about your university/college's mental wellbeing support services?	36	15
Overall	43	11
Careers Service	14	17
Strikes	0	11
Discrimination/ Racism/Bullying	0	13
Inclusive	73	28
Class Size/ Student Staff Ratio	5	7
Social/ Sports Facilities	11	14
COVID	16	50
Prof Services	6	5
Student Finances	3	14
Senior Management	0	17

SECTION FIVE: RESPONSE RATES

NSS Response Rates

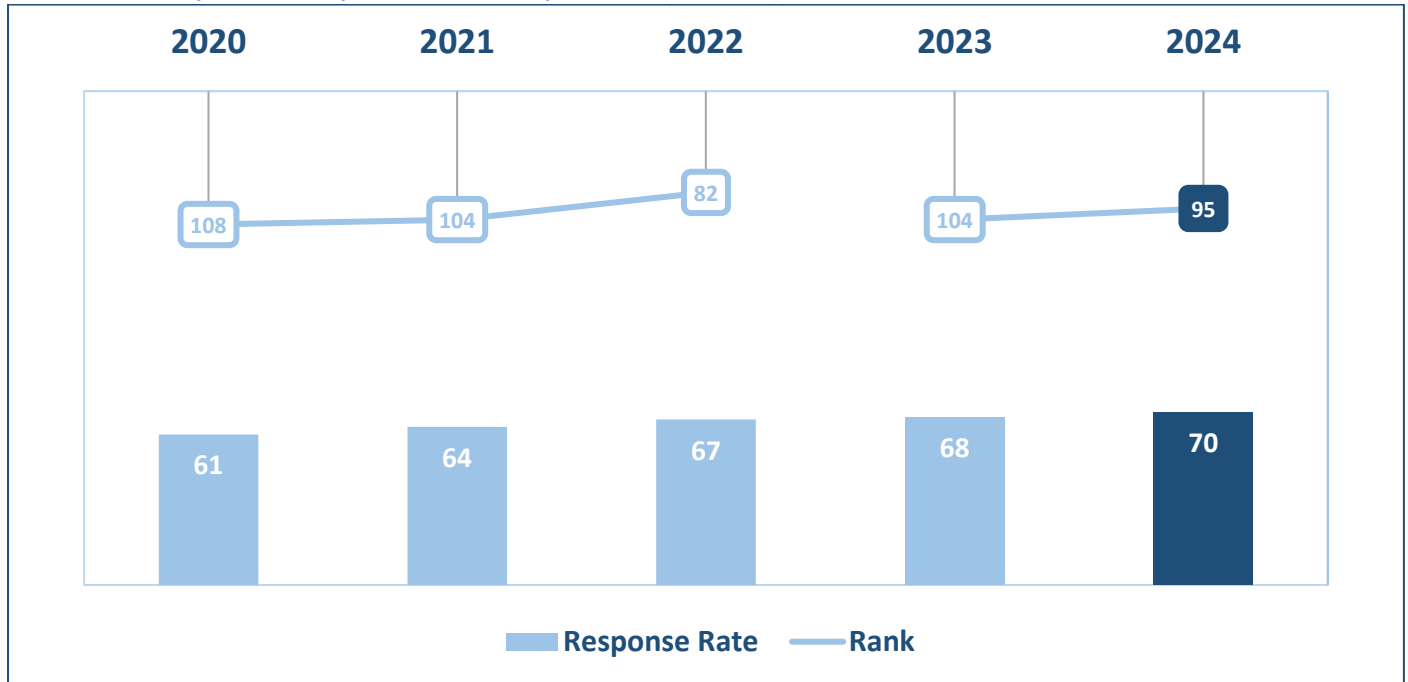**Chart 82: University of Aberdeen performance for Response Rate (2020-2024)**

The University of Aberdeen increased by one percentage point in response rate from 68% to 70% in 2024; this was the highest score for the past five years (*see chart 82).* This resulted in a rise of 9 places in response rate ranking from 104th in 2023 to 95th in 2024.

A Power BI dashboard will be made available to Schools for their use. The Dashboard includes the following information:

Overall Results:

Headline	Main headlines for 2024
Summary 2022	Scoring, rank and quartile showing change against 2023 (all questions)
Rolling Five Years	Scoring, rank and quartile (user has option to choose year)
Ranking List	Listing of universities ranked (allows user to view our performance against other universities). The user has option to choose year and question to view.

Subject Results:

Subject Analysis	Bar chart displaying scores allowing user to compare Aberdeen's performance against other institutions (user has option to choose subject and question).
Subject Score	Heatmap giving an overview of Aberdeen's scoring by School and Subject for all questions.
Subject Rank	Overview of Aberdeen's ranking by School and Subject for all questions (rank is colour coded by quartile)
Subject Details	Scoring and Rank by School and Subject (user has option of choosing question or group of questions)
Highlight 100%	Overview of Aberdeen's scoring by School and Subject for all questions highlighting those which have scored 100%
Top Ten Ranking	Overview of Aberdeen's ranking by School and Subject for all questions highlighting those which are ranked within top 10.

Chris Souter, Linda Murdoch, Lisa Gove, and James Buchanan
Directorate of Planning and Governance

APPENDIX

In 2024, for ranking purposes, the University of Aberdeen has been ranked out of the 122 UK higher education institutions as listed below, which represent institutions included in the most recent Guardian University Guide. As the Guardian University Guide list of institutions is revised every year, the University's comparative pool of institutions may change year-on-year.

- 10000291 Anglia Ruskin University Higher Corporation
- 10000571 Bath Spa University
- 10000824 Bournemouth University
- 10000886 University of Brighton
- 10000961 Brunel University London
- 10000975 Buckinghamshire New University
- 10001143 Canterbury Christ Church University
- 10001282 University of Northumbria at Newcastle
- 10001478 City, University of London
- 10001726 Coventry University
- 10001883 De Montfort University
- 10002718 Goldsmiths' College
- 10003270 Imperial College of Science, Technology and Medicine
- 10003614 University of Winchester
- 10003645 King's College London
- 10003678 Kingston University
- 10003861 Leeds Beckett University
- 10003863 Leeds Trinity University
- 10003956 Liverpool Hope University
- 10003957 Liverpool John Moores University
- 10004048 London Metropolitan University
- 10004063 The London School of Economics and Political Science
- 10004078 London South Bank University
- 10004113 Loughborough University
- 10004180 Manchester Metropolitan University
- 10004351 Middlesex University
- 10004797 Nottingham Trent University
- 10004930 Oxford Brookes University
- 10005337 Queen Margaret University, Edinburgh
- 10005343 Queen's University of Belfast
- 10005500 The Robert Gordon University
- 10005553 Royal Holloway and Bedford New College
- 10005790 Sheffield Hallam University
- 10006022 Solent University
- 10006299 Staffordshire University
- 10006566 The University of West London
- 10006840 The University of Birmingham
- 10006841 The University of Bolton
- 10006842 The University of Liverpool
- 10007137 The University of Chichester
- 10007138 University of Northampton, The
- 10007139 University of Worcester
- 10007140 Birmingham City University
- 10007141 University of Central Lancashire
- 10007143 University of Durham
- 10007144 University of East London
- 10007145 University of Gloucestershire
- 10007146 University of Greenwich
- 10007147 University of Hertfordshire
- 10007148 The University of Huddersfield
- 10007149 The University of Hull
- 10007150 The University of Kent
- 10007151 University of Lincoln
- 10007152 University of Bedfordshire
- 10007154 University of Nottingham, The
- 10007155 University of Portsmouth
- 10007156 University of Salford, The
- 10007157 The University of Sheffield

- 10007158 University of Southampton
- 10007159 University of Sunderland
- 10007160 The University of Surrey
- 10007161 Teesside University
- 10007162 University of the Arts, London
- 10007163 The University of Warwick
- 10007164 University of the West of England, Bristol
- 10007165 The University of Westminster
- 10007166 University of Wolverhampton
- 10007167 University of York
- 10007713 York St John University
- 10007759 Aston University
- 10007762 Glasgow Caledonian University
- 10007764 Heriot-Watt University
- 10007767 University of Keele
- 10007768 The University of Lancaster
- 10007772 Edinburgh Napier University
- 10007774 University of Oxford
- 10007775 Queen Mary University of London
- 10007776 Roehampton University
- 10007780 The School of Oriental and African Studies
- 10007783 University of Aberdeen
- 10007784 University College London
- 10007785 The University of Bradford
- 10007786 University of Bristol
- 10007788 University of Cambridge
- 10007789 The University of East Anglia
- 10007790 University of Edinburgh
- 10007791 The University of Essex
- 10007792 University of Exeter
- 10007793 University of South Wales
- 10007794 University of Glasgow
- 10007795 The University of Leeds
- 10007796 The University of Leicester
- 10007798 The University of Manchester
- 10007799 University of Newcastle upon Tyne
- 10007800 University of the West of Scotland
- 10007801 University of Plymouth
- 10007802 The University of Reading
- 10007803 University of St Andrews
- 10007804 University of Stirling
- 10007805 University of Strathclyde
- 10007806 University of Sussex
- 10007807 University of Ulster
- 10007814 Cardiff University
- 10007823 Edge Hill University
- 10007832 Newman University
- 10007833 Wrexham Glyndŵr University
- 10007842 The University of Cumbria
- 10007843 St Mary's University, Twickenham
- 10007848 University of Chester
- 10007849 University of Abertay Dundee
- 10007850 The University of Bath
- 10007851 University of Derby
- 10007852 University of Dundee
- 10007854 Cardiff Metropolitan University
- 10007855 Swansea University
- 10007856 Aberystwyth University
- 10007857 Bangor University
- 10007858 University of Wales Trinity Saint David
- 10008640 Falmouth University
- 10014001 University of Suffolk
- 10006427 University for the Creative Arts
- 10000385 Arts University Bournemouth, the

Graduate Outcomes 2024 analysis (V2)

Analysis by the Directorate of Planning and Governance

31st July 2024

Background

Graduate Outcomes is the biggest UK annual social survey and captures the perspectives and current status of recent graduates. All graduates who completed a programme of study will be asked to take part in the survey 15 months after they finish their studies. The survey aims to help current and future students gain an insight into career destinations and development. Graduate Outcomes 2024 surveys the 2021/22 cohort of leavers from higher education and represents the third instance of the survey, having replaced the earlier Destination of Leavers from Higher Education (DLHE) survey. This report considers performance by the University of Aberdeen against a variety of measures derived from the Graduate Outcomes survey, including those utilised by the domestic league table rankings, to offer an indication of performance against the previous year, and against the HE sector (excluding small and specialist institutions). The metrics and measures utilised in this report are as follows:

- **Employment and/or Further Study:** This is a measure indicating the percentage of leavers that are in further work and/or study of all those who are available for work and/or further study. Leavers who are unavailable for work or study due to other activities (e.g., caring, travel, retirement) are exempt from the calculation.
- **Highly Skilled Employment:** This is a measure indicating the percentage of leavers in UK-based employment that are in highly skilled employment.
- **Domestic University Rankings – "Positive Destination" metrics:** These are metrics utilised by the three domestic league table university rankings (the Times & Sunday Times Good, Complete, and Guardian university guides) to determine the percentage of leavers that are in a positive destination (i.e. highly-skilled employment and/or graduate level study).
- **Graduate Reflections – On Track:** This reflective measure indicates the percentage of leavers available for employment who agree that their current activity fits with their future plans (this metric is used by the Compete University Guide).
- **Graduate Reflections – Meaningful:** This reflective measure indicates the percentage of leavers available for employment who agree that their current activity is meaningful.
- **Graduate Reflections – Skills:** This reflective measure indicates the percentage of leavers available for employment who agree that their current activity utilises skills gained from their programme of study.
- **Response Rate:** This is a measure to indicate the percentage of the Graduate Outcomes eligible population of leavers from higher education who responded to the Graduate Outcomes survey.

The headline figure for each measure or metric is for UK domiciled full-time first-degree programmes. This is because the full-time first-degree population represents a stable, comparable base between institutions throughout the UK, and this is also the population used by the league tables for their metrics. In addition to UK domiciled full-time first-degree graduates, other domicile and level of study combinations are provided.

Undergraduate data (unless otherwise specified) expands on the UK full-time first-degree population by combining first-degree with other undergraduate leavers. Postgraduate data combines leavers from taught and research programmes at postgraduate level.

Unless otherwise stated, any rankings provided have been done against a list of 132 institutions that were included in the latest overall Times & Sunday Times Good University Guide, and therefore excludes many small and specialist institutions.

Graduate Outcomes Survey 2024 (2021/22 leavers)
headline data

Table 1: University of Aberdeen performance for measures/metrics in Graduate Outcomes 2024 data. This data reflects UK domiciled full-time first-degree leavers only.

Metric / Measure	Graduate Outcomes 2024 (2021/22 leavers)		Graduate Outcomes 2023 (2020/21 leavers)		difference	
UK domiciled full-time first-degree leavers	Percentage	Rank	Percentage	Rank	Percentage	Rank
Employment and/or Further Study	95.0%	27	92.8%	97	+2.2 pp ▲	+70 ▲
Highly Skilled Employment	74.8%	53	76.5%	53	-1.7 pp ▼	■
Times & Sunday Times Good University Guide Graduate Prospects[1]	82.2%	TBC	81.1%	47	+1.1 pp ▲	TBC
Complete University Guide Graduate Prospects - Outcomes[2]	TBC	TBC	80.3%	45	TBC	TBC
Guardian University Guide Career Prospects	84.9%	[Q1]	84.0%	33	+0.9 pp ▲	TBC
Graduate Reflections – On Track Also used by the CUG as additional GO metric[3]	77.7%	[43]	75.5%	66	+2.2 pp ▲	+23 ▲
Graduate Reflections – Meaningful	81.1%	100	83.5%	70	-2.4 pp ▼	-30 ▼
Graduate Reflections – Skills	68.7%	40	68.3%	45	+0.4 pp ▲	+5 ▲
Response Rate	63.8%	6	65.3%	6	-1.5 pp ▼	■

	QUARTILE BAND 1		QUARTILE BAND 3
	QUARTILE BAND 2		QUARTILE BAND 4

†Note: estimated percentages and ranks are indicated by square brackets.

Where known, the University has risen in percentage terms in five out of nine measures and metrics considered in this report on the Graduate Outcomes 2024 data on 2021/22 leavers. The University has fallen in percentage terms in three metrics from Graduate Outcomes 2023 in percentage score and this is reflected in terms of UK rank out of 132 institutions. It is not yet known where the University will sit in percentage terms for three metric/measures: Graduate Prospects (Times & Sunday Times), and Graduate Prospects – Outcomes (Complete) and Career Prospects (Guardian).

Where known, the University sits in the top quartile for two metrics/measures (Employment/Further Study and Response Rate) and in the second quartile for three further measures and metrics (Highly Skilled Employment, Graduate Reflections – On Track and Graduate Reflections – Skills). Graduate Reflections – Meaningful has dropped to the fourth quartile in 2024. It is estimated the University will sit in the top quartile for Career Prospects (Guardian) based on the percentage score. It is not yet known where the University will sit in quartile band terms for three metric/measures: Graduate Prospects (Times & Sunday Times) and Graduate Prospects – Outcomes (Complete).

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[1] GO 2024 rank for this represents an estimate for the Graduate Prospects in the Times & Sunday Times Good University Guide 2025
[2] GO 2024 data & rank for this represents an estimate for the Graduate Prospects - Outcomes metric in the Complete University Guide 2026
[3] GO 2024 rank for this represents an estimate for the Graduate Prospects – On Track metric in the Complete University Guide 2026

Employment and/or Further Study

Employment and/or Further Study as a measure is an approximation on the old E1 UK Performance Indicator formerly published by HESA from Destinations of Leavers from Higher Education data. It reflects the percentage of leavers who are in either employment or further study 15 months after graduation. The figures presented here treat leavers who have indicated that their most important activity is either work or study as a positive outcome (regardless of the level of employment or further study). Conversely, those leavers who have indicated that their most important activity is "Unemployed and looking for work" represent a negative outcome. Leavers who are unavailable for work or study due to other activities (e.g., caring, travel, retirement) are exempt from the calculation.

Chart 1: University of Aberdeen performance against the sector for Employment and/or Further Study by domicile and level of study
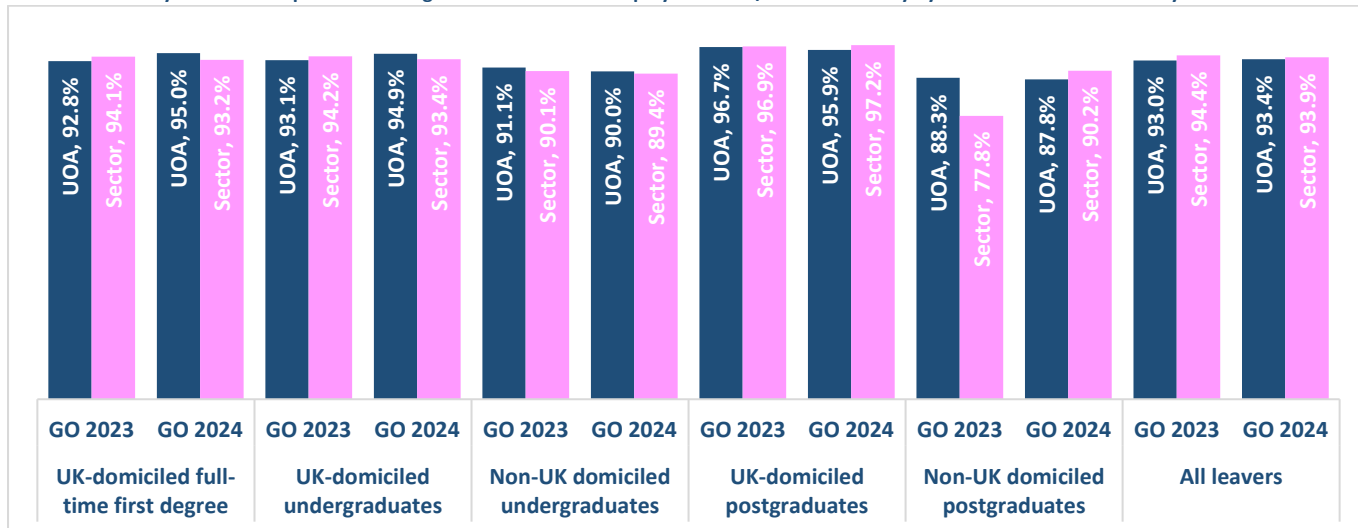
As can be seen in Chart 1 the University of Aberdeen has risen in percentage terms for those in employment and/or further study for UK-domiciled full-time first-degree leavers, UK-domiciled undergraduates and the 'all leavers' category. The University has fallen in percentage in the non-UK domiciled categories and UK-domiciled postgraduates. The University outperformed the sector for UK-domiciled full-time first-degree leavers, UK-domiciled undergraduates and non-UK domiciled undergraduates.

