

Access THE's sustainability dataset via:

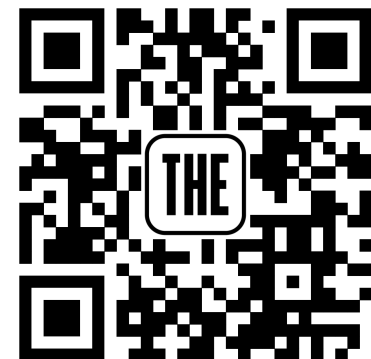


DataPoints

SDG Impact Dashboard

Powerful data and analytics to support success in sustainability.

Request a free demo: data@timeshighereducation.com



Impact Rankings Masterclass 2024



Times Higher Education
Impact Rankings

United Kingdom

Our Rankings

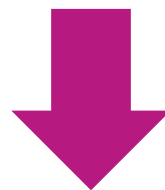
TEACHING



Focus: student satisfaction, employer reputation, graduation rate + more

Participation rules: ranking specific

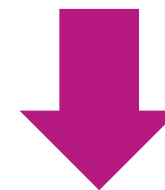
IMPACT & SUSTAINABILITY



Focus: research, teaching, stewardship and outreach against the UN's 17 Sustainable Development Goals

Participation rules: all UG or PG higher education institutions

RESEARCH



Focus: research output, research quality, research collaboration, reputation + more









Participation rules: 1,000+ publications over 5 years, teach undergraduates across a range of subjects

Higher Education and the SDGs

- Goals agreed by the UN in 2015
- A common framework for evaluation and a commitment to deliver
- Broad and comprehensive
- Relevant to all universities
- A way of reconnecting to core mission and values



Higher education has a social and economic value

P	Team	GP	W	D	L	F	A	GD	Pts	Form
1	 Man City	38	28	7	3	96	34	62	91	
2	 Arsenal	38	28	5	5	91	29	62	89	
3	 Liverpool	38	24	10	4	86	41	45	82	· ·
4	 Aston Villa	38	20	8	10	76	61	15	68	· ·
5	 Spurs	38	20	6	12	74	61	13	66	· ·
6	 Chelsea	38	18	9	11	77	63	14	63	
7	 Newcastle	38	18	6	14	85	62	23	60	· ·
8	 Man Utd	38	18	6	14	57	58	-1	60	· ·

	Revenue 2023*
University of Manchester	£1,334m
Manchester City	£712m
Manchester United	£635m

How does it work? (Outside in)



Times Higher Education
Impact Rankings

What are the Impact Rankings?

- 18 different rankings
- One for each SDG
- One overall ranking
- Data from Universities and from Elsevier



Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Target	Description
4.1	By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes
4.2	By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education
4.3	By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education , including university
4.4	By 2030, substantially increase the number of youth and adults who have relevant skills , including technical and vocational skills, for employment, decent jobs and entrepreneurship
4.5	By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations
4.6	By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy
4.7	By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development , including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development
4.a	Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all
4.b	By 2020, substantially expand globally the number of scholarships available to developing countries , in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries
4.c	By 2030, substantially increase the supply of qualified teachers , including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States

How do universities support the SDGs?



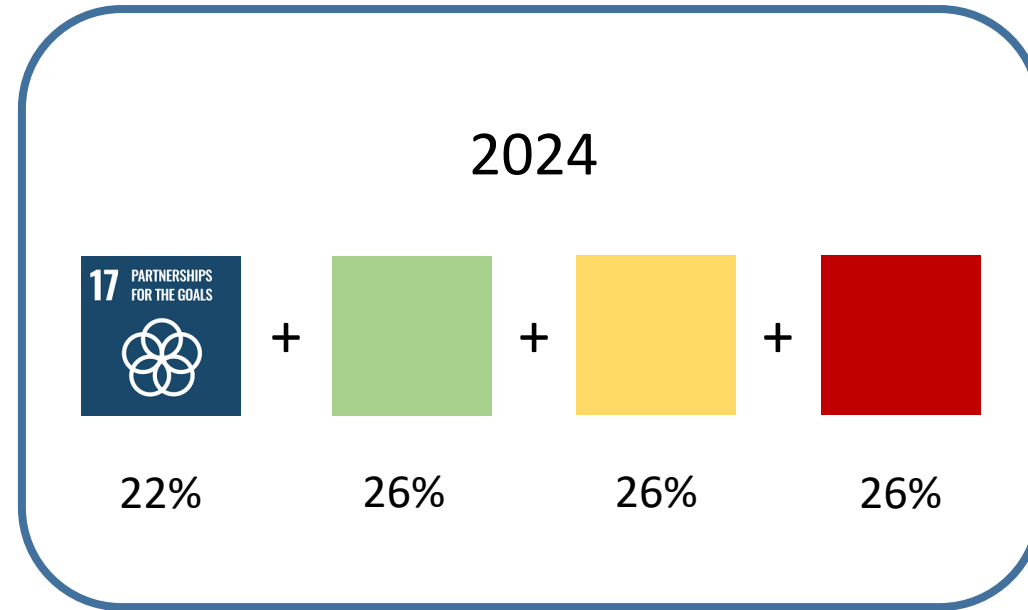
Evidence questions and numeric questions

Alongside traditional questions based on numeric data we also use qualitative data.

