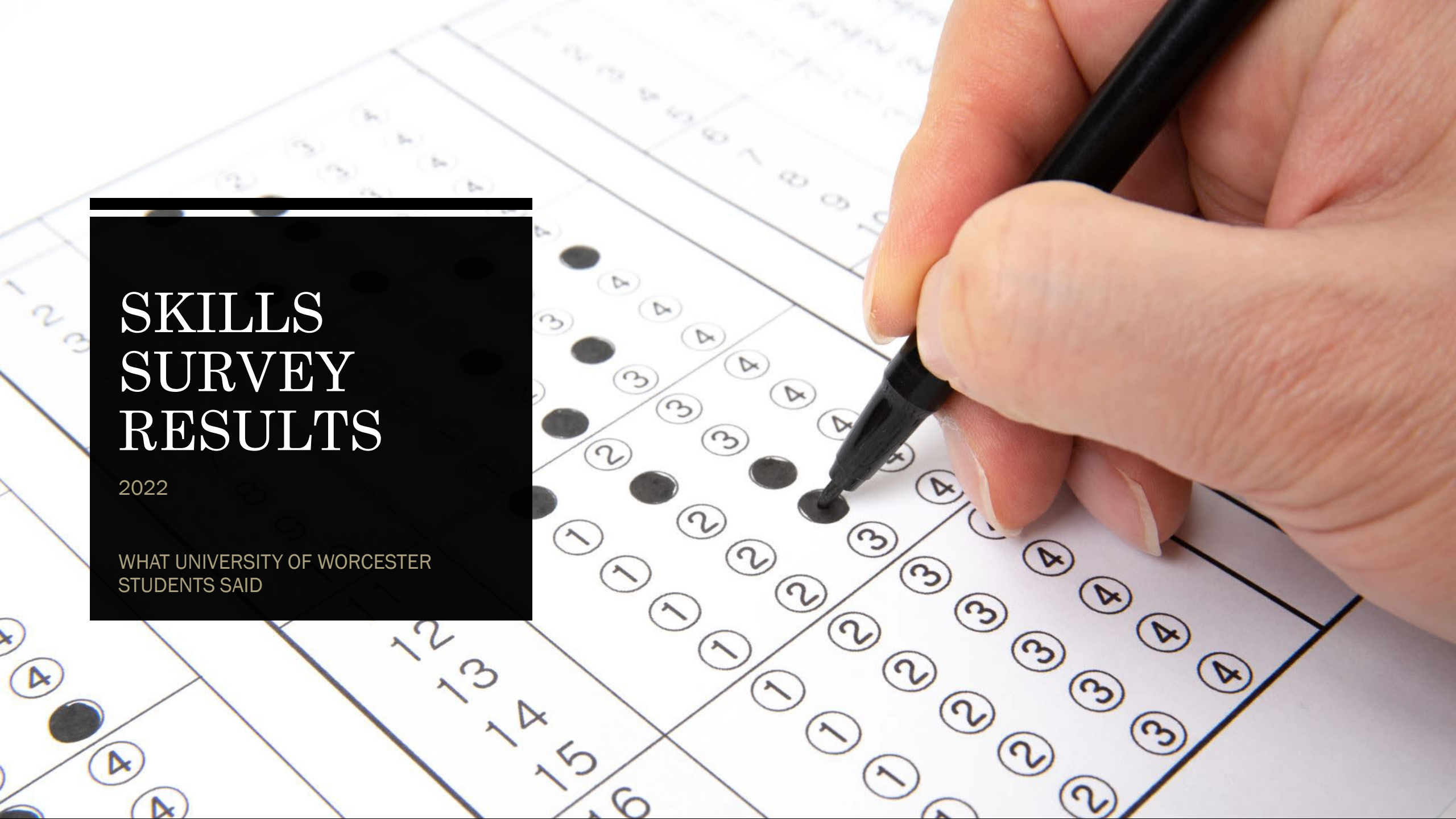


# SKILLS SURVEY RESULTS

2022

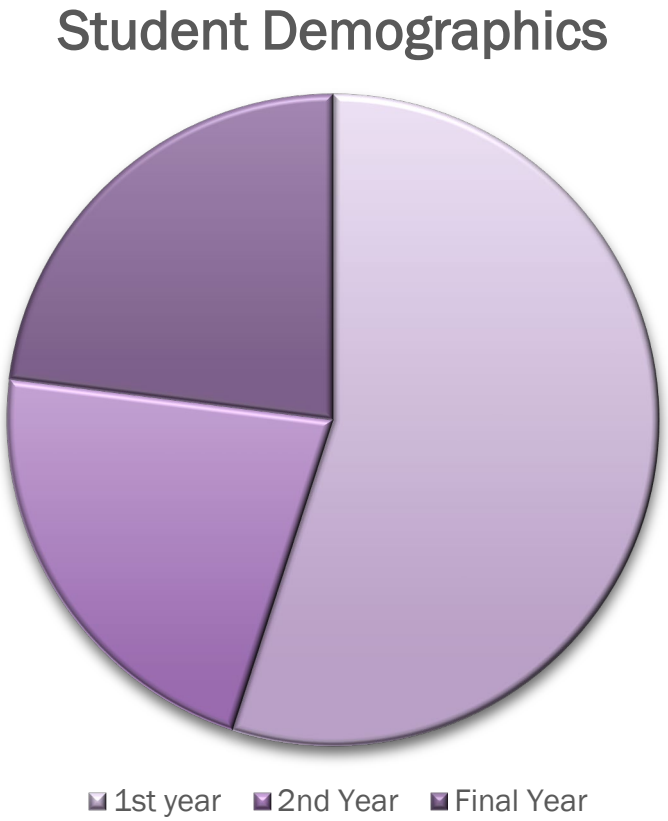
WHAT UNIVERSITY OF WORCESTER STUDENTS SAID

# STUDENT SUSTAINABILITY SKILLS SURVEY 2022

The University of Worcester students participated in the 2022-23 Sustainability Skills survey. A national survey was undertaken by NUS and received 421 responses in total from students at Worcester. The University of Worcester came 5th overall in the country for responses. This document summarises the key learnings from the survey. The full report from our students is also available if you wish to have a read.