Chart 2: University performance in percentage and sector rank for Employment and/or Further Study for UK domiciled full-time first-degree leavers
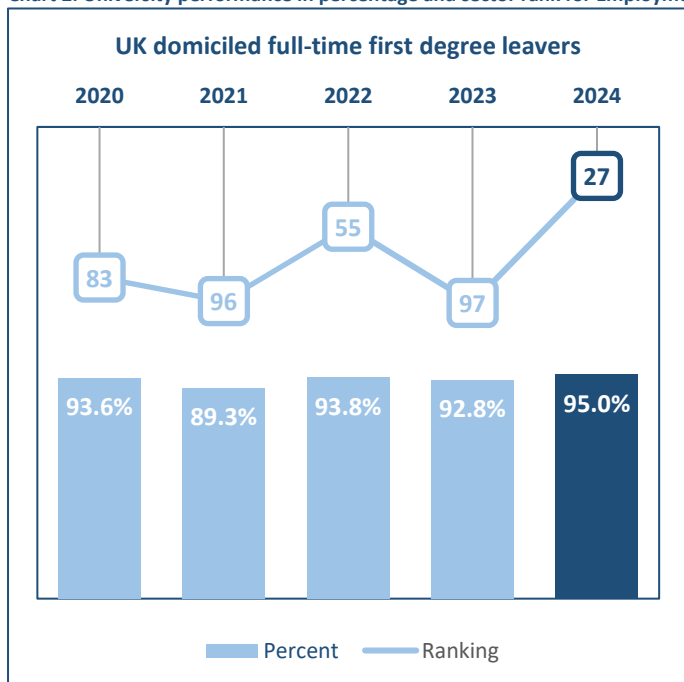
As can be seen in Chart 2, the percentage of UK domiciled full-time first-degree leavers in employment and/or further study has risen by 2.2 pecentage points between the 2023 and 2024 Graduate Outcomes surveys. This rise in percentage is also reflected in an increase in sector rank, with the University climbing from 97th to 27th among 132 institutions.

Table 2: University and Sector percentage by CAH[4] Level 1 Subject in Employment and/or Further Study for UK domiciled full-time first-degree leavers

CAH Level 1 Subject	Year	UOA Popn	UOA	Sector	Difference
(01) Medicine and dentistry	GO 2023	91	100.0%	99.3%	0.7%
	GO 2024	98	99.0%	99.2%	-0.2%
(02) Subjects allied to medicine	GO 2023	27	87.8%	96.9%	-9.1%
	GO 2024	27	91.2%	96.4%	-5.3%
(03) Biological and sport sciences	GO 2023	68	89.2%	94.3%	-5.1%
	GO 2024	70	96.7%	93.2%	3.5%
(04) Psychology	GO 2023	50	95.3%	93.9%	1.4%
	GO 2024	42	92.1%	92.6%	-0.5%
(07) Physical sciences	GO 2023	29	80.2%	93.5%	-13.2%
	GO 2024	23	100.0%	92.6%	7.4%
(09) Mathematical sciences	GO 2023	8	87.5%	93.0%	-5.5%
	GO 2024	9	100.0%	91.8%	8.2%
(10) Engineering and technology	GO 2023	89	92.1%	94.2%	-2.1%
	GO 2024	62	98.4%	93.7%	4.6%
(11) Computing	GO 2023	under 5			
	GO 2024	8	86.7%	90.1%	-3.4%
(13) Architecture, building and planning	GO 2023	under 5			
	GO 2024	5	100.0%	93.6%	6.4%
(15) Social sciences	GO 2023	88	92.6%	93.8%	-1.2%
	GO 2024	82	91.4%	92.8%	-1.4%
(16) Law	GO 2023	77	94.8%	93.6%	1.2%
	GO 2024	85	94.1%	92.6%	1.5%
(17) Business and management	GO 2023	47	93.6%	93.9%	-0.2%
	GO 2024	58	98.3%	92.7%	5.5%
(19) Language and area studies	GO 2023	40	92.4%	93.0%	-0.5%
	GO 2024	38	97.4%	91.3%	6.1%
(20) Historical, philosophical and religious studies	GO 2023	37	99.1%	92.2%	6.9%
	GO 2024	56	87.4%	92.1%	-4.7%
(22) Education and teaching	GO 2023	57	89.5%	94.6%	-5.1%
	GO 2024	72	90.3%	94.8%	-4.5%
(25) Design, and creative and performing arts	GO 2023	26	94.2%	92.9%	1.3%
	GO 2024	19	100.0%	91.3%	8.7%
(26) Geography, earth and environmental studies (natural sciences)	GO 2023	21	89.0%	94.1%	-5.2%
	GO 2024	19	100.0%	93.2%	6.8%
(26) Geography, earth and environmental studies (social sciences)	GO 2023	8	91.5%	94.8%	-3.3%
	GO 2024	10	100.0%	92.9%	7.1%

As can be seen in Table 2, the University of Aberdeen has GO results for 18 CAH Level 1 subjects, and outperformed the sector in 11 of these subjects in the 2024 survey with regards to UK domiciled full-time first-degree leavers in employment and/or further study (Biological and sports sciences, Physical sciences, Mathematical sciences, Engineerring and technology, Architecture, building and planning, Law, Business and management, Language and area studies, Design, and creative and performing arts, Georgraphy, earth and enviromental studies (natural sciences) and Georgraphy, earth and enivromental studies (social sciences). This is a increase from the 2023 survey where a total of five CAH Level 1 subjects outperformed the sector. Subjects with less than five respondents have been labelled "under 5" in the table above and are excluded.

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[4] The Common Aggregation Hierarchy (CAH) provided by HESA, is a system of coding and categorising degree programmes into distinct subject groupings. Based on these groupings it is possible to disaggregate the University's score for each metric and measure into subject level scores.

Chart 3: University performance in percentage and sector rank for Employment and/or Further Study for domicile/level combinations

UK domiciled undergraduates

	2020	2021	2022	2023	2024
Ranking	83	96	52	98	30
Percent	93.9%	89.6%	94.0%	93.1%	94.9%

Percent — Ranking

Non-UK domiciled undergraduates

	2020	2021	2022	2023	2024
Ranking	45	81	14	51	50
Percent	91.1%	85.4%	93.1%	91.1%	90.0%

Percent — Ranking

UK domiciled postgraduates

	2020	2021	2022	2023	2024
Ranking	22	120	122	77	111
Percent	98.1%	94.0%	92.5%	96.7%	95.9%

Percent — Ranking

Non-UK domiciled postgraduates

	2020	2021	2022	2023	2024
Ranking	102	92	81	95	86
Percent	91.8%	91.1%	89.1%	88.3%	87.8%

Percent — Ranking

As can be seen in Chart 3, above, the University of Aberdeen has dropped in percentage terms for those in employment and/or further study for every combination of domicile and level of study except for UK domiciled undergraduates. A rise can be seen in the UK domiciled undergraduates category with a percentage increase of 1.8 percentage points between the 2023 and 2024 Graduate Outcomes surveys. This results in a sector rank increase from 98th to 30th.

Chart 4: University performance in percentage and sector rank for Employment and/or Further Study for all leavers

ALL LEAVERS

2020	2021	2022	2023	2024
73	104	88	103	94
94.2%	90.4%	92.4%	93.0%	93.4%

Percent ▬ Ranking
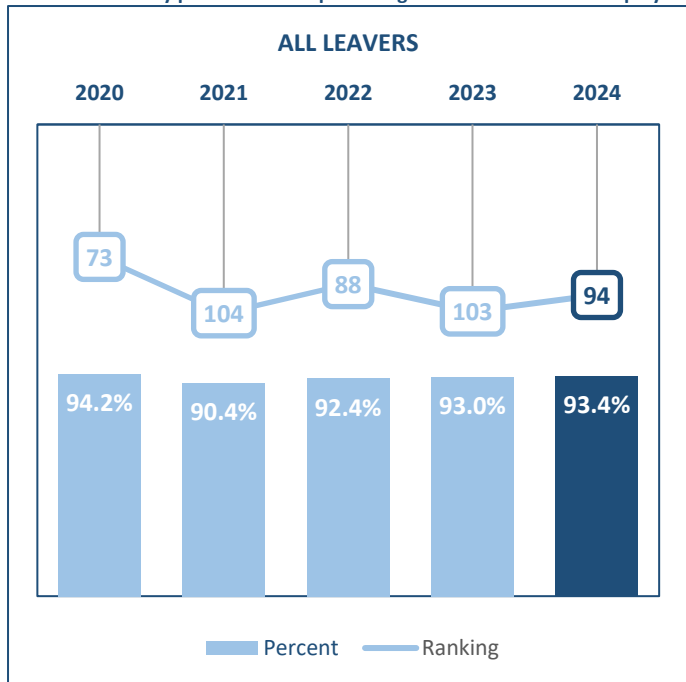
Despite a decrease in percentage in three of the four level/domicile categories, there has been a rise in percentage in all graduates who are in employment and/or further study. The percentage has risen from 93.0% in 2023 to 93.4% in this year's release of the Graduate Outcomes survey. The University is 94th in rank for this measure against the sector, an increase from 103rd in the 2023 survey.

Highly Skilled Employment

Highly Skilled Employment as a measure reflects the percentage of leavers (who have indicated that employment is their most important activity) that are *employed in the United Kingdom* who are in employment positions mapped to Standard Occupational Classification (SOC) codes that indicate their employment is one of the following categories:

    (1) Managers, directors, and senior officials

    (2) Professional occupations, or

    (3) Associate professional occupations

Chart 5: University of Aberdeen performance against the sector for Highly Skilled Employment by domicile and level of study
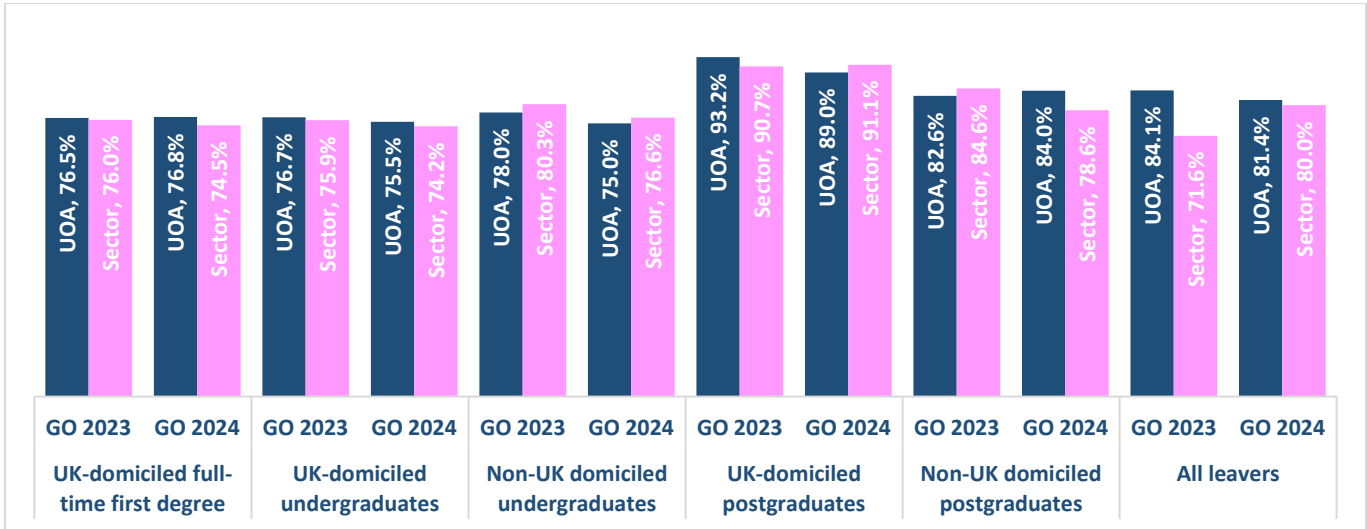
As can be seen in Chart 5, above, the University of Aberdeen has decreased in percentage terms for those in Highly Skilled Employment for every combination of domicile and level of study except UK-domiciled full-time first-degree undergraduates and non-UK domiciled postgraduates. The University outperformed the sector for UK-domiciled full-time first-degree undergraduates, UK-domiciled undergraduates, non-UK domiciled postgraduates and the 'all leavers' category.

Chart 6: University performance in percentage and sector rank for Highly Skilled Employment for UK domiciled full-time first-degree leavers
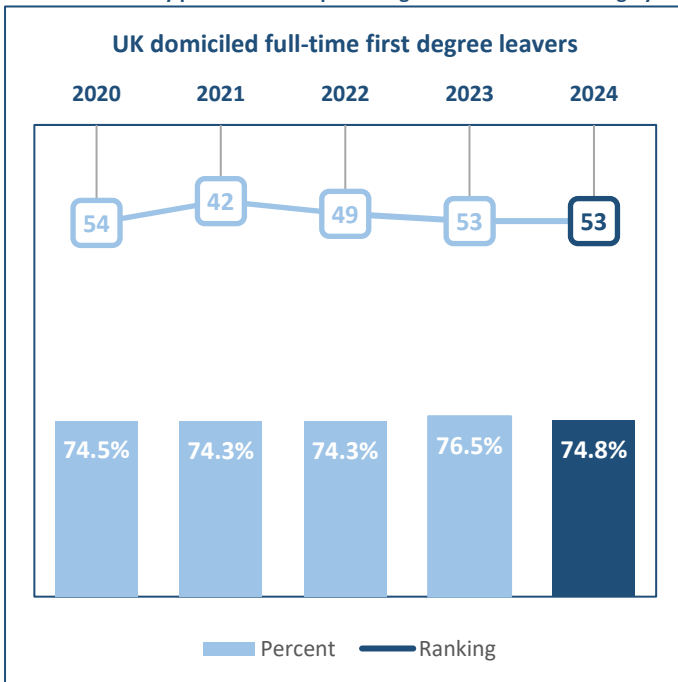
As can be seen in Chart 6, the University has decreased in percentage terms for Highly Skilled Employment from 76.5% in 2023 to 74.8% in the 2024 survey. The University has ranked 53rd for this measure against the sector, the same rank as the previous year.

Table 3: University and Sector percentage by CAH Level 1 Subject in Highly Skilled Employment for UK domiciled full-time first-degree leavers

CAH Level 1 Subject	Year	UOA Popn	UOA	Sector	Difference
(01) Medicine and dentistry	GO 2023	83	98.8%	99.4%	-0.6%
	GO 2024	90	100.0%	99.0%	1.0%
(02) Subjects allied to medicine	GO 2023	10	75.0%	92.9%	-17.9%
	GO 2024	12	75.0%	91.6%	-16.6%
(03) Biological and sport sciences	GO 2023	39	48.1%	69.6%	-21.5%
	GO 2024	39	62.3%	65.7%	-3.4%
(04) Psychology	GO 2023	34	35.0	55.2%	-20.2%
	GO 2024	25	39.7%	53.4%	-13.6%
(07) Physical sciences	GO 2023	15	80.0%	82.6%	-2.6%
	GO 2024	17	70.9%	80.3%	-9.4%
(09) Mathematical sciences	GO 2023	under 5			
	GO 2024	7	100.0%	83.7%	16.3%
(10) Engineering and technology	GO 2023	67	92.5%	87.5%	5.0%
	GO 2024	49	93.9%	88.0%	5.9%
(11) Computing	GO 2023	under 5			
	GO 2024	7	84.6%	84.9%	-0.3%
(13) Architecture, building and planning	GO 2023	under 5			
	GO 2024	under 5			
(15) Social sciences	GO 2023	60	75.0%	69.5%	5.5%
	GO 2024	57	55.3%	68.1%	-12.8%
(16) Law	GO 2023	61	85.1%	73.0%	12.1%
	GO 2024	62	70.2%	70.8%	-0.6%
(17) Business and management	GO 2023	38	68.4%	69.3%	-0.8%
	GO 2024	45	73.0%	66.3%	6.8%
(19) Language and area studies	GO 2023	27	58.5%	68.1%	-9.6%
	GO 2024	29	54.4%	64.1%	-9.7%
(20) Historical, philosophical and religious studies	GO 2023	25	57.1%	64.6%	-7.5%
	GO 2024	34	48.5%	61.1%	-12.6%
(22) Education and teaching	GO 2023	49	93.9%	79.2%	14.6%
	GO 2024	57	93.0%	78.5%	14.5%
(25) Design, and creative and performing arts	GO 2023	14	43.4%	62.9%	-19.5%
	GO 2024	15	53.9%	59.2%	-5.2%
(26) Geography, earth and environmental studies (natural sciences)	GO 2023	8	66.0%	76.0%	-10.0%
	GO 2024	13	75.3%	75.5%	-0.2%
(26) Geography, earth and environmental studies (social sciences)	GO 2023	5	54.8%	77.8%	-23.0%
	GO 2024	9	78.5%	74.8%	3.7%

As can be seen in Table 3, the University of Aberdeen outperformed the sector in six CAH Level 1 subjects in the 2024 survey with regards to UK domiciled full-time first-degree leavers in Highly Skilled Employment (Medicine and dentistry, Mathematical sciences, Engineering and techonology, Business and management, Education and teaching and Geography, earth and environmental studies (social sciences)) . This is an increase from the 2023 survey where a total of four CAH Level 1 subjects outperformed the sector. Subjects with less than five respondents have been labelled "under 5" in the table above and are excluded.