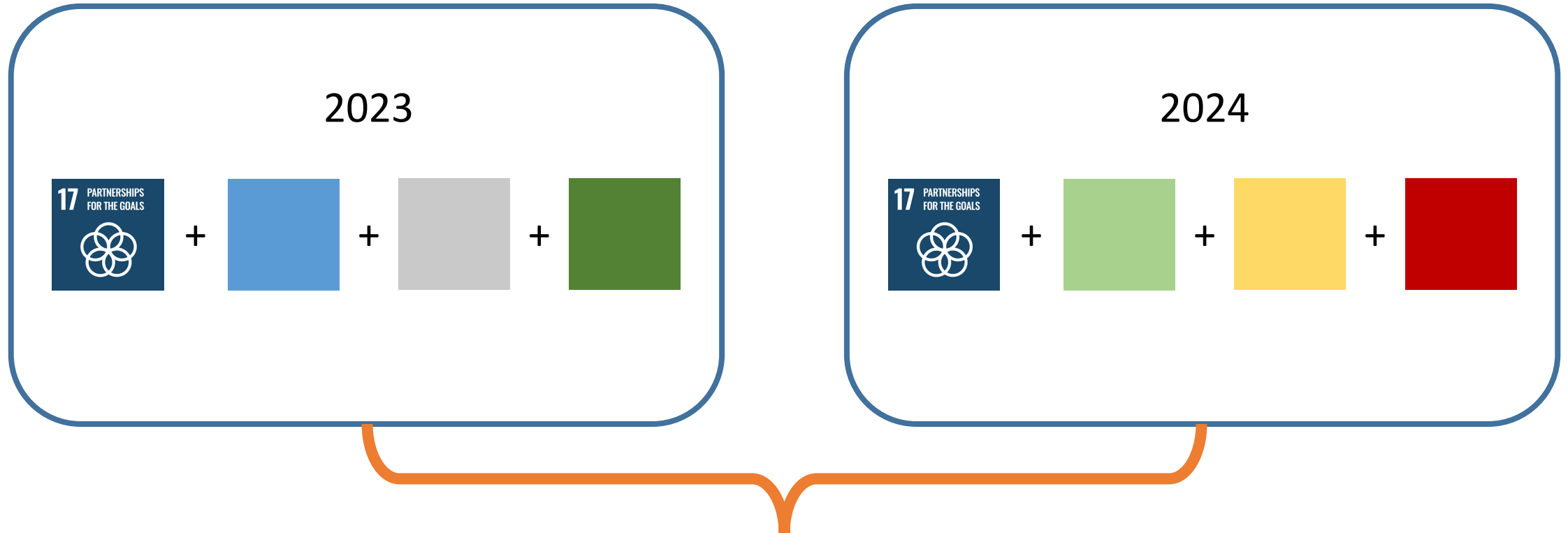
Scoring is based on three elements

- Declaration – university declares it does something
- Evaluation – assessors evaluate supplied evidence
- Publication – additional credit for public evidence

Calculating the annual score



Overall score



Overall Score
Average of two years

How does it work? (Inside out)



Times Higher Education
Impact Rankings

The Impact team



Chief Data Officer
Duncan Ross



Head of SDG
and Teaching Rankings
Hannah Peacock



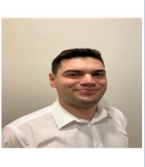
Head of Data PMO
Emma Wilkin



MD of Data Science
David Watkins



Impact Jnr Ranking
Owner
Klara Spustek



Senior Data Editor
Abdullah Arlsan



Supervisors
5



Onshore
Team
Up to 40



Offshore
Team
Up to 20



Data Scientist
Victor Melatti



Senior Data
Scientist
Emma Deraze

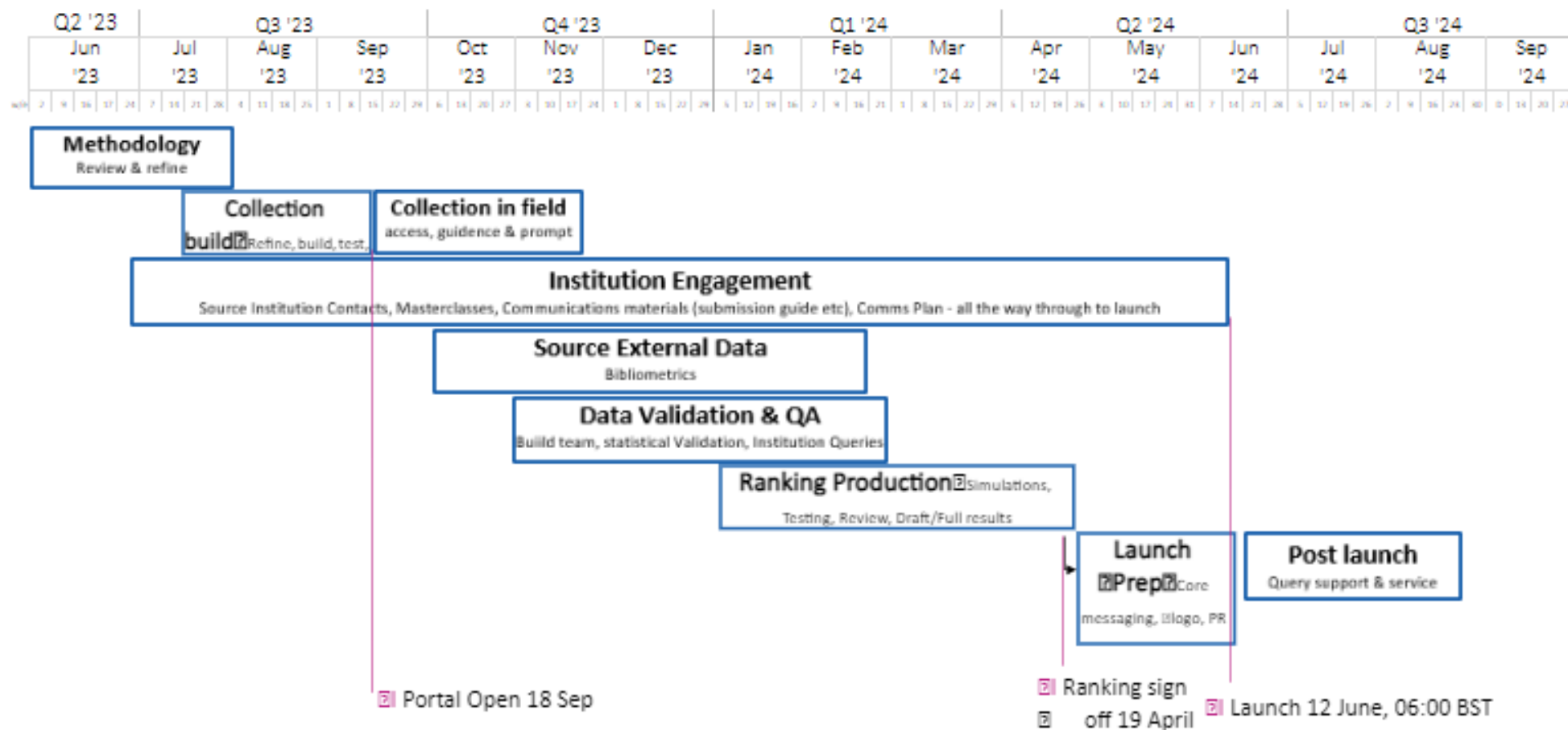


Senior
Data Scientist
Mark Caddow

Impact cycle timeline



Impact 2024 High Level
Delivery Plan April, 2024



Impact Advisory Board



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University of Surrey
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Data insights



Times Higher Education
Impact Rankings



Times Higher Education
Impact Rankings

The largest and most comprehensive global university ranking
dedicated to the UN sustainable development goals



2,152

Universities

30,000+

person hours (mainly evidence validation)