# SURVEY DEMOGRAPHICS

The students taking part in this survey were all studying at the university. Most students were in their first year 55%, 22% of respondents were in their second year and 23% were in their final year.



# WHAT STUDENTS FOUND IMPORTANT

Employment prospects after completing the course was the most important factor to students when choosing to apply to the University of Worcester (59%).

The attractiveness of the location was deemed as somewhat important or very important by students (65%)

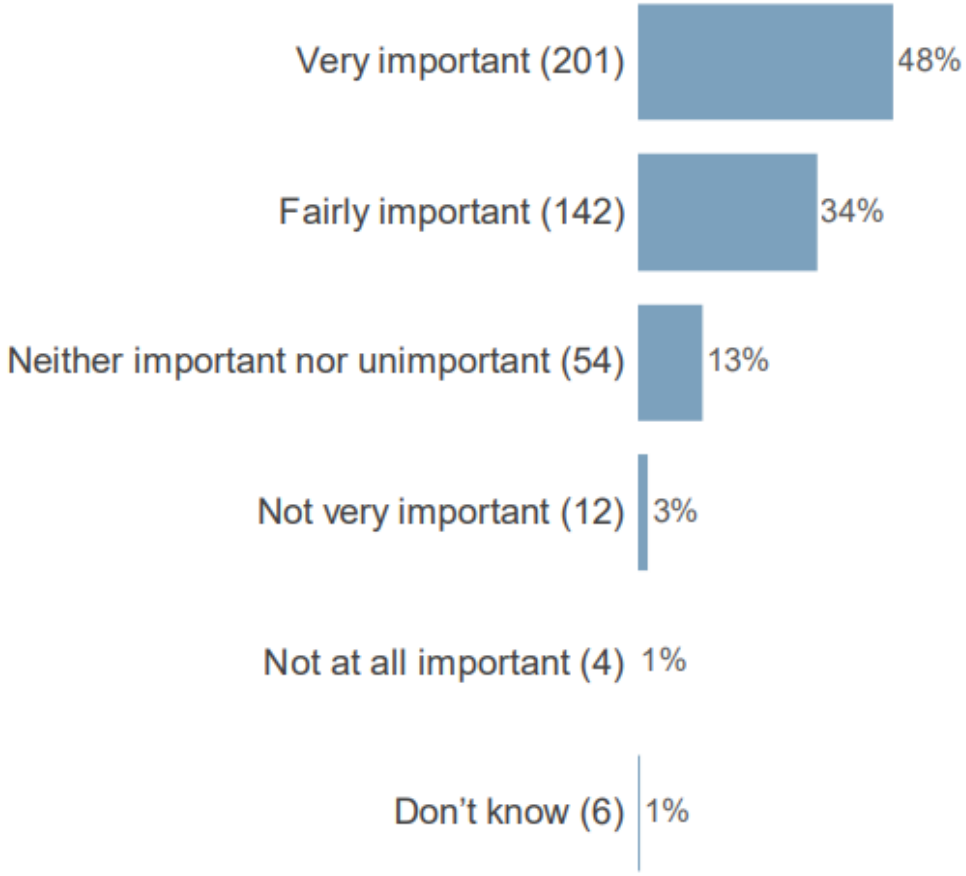
How seriously Worcester University takes environmental issues were noted as somewhat important in their choice of University for 28% of respondents with 26% of students noting that how seriously the place of study takes global development issues being was somewhat important when considering which institution to study at.

Students also noted that one of the main reasons for taking their course was ‘To gain qualifications’ (55%) and ‘to improve my ability to make a difference to other people’ (40%). The attractiveness of the location was also deemed as somewhat or very important by 65% of respondents.

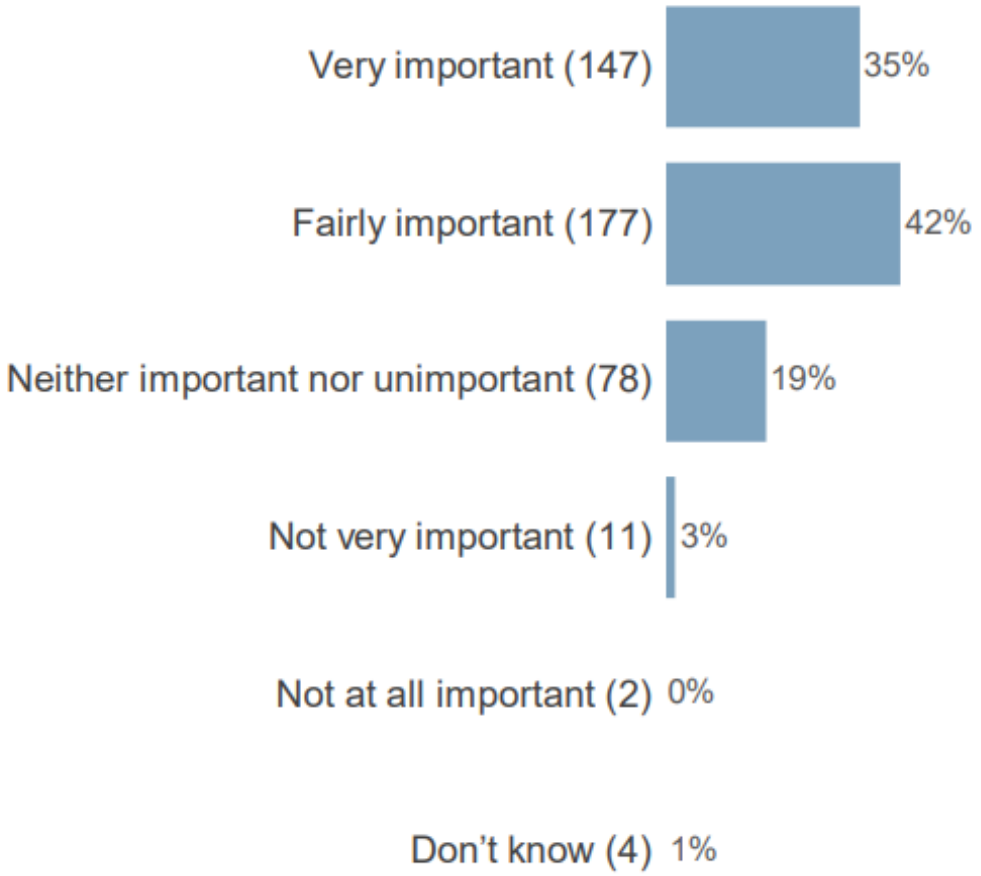
# HOW DOES YOUR COURSE HELP IMPROVE YOUR ABILITY TO MAKE A DIFFERENCE TO OTHER PEOPLE AND/OR THE ENVIRONMENT?