Chart 7: University performance in percentage and sector rank for Highly Skilled Employment for domicile/level combinations

UK domiciled undergraduates

2020	2021	2022	2023	2024
53	46	48	54	51
75.3%	73.8%	74.2%	76.7%	75.5%

Percent — Ranking

Non-UK domiciled undergraduates

2020	2021	2022	2023	2024
79	83	41	70	60
74.2%	72.9%	84.7%	78.0%	75.0%

Percent — Ranking

UK domiciled postgraduates

2020	2021	2022	2023	2024
41	44	56	29	93
92.8%	92.3%	90.5%	93.2%	89.0%

Percent — Ranking

Non-UK domiciled postgraduates

2020	2021	2022	2023	2024
18	10	57	68	52
97.3%	76.7%	88.4%	82.6%	84.0%

Percent — Ranking

As can be seen in Chart 7, the University of Aberdeen has dropped in percentage terms for those in highly skilled employment for every combination of domicile and level of study except for non-UK domiciled postgraduates. A rise can be seen in the non-UK domiciled postgraduates category with a percentage increase of 1.4 percentage points between the 2023 and 2024 Graduate Outcomes surveys. This results in a sector rank increase from 68th to 52nd.

ALL LEAVERS

2020	2021	2022	2023	2024
36	35	36	34	43

| 82.1% | 81.1% | 81.6% | 84.1% | 81.4% |

Percent ▬▬ Ranking
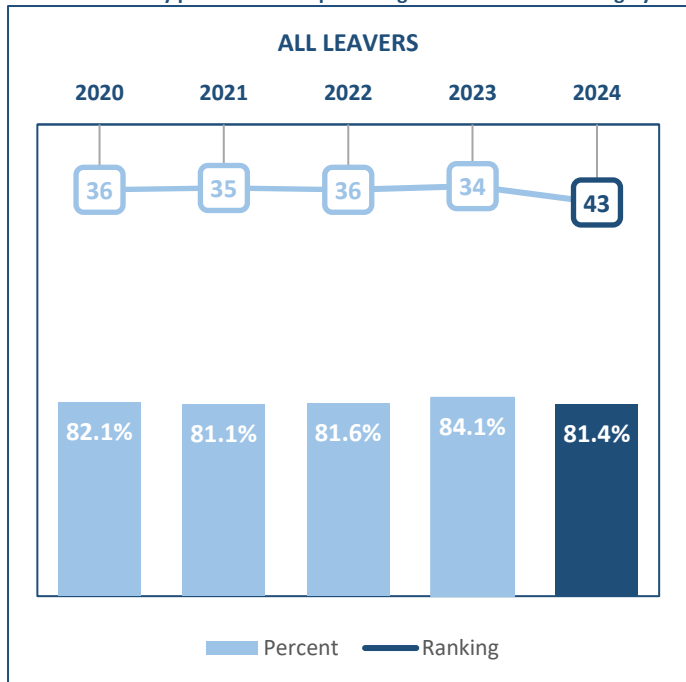
Overall, among all leavers, there is a decrease from 84.1% to 81.4% in terms of percentage identified as being in UK-based Highly Skilled Employment. This is reflected in a decrease in rank from 34th to 43rd for this metric among 132 HEIs.

Domestic University Rankings – "Positive Destination" metrics

The three domestic league tables each have a metric derived from Graduate Outcomes data designed to reflect the career prospects of graduates. Although the three metrics do differ in methodology, the principle behind each of the three metrics is broadly similar – that it shows the percentage of leavers from an institution that are in either highly skilled employment or graduate-level further study out of those leavers that are available to work, although there are more nuanced differences in the definition of positive outcome between the three.

The years indicated in the charts in this section refer to the year of Graduate Outcomes survey rather than the edition year of each league table university ranking (e.g. the Graduate Outcomes 2023 data has been used in the Times & Sunday Times 2024 edition). The rankings provided are appropriate to each league table, and not the 132 comparable HEIs as used elsewhere in this report.

In each case the metrics are restricted to UK domiciled full-time first-degree leavers only. This is because the full-time first-degree population represents a stable, comparable base between institutions throughout the UK, and this is also the population used by each league table for their metrics.

Please note that it is not possible to fully replicate each league table metric from HESA's HeidiPlus data extraction platform as it does not contain the breadth of fields required to do so. Therefore, we have instead included the GO score only where we know this from the HESA data transfer to league table compilers, and the associated rank when this has been released by league table compilers. These will be updated in new iterations of this report as these values become known.

There are a number of minor differences between the three methodologies in the domestic league tables for their metrics based on Graduate Outcomes activity data, the key distinctions between the three are as follows:

- The Guardian University Guide and Complete University Guide consider graduates in further sub-degree undergraduate study to be a positive outcome, whereas the Times & Sunday Times Good University Guide does not.
- The Guardian University Guide and Times & Sunday Times Good University Guide consider students in interim study to be a positive outcome whereas the Complete University Guide does not.

The result of these distinctions generally means that the Guardian University Guide will typically have the highest positive outcome percentage (as it includes both sub-degree undergraduate further study, and interim further study), followed by the Times and Sunday Times Good University Guide and then the Complete University Guide. The positive outcome percentage in the Complete University Guide is deflated by not considering interim study.

As stated earlier, this section of the report on domestic university rankings will be updated and expanded upon in later iterations to reflect known league table performance once it becomes available, including at league table subject level.

Times & Sunday Times Good University Guide – Graduate Prospects metric

Times & Sunday Times Good University Guide - Graduate Prospects

2020	2021	2022	2023	2024
36	35	21	47	TBC
79.8%	77.3%	79.9%	81.1%	82.2%

Percent ▬ Ranking
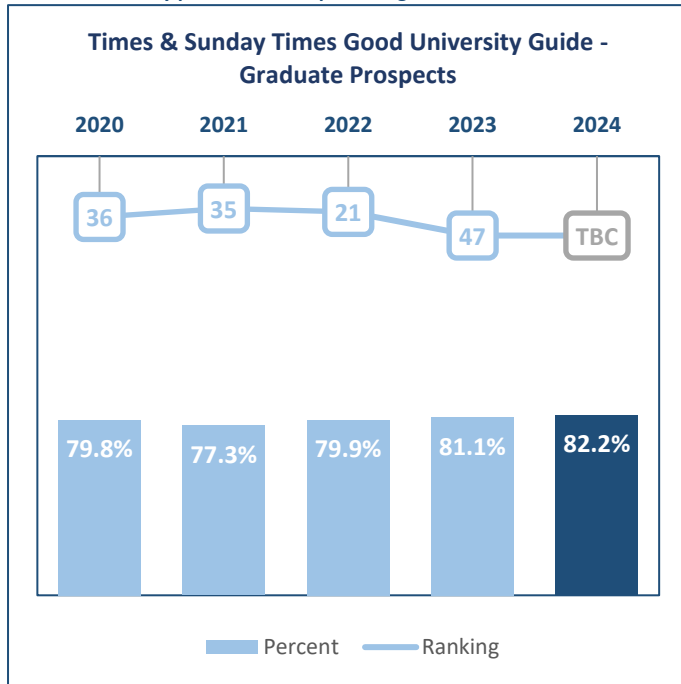
The Times and Sunday Times Good University Guide Graduate Prospects metric indicates that the University has increased by 1.1 percentage points from 81.1% in 2023 to 82.2% in 2024.

It is anticipated that the Graduate Outcomes 2024 data will be used in the Times and Sunday Times Good University Guide's 2025 edition, which is expected to be published in September 2024. This will give the University's UK rank within the sector.

Complete University Guide – Graduate Prospects (Outcomes) metric

Complete University Guide - Graduate Prospects - Outcomes

2020	2021	2022	2023	2024
45	46	38	45	TBC
74.8%	71.6%	76.1%	80.3%	

Percent ▬ Ranking
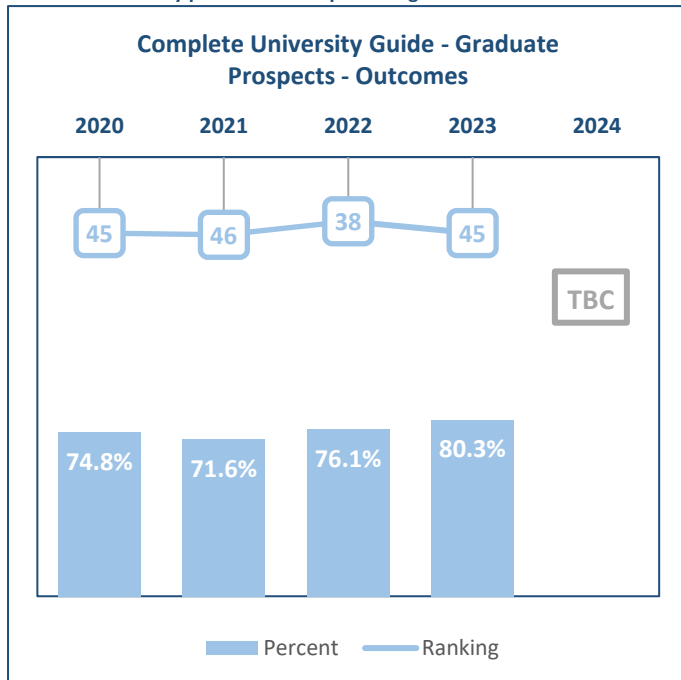
The Complete University Guide Graduate Prospects (Outcomes) metric indicated hat the University has increased by 4.2 percentage points from 76.1% in 2022 to 80.3% in 2023. However, there was a decrease of 7 places in UK rank from 38th to 45th.

Guardian University Guide – Career Prospects metric

Guardian University Guide - Career Prospects

2020	2021	2022	2023	2024
35	35	21	33	Q1
82.0%	82.0%	82.0%	84.0%	84.9%

Percent ── Ranking
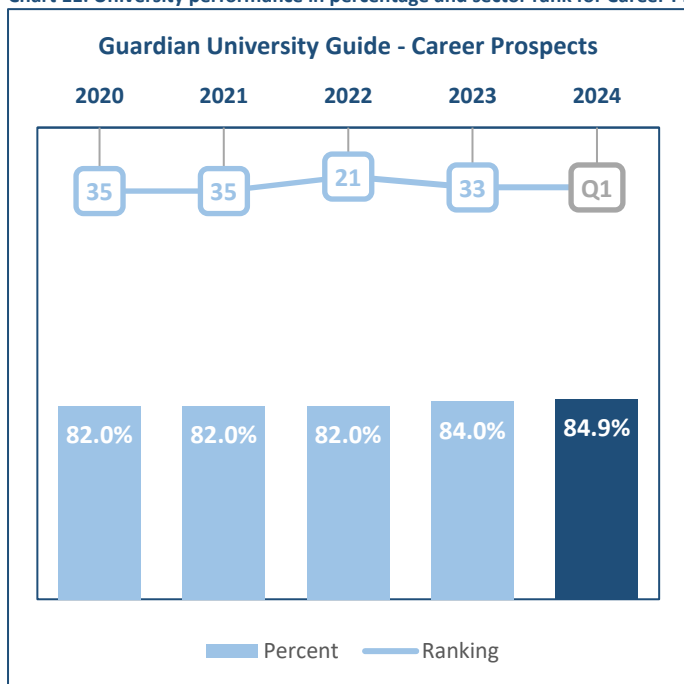
The Guardian University Guide Career Prospects metric indicates that the University has increased by 0.9 percentage points from 84.0% in 2023 to 84.9% in 2024.

It is anticipated that the Graduate Outcomes 2024 data will be used in the Guardian University Guide's 2025 edition, which is expected to be published in September 2024. However, it is expected that the University will sit in the top quartile for this metric.

Graduate Reflections – On Track

Graduate Reflections – On Track reflects the percentage of leavers available for employment who consider their current activity to fit in with their future plans. Leavers who indicate that they strongly agree or agree with this statement are positive outcomes in this metric, whereas leavers who neither agree or disagree, or disagree or strongly disagree are negative outcomes for this metric.

This metric is used by the Complete University Guide as a second metric based on Graduate Outcomes data and is restricted to UK domiciled full-time first-degree leavers for that usage.

Chart 12: University of Aberdeen performance against the sector for Graduate Reflections – On Track by domicile and level of study
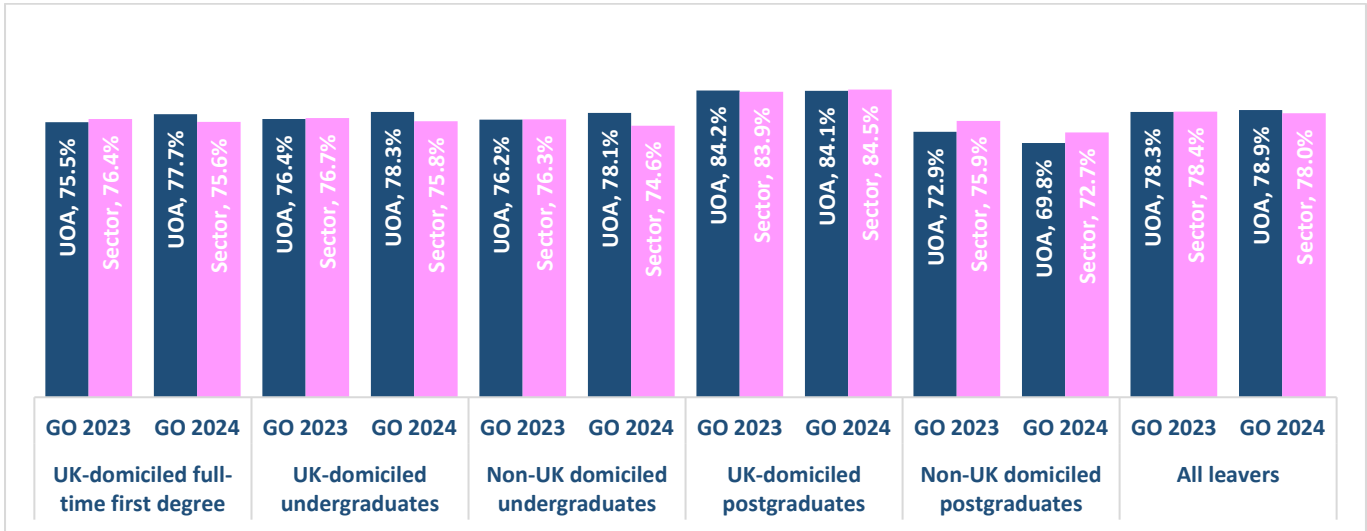
As can be seen in Chart 12, the University of Aberdeen has risen in percentage terms for those who consider their current activity to be on track with their plans in four combinations of domicile and level of study – UK domiciled full-time first-degree undergraduates, UK-domiciled undergraduates, non-UK domiciled undergraduates and the 'all leavers' category. UK-domiciled and non-UK domiciled postgraduates both saw a decrease in percentage. The University outperformed the sector for UK-domiciled full-time first degree leavers, UK-domiciled undergraduates, non-UK domiciled undergraduates and the 'all leavers' category.

Chart 13: University performance in percentage and sector rank for Graduate Reflections – On Track for UK domiciled full-time first-degree leavers
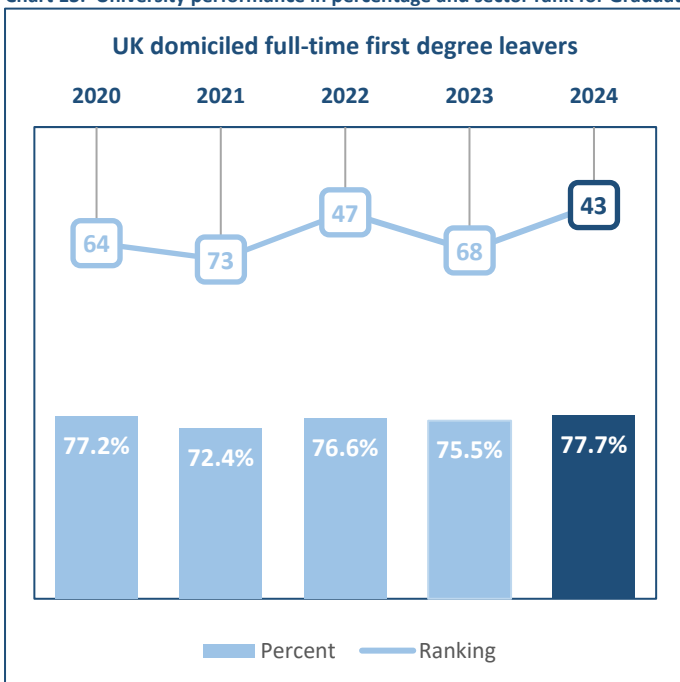
As can be seen in Chart 13, the University has increased in percentage terms for Graduate Reflections – On Track from 75.5% in the 2023 survey to 77.7% in 2024. This percentage increase is also reflected in the ranking rising from 68th to 43rd among 132 UK universities.

As this metric and population is used by the Complete University Guide, the 2024 data position can also be considered to be an estimate of position for this metric in the Complete University Guide 2025 next year.