283,000+

documents collected

269,000+

measurements

3.7m

publications on the SDGs

75

metrics*

125

Countries and regions

251

indicators*



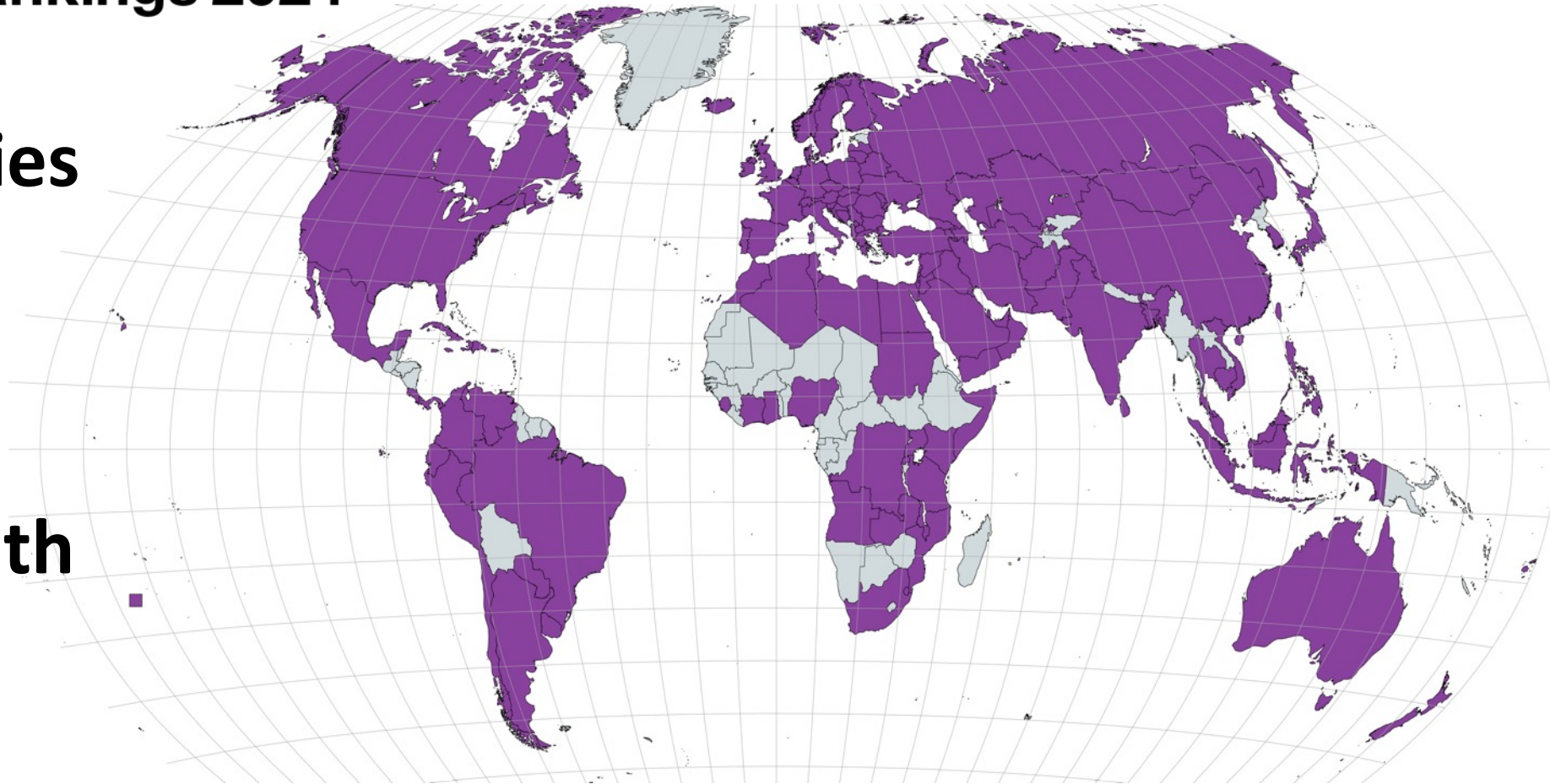


Times Higher Education
Impact Rankings 2024

2152 Universities

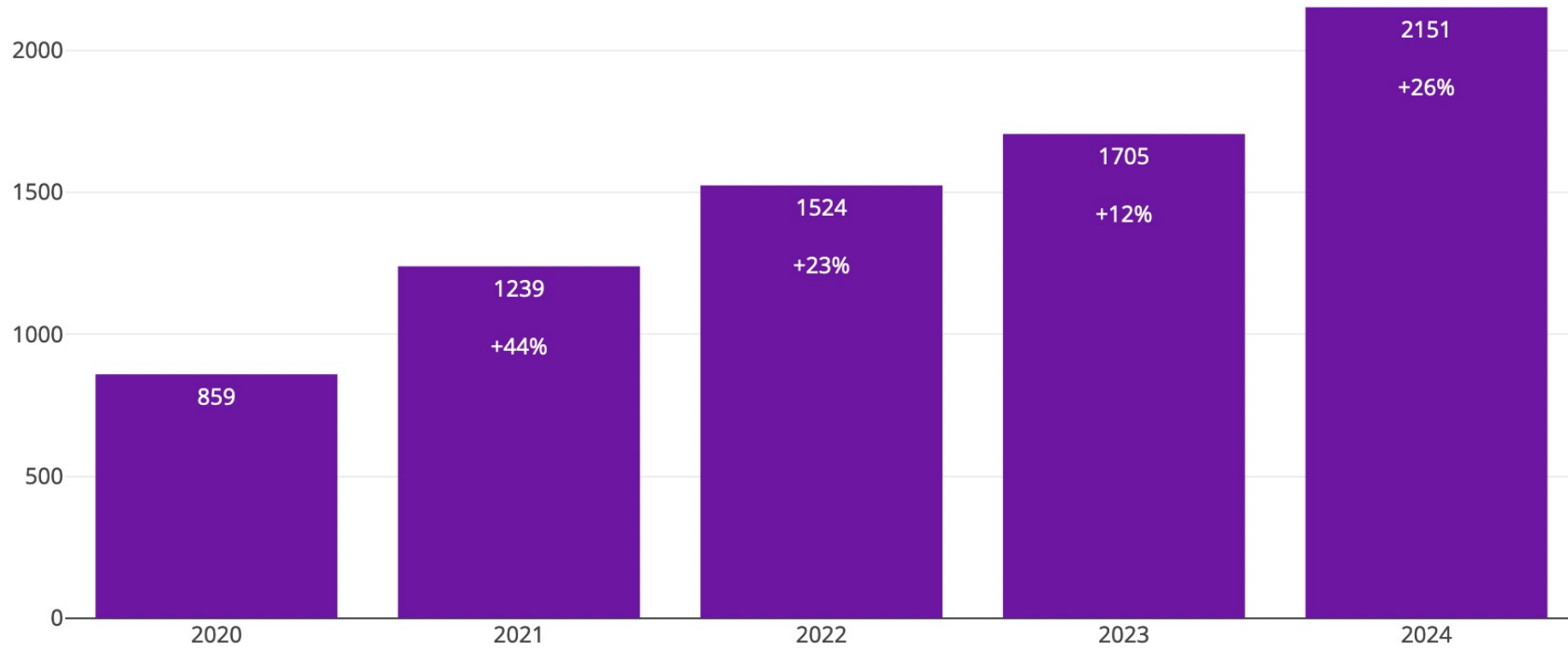
125 Countries

**Global north
and Global south**



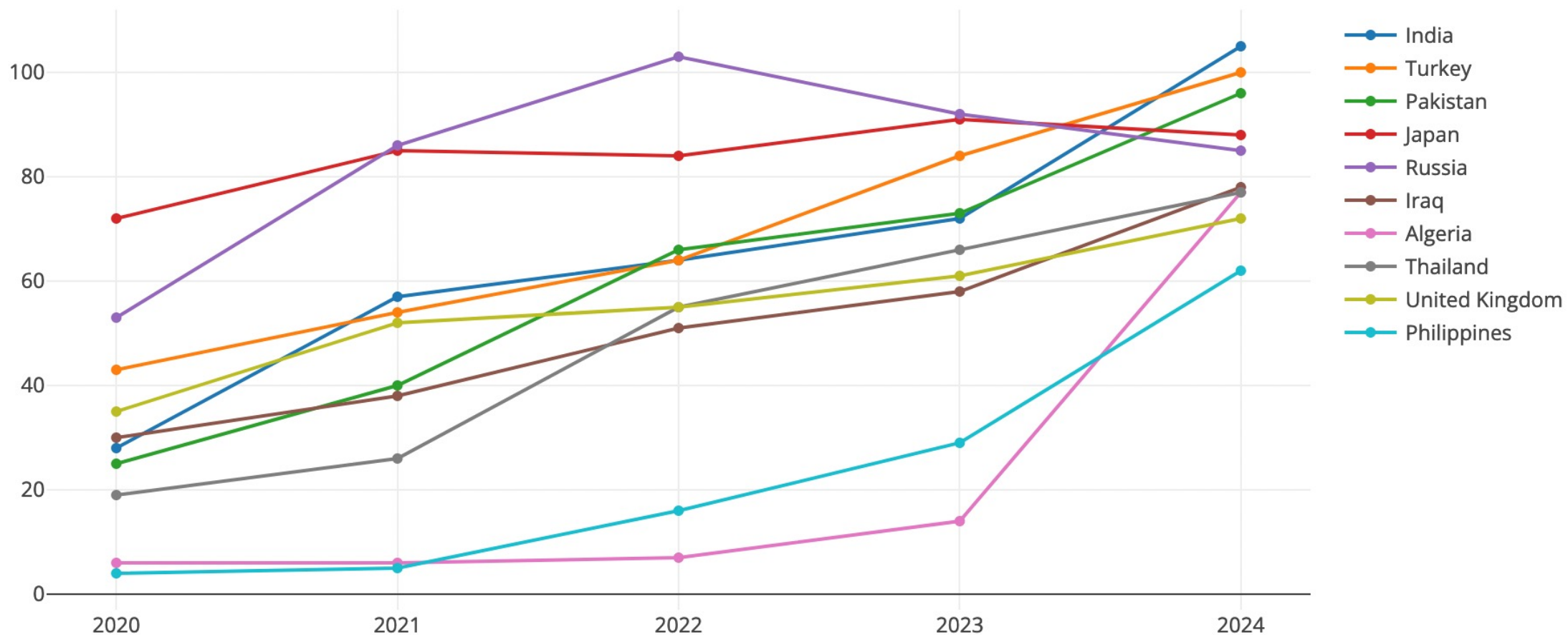
Growth 2020-2024

Impact rankings participation over time