- Improve people skills and help people regain their health
- Positive influence on future pupils
- Greater understanding around children with disabilities, giving me a passion to support children and their families
- How to make a difference in the competitive field of sports management
- Ability to do life changing research

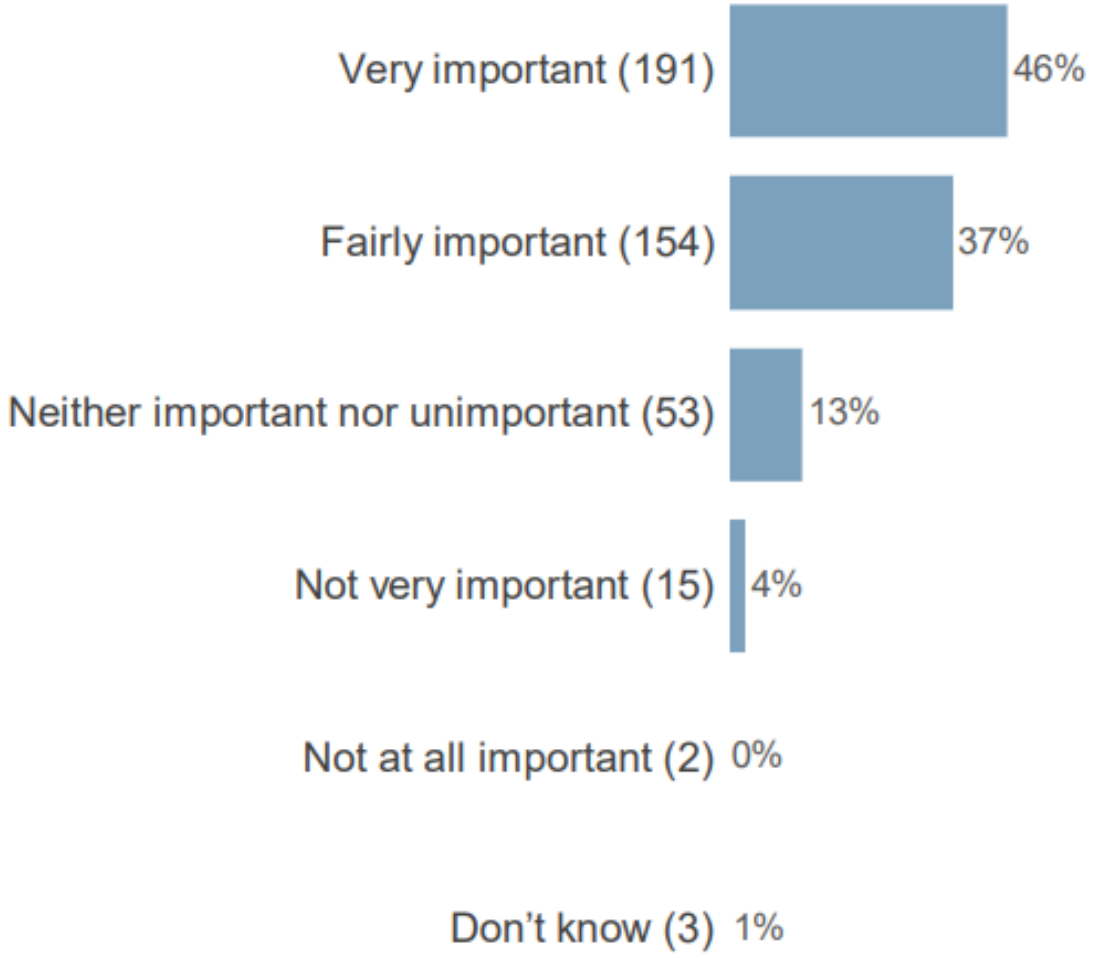
How important is **learning the causes of inequality of the world at University?**