Table 4: University and Sector percentage by CAH Level 1 Subject in Graduate Reflections – On Track for UK domiciled full-time first-degree leavers

CAH Level 1 Subject	Year	UOA Popn	UOA	Sector	Difference
(01) Medicine and dentistry	GO 2023	76	96.1%	93.9%	2.1%
	GO 2024	87	95.4%	93.6%	1.8%
(02) Subjects allied to medicine	GO 2023	25	81.5%	85.6%	4.1%
	GO 2024	22	77.5%	85.5%	8.0%
(03) Biological and sport sciences	GO 2023	65	62.7%	73.6%	-11.0%
	GO 2024	59	71.5%	72.2%	0.8%
(04) Psychology	GO 2023	47	75.5%	72.4%	3.1%
	GO 2024	34	74.3%	71.5%	2.8%
(07) Physical sciences	GO 2023	29	75.6%	75.4%	0.2%
	GO 2024	21	61.4%	74.8%	-13.4%
(09) Mathematical sciences	GO 2023	8	75.0%	78.5%	3.5%
	GO 2024	7	84.6%	77.8%	6.8%
(10) Engineering and technology	GO 2023	84	75.0%	78.9%	3.9%
	GO 2024	57	87.7%	80.2%	7.6%
(11) Computing	GO 2023	under 5			
	GO 2024	8	73.3%	76.4%	3.1%
(13) Architecture, building and planning	GO 2023	under 5			
	GO 2024	5	88.9%	82.5%	6.4%
(15) Social sciences	GO 2023	81	75.8%	73.4%	2.4%
	GO 2024	73	65.5%	72.8%	7.3%
(16) Law	GO 2023	70	86.3%	75.4%	10.9%
	GO 2024	73	73.1%	75.0%	1.9%
(17) Business and management	GO 2023	42	72.6%	75.3%	2.7%
	GO 2024	51	85.1%	73.5%	11.7%
(19) Language and area studies	GO 2023	35	62.6%	69.9%	7.3%
	GO 2024	35	63.2%	69.7%	6.5%
(20) Historical, philosophical and religious studies	GO 2023	34	60.7%	70.6%	9.9%
	GO 2024	53	76.4%	69.6%	6.8%
(22) Education and teaching	GO 2023	53	79.2%	83.5%	4.2%
	GO 2024	61	80.3%	83.4%	3.1%
(25) Design, and creative and performing arts	GO 2023	23	61.3%	69.5%	8.2%
	GO 2024	19	81.9%	65.9%	16.0%
(26) Geography, earth and environmental studies (natural sciences)	GO 2023	19	55.5%	74.3%	-18.7%
	GO 2024	18	70.6%	72.5%	1.9%
(26) Geography, earth and environmental studies (social sciences)	GO 2023	6	69.4%	76.7%	7.2%
	GO 2024	9	72.7%	73.2%	0.5%

As can be seen in Table 4, the University of Aberdeen outperformed the sector in eight CAH Level 1 subjects in the 2023 survey with regards to of UK domiciled full-time first-degree leavers available for employment who consider their current activity to fit in with their future plans (Medicine and dentistry, Psychology, Mathematical sciences, Engineering and technology, Architecture, building and planning, Business and management, Historical, philosophical and religious studies and Design, and creative and performing arts). This is an increase from the 2023 survey where a total of five CAH Level 1 subjects outperformed the sector. Subjects with less than five respondents have been labelled "under 5" in the table above and are excluded.

Chart 14: University performance in percentage and sector rank for Graduate Reflections – On Track for domicile/level combinations

UK domiciled undergraduates

2020	2021	2022	2023	2024
69	87	51	69	41
77.7%	72.6%	76.9%	76.4%	78.3%

Percent — Ranking

Non-UK domiciled undergraduates

2020	2021	2022	2023	2024
89	73	50	53	37
77.5%	76.2%	78.9%	76.2%	78.1%

Percent — Ranking

UK domiciled postgraduates

2020	2021	2022	2023	2024
81	110	65	48	71
85.2%	80.6%	82.3%	84.2%	84.1%

Percent — Ranking

Non-UK domiciled postgraduates

2020	2021	2022	2023	2024
86	68	110	73	79
80.4%	81.7%	73.3%	72.9%	69.8%

Percent — Ranking

As can be seen in Chart 14 the University has risen in percentage of leavers who positively responded to the statement for Graduate Reflections – On Track for UK domiciled undergraduates and non-UK domiciled undergraduates, both with a rise of 1.9 percentage points. This resulted in an increase in rank in the 2024 Graduate Outcomes survey from 69th to 41st for UK-domiciled undergraduates and 53rd to 37th for non-UK domiciled undergraduates.

ALL LEAVERS

2020	2021	2022	2023	2024
60	72	56	65	52
80.0%	76.8%	77.8%	78.3%	78.9%

Percent — Ranking
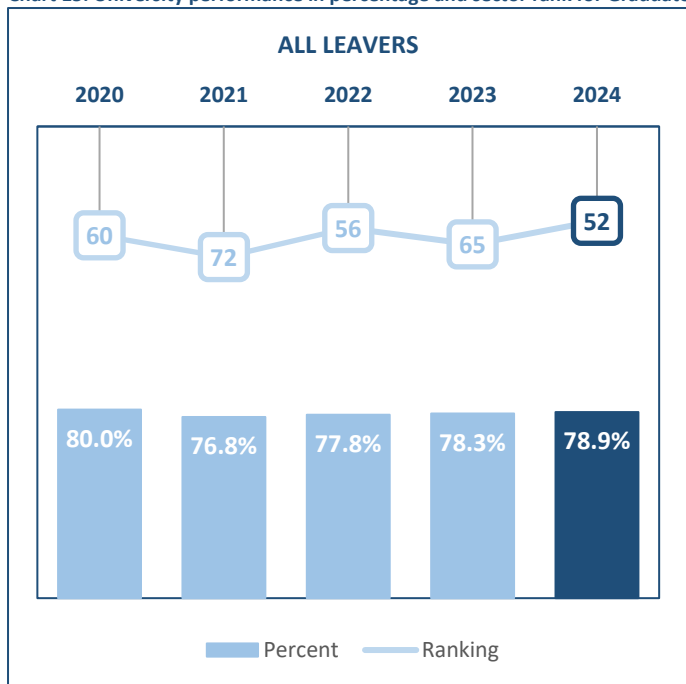
Overall, among all leavers, there is a rise from 78.3% to 78.9% in terms of percentage who indicate that they agree that their current employment is on track with their future plans. The University has risen in UK rank from 65th to 52nd for this metric among 132 HEIs.

Graduate Reflections – Meaningful

Graduate Reflections – Meaningful reflects the percentage of leavers available for employment who consider their current activity to be meaningful. Leavers who indicate that they strongly agree or agree with this statement are positive outcomes in this metric, whereas leavers who neither agree or disagree, or disagree or strongly disagree are negative outcomes for this metric.

Chart 16: University of Aberdeen performance against the sector for Graduate Reflections – Meaningful by domicile and level of study
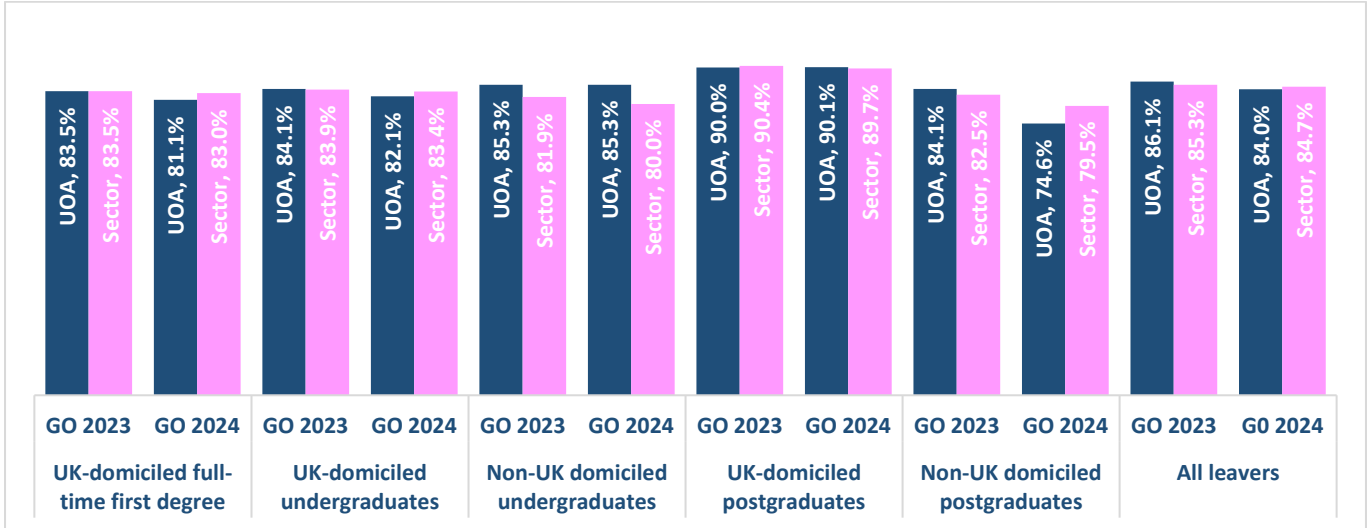
As can be seen in Chart 16 above the University has had an increase in positive responses to this question between years for UK-domiciled postgraduates. The University decreased in positive responses to this question for UK-domiciled full-time first-degree leavers, UK-domiciled undergraduates, non-UK domiciled postgraduates and the 'all leavers' category. The percentage of positive responses for non-UK domiciled undergraduates remained the same as the previous year. The University outperformed the sector for non-UK domiciled undergraduates and UK-domiciled postgraduates.

Chart 17: University performance in percentage and sector rank for Graduate Reflections – Meaningful for UK domiciled full-time first-degree leavers
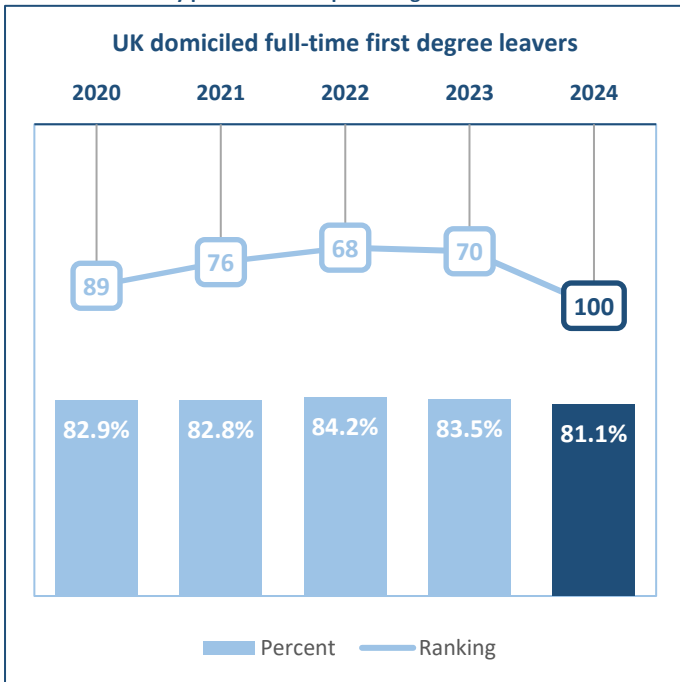
As can be seen in Chart 17, the University has decreased in percentage terms for positive responses (2.4 percentage points) and the University's rank among the 132 HEIs has decreased from 70th to 100th.

Table 5: University and Sector percentage by CAH Level 1 Subject in Graduate Reflections – Meaningful for UK domiciled full-time first-degree leavers

CAH Level 1 Subject	Year	UOA Popn	UOA	Sector	Difference
(01) Medicine and dentistry	GO 2023	76	96.1%	96.2%	-0.2%
	GO 2024	84	95.2%	95.9%	-0.7%
(02) Subjects allied to medicine	GO 2023	25	85.5%	92.6%	-7.1%
	GO 2024	22	79.1%	92.6%	13.5%
(03) Biological and sport sciences	GO 2023	65	82.9%	84.2%	-1.4%
	GO 2024	59	77.1%	83.3%	-6.2%
(04) Psychology	GO 2023	44	75.8%	83.7%	-7.9%
	GO 2024	34	86.9%	83.1%	3.7%
(07) Physical sciences	GO 2023	29	82.6%	82.6%	-0.1%
	GO 2024	21	66.1%	82.0%	15.9%
(09) Mathematical sciences	GO 2023	8	62.5%	81.8%	19.3%
	GO 2024	7	100.0%	79.1%	20.9%
(10) Engineering and technology	GO 2023	84	81.9%	85.3%	-3.4%
	GO 2024	57	82.5%	85.6%	-3.2%
(11) Computing	GO 2023	under 5			
	GO 2024	8	86.7%	79.2%	7.5%
(13) Architecture, building and planning	GO 2023	under 5			
	GO 2024	5	77.8%	86.2%	-8.4%
(15) Social sciences	GO 2023	81	86.0%	81.4%	4.6%
	GO 2024	73	69.4%	81.0%	11.5%
(16) Law	GO 2023	70	83.5%	82.3%	1.1%
	GO 2024	73	79.7%	82.7%	-3.0%
(17) Business and management	GO 2023	42	79.3%	81.0%	-1.7%
	GO 2024	51	75.5%	79.6%	-4.1%
(19) Language and area studies	GO 2023	35	84.4%	78.7%	5.7%
	GO 2024	35	74.5%	79.2%	-4.7%
(20) Historical, philosophical and religious studies	GO 2023	34	68.0%	79.2%	11.3%
	GO 2024	53	79.2%	78.4%	0.8%
(22) Education and teaching	GO 2023	53	88.7%	91.0%	-2.3%
	GO 2024	61	88.1%	91.1%	-3.0%
(25) Design, and creative and performing arts	GO 2023	23	80.3%	77.0%	3.3%
	GO 2024	19	87.1%	75.0%	12.0%
(26) Geography, earth and environmental studies (natural sciences)	GO 2023	19	83.8%	83.3%	0.5%
	GO 2024	18	81.7%	83.0%	-1.3%
(26) Geography, earth and environmental studies (social sciences)	GO 2023	6	77.7%	83.2%	-5.4%
	GO 2024	9	78.2%	80.9%	-2.7%

As can be seen in Table 5, the University of Aberdeen outperformed the sector in five CAH Level 1 subjects in the 2023 survey with regards to UK domiciled full-time first-degree leavers available for employment who consider their current activity to be meaningful (Psychology, Mathematical sciences, Computing, Historical, philosophical, and religious studies and Design, and creative and performing arts). This is the same number of CAH Level 1 subjescts as the 2023 survey that outperformed the sector. Subjects with less than five respondents have been labelled "under 5" in the table above and are excluded.

Chart 18: University performance in percentage and sector rank for Graduate Reflections – Meaningful for domicile/level combinations

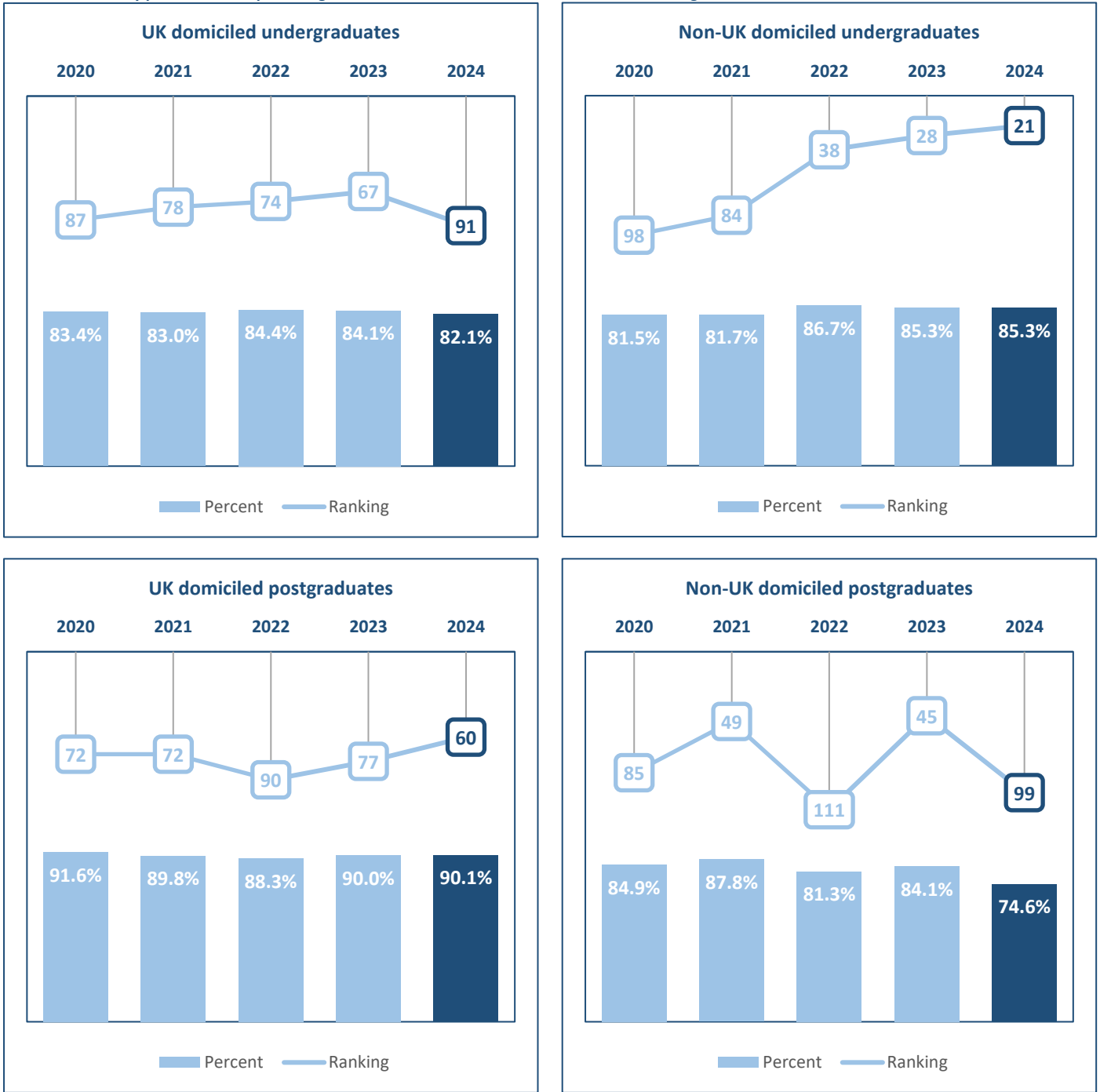## UK domiciled undergraduates

2020	2021	2022	2023	2024
87	78	74	67	91
83.4%	83.0%	84.4%	84.1%	82.1%

Legend: Percent — Ranking

Non-UK domiciled undergraduates

2020	2021	2022	2023	2024
98	84	38	28	21
81.5%	81.7%	86.7%	85.3%	85.3%

Legend: Percent — Ranking

UK domiciled postgraduates

2020	2021	2022	2023	2024
72	72	90	77	60
91.6%	89.8%	88.3%	90.0%	90.1%

Legend: Percent — Ranking

Non-UK domiciled postgraduates

2020	2021	2022	2023	2024
85	49	111	45	99
84.9%	87.8%	81.3%	84.1%	74.6%

Legend: Percent — Ranking

As can be seen in Chart 18 above the University has had an increase in positive responses for UK-domiciled postgraduates with a rise of 0.1 percentage points. The rank for this category also increased by 17 places. A decrease in terms of percentage was seen for UK domiciled undergraduates and non-UK domiciled postgraduates. UK-domiciled undergraduates remained level in percentage terms to the 2023 survey.