Growth in top 10 countries

Participation over 5 years, top 10 countries



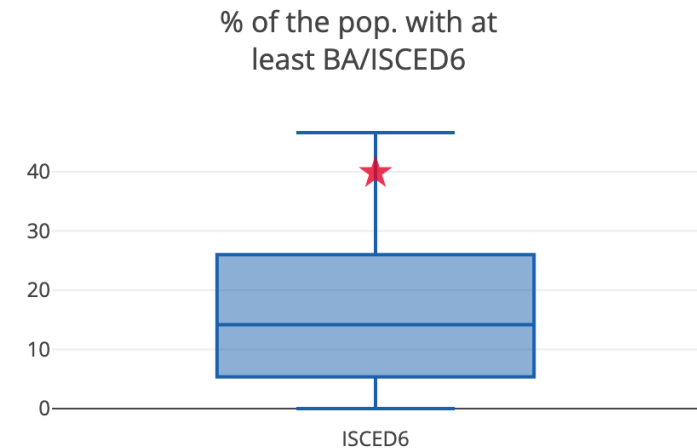
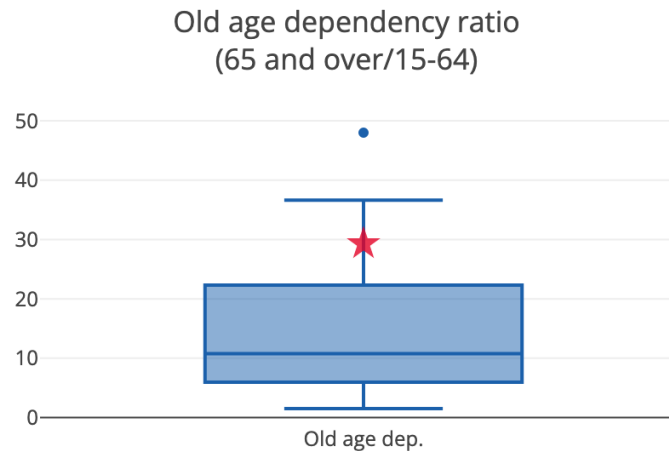
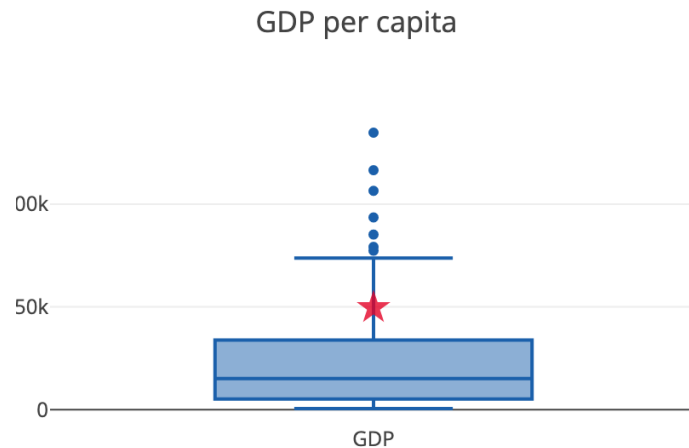
Key Statistics for United Kingdom

In United Kingdom, 15-24 y-olds represented 11.4% of the population in 2021 and over-65 18.7%

In United Kingdom, 39.9% of the population aged over 25 has at least a BA / ISCED6 degree. (data from 2020, OECD)