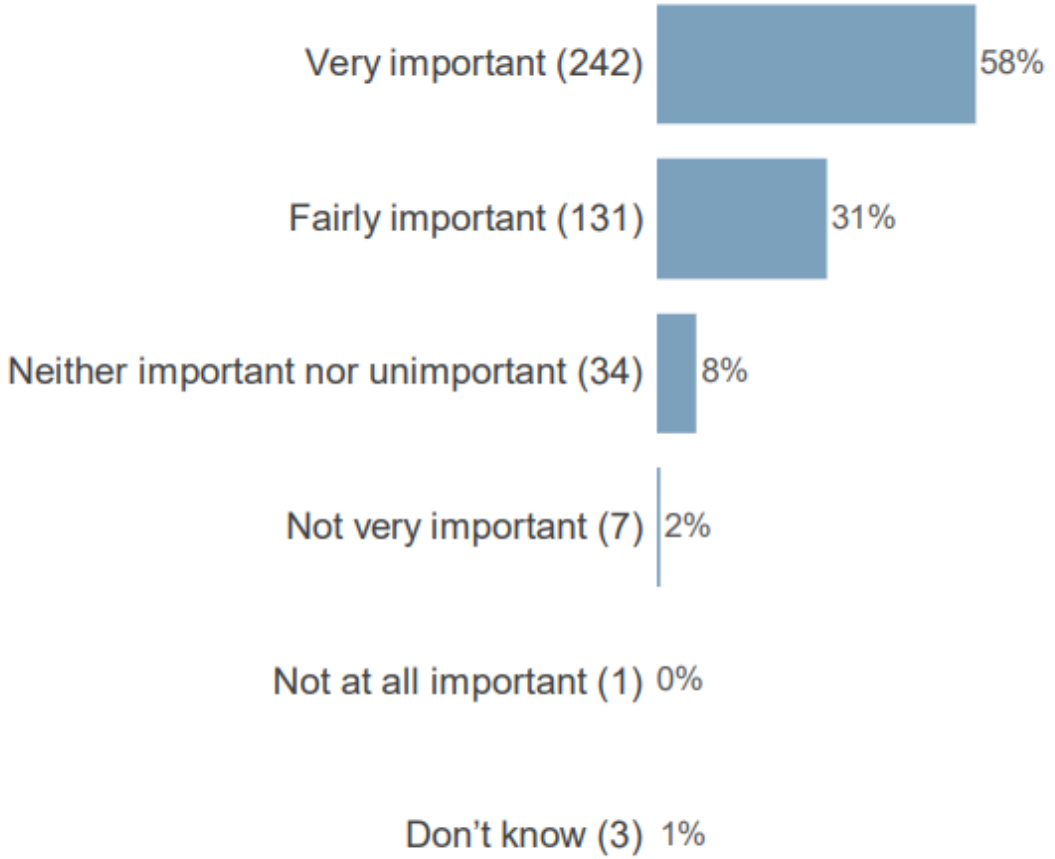
How important is to learn how to **use resources efficiently to limit the impact on the environment and other people at university?**



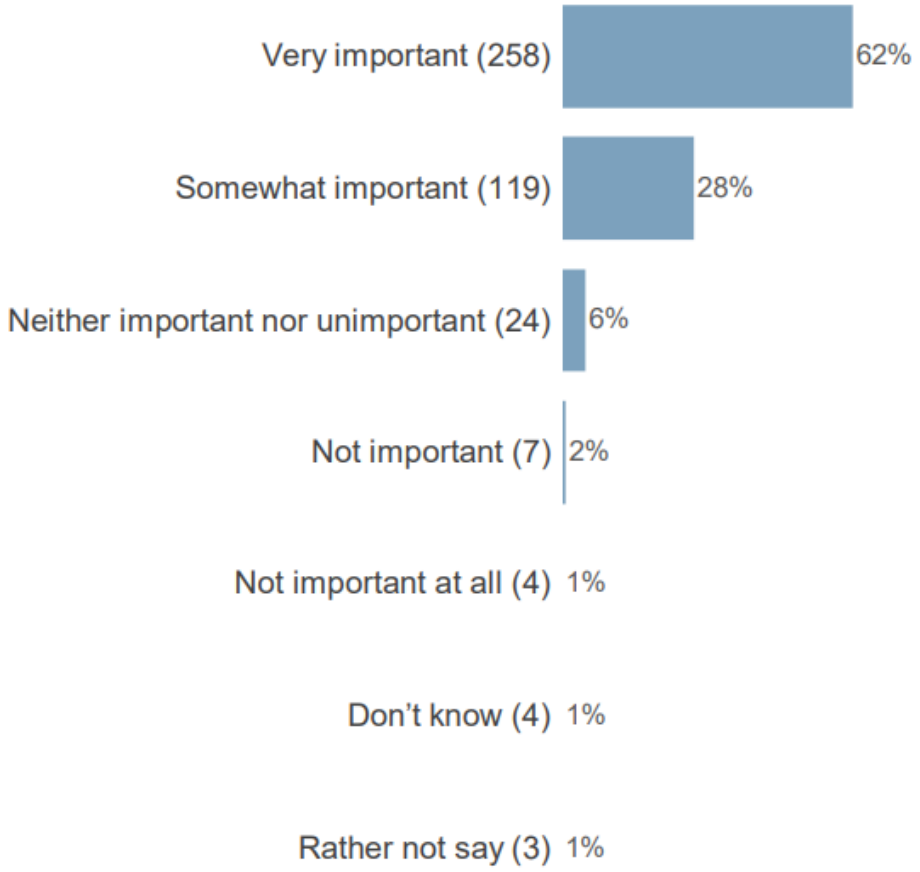
# HOW IMPORTANT IS LEARNING TO **CHALLENGE THE WAY WE DO THINGS NOW (LIKE BUSINESS, POLITICS, EDUCATION)**



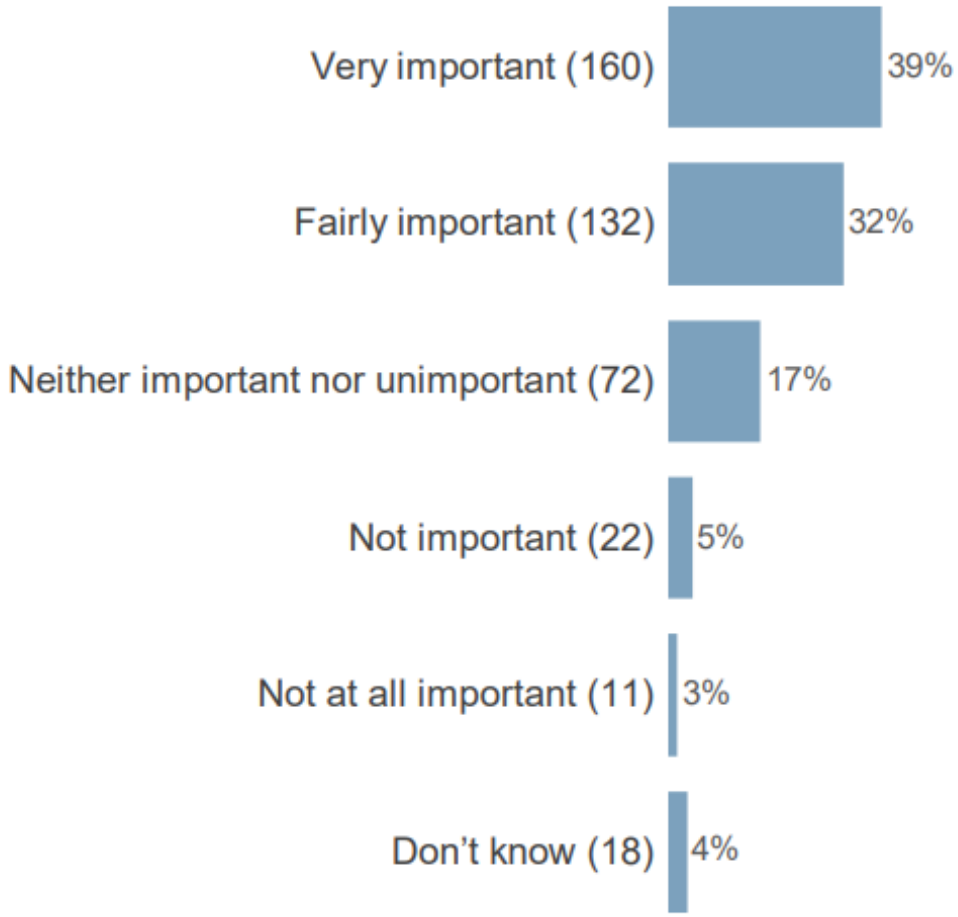
# HOW IMPORTANT IS LEARNING HOW TO PLAN FOR THE LONG TERM AS WELL AS THE SHORT TERM