Chart 19: University performance in percentage and sector rank for Graduate Reflections – Meaningful for all leavers

ALL LEAVERS

2020	2021	2022	2023	2024
80	67	87	49	84
85.4%	85.4%	85.1%	86.1%	84.0%

Percent ━━ Ranking
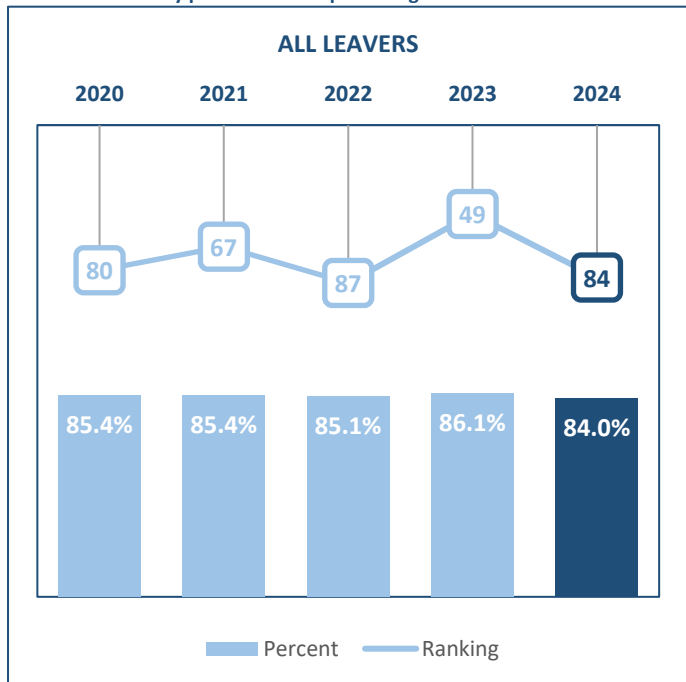
Overall, among all leavers, there is a decrease from 86.1% to 84.0% in terms of percentage who indicate that they agree that their current employment to be meaningful. This is reflected in a decrease from 49th to 84th in UK rank for this metric.

Graduate Reflections – Skills

Graduate Reflections – Skills reflects the percentage of leavers available for employment who consider their current activity to have utilised skills learnt in their studies. Leavers who indicate that they strongly agree or agree with this statement are positive outcomes in this metric, whereas leavers who neither agree or disagree, or disagree or strongly disagree are negative outcomes for this metric.

Chart 20: University of Aberdeen performance against the sector for Graduate Reflections – Skills by domicile and level of study
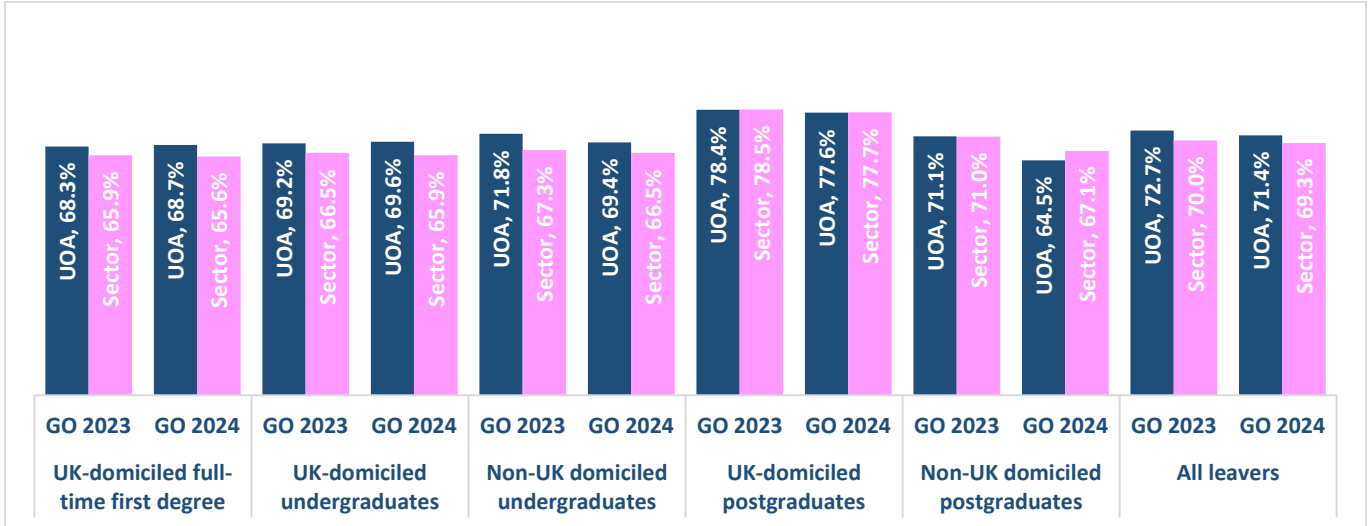
As can be seen in Chart 20 the University of Aberdeen has risen in percentage terms for UK-domiciled full-time first-degree leavers and UK-domiciled undergraduates who consider their employment activity to be utilising skills learnt in their studies. The University decreased in percentage terms in the remaining domicile and level categories. The University outperformed the sector for UK domiciled full-time first-degree leavers, UK-domiciled undergraduates, non-UK domiciled undergraduates and the 'all leavers' category.

Chart 21: University performance in percentage and sector rank for Graduate Reflections – Skills for UK domiciled full-time first-degree leavers
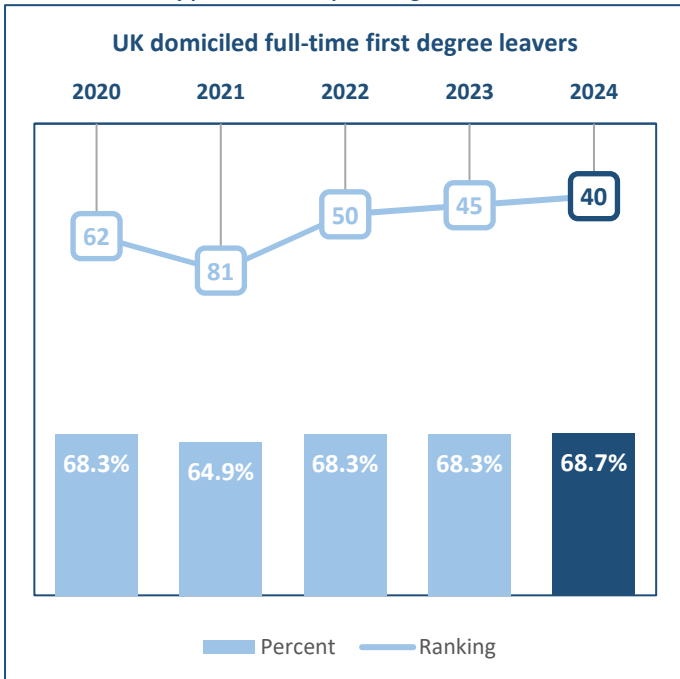
As can be seen in Chart 21, the University has increased in percentage terms for Graduate Reflections – Skills from 68.3% in the 2023 survey to 68.7% in 2024. This percentage increase is also reflected in the ranking from 45th to 40th among 132 UK universities.

Table 6: University and Sector percentage by CAH Level 1 Subject in Graduate Reflections – Skills for UK domiciled full-time first-degree leavers

CAH Level 1 Subject	Year	UOA Popn	UOA	Sector	Difference
(01) Medicine and dentistry	GO 2023	76	94.7%	95.2%	-0.5%
	GO 2024	84	97.6%	94.2%	3.4%
(02) Subjects allied to medicine	GO 2023	25	65.1%	84.5%	-19.4%
	GO 2024	22	72.9%	84.0%	-11.1%
(03) Biological and sport sciences	GO 2023	65	59.3%	62.8%	-3.4%
	GO 2024	59	58.8%	60.4%	-1.7%
(04) Psychology	GO 2023	44	57.6%	65.1%	-7.5%
	GO 2024	34	72.3%	64.0%	8.3%
(07) Physical sciences	GO 2023	28	71.1%	62.0%	9.1%
	GO 2024	21	52.0%	59.9%	-8.0%
(09) Mathematical sciences	GO 2023	8	87.5%	57.5%	30.0%
	GO 2024	7	69.2%	56.0%	13.3%
(10) Engineering and technology	GO 2023	83	66.3%	62.1%	4.1%
	GO 2024	57	68.4%	65.1%	3.3%
(11) Computing	GO 2023	under 5			
	GO 2024	8	60.0%	66.0%	-6.0%
(13) Architecture, building and planning	GO 2023	under 5			
	GO 2024	5	77.8%	72.0%	5.8%
(15) Social sciences	GO 2023	79	59.2%	58.3%	0.9%
	GO 2024	72	54.2%	58.3%	-4.1%
(16) Law	GO 2023	70	74.8%	64.0%	10.8%
	GO 2024	73	62.8%	65.5%	-2.8%
(17) Business and management	GO 2023	41	64.6%	61.7%	2.9%
	GO 2024	48	68.8%	61.8%	6.9%
(19) Language and area studies	GO 2023	35	55.4%	58.7%	-3.2%
	GO 2024	35	58.0%	58.9%	-0.9%
(20) Historical, philosophical and religious studies	GO 2023	34	54.8%	54.8%	0.0%
	GO 2024	53	66.0%	53.9%	12.1%
(22) Education and teaching	GO 2023	53	84.9%	81.8%	3.2%
	GO 2024	59	84.7%	80.5%	4.2%
(25) Design, and creative and performing arts	GO 2023	23	56.9%	60.7%	-3.8%
	GO 2024	19	58.6%	57.2%	1.4%
(26) Geography, earth and environmental studies (natural sciences)	GO 2023	19	59.0%	63.2%	-4.2%
	GO 2024	17	58.3%	61.0%	-2.7%
(26) Geography, earth and environmental studies (social sciences)	GO 2023	6	50.0%	57.8%	-7.8%
	GO 2024	9	43.6%	55.7%	-12.1%

As can be seen in Table 6, the University of Aberdeen outperformed the sector in nine CAH Level 1 subjects in the 2023 survey with regards to of UK domiciled full-time first-degree leavers available for employment who consider their current activity to have utilised skills learnt in their studies (Medicine and dentistry, Psychology, Mathematical sciences, Engineering and technology, Architecture, building and planning, Business and management, Historical, philosophical and religious studies, Education and teaching and Design, and creative and performing arts). This is a drop from the 2023 survey where a total of seven CAH Level 1 subjects outperformed the sector. Subjects with less than five respondents have been labelled "under 5" in the table above and are excluded.

Chart 22: University performance in percentage and sector rank for Graduate Reflections – Skills for domicile/level combinations

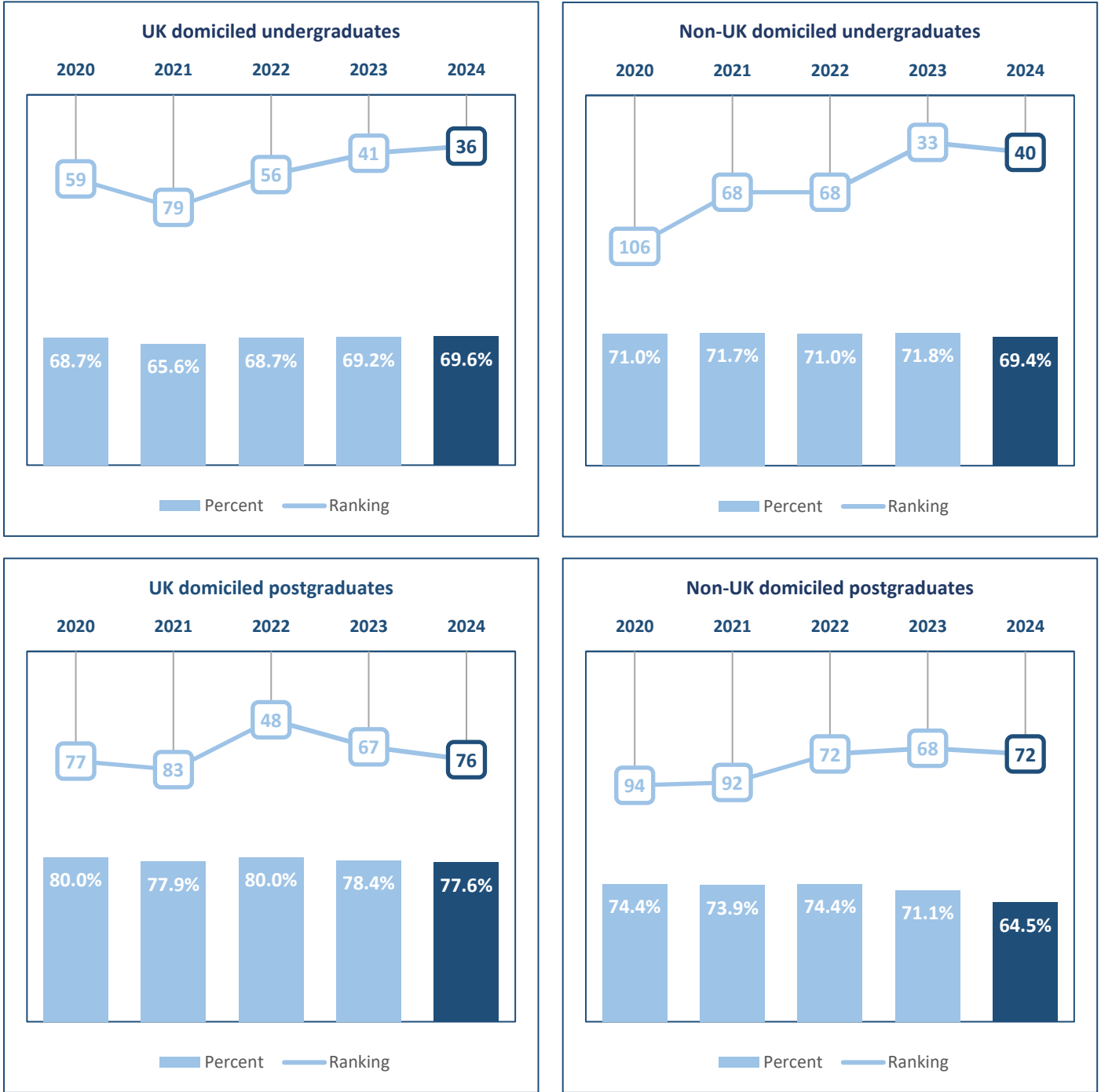## UK domiciled undergraduates

2020	2021	2022	2023	2024
59	79	56	41	**36**
68.7%	65.6%	68.7%	69.2%	**69.6%**

Percent — Ranking

Non-UK domiciled undergraduates

2020	2021	2022	2023	2024
106	68	68	33	**40**
71.0%	71.7%	71.0%	71.8%	**69.4%**

Percent — Ranking

UK domiciled postgraduates

2020	2021	2022	2023	2024
77	83	48	67	**76**
80.0%	77.9%	80.0%	78.4%	**77.6%**

Percent — Ranking

Non-UK domiciled postgraduates

2020	2021	2022	2023	2024
94	92	72	68	**72**
74.4%	73.9%	74.4%	71.1%	**64.5%**

Percent — Ranking

As can be seen in Chart 22, the University of Aberdeen has dropped in percentage terms for Graduate Reflections – Skills for every combination of domicile and level of study except for UK-domiciled undergraduates. A rise can be seen in the UK-domiciled undergraduates category with an increase of 0.4 percentage points between the 2023 and 2024 Graduate Outcomes surveys. This results in a sector rank increase from 41st to 36th.

ALL LEAVERS

2020	2021	2022	2023	2024

Ranking: 66, 69, 42, 38, 49

Percent: 72.9%, 71.2%, 72.9%, 72.7%, 74.1%

Legend: Percent — Ranking

Overall, among all leavers, there is an increase from 72.7% to 74.1% in terms of percentage who indicate that they agree that their current employment utilises skills learnt in their studies. However, there is a decrease in rank from 38th to 49th among 132 UK universities.

Response Rate

The Response Rate measure is simply an indication of the percentage of the Graduate Outcomes eligible population of leavers from higher education that responded to the Graduate Outcomes survey. Responses considered to be partial are also included alongside those who completed the survey. This is when a respondent does not answer all applicable questions in the survey but does not necessarily deem their responses to be negative – for example, if a respondent answers all questions applicable for inclusion in a metric they will be assessed as positive/negative according to their response. Alternatively, if they have not responded to sufficient questions they will be excluded from that metric calculation.