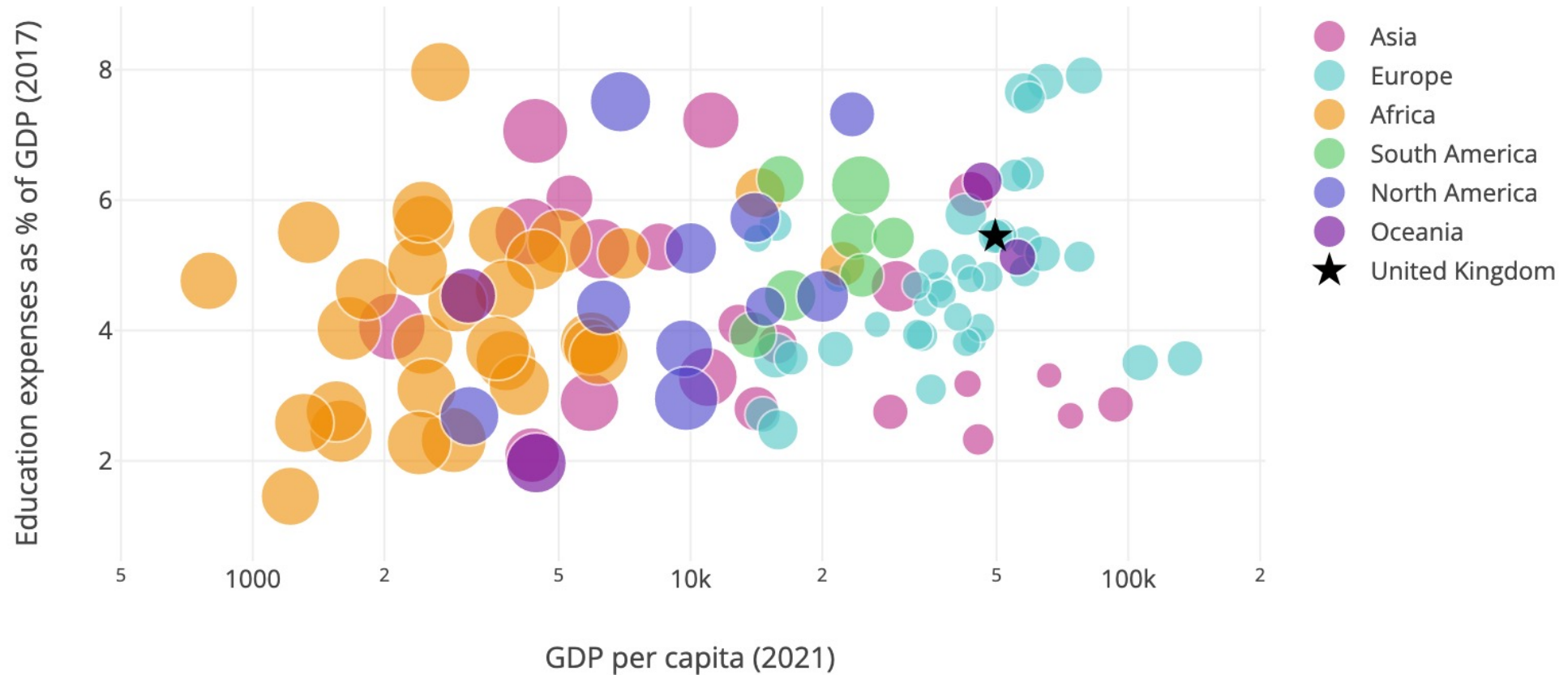
United Kingdom had a GDP per capita of \$49,700 in 2021 (ranked #27 out of 188 countries).

In 2021, United Kingdom received around 600,100 foreign students and sent out 34,200 (vs 413,800 and 26,400 respectively in 2011). The boxplots show the distribution of scores, with the middle line in each box representing the median score and the ends of the whiskers showing the maximum and minimum scores, excluding any outliers. Outliers are represented by the dots located outside the whiskers. The country of focus is shown by a star.



Global wealth and education spending overview

% of GDP spent on education, by size of GDP
(size of circle = % of the population that is 15-25yo)