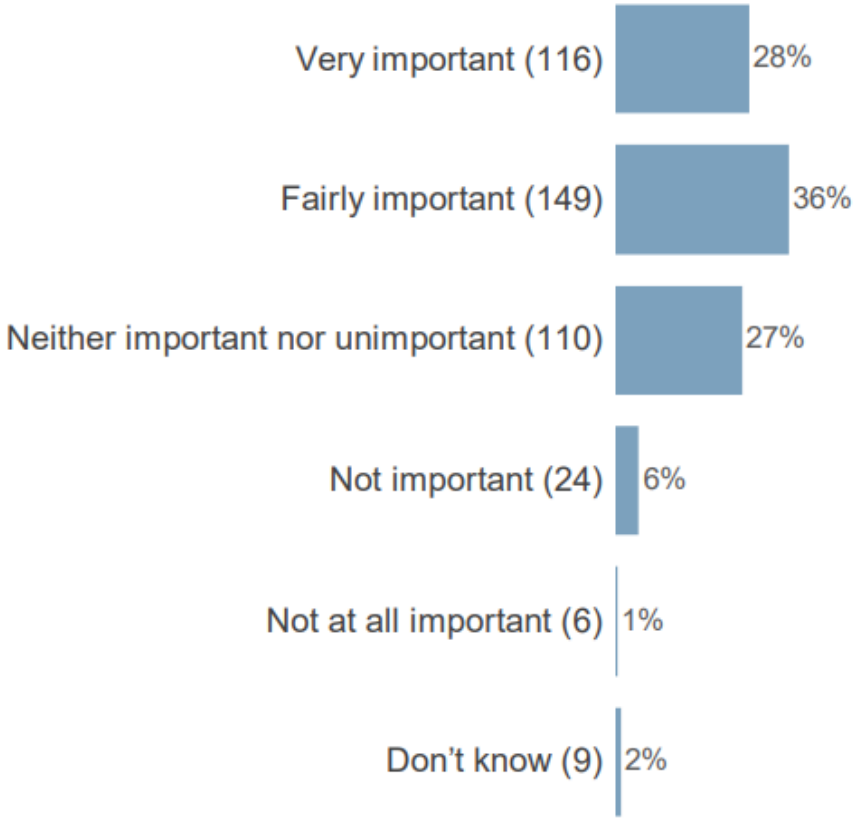
# HOW IMPORTANT IS **CONSIDERING ETHICAL ISSUES LINKED TO YOUR SUBJECT** TO FUTURE EMPLOYERS



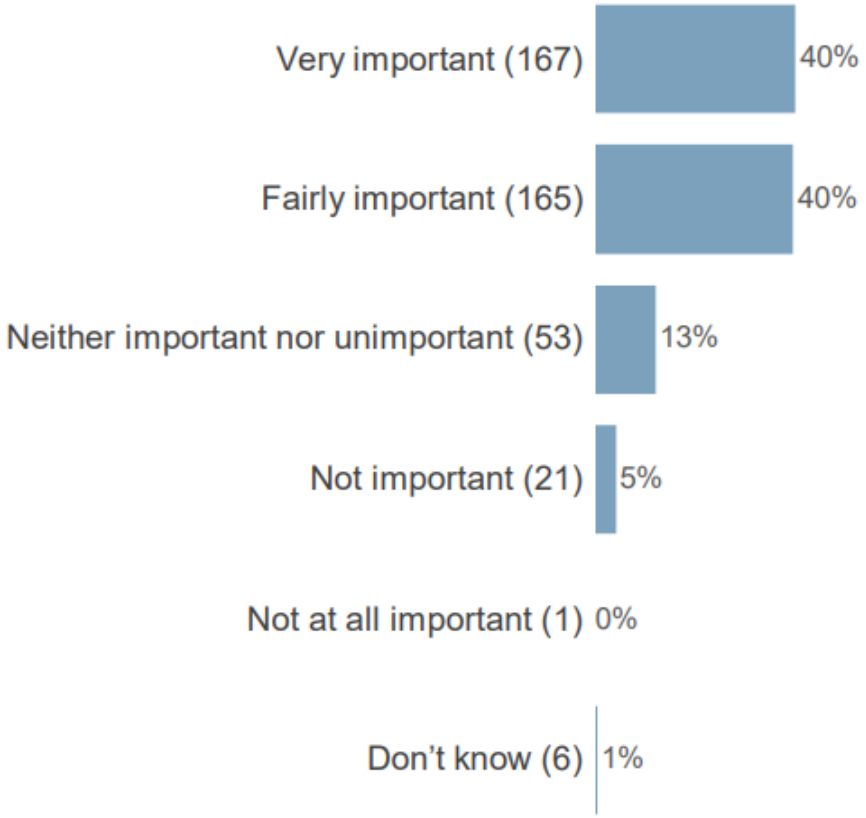
# HOW IMPORTANT IS IT TO GET THE CHANCE TO WORK IN A BUSINESS/ORGANISATION THAT MAKES A DIFFERENCE TO SOCIAL AND ENVIRONMENTAL ISSUES