Chart 23: University of Aberdeen performance against the sector for Response Rate by domicile and level of study
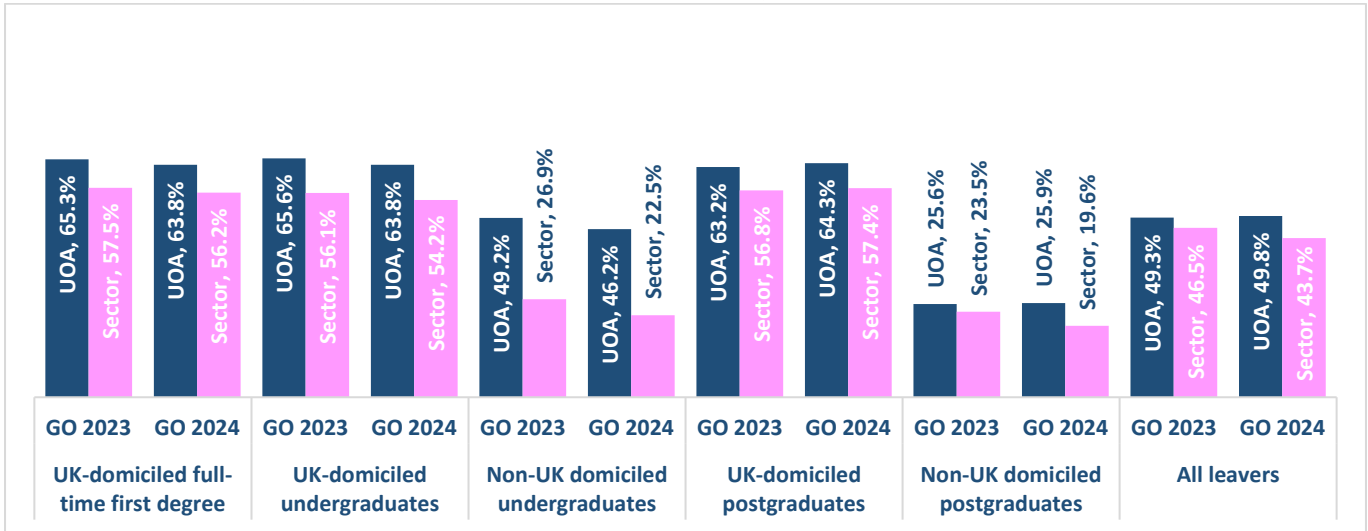
As can be seen in Chart 23, the University of Aberdeen has increased in the response rate for UK-domiciled full-time first-degree leavers, UK-domiciled undergraduates, UK-domiciled postgraduates, non-UK domiciled postgraduates and the 'all leavers' category. The University decreased in percentage terms for response rate in the remaining domicile and level categories.

Chart 24: University performance in percentage and sector rank for Response Rate for UK domiciled full-time first-degree leavers
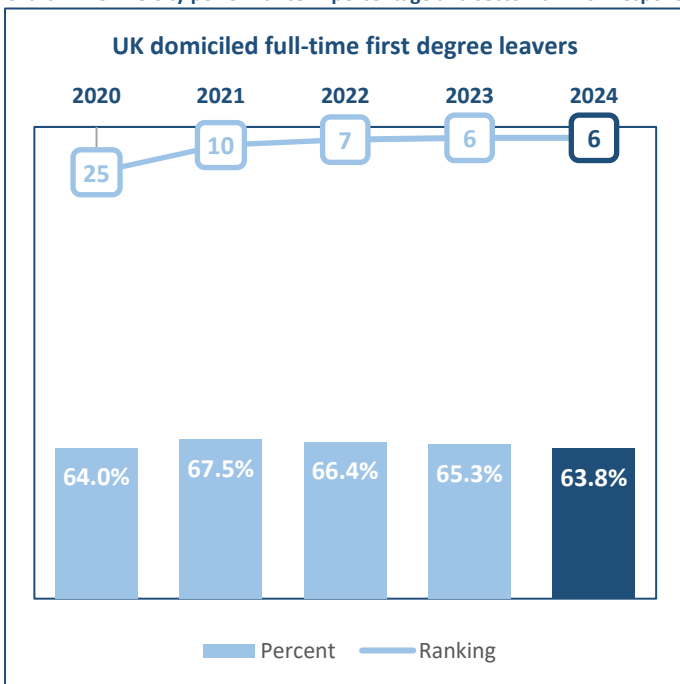
As can be seen in Chart 24, the University has decreased in the response rate for Graduate Outcomes from 65.3% in the 2026 survey to 63.8% in 2024. However, the rank has remained level at 6th in the UK.

Table 7: University and Sector percentage by CAH Level 1 Subject for Response Rate for UK domiciled full-time first-degree leavers

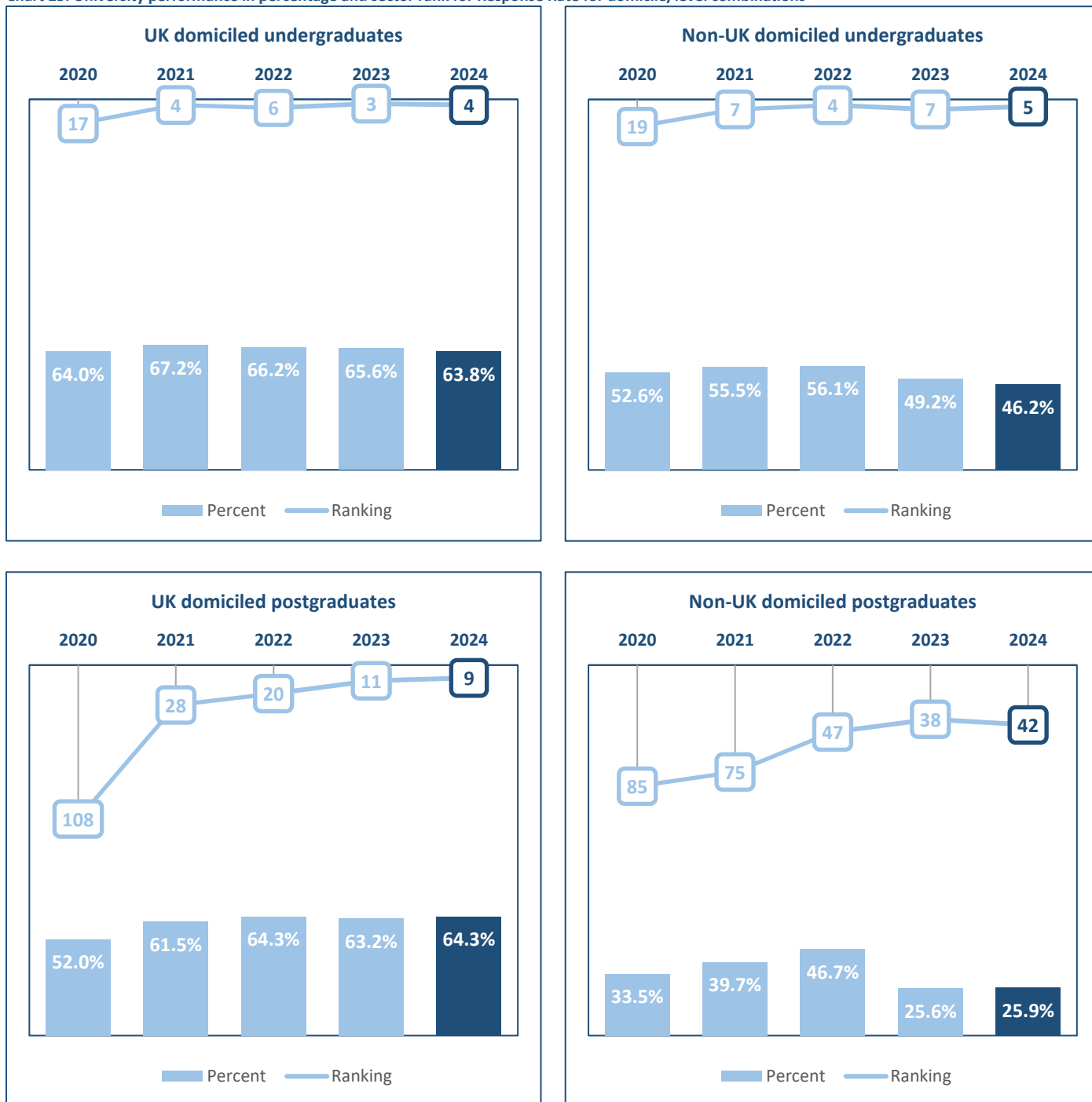| CAH Level 1 Subject	Year	UOA Popn	UOA	Sector	Difference
(01) Medicine and dentistry	GO 2023	147	63.3%	55.5%	7.7%
	GO 2024	165	60.0%	53.6%	6.4%
(02) Subjects allied to medicine	GO 2023	42	72.6%	57.8%	14.8%
	GO 2024	41	69.5%	57.5%	11.9%
(03) Biological and sport sciences	GO 2023	106	68.8%	57.8%	10.9%
	GO 2024	100	72.6%	56.5%	16.1%
(04) Psychology	GO 2023	85	64.3%	58.4%	5.9%
	GO 2024	72	61.3%	55.4%	5.9%
(07) Physical sciences	GO 2023	41	75.1%	65.0%	10.1%
	GO 2024	41	59.9%	62.8%	-2.9%
(09) Mathematical sciences	GO 2023	12	69.6%	63.0%	6.6%
	GO 2024	15	60.0%	62.4%	-2.4%
(10) Engineering and technology	GO 2023	131	68.7%	66.3%	2.5%
	GO 2024	79	81.0%	65.0%	16.0%
(11) Computing	GO 2023	10	42.1%	62.2%	-20.1%
	GO 2024	11	68.2%	61.7%	6.4%
(13) Architecture, building and planning	GO 2023	under 5	71.4%	57.9%	
	GO 2024	7	69.2%	57.9%	11.4%
(15) Social sciences	GO 2023	145	64.1%	56.6%	7.5%
	GO 2024	131	65.4%	55.2%	10.3%
(16) Law	GO 2023	122	66.0%	53.5%	12.4%
	GO 2024	152	58.2%	51.1%	7.1%
(17) Business and management	GO 2023	73	67.1%	52.9%	14.2%
	GO 2024	104	56.7%	52.0%	4.7%
(19) Language and area studies	GO 2023	71	59.3%	57.6%	1.6%
	GO 2024	66	63.8%	54.6%	9.3%
(20) Historical, philosophical and religious studies	GO 2023	61	65.5%	57.0%	8.4%
	GO 2024	86	68.7%	56.3%	12.4%
(22) Education and teaching	GO 2023	96	62.5%	56.9%	5.6%
	GO 2024	133	56.4%	54.7%	1.7%
(25) Design, and creative and performing arts	GO 2023	45	57.9%	55.1%	2.9%
	GO 2024	31	64.9%	53.7%	11.2%
(26) Geography, earth and environmental studies (natural sciences)	GO 2023	32	65.5%	63.1%	2.4%
	GO 2024	31	65.7%	62.5%	3.2%
(26) Geography, earth and environmental studies (social sciences)	GO 2023	11	71.2%	58.9%	12.3%
	GO 2024	12	84.9%	55.8%	29.2%

As can be seen in Table 7, the University of Aberdeen outperformed the sector in almost all the CAH Level 1 subjects in the 2024 survey with regards to of UK domiciled full-time first-degree leavers from higher education that responded to the Graduate Outcomes survey. Subjects with less than five respondents have been labelled "under 5" in the table above and are excluded.

Chart 25: University performance in percentage and sector rank for Response Rate for domicile/level combinations

UK domiciled undergraduates

2020	2021	2022	2023	2024
17	4	6	3	4
64.0%	67.2%	66.2%	65.6%	63.8%

Percent — Ranking

Non-UK domiciled undergraduates

2020	2021	2022	2023	2024
19	7	4	7	5
52.6%	55.5%	56.1%	49.2%	46.2%

Percent — Ranking

UK domiciled postgraduates

2020	2021	2022	2023	2024
108	28	20	11	9
52.0%	61.5%	64.3%	63.2%	64.3%

Percent — Ranking

Non-UK domiciled postgraduates

2020	2021	2022	2023	2024
85	75	47	38	42
33.5%	39.7%	46.7%	25.6%	25.9%

Percent — Ranking

As can be seen in Chart 25, the University has increased in percentage terms Response Rate for UK domiciled undergraduates and postgraduates. Despite the decrease in percentage terms for UK domiciled postgraduates, the rank has climbed from 11th to 9th among 132 UK universities.

Chart 26: University performance in percentage and sector rank for Response Rate for all leavers

ALL LEAVERS

2020	2021	2022	2023	2024

Ranking:
62 — 26 — 12 — 65 — 43

Percent:
52.6% — 57.2% — 58.7% — 49.3% — 49.8%

Legend: Percent — Ranking
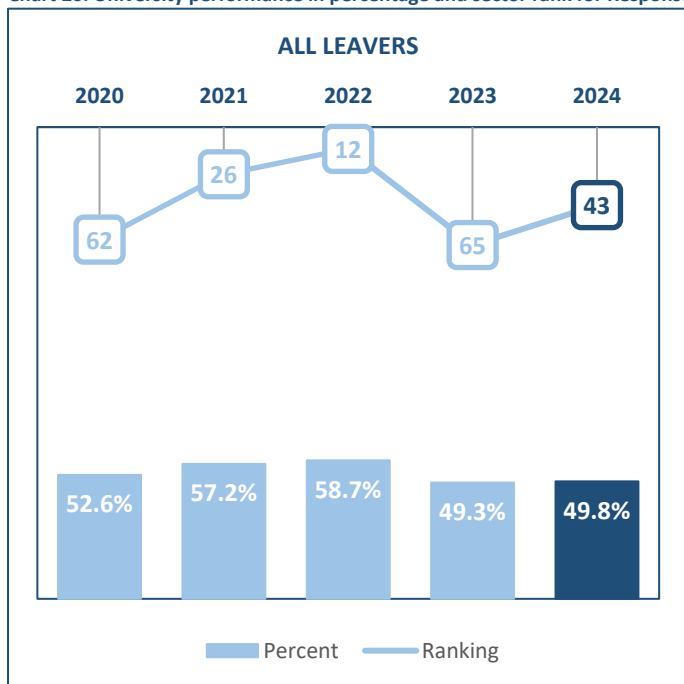
Overall, among all leavers, there is an increase from 49.3% to 49.8% for response rate in the 2024 survey. This also results in a rise of 22 places from 65th to 43rd among 132 UK universities.

Future Analysis

This iteration of the report on Graduate Outcomes 2024 data reflects the initial analysis of this data. Future iterations of this report will contain additional analysis on Graduate Outcomes data in the following areas:

Demographics: Ethnicity, Age, Gender, Disability

League Tables: As league table data is shared with the University, this league table data will be added to confirm ranking for GO-based metrics at both an institutional and league table subject level.

Please also note that a Microsoft Power BI dashboard on GO data is currently being updated with this year's results by the Data and Business Intelligence team within the Directorate of Planning.

Directorate of Planning and Governance

UNIVERSITY OF ABERDEEN

UNIVERSITY EDUCATION COMMITTEE

SMT Sponsor: Jo-Anne Murray
Online Education

1 PURPOSE OF THE PAPER

This paper sets out a proposed strategy for Online at the University, for discussion and approval by SMT.

2 PREVIOUS CONSIDERATION BY/FURTHER APPROVAL REQUIRED

	Board/Committee	**Date**
Previously considered/approved by	Online Action Group	
Further consideration required by		

3 RECOMMENDED ACTION

SMT is invited to discuss and approve the paper.

Online Education Strategy

Vision

The continued expansion of Online Education over the next 5 years will be a key driver and enabler for delivery of the University's Aberdeen 2040 strategy. It will act as a vehicle to enhance and expand our educational provision, providing an outstanding education which is enhanced by sector-leading pedagogies, digital resources, and technologies. Online education at Aberdeen aspires to lead the sector and have a wider global impact. In addition, a key aspect of the financial recovery plan is a return to revenue growth through income generation, which online education is a key part of.

Our aspirations are:
- A bold and ambitious online offer that drives lifelong learning, global impact, and dissemination of Aberdeen research and educational excellence.
- Market leadership in the UK and globally as demand for online learning continues to grow.
- Maximising the use of short courses and specialisations as pathways into online and on-campus degree programmes designed to meet the demand in global and regional markets.
- A diverse community of learners across on-campus, international, and online formats by providing relevant digital resources (full degrees, standalone credit-bearing courses, professional short courses, top up degrees) for each stage of the learner journey.
- Satellite campuses, or equivalent, in countries such as India, Brazil, Mexico and the Middle East.
- Fully online and mixed mode – e.g. some courses delivered online and some on-campus.

The strategy reflects the need to demonstrate a sustainable approach to scaling the University's current online learner community, reflecting the University's commitment to grow fee income by ten percent year on year, from 7.2 million in 2023/24 to 8.7 million in 2025/26.

Market demand for online

A scan of the environmental factors impacting fully online and short course education suggests that there are extensive opportunities for online degree programmes and short courses but at the same time increased competition from UK HEIs, US Global Campuses, and the corporate sector.
- HolonIQ, a leading intelligence platform, estimates that the online degree market will comprise $75 billion (£55 billion) or 3% of the global higher education market by 2025 (HolonIQ, 2019).
- SMRS Online Learning Report 2022 (2022) found that the European market is expected to grow 9.8% annually reaching $135B by 2026 with an additional 34% growth in the US.

Strategy/Approach

The strategy for online, at least for the initial 5 years, is one of income generation i.e. all programmes will need to break even within the first 3 years. Degree programmes and courses will be developed in high demand areas targeting areas of vocationally facing skills-based clusters to build reputation and critical mass. High demand areas will be identified based on up-to-date market intelligence. The initial focus will be primarily on postgraduate degrees, maximising opportunities to use variants of core programmes, maximise content usage, and minimise creation costs. To build reputation and expand market share, a commercial partner

will be recruited for this initial phase to provide the upfront investment required. There are various partnership models available and while our focus will be on marketing and recruitment, we may need to draw on some additional resource around learning design and academic support.

Academic and operational delivery

The Academic delivery model will seek to ensure targeted support in those prioritised areas of programme design and development, together with support for increased delivery capacity, recognising that the areas of greatest market opportunity may well align with subject disciplines where current academic capacity is very limited.

The underpinning Operating Model will be defined by capabilities not functions. It will aim to develop an agile, responsive external Partnership Management capability to ensure the University maximises the effectiveness with which it collaborates in the identification of opportunity and then maximises the effectiveness of learner recruitment and retention.