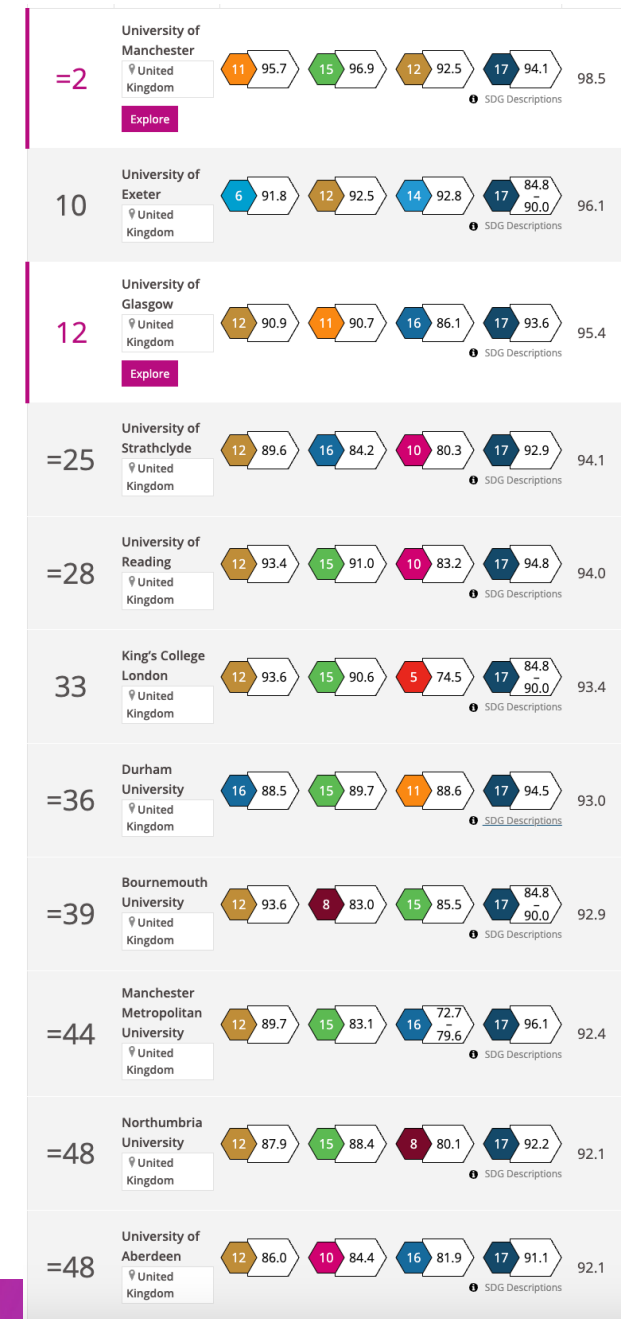
Overall performance

25 in Top 100

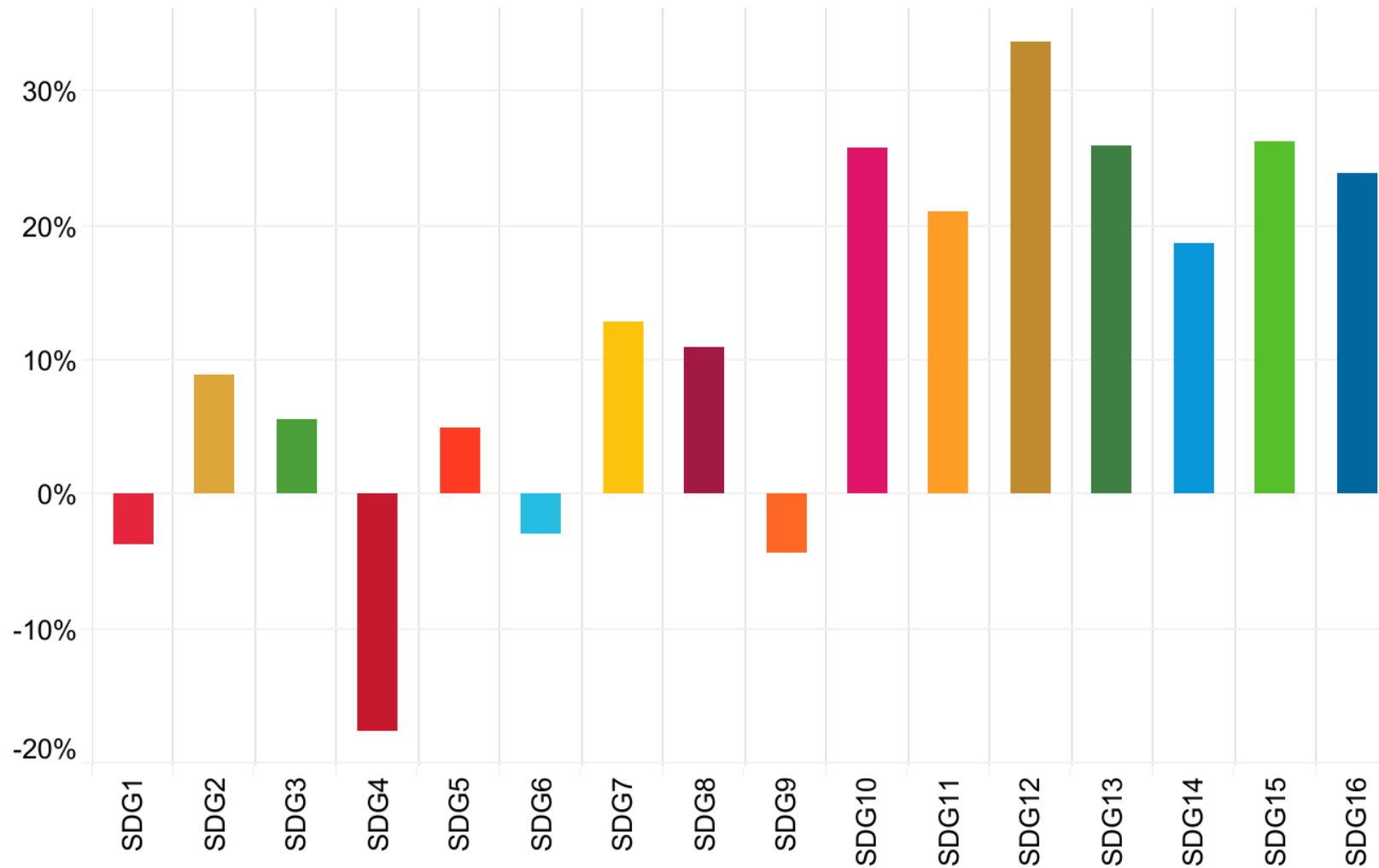
20 in 101-200

Top universities in

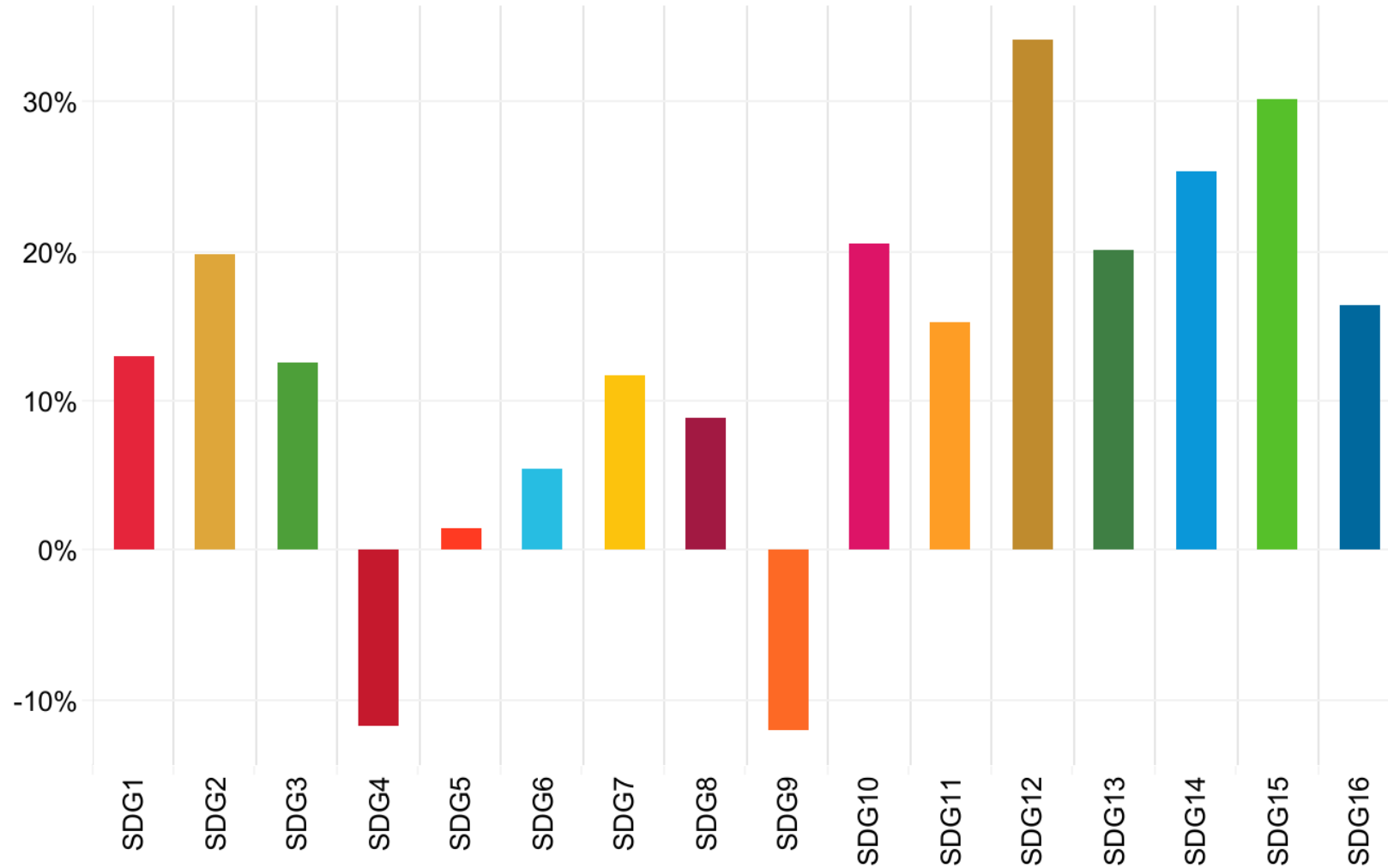
- SDG 6
- SDG 9
- SDG 11
- SDG 12
- SDG 15