# HOW IMPORTANT IS IT THAT A ROLE CONTRIBUTES TO HELPING THE ENVIRONMENT



# HOW IMPORTANT IS IT THAT A ROLE CONTRIBUTES TO DEVELOPMENT WITHIN THE LOCAL COMMUNITY



# WHAT ELSE IS **IMPORTANT TO YOU WHEN CONSIDERING A CAREER**

- A role that I can be excited about
- Gender equality
- job that shows embraces sustainability, holistic approach and cultural diversity
- Good record of employing disabled people
- Being nice to the environment and the little creatures around it

# COMPARISONS OF PAY AND ETHICS

Students were asked which one scenario they would pick:

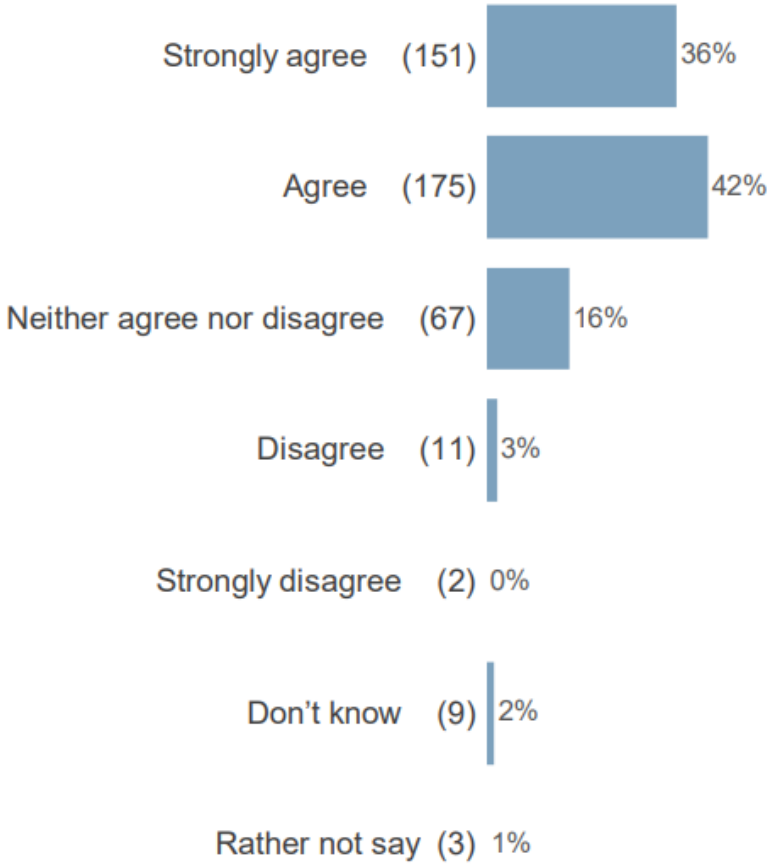
- Assuming all other factors are equal, a graduate position with a starting salary of £1000 higher than average (£20,000) in a company with a poor environmental and social record.
  - 29% of respondents chose this option
- Assuming all other factors are equal, a graduate position with a starting salary of £1000 lower than average (£20,000) in a company with a strong environmental and social record
  - 71% of respondents chose this option

# COMPARISONS OF PAY AND ETHICS

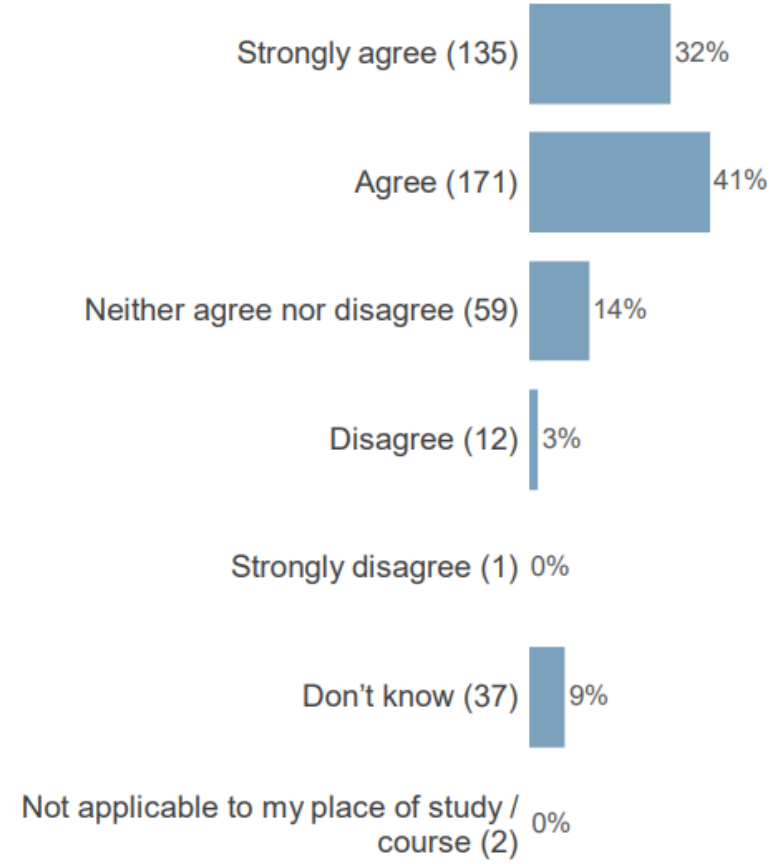
Students were then given a similar scenario and asked to choose:

- Assuming all other factors are equal, a position with a starting salary of £3000 higher than average (£20,000) in a company with a poor environmental and social record
  - 50% of respondents chose this option
- Assuming all other factors are equal, a position with a starting salary of £3000 lower than average (£20,000) in a company with a strong environmental and social record
  - 50% of respondents chose this option

