

Career Readiness: Data Insights Reports for Schools (February 2026)

Career Readiness helps students to reflect on how prepared they are for life after university. As part of the online registration process at enrolment and re-enrolment each year, all students are asked a series of questions to inform timely and appropriate careers and employability support during their studies.

Why have we developed this process?

Research has shown that students who are given the opportunity to evaluate their career readiness are more inclined to take ownership in seeking out opportunities to support their career development. As such they are more likely to engage in work experience opportunities aligned to their career plans, get involved in extracurricular activities to support their development and are more likely to have a successful graduate outcome.

What questions are asked?

The full set of career readiness questions are available online at [Career Readiness | Careers and Employability Service | The University of Aberdeen](#). In summary they cover past engagement in employability enhancing experiences, future plans for undertaking employability enhancing experiences, a set of career confidence ratings and areas of support required.

What data is available?

Dashboards with Career Readiness data insights are available for three years (2023-24*, 2024-25, 2025-26). [Career Readiness | Careers and Employability Service | The University of Aberdeen](#)

* only partial data available, gathered via an opt in career readiness survey in the pilot year.

What data reports can be available for Schools?

In addition to the dashboards, the Careers Team has compiled a set of spreadsheets to aid comparison across the two full year datasets and across schools and levels of study. From the spreadsheets, two example reports are on page 2 (School of Law) and page 3 (School of Engineering).

The spreadsheets can be viewed here for those who wish to take a look:

[25.11.20 CR Data all years analysis KR.xlsx](#)

What next?

The Employability and Entrepreneurship Committee is asked to:

1. provide feedback on the example Career Readiness School Reports to inform improvements and clarity.
2. discuss whether Career Readiness reports for other/all Schools would be useful. If so, discuss ways to disseminate/discuss reports within Schools, and possible next steps following sharing of the data/reports.

Further information

- Contact Kate Robertson with questions or feedback about the Career Readiness Data Dashboards
- Contact Tracey Innes with questions about the example Career Readiness School reports and other data requirements to aid sharing across the Institution.

Career Readiness Data Insights Report: School of Law

This report provides a summary of key findings from analysis of Career Readiness Survey responses from UG Law students in 2023-24 and 2024-25.

Key insights:

1. UG Law students overall are most interested in part time work, placements, employer events and insights/shadowing. Interest in employer events is higher than the University average. Top 3 experiences UG law students would like to undertake in the next 12 months
 - a. Part-time work: 67% (23-24) | 62% (24-25)
 - b. Placements: 62% (23-24) | 63% (24-25)
 - c. Employer Events: 38% (23-24) | Insight/Shadowing: 40% (24-25)
2. UG Law students overall are most engaged in part time work, volunteering and placements. Top 3 experiences UG law students have undertaken in the last 12 months
 - a. Part-time work: 72% (23-24) | 73% (24-25)
 - b. Volunteering: 22% (23-24) | 22% (24-25)
 - c. Placements: 20% (23-24) | 22% (24-25)
3. There is a significant gap between level of interest in placements compared to numbers completing placements.
 - a. 16% level 2 students reported completing a placement in the previous 12 months, compared with 56% indicating their interest in undertaking a placement the previous year.
 - b. 17% level 3 students reported completing a placement in the previous 12 months, compared with 52% indicating their interest in undertaking a placement the previous year.
 - c. 40% level 4 students reported completing a placement in the previous 12 months, compared with 73% indicating their interest in undertaking a placement the previous year.
4. There is a gap between level of interest in insight/shadowing (for 1st years) and employer events (for 2nd and 3rd years) compared to numbers reporting participation in insight/shadowing and employer events.

Analysis and recommendations:

Placements are typically still targeted primarily to penultimate year students, so it is unsurprising that the largest gaps in placement aspiration versus completion exist in earlier year students. However, the key year for law placements (penultimate year) also shows a large gap with 40% reporting completing a placement compared with 73% indicated their interest in a placement in the previous year.

Careers and employability service actions:

1. Review engagement numbers in law employer events (such as law fair, employer presentations), review marketing and communications approach and consider if further promotion is possible.
2. Review shadowing programme opportunity numbers and engagement to establish if there are growth opportunities, particularly for 1st year students – NB check eligibility.
3. Consider insight opportunities advertised via MyCareerHub and establish whether valuable to focus on growing numbers of opportunities advertised.

Law School discussion items:

1. Discuss data insights at Law School EEC meeting, considering any possible actions around access to placements, and marketing/comms in relation to employer engagement and insight/shadowing opportunities.

Career Readiness Data Insights Report: School of Engineering

This report provides a summary of key findings from an analysis of Career Readiness Survey responses from Engineering students in 2023-24 and 2024-25.

Key insights

1. Part-time work

This is the prime concern for most UG School of Engineering. A high proportion of students (58% in 2024-5 and 59% in 2023-4) report that they are planning to work part-time in the next year, and then report the following year that they did, indeed work part-time. There are two interesting variations in the data:

- 79% (84% in 2023-4) 1st-years indicated they were planning to work part-time but only 60% (60% in 2023-4) of 2nd-years reported they had worked part-time in the previous year.
- There is a dip in interest in part-time work in 4th-year students with 46% (48% in 2023-4) planning to work part-time, however, 68% (60% in 2023-4) of 5th-years report they did work part-time. BEng leavers may account for this discrepancy, of course.

2. Placements

Interest in placements from Engineering students is higher than the University average at all levels of study. With 69% (64% in 2023-4), placements are the top concern in the PGT population. However, the number of students reporting they had completed a placement in the following year is much lower other than for 5th-year students:

Would like to do a placement in the next year: (2023-4 data)		Completed a placement in the previous year (2024-5 data, i.e. the same students a year on)
37% of 1 st -years	-->	4% of 2 nd -years
51% of 2 nd -years	-->	19% of 3 rd -years
64% of 3 rd -years	-->	37% of 4 th -years
48% of 4 th -years	-->	67% of 5 th -years

3. Career confidence and support

The levels of career confidence School of Engineering students report is broadly in line with the University average, however, the proportion of students requesting support in all career areas is higher than elsewhere and particularly high for **PGT students**:

- **79.0%** (82.0% in 2023-4) would like support with understanding their skills and options
- **88.1%** (87.0% in 2023-4) would like support with skills development and career planning
- **92.3%** (85.0% in 2023-4) would like support with identifying suitable opportunities
- **83.9%** (81.0% in 2023-4) would like support with presenting themselves effectively

Analysis and recommendations

Overall, School of Engineering students seem very career-focused: they show very high interest in placements (and are increasingly successful in securing these through the course of their studies), and they also show a higher than average level of interest in employer events.

Careers and Employability/School action points:

1. Explore further opportunities to bring employers on campus, e.g. through regular spotlight spots in Fraser Noble. (Action: SM/RJ)
2. Explore further opportunities to highlight internship and placement opportunities to students e.g. through MyCareerHub, MyAberdeen, lecture shout outs etc. (Action: Careers and relevant School contacts)
3. Explore further opportunities to highlight support available through Careers, both through inductions and possibly reminders throughout the year. Do we need additional provision? (Action: Careers and relevant School contacts, particularly AS and IG)
4. Ensure students are aware of part-time opportunities and related events, particularly ABDN internships, part-time jobs fair and MyCareerHub adverts. (Action: Careers and AS)

School discussion items:

1. Discuss data insights and additional opportunities for engagement at School forums and with IABs. Feed back to Careers staff.