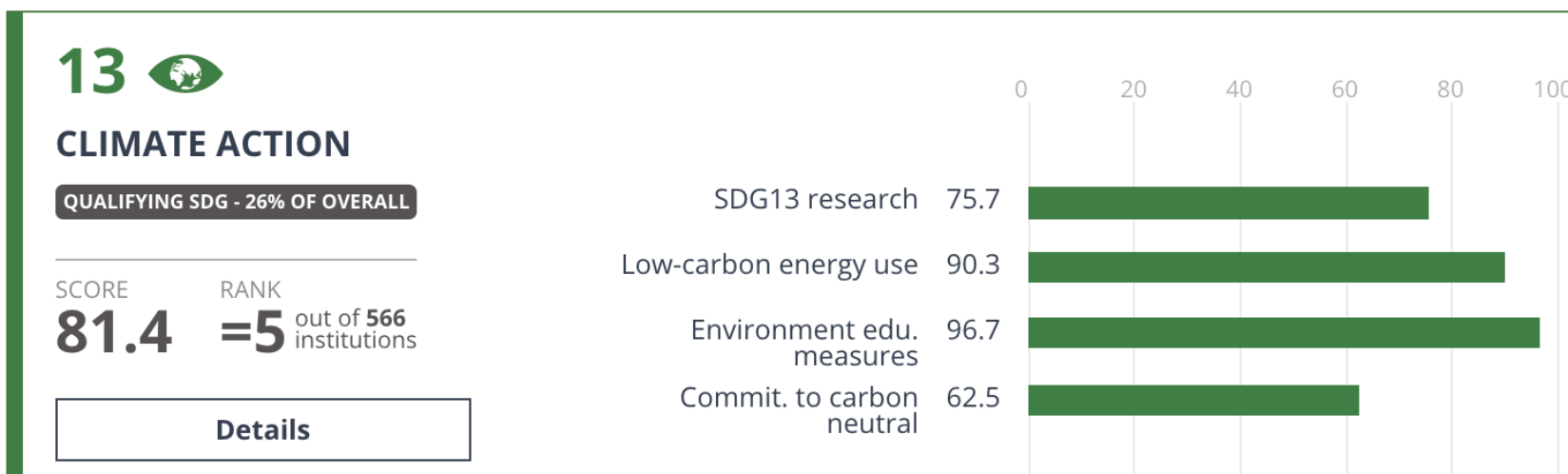
UK vs world participation



UK vs Europe participation

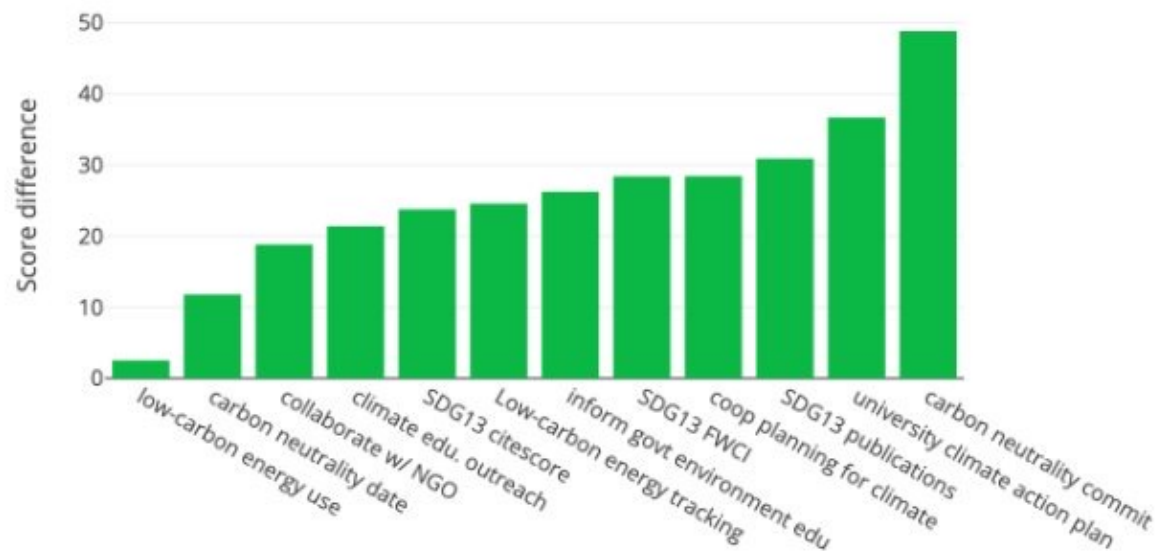


Themes



UK in the Top 40

SDG13: Climate Action



Rank	Name	Climate action	Overall
12	University of Exeter United Kingdom	83.8	96.1
19	University of Reading United Kingdom	79.8	94.0
24	University of the West of England United Kingdom	78.8	84.0–89.1
27	University of East Anglia United Kingdom Explore	78.3	90.3
=29	University of Sussex United Kingdom	78.0	84.0–89.1
31	Newcastle University United Kingdom Explore	77.6	89.5
34	University of Glasgow United Kingdom Explore	76.9	95.4
=35	University of Liverpool United Kingdom Explore	76.3	84.0–89.1
39	King's College London United Kingdom	75.9	93.4
40	University of York United Kingdom	75.7	84.0–89.1