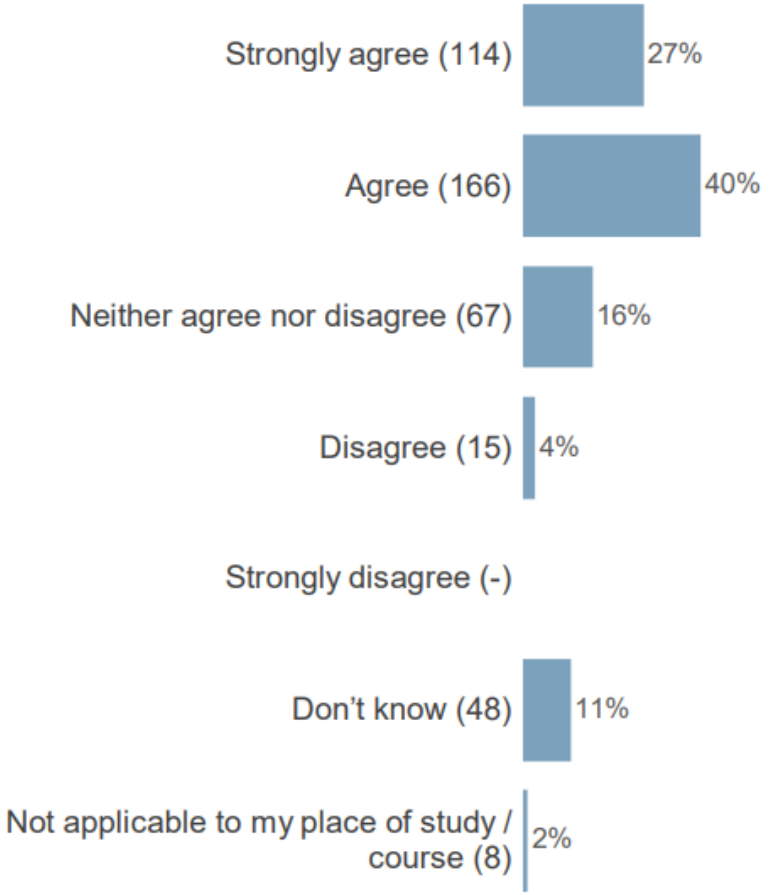
# TO WHAT EXTENT DO YOU AGREE THAT THE UNIVERSITY SHOULD BE OBLIGED TO DEVELOP STUDENTS' SOCIAL AND ENVIRONMENTAL SKILL S AS PART OF THEIR COURSE



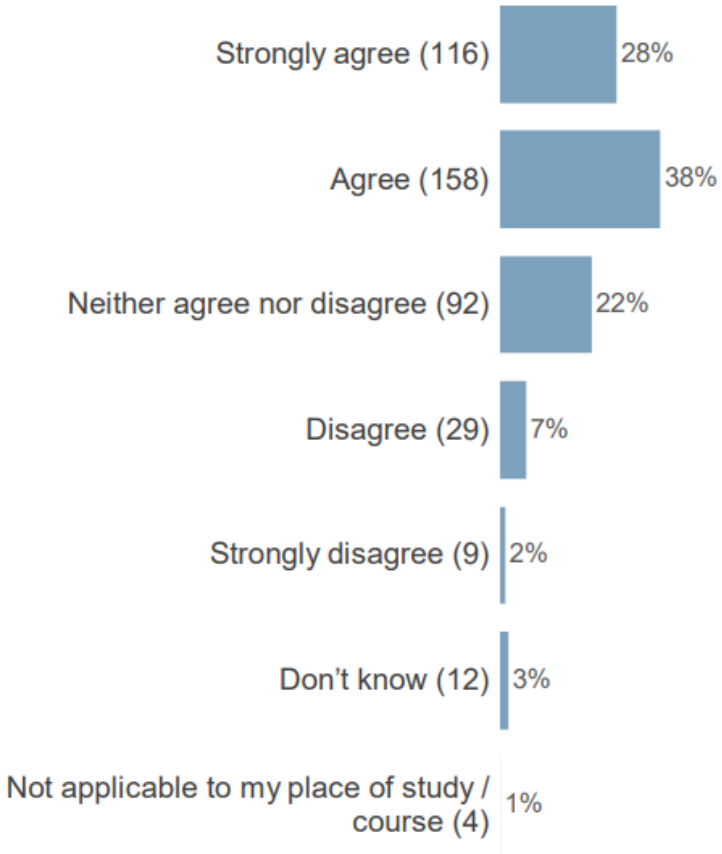
# MY PLACE OF STUDY TAKES ACTION TO **LIMIT THE NEGATIVE IMPACT ON THE NEGATIVE IMPACT IT HAS ON THE ENVIRONMENT AND SOCIETY**