In summary, the overall Strategy will be to deliver high quality distinctive programmes, targeting areas of highest demand, underpinned by a model which seeks to contain programme design, development and academic delivery costs by ensuring minimal new content development and maximum market appeal. In parallel, working with external partners, learner recruitment will seek to minimise costs to acquire and retain learners through the development of less complex and fragmented approaches to applicant admissions, together with a data informed approach to sales and retention management.

Portfolio

Our online portfolio will fall into several categories, including:

1. **Short courses:** stand-alone courses that are non-credit bearing as well as credit bearing. Initial efforts will focus on further unbundling existing degrees to expand our offer of short courses to increase revenue. Additionally, short courses will be used as a recruitment tool for full degrees and as a means of implementing performance-based admissions where appropriate.
2. **Postgraduate taught degrees:** Programmes designed to facilitate a stackable approach to obtaining a degree; from a single course, through PgCert, PgDip and Masters. Flexible study periods for learners as well as part-time and full-time study options. Full-time can be offered at year two of the programme running. The teaching model will be predominantly asynchronous and tutored. Programmes will be designed to have multiple entry points per year, reflecting the fact that the industry standard is currently 6 intakes per year, while being mindful this may not be appropriate for every programme.
3. **Micro-degrees: For example, mini-MBAs** in a range of subject areas taking existing courses to create a range of specialisms.
4. **Mixed-mode degrees:** Structures will be created to enable students to select from a mix of on-campus and online courses to stack credits towards a degree.
5. **Top-up degrees:** Whilst the market for full undergraduate degrees is currently limited, there is opportunity for top-up degrees.
6. **Research degrees:** Expand the number of research degrees offered to also include taught PhDs, combining structured courses with independent research, with the former being developed from existing courses. This is also a recruitment tool for PGT programmes as it gives students an option for further study.

10 July 2024

Current Portfolio

The table below shows the number of programmes per school along with the level and the number of students currently enrolled as a headcount number.

School	Level	Number of programmes	Headcount*
Business	PGT	3	246
	PGR	6	172
DHPA	PGT	6	95
	UG	2	29
Education	PGT	17	415
	UG	4	301
Engineering	PGR	2	12
	PGT	10	471
	PGR	3	3
Geosciences	PGT	2	39
	UG	2	9
Law	PGR	1	5
	PGT	3	101
LLMVC	PGR	10	13
MMSN	PGR	8	20
	PGT	6	361
NCS	PGR	1	2
	PGT	5	58
Psychology	PGT	2	52
SBS	PGR	5	8
Social Science	PGR	2	4

* Detailed information on programmes and numbers can be found here: [Online Data (2021-2023) Programme Only (np).xlsx](#)

Portfolio Pipeline/Development

The following summarises the proposed 6 market cluster and the highest demand subjects within each cluster to maximise market appeal and ensure a focused approach to build reputation and critical mass. This summary of market opportunity has been informed by the benchmarking activity summarised in Annexe 1 drawing together market intelligence from EAB, HESA, syndicated research undertaken by a number of peer groups and external market benchmarking reports.

For efficiency and to maximise resource it is proposed that initial focus is on developing programmes in high demand areas where those subjects already exist as on-campus programmes.

Cluster A: Business, Management and Law

Subject area	School(s)	Availability	
		Online	On campus
International Human Rights	Law	N	Y
Commercial Law	Law	N	N
International Law	Law	N	Y
International Relations and International Law	Law/SS	N	Y
Energy Transition Law*	Law	Y	Y
Marketing Management*	Business	Y	Y
Digital Marketing	Business	N	N
International Business Management	Business	N	Y

*New programme for 2024/25

Cluster B: Computing

Subject area	School(s)	Availability	
		Online	On campus
Computer Sciences Conversion	NCS	N	Y
Business Analytics	NCS	N	N
Health Informatics	NCS	N	N
Cyber Security	NCS	N	Y
Artificial Intelligence	NCS	N	Y

Cluster C: Health and Psychology

Subject area	School(s)	Availability	
		Online	On campus
Neuroscience	MMSN	N	N
Food Science	MMSN	N	N
Health Data Science*	MMSN*	Y	Y
Biotechnology and Bioinformatics	MMSN	N	Y
Cardiovascular Science and Diabetes	MMSN	N	Y
Precision Medicine	MMSN	N	Y
Health Psychology	Psychology/MMSN	N	Y
Psychology Conversion	Psychology	N	N
Psychology in the Workplace*	Psychology	Y	N
Organisational Psychology*	Psychology	Y	N
Counselling	Education/Psychology	N	Y

*New programmes for 2024/25.

Cluster D: Education

Subject area	School(s)	Availability	
		Online	On campus
Educational Technology	Education	N	N
Education Leadership*	Education	Y	N
Professional Learning*	Education	Y	N
Clinical Education	MMSN	Y	N

*New CPD course for 2024/25

Cluster E: Social Science, Arts and Humanities

Subject area	School(s)	Availability	
		Online	On campus
International Relations	Social Science	N	Y
International Relations and Management	Social Science	N	Y
Policy Evaluation	Social Science	N	Y
International/Global Development	DHPA	N	N
International Policy	DHPA	N	N
Public Policy	DHPA	N	Y
Politics	DHPA	N	N
Theology*	DHPA	Y	Y
Philosophy and Society*	DHPA	Y	N
Philosophy and Ethics	DHPA	N	N
Heritage and Memory*	LLMVC	Y	N
Translation and Interpreting	LLMVC	Y	Y
Digital Media and Culture	LLMVC	N	N
Global Business Communication	LLMVC	N	Y
Cultural and Creative Communication	LLMVC	N	Y

*New programmes for 2024/25

Cluster F: Science and Engineering

Subject area	School(s)	Availability	
		Online	On campus
Mechanical Engineering*	Engineering	Y	Y
Chemical Engineering*	Engineering	Y	Y
Structural Engineering*	Engineering	Y	Y
Engineering Industrial Robotics*	Engineering	Y	N
Environmental Sciences	Biological Sciences	N	Y
Environmental Management	Biological Sciences	N	Y
Ecology and Conservation	Biological Sciences	N	Y
Planetary Sciences*	Geosciences	Y	N
Environmental Policy	Geosciences	N	N
Sustainability Transitions	Geosciences	N	Y
Environmental Economics	Geosciences	N	N
Sustainable Energy	Geosciences	N	Y
Sustainable Development	Geosciences	N	N

*New programmes for 2024/25

Marketing and Recruitment

Learners:

We will target opportunities in 3 distinct markets:

- In employment professional learning (24+)
- Pre-employment online variants of high demand campus based PGT programmes (21-24)
- Mature learners studying for interest

Recruitment: both "direct to learner" and "direct to employer/funder" (business, NHS, government) opportunities.

Partnerships: working with external partners to minimise costs to acquire and retain learners, together with a data informed approach to sales and retention management.

Fees: competitive fee structure to maximise recruitment and generate income. Regional fee structure/scholarships/alumni discounts.

Admissions: Competitive entry requirements, including performance-based admissions.

The UK market is characterised by the 3 core groups of HE provision;

1. Elite universities offering premium priced propositions backed by strong global brand reputations.
2. Newer universities offering very vocational orientated programmes, targeted largely at UK regional markets with price led propositions.
3. Non-elite research universities who have each adopted less clearly defined market positions.

In terms of competitor benchmarking, newer universities tend to offer a broader range of propositions, with a much higher degree of undergraduate programmes. These universities also are more likely to integrate non degree business-focused professional development courses into their overall online offer.

The proposed market positioning for Aberdeen is based on a premium positioning underpinned by excellence in programme design and delivery. Whilst the University cannot compete on brand strength with elite providers it is essential that the University's Online Value Proposition seeks to capitalise upon the strength we have in education and the student experience, being explicit about how this then translates into the quality of the learning experience on our programmes.

In summary, the overall marketing strategy is designed to support delivery of a very focused programme portfolio, balancing strong individual programme learner numbers and a positive revenue margin to ensure an early (3 year) breakeven point. The focus is on controlling development costs, maximising demand appeal and building critical mass in a very limited number of market clusters to contain costs. This should ensure that we can begin to scale our online learning business, whilst working with external partners until such time as we have both the organisational confidence and technical infrastructure to bring fully in house.

ANNEXE 1

<div align="center">

Market Benchmarking and Positioning

</div>

Summary of UK Peer Activity

The following benchmarking data should be treated with caution, noting that this market is notoriously difficult to define precisely.

MARKET GROWTH

Online Undergraduate Study - UK

According to HESA, 43,705 new UK-based undergraduate distance learners registered at UK institutions in 2021/22. This represented an increase of 23% since 2017/18. However, following a peak in 2020/21 the number of new entrants has dropped in 2021/22, possibly due to normalisation following the pandemic. The total UK-based undergraduate distance learners, across all years, was 141,330 in 2021/22, an increase of 32% since 2017/18.
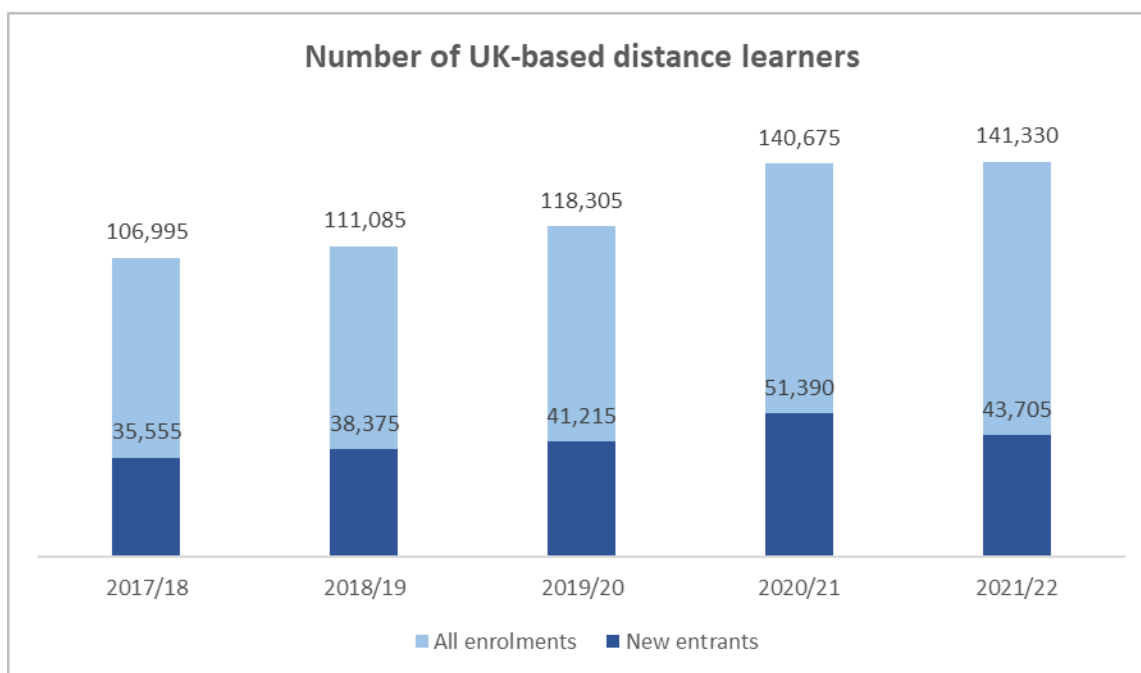
According to the HESA Aggregate Offshore Records, a total of 57,485 overseas-based undergraduate distance learners were registered at UK institutions in 2021/22. This represented an increase of 33% since 2017/18.

Top domicile countries continue to be Pakistan, Singapore, Malaysia, Hong Kong and Sri Lanka. However, there has also been notable growth from China (up 20%), Russia (up 9%), the US (up 15%), India (up 5%), and Canada (up 11%) vs 2021/21.

10 July 2024

Number of non-UK distance learners (all years)

	2017/18	2018/19	2019/20	2020/21	2021/22
	43370	43230	54610	55085	57485

Online Undergraduate Study – international growth by country of domicile

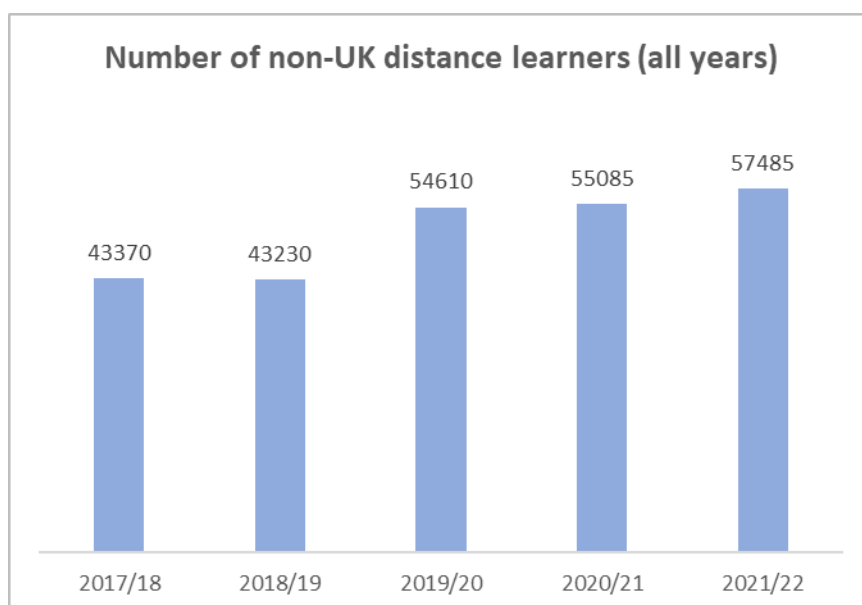| Country of provision	All year enrolments					Change 2017/18 to 2021/22
	2017/18	2018/19	2019/20	2020/21	2021/22	
Pakistan	3390	3860	5555	6735	7550	⬆ 123%
Singapore	8645	8110	7980	6425	6020	⬇ -30%
Malaysia	3665	3390	4115	3680	3790	⬆ 3%
Hong Kong	2770	2610	3360	2875	2810	⬆ 1%
Sri Lanka	2845	2715	2585	2525	2630	⬇ -8%
China	230	380	680	1810	2190	⬆ 852%
Russia	1105	1200	1610	1835	2000	⬆ 81%
United States	1140	1185	1775	1775	1985	⬆ 74%
India	1300	1385	1825	1645	1725	⬆ 33%
Canada	785	840	1380	1545	1715	⬆ 118%
South Africa	890	1135	1405	1540	1635	⬆ 84%
Trinidad and Tobago	1650	1390	1505	1435	1500	⬇ -9%
Germany	1110	1110	1235	1295	1350	⬆ 22%
Bangladesh	905	780	1035	1255	1290	⬆ 43%
United Arab Emirates	445	560	1165	1180	1215	⬆ 173%
Ireland	1145	1035	1190	1150	1145	⬆ 0%
Switzerland	640	635	750	770	770	⬆ 20%
Nigeria	360	350	665	670	760	⬆ 111%
Spain	555	600	620	620	675	⬆ 22%
Italy	380	390	475	510	500	⬆ 32%
Netherlands	400	390	485	500	495	⬆ 24%
France	395	375	510	520	455	⬆ 15%
Ghana	445	425	570	545	450	⬆ 1%

Online Postgraduate Study - UK
According to HESA, 44,450 new UK-based postgraduate taught distance learners registered at UK institutions in 2021/22 - an increase of 74% since 2017/16. However, significant growth only took place in the first pandemic year 2020/21 and has levelled out in 2021/22.

10 July 2024

The total UK-based postgraduate distance learners, across all years, was 84,385 in 2021/22 - an increase of 62% since 2017/18. The Russell Group, however, saw a more significant enrolment growth of 74% since 2017/18 which highlights an over-performance vs the market.

Number of UK-based distance learners

Year	All enrolments	New entrants
2017/18	51,685	25,610
2018/19	53,335	26,115
2019/20	57,425	29,240
2020/21	76,990	44,785
2021/22	84,385	44,450

Online Postgraduate Study – international growth by country of domicile

Country of provision	All year enrolments					Change 2017/18 to 2021/22
	2017/18	2018/19	2019/20	2020/21	2021/22	
Pakistan	3390	3860	5555	6735	7550	123%
Singapore	8645	8110	7980	6425	6020	-30%
Malaysia	3665	3390	4115	3680	3790	3%
Hong Kong	2770	2610	3360	2875	2810	1%
Sri Lanka	2845	2715	2585	2525	2630	-8%
China	230	380	680	1810	2190	852%
Russia	1105	1200	1610	1835	2000	81%
United States	1140	1185	1775	1775	1985	74%
India	1300	1385	1825	1645	1725	33%
Canada	785	840	1380	1545	1715	118%
South Africa	890	1135	1405	1540	1635	84%
Trinidad and Tobago	1650	1390	1505	1435	1500	-9%
Germany	1110	1110	1235	1295	1350	22%
Bangladesh	905	780	1035	1255	1290	43%
United Arab Emirates	445	560	1165	1180	1215	173%
Ireland	1145	1035	1190	1150	1145	0%
Switzerland	640	635	750	770	770	20%
Nigeria	360	350	665	670	760	111%
Spain	555	600	620	620	675	22%
Italy	380	390	475	510	500	32%
Netherlands	400	390	485	500	495	24%
France	395	375	510	520	455	15%
Ghana	445	425	570	545	450	1%

10 July 2024

PEER BENCHMARKING

Online Undergraduate Study

The undergraduate market is dominated by the Open University and non-research intensive institutions.

	UK Based Enrolements 20/21	UK Based Enrolements 21/22
Open University	122575	121970
University of Staffordshire	2300	2590
University of London	3000	1770
University for the Creative Arts	1720	1700
University of Derby	1505	1650
University of Cumbria	165	1055
Robert Gordon University	1085	1045
University of Portsmouth	1100	930
University of Kent	380	720

	International Based Enrolements 20/21	International Based Enrolements 21/22
University of London	36410	38665
Open University	5720	5980
Oxford Brookes University	2045	1730
Arden University	1435	1655
University of Hertfordshire	1325	1525
University of West of Scotland	1490	1430
Cardiff University	800	1190
Glasgow Caledonian University	620	715
University of Derby	610	635

Online Postgraduate Study

The presence of Russell Group institutions is much more significant in the Postgraduate market.

