

Thanks for taking part in our survey!

We'd like to hear about your **experiences of learning on your course**, and your **aspirations for after you finish**.

The survey will take around **15 minutes to complete** and please be assured that **all your answers are confidential**. There are **no right or wrong answers**, we are just keen to hear your thoughts, so please be honest.

All those completing the survey will be entered into a fantastic £500 cash prize draw! Ten lucky runners up will also win £50!

Please read the following information about how the data you provide will be used and stored carefully:

Your responses will be held securely by SOS-UK for the purposes outlined above. Only the SOS-UK team will have access to information that personally identifies you, and this will not be shared with anyone else. Responses will be aggregated and shared with the EAUC however you will not be personally identified. You can also withdraw your data at any point. Anonymised responses may be published and the information you share may be used in other reports on related issues, or in communications but you will always remain anonymous. The survey is conducted according to the Market Research Society's code of conduct. If you have any questions about the research or regarding your data, please contact research@sos-uk.org.

Here's a reminder of your rights related to data protection for this survey:

- you have the right to request a copy of the personal information SOS-UK holds about you.
- you have a right to request your personal data is erased in certain circumstances.
- you have a right to request your personal data is rectified.
- you have a right to request your personal data is not processed in a particular way in certain circumstances.

Do you provide your consent to participate in this research and to the use of your survey responses as described above?



Yes, I'm happy to continue – take me to the survey!



No thanks, it's not for me on this occasion

Firstly, we would just like to know a little more about you...

Which of these best describes the type of course you are currently taking?
Please select one only

- ☐ Entry-level (e.g. Skills for Life or ESOL)
- ☐ Foundation / Level 1
- ☐ GCSEs / NVQ 2 / other equivalent Level 2 qualification
- ☐ A / AS-levels / NVQ 3 / BTEC National / Access course / equivalent Level 3 qualification
- ☐ Apprenticeship (Intermediate / Advanced / Higher)
- ☐ BA / BSc / BEd / Foundation Degree / HNC / HND / other equivalent Level 4 qualification
- ☐ MA / MRes / MSc / MEd / MPhil / MBA / PGCE / other postgraduate qualification
- ☐ PHD / D.Phil / professional doctorate other doctoral degree
- ☐ Other qualification
- ☐ I finished my course in the last year

What is the main type of course you're taking?

What year of study are you in?
Please pick one

- ☐ 1st year
- ☐ 2nd year
- ☐ 3rd year
- ☐ 4th year
- ☐ 5th year or more

If you study at a university or a college, what is the name of your current place of study?

If you study at a university or a college, please choose your place of study from the list below. If you're at a different place of study e.g. training provider or apprenticeships, please continue to the next question.

--Click Here--

Aberystwyth University
Abingdon and Witney College
Accrington and Rossendale College
Alton College
Amersham & Wycombe College
Andover College
Anglia Ruskin University
Aquinas College
Arts University Bournemouth
Ashton Sixth Form College
Askham Bryan College
Aston University
Aylesbury College
Ayrshire College
Banbury and Bicester College
Bangor University
Barking and Dagenham College
Barnet College
Barnfield College
Barnsley College
Barrow-in-Furness Sixth Form College
Barton Peveril College
Basingstoke College of Technology
Bath College
Bath Spa University
Bede College
Bedford College
Belfast Metropolitan college
Berkshire College of Agriculture
Bexhill College
Bexley College
Bicton College
Bilborough College
Birkbeck College
Birkenhead Sixth Form College
Birmingham City University
Birmingham Metropolitan College
Bishop Auckland College
Bishop Burton College
Bishop Grosseteste University
Blackburn College
Blackpool and The Fylde College
Blackpool Sixth Form College
Bolton College
Bolton Sixth Form College
Borders College
Boston College
Bournemouth and Poole College, The
Bournemouth University

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Bournville College
Bracknell and Wokingham College
Bradford College
Braintree College
Braintree Sixth Form College
Bridgend College
Bridgwater College
Brighton Hove & Sussex Sixth Form College
Brockenhurst College
Bromley College of Further and Higher Education
Brooklands College
Brooksby Melton College
Brunel University
BSix Sixth Form College
Buckinghamshire New University
Burnley College
Burton College
Bury College
Buxton & Leek College
Cadbury Sixth Form College
Calderdale College
Cambridge Regional College
Canterbury Christ Church University
Canterbury College
Capel Manor College
Cardiff and Vale College
Cardiff Metropolitan University
Cardiff University
Cardinal Newman College
Carlisle College
Carmel College
Carshalton College
Central Bedfordshire College
Central College Nottingham
Central Sussex College
Cheadle and Marple Sixth Form College
Chelmsford College
Chesterfield College
Chichester College
Christ The King Sixth Form College
Cirencester College
City and Islington College
City College Birmingham
City College Brighton And Hove
City College Coventry
City College Norwich
City College Plymouth
City Literary Institute

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City of Bristol College
City of Glasgow College
City of Oxford College
City of Sunderland College
City of Westminster College
City of Wolverhampton College
City University, London
Cleveland College of Art And Design