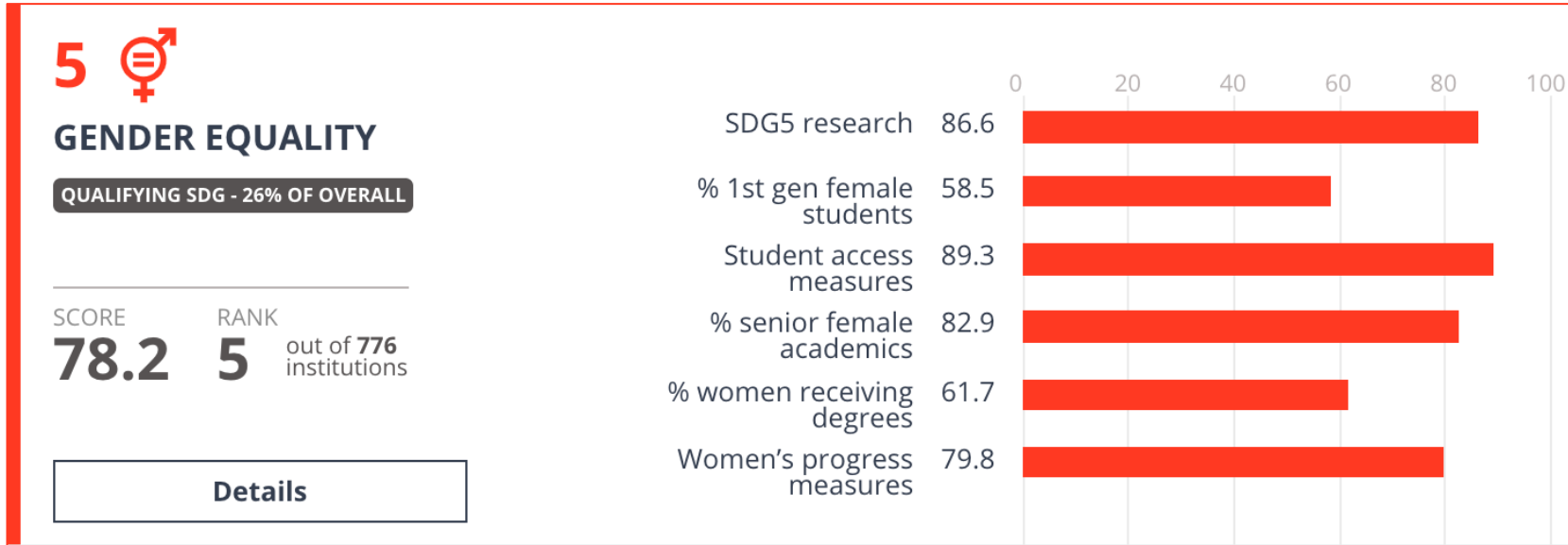


SDG 13: TOC



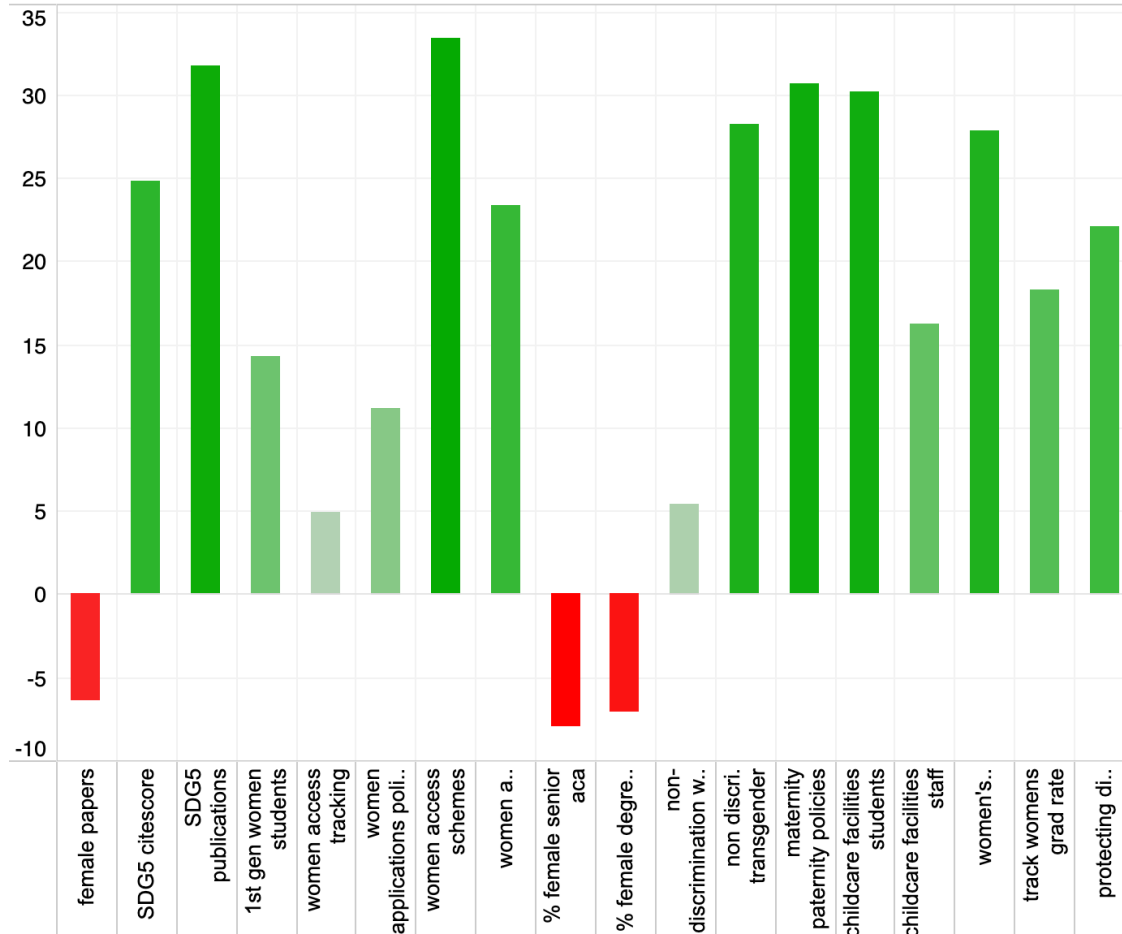
	Metric	Research	Teaching	Stewardship	Outreach	Percent
13.1.1	Climate action: CiteScore	●●●●				10
13.1.2	Climate action: FWCI	●●●●				10
13.1.3	Climate action: publications	●●●●				7
13.2.1	Low-carbon energy tracking			●●●●		13.5
13.2.2	Low-carbon energy use			●●●●		13.5
13.3.1	Local education programmes on climate		●●		●●●●	4.6
13.3.2	Climate Action Plan, shared			●●●●	●●	4.6
13.3.3	Co-operative planning for climate change disasters				●●●●	4.6
13.3.4	Inform and support government		●●		●●●●	4.6
13.3.5	Environmental education collaborate with NGOs		●●●		●●●●	4.6
13.4.1	Commitment to carbon neutral university			●●●●		11.5
13.4.2	Carbon neutral: achieve by date			●●●●		11.5

Themes





UK in the Top 100 and vs Europe



Rank	Name	Gender equality	Overall
21	King's College London United Kingdom	74.5	93.4
31	University of Essex United Kingdom	72.8	91.3
=38	Glasgow Caledonian University United Kingdom	72.4	84.0–89.1
=65	University of Stirling United Kingdom	70.5	-
=65	University of York United Kingdom	70.5	84.0–89.1
67	University of Central Lancashire United Kingdom	70.3	84.0–89.1
=86	SOAS University of London United Kingdom	69.0	79.3–83.9
=97	University of Worcester United Kingdom	68.3	79.3–83.9

Overview of changes for 2025



Times Higher Education
Impact Rankings

Methodology changes

- Methodology review currently ongoing
- Additional guidance
- More emphasis on the ability to use evidence from the work being done with key partner organisations



Methodology changes

New question in SDG 17 looking at assessment of sustainable education.

Question will not be scored in 2025, but will allow us to understand progress:

- Are you assessing the level of sustainability literacy of your students?
- If yes, are you using Sulitest TASK or another system?
- What proportion of your student population is assessed?

Process changes

- Only one piece of evidence will be used
 - This will simplify assessment
 - Some questions will be split into two as a result
- We will use AI (Large Language Models) to support assessment
 - Improvements to consistency
 - Stronger feedback

Participation in 2025

Data collection dates :

- Opens on the 16th of September 2024 and closes on 11th of November 2024

Resources to support participation

- Guidance based on best practice
- Sessions at World Academic Summit in Manchester

Please reach out to us on impact@timeshighereducation.com

2024/25 Releases



Thank you



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DataPoints

SDG Impact Dashboard

Powerful data and analytics to support success in sustainability.

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