	UK Based Enrolements 20/21	UK Based Enrolements 21/22
Open University	10145	10430
University of Edinbrugh	1910	2850
University of Glasgow	2270	2530
Kings College London	2115	2305
University of London	2195	2055
University of Manchester	1710	1770
University of Birmingham	1700	1675
University of York	1570	1605
QMU	975	1065

10 July 2024

	International Based Enrolements 20/21	International Based Enrolements 21/22
University of London	10010	9530
Kings College London	3520	4355
University of Manchester	3255	3305
University of Edinbrugh	3145	2365
Open University	1620	1320
University of York	1085	1215
University of Warwick	1175	1140
University of Liverpool	2045	1070
QMU	895	1005

According to the HESA Aggregate Offshore Records, a total of 78,930 overseas-based postgraduate distance learners were registered at UK institutions in 2021/22. This represented an increase of 27% since 2017/18, but a slight drop of 2% since 2020/21.

Top domicile countries were the US, Canada, Cyprus, UAE, Hong Kong and China. Of these, Hong Kong, China, the US and Canada saw continued growth vs 2020/21.
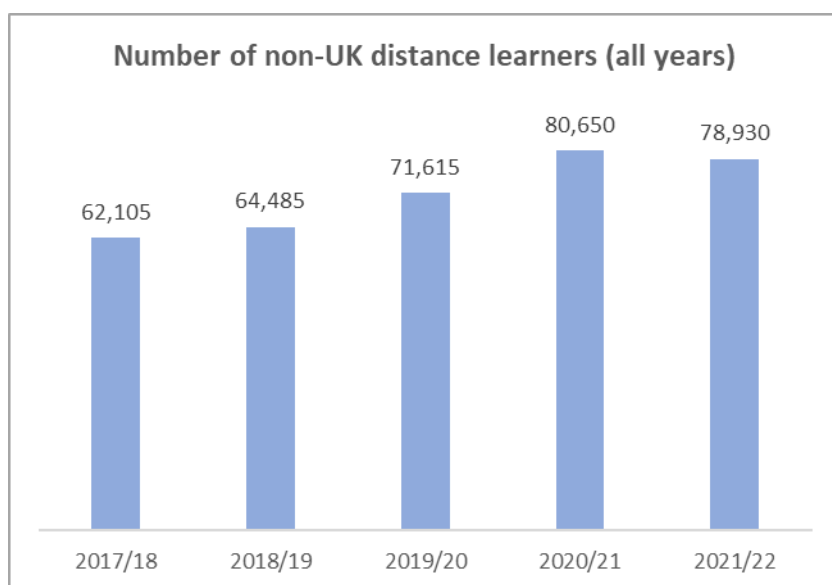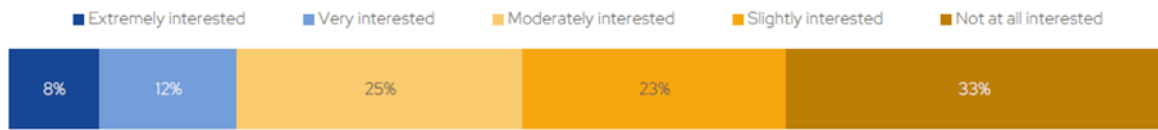

DEMAND FOR ONLINE STUDY - Extract from the QS International Student Survey 2022.

Whilst initially the priority target segments for Online programmes will be in work learners, potentially with a minimum of 5 years + experience, consideration of online variants of campus programmes is growing in our core international PGT markets. Applicants aged 25 and older have the highest levels of interest. 48% applicants aged 19-24 are receptive to considering online options, versus 53% of applicants aged 25 and above.

The following is an extract from a recent piece of research conducted by QS that highlighted the changing attitudes of international students to online education.
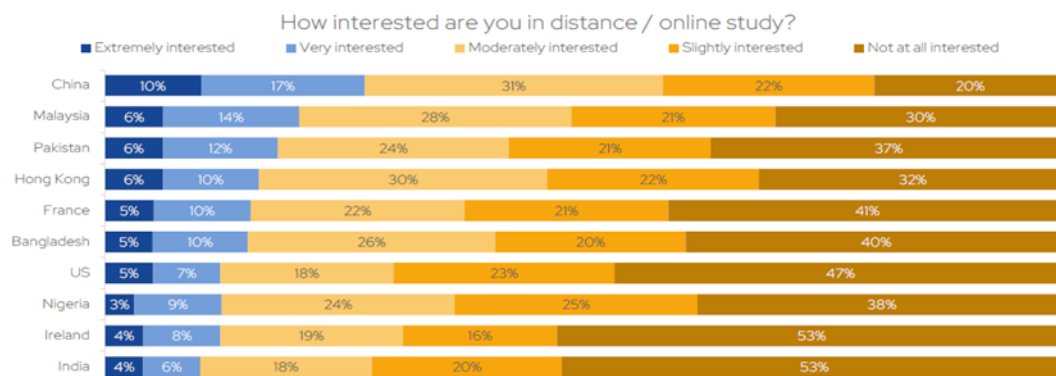
10 July 2024

How interested are you in distance / online study?

■ Extremely interested ■ Very interested ■ Moderately interested ■ Slightly interested ■ Not at all interested

8%	12%	25%	23%	33%

Levels of consideration vary by region.

Online interest from international candidates
Top 10 source markets for international students to the UK (HESA)

How interested are you in distance / online study?

■ Extremely interested ■ Very interested ■ Moderately interested ■ Slightly interested ■ Not at all interested

	Extremely	Very	Moderately	Slightly	Not at all
China	10%	17%	31%	22%	20%
Malaysia	6%	14%	28%	21%	30%
Pakistan	6%	12%	24%	21%	37%
Hong Kong	6%	10%	30%	22%	32%
France	5%	10%	22%	21%	41%
Bangladesh	5%	10%	26%	20%	40%
US	5%	7%	18%	23%	47%
Nigeria	3%	9%	24%	25%	38%
Ireland	4%	8%	19%	16%	53%
India	4%	6%	18%	20%	53%

Interest is concentrated in high demand discipline areas.

Online interest from international candidates
Top 5 subject areas for international students to the UK (ISS)

How interested are you in distance / online study?

■ Extremely interested ■ Very interested ■ Moderately interested ■ Slightly interested ■ Not at all interested

	Extremely	Very	Moderately	Slightly	Not at all
Business and Management	8%	14%	26%	23%	29%
Computing	8%	12%	27%	23%	31%
Social Sciences	7%	13%	25%	22%	34%
Engineering and Technology	6%	12%	25%	22%	35%
Law	7%	11%	21%	21%	40%
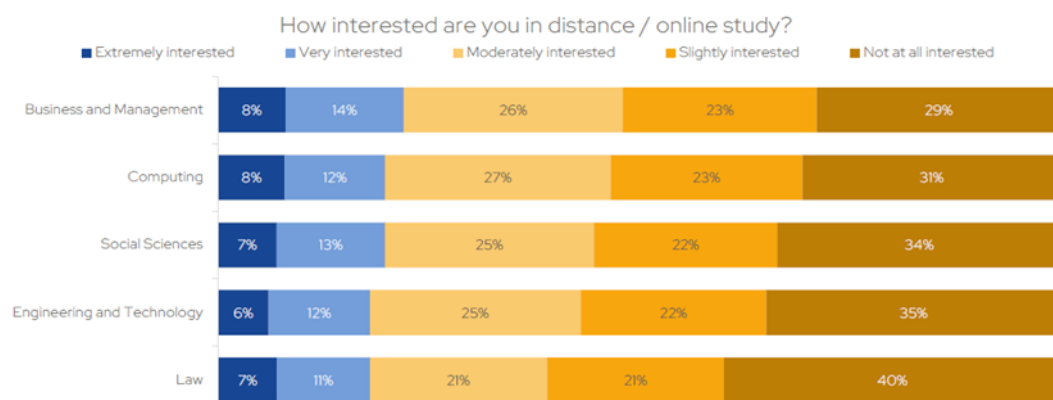
UNIVERSITY OF ABERDEEN

UNIVERSITY EDUCATION COMMITTEE

SUSTAINABILITY IN THE CURRICULUM POLICY

1.   PURPOSE OF THE PAPER

The purpose of this paper is to invite UEC to endorse a series of light-touch edits to the existing but dated policy statement on **'Sustainability in the Curriculum'**. The proposed edits are intended to update the policy to ensure it better reflects the Aberdeen 2040 framework, acknowledges recent work on the My Skills framework, and provides a 'current' take on the issue of sustainability in the curriculum. These edits will also support the evidential requirements of e.g. league table submissions where outdated policy documents are penalised.

The changes outlined at **Appendix A** are an interim, light-touch rather than a comprehensive redrafting of the policy. A more thorough review is likely after further work on the substantive issues has been taken forward by the Deans for Environmental Sustainability and Entrepreneurship & Employability who are currently scoping a work package in this area.

2.   PREVIOUS CONSIDERATION BY /FURTHER APPROVAL REQUIRED

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

3.   RECOMMENDED ACTION

UEC is invited to endorse a series of light-touch edits to the policy statement on 'Sustainability in the Curriculum'.

4.   DISCUSSION

The original policy statement on "Sustainability in the Curriculum" was introduced in the period following the Curriculum Reform process over a decade ago. It was, at that time, intended as a relatively light-touch statement of intent as regards the institutional approach to issues of sustainability in the curriculum. It made no major commitments as regards widespread embedding of sustainability, nor did it mandate curriculum changes. Instead, it focussed on the idea of a curriculum consistent with the institutional commitment to the twin challenges of sustainability and social responsibility.

The policy statement has been live on the University's Policy Zone throughout the period since 2013 but has not been subject to any formal review during that time. This paper invites UEC to reflect on a series of relatively modest edits designed to ensure that the policy a) reflects the current Aberdeen 2040 strategic framework, b) is consistent with our institutional commitment to the Sustainable Development Goals, and c) recognises that work on this issue continues to evolve.

It is anticipated that a more thorough review of the policy may be required later in academic year 2024/25, depending on the progress made on initiatives currently being scoped by the Deans for Environmental Sustainability, and Entrepreneurship & Employability – for example, a 'state of the sector' report on 'education for sustainability' is being considered.

Among the key objectives of undertaking a light-ouch edit of the policy NOW rather than waiting, is to ensure that as 'current' a policy as possible is available online. This and other policy statements form valuable evidence in support of key league table submissions, with the QS Sustainability Ranking (which in turn informs the QS World University Ranking) and the Times Higher Education Impact Ranking relying on up-to-date, accessible evidence being available online. Outdated policy documents are penalised.

Rationale: with language that reflects the strategic plan of the time when it was drafted, including references to curriculum reform, the policy statement is substantially out-of-date and requires a refresh to remain 'current'. As a key piece of evidence in support of major league tables, a refresh of the policy text is needed.

Edits: the following substantive edits are proposed:

- INSERT: references to the Aberdeen 2040 strategy and the related strategic themes
- INSERT: references to the Sustainable Development Goals (SDGs)
- REMOVE: references to Curriculum Reform
- REPLACE: references to UCTL with UEC
- Other minor edits as required

The changes proposed are entirely consistent with:

- The Aberdeen 2040 strategy and the related strategic framework and themes.
- The recently adopted My Skills framework i.e. including sustainability under 'active citizenship'.
- Initial work that has been undertaken to map aspects of the curriculum against the Aberdeen 2040 themes and the Sustainable Development Goals (SDGs).

5.   RESOURCE IMPLICATIONS

At this stage we do not assess that there are any meaningful resource implications associated with endorsing the proposed changes. While the Deans are working on projects that may result in more extensive policy changes, the current position can be summarised through these relatively minor edits.

As best practice in the sector becomes clear, it may be that a more formal approach to embedding or mapping sustainability in our courses and programmes is needed, requiring more extensive policy edits.

For now, we asses that the light-touch update articulated here is sufficient to ensure the policy remains current and reflects the status of current discussions and expectations.

6.   RECOMMENDED ACTION

UEC is invited to endorse the light-touch edits proposed and to advise as regards any further governance steps that may be required.

UEC should also note that, if endorsed, the amended policy will be shared with the Sustainable Development Committee for information.

7.   FURTHER INFORMATION

Further information is available from:

Professor John Barrow   Dean for Employability & Entrepreneurship   E: j.barrow@abdn.ac.uk
Mr Fraser Lovie   Head of Sustainability, Estates & Facilities   E: f.lovie@abdn.ac.uk
Professor Tavis Potts   Dean for Environmental Sustainability   E: tavis.potts@abdn.ac.uk

Freedom of Information/Confidentiality Status: Open

POLICY STATEMENT ON SUSTAINABILITY IN THE CURRICULUM

- The University of Aberdeen has, as part of its Aberdeen 2040 strategy, ~~Strategic Plan 2011-2015, identifi~~established ~~the twin principles of~~ 'Sustainable' ~~sustainability and social responsibility~~ as one of four ~~among its core institutional values~~strategic themes alongside 'Inclusive', 'International', and 'Interdisciplinary'.

- The University recognises that, alongside careful custodianship of its physical estate, the main sustainability legacy of the ~~university~~institution will be realised through the impact of its research and education~~teaching~~, and the contribution of its graduates as active, global citizens.

- The University's commitment to sustainability can be seen in various aspects of our scholarship and education. These include:

  a. C~~The University c~~onducting~~s~~ research and supporting~~s~~ scholarship in~~to~~ sustainable development and, through the provision of a range of curriculum and co-curriculum options, providing~~es~~ a learning environment in which students can develop the skills and knowledge necessary to contribute to a sustainable society.

  b. P~~Through the ongoing Curriculum Reform process, the University has p~~lacing~~ed~~ graduate attributes, in the form of the My Skills framework, at the heart of its approach to the development of a curriculum and co-curriculum approach that prepares its students for employment, further study, and citizenship~~-~~.

  c. Establishing ~~Through the identification of~~ five core~~,~~ i~~I~~nter-disciplinary Research Challenges that ~~Themes, the University has~~ identify~~ied~~ collaborative scholarship and the addressing of societal challenges as being integral to our ~~its~~ institutional research strategy~~-~~.

  ~~c.~~d.   Embracing the United Nations' Sustainable Development Goals (SDGs) and using them as a framework to help articulate the role of the University in tackling societal challenges through our research, education, and operations.

- These institutional commitments to collaborative, inter-disciplinary research and education; ~~and~~ the development of graduate attributes; and institutional engagement with the Sustainable Development Goals, are exemplified through the development of a~~n~~ ever evolving portfolio of sustainability relevant courses and degree programmes.~~wide range of Sixth Century Courses as part of the Curriculum Reform process~~

- Alongside a wide range of modules in traditional sustainability disciplines, ~~these innovative~~ inter-disciplinary Sixth Century courses provide students with opportunities to discuss the challenges facing society, and to do so alongside students and academics from disciplines beyond their main degree subject~~programme~~.

- Aside from the formal curriculum, a series of co-curricular initiatives encourage participation in community projects and volunteering, with active citizenship recognised and celebrated through initiatives such as the new model graduate attributes articulated in the My Skills framework.~~our Students Taking Active Roles (STAR) scheme~~

We will:

- provide a research and education~~learning~~al environment in which societal challenges are discussed and through which active citizenship is supported and encouraged;

- continue to place graduate attributes at the heart of the development of our students as active citizens and ~~will~~ embed sustainability ~~le development~~ as a graduate attribute;

- continue to provide a wide range of inter-disciplinary courses and programmes that encourage reflection and discussion of the full range of global challenges facing society;

- ➢ recognise and promote the contribution the University is making to the national and international demand for academic responses to the challenges of sustainability e.g. through our annual Sustainable Development Goals reports;

- ➢ investigate how best to support and develop the capacity of academic staff to promote the understanding and inclusion of sustainability themes in their courses;

- ➢ maintainupdate the sustainability indicators used in the academic undergraduate prospectus to identify courses and programmes with sustainability content across the institution;

- ➢ introduce mechanisms to encourage academic colleagues to consider and share how sustainability and social responsibility can be included and embedded when developing new courses;

- ➢ establish a process to encourage academic colleagues to consider which of the UN Sustainable Development Goals are addressed as part of courses and programmes, helping to effectively map our curriculum against the SDGs;

- ➢ establish a teaching award to recognise innovation in the teaching or assessment of skills for sustainability in any programme.

Metadata	
Title	Statement on Sustainability in the Curriculum
Author / Creator	Fraser Lovie (Head of Sustainability) ~~Policy, Planning & Governance)~~ for the Vice-Principal (Teaching)~~Academic Affairs~~
Owner	University Education Committee ~~on Teaching & Learning~~ (UEC~~TL~~)
Date published / approved	June 2013
Version	Approved Edited	Jun 2013 Oct 2024	Senate (UCTL, May 2013) UEC (Oct 2024)
Date for next review	Every three~~wo~~ years (UEC~~TL~~) i.e. review in 2027~~15~~.
Audience	All
Related documents	Aberdeen 2040 ~~Sustainability & Social Responsibility~~ Strategy ~~(draft)~~
Subject / Description	The statement outlines how the University's ~~ongoing~~ curriculum ~~reform process~~ and the parallel development of graduate attributes, informed by research activity and research themes, supports the institutional commitment~~s~~ to sustainability and the Sustainable Development Goals~~social responsibility~~.
Equality Impact Assessment	n/a
Section	Academic Affairs (Registry) with Estates & Facilities (Sustainability)~~PPG~~
Strategic Theme	Sustainable~~ility & Social Responsibility~~

Note: The Version row contains sub-columns. Representing faithfully:

Approved Edited	Jun 2013 Oct 2024	Senate (UCTL, May 2013) UEC (Oct 2024)