# MY STUDENTS' UNION TAKES **ACTION TO LIMIT THE NEGATIVE IMPACT IT HAS ON THE ENVIRONMENT AND SOCIETY**



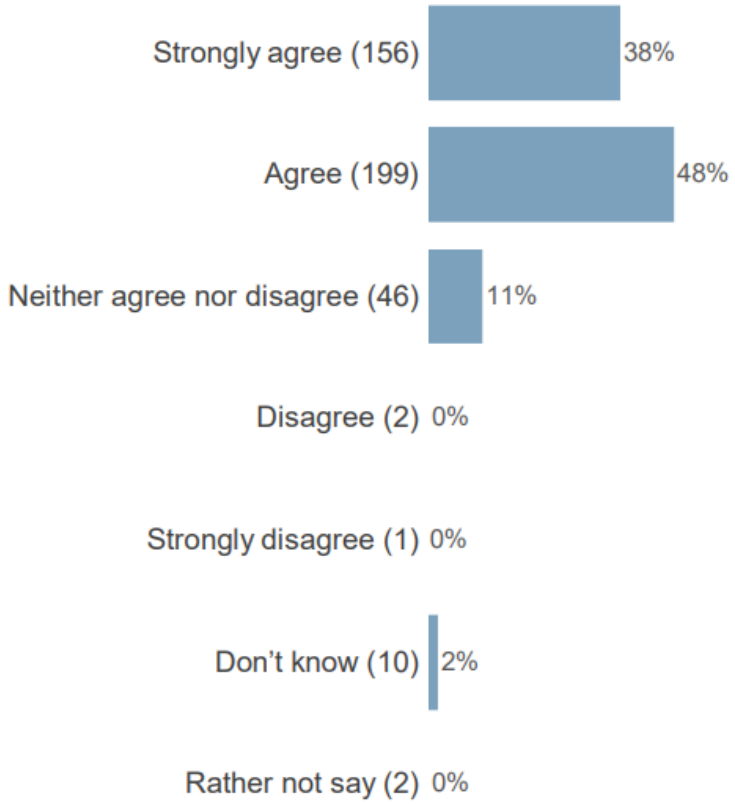
# BEING A STUDENT AT UNIVERSITY OF WORCESTER ENCOURAGES ME TO THINK AND ACT TO HELP THE ENVIRONMENT AND OTHER PEOPLE



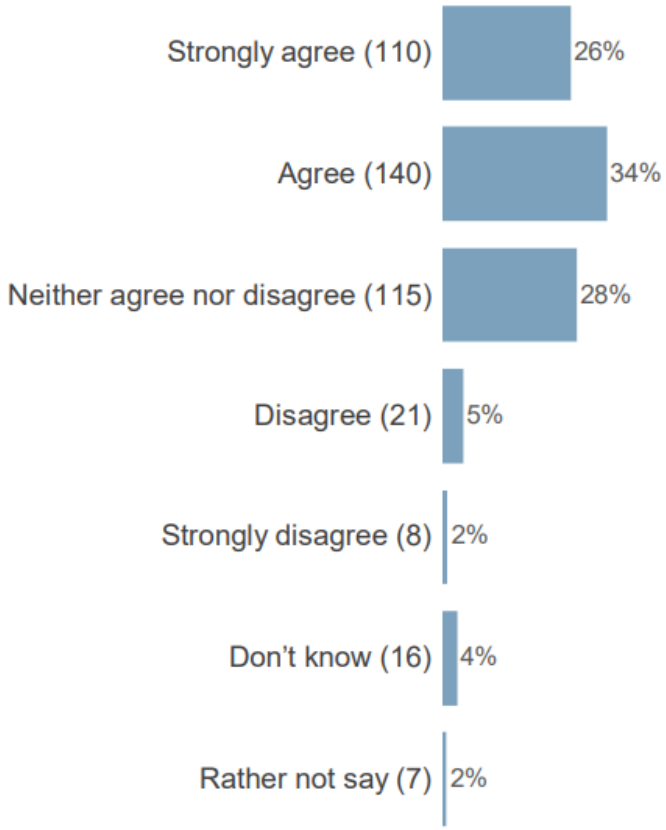
# WHAT DO YOU UNDERSTAND THE TERM ‘SUSTAINABLE DEVELOPMENT’ TO MEAN?

- To develop changes in the environment that are not having a negative impact on the environment. Understanding that some things have negative impacts and adapting and getting rid of those things and replacing them with things that do not damage our environment such as solar panels
- It’s a realist approach
- Progress should be based off of sustainable efforts to create longevity and further social and environmental goals.
- Growing in a way that doesn't harm the environment

# SUSTAINABLE DEVELOPMENT IS SOMETHING WHICH PLACES OF STUDY ACTIVELY INCORPORATE AND PROMOTE



# SUSTAINABLE DEVELOPMENT IS SOMETHING WHICH I WOULD LIKE TO LEARN MORE ABOUT



# WHY WOULD STUDENTS LIKE TO LEARN MORE ABOUT SUSTAINABLE DEVELOPMENT?

- I would like to know more, because the more knowledge I hold on this topic, it ensures that I can positively and confidently teach this when I am qualified as a Teacher, Because I am training in a school that I would like to teach a year 12 class about sustainability and the more knowledge I have I can pass onto student
- Because I am aware of only certain aspects of sustainable development but it's not possible until and unless every aspect is covered precisely
- Because it is vital for the benefit of our planet and the human race.
- I feel like I am not enough informed about how I could change things. I also feel powerless regarding our future because it seems like only powerful and rich people can really change things (maybe by changing their way of living), and they don't seem to be willing to change any single thing
- Ways that everyone can do there bit to help.

# SUGGESTIONS ON WHAT ACTIONS YOU WOULD LIKE TO SEE WORCESTER TAKE TO IMPROVE ITS PERFORMANCE ON SUSTAINABLE DEVELOPMENT?

- More one-off volunteering opportunities for those who can't commit to a continuous role
- Specific sustainable development workshops to engage students, as I feel many do not know its significance. If not workshops, perhaps promotional videos or talks from individuals/groups engaged in sustainable development.
- I would like them to make new students more aware of what they can do to be helping
- Engage with social media more
- Perhaps have more societies and groups to involve everyone and make everyone aware
- would like to see a wider range of disposal units that available for students to sort their waste into on campus (cardboard, food, cans and plastic recycling).
- To reduce any unwanted spending and to implement method that are sustainable

# WHAT IMPACT, IF ANY, HAS LEARNING ABOUT ANY OF THE ISSUES IN THE PREVIOUS QUESTION HAD ON STUDENTS PERSONALLY?

- Learning about climate change has helped me to understand how I can do my bit
- It has made me more aware of my surroundings and helped me think about preserving it
- Study more
- Opens your eyes to the inequalities and problems that surface in the world
- I consider a lot of these factors during my studying now
- Unsure

# NEXT STEPS

Worcester Students' Union will continue to commit to being a sustainable business as well as offering tools to students to also feel confident to be able to deal with different sustainable issues. We will do this by taking on feedback from students, by creating and promoting volunteering opportunities as well as supporting campaigns and events that our student body is interested in. We will also work with the Networks, particularly the Sustainability Network to bring together students and ideas to champion the work of Students to ensure that our work as an SU is student-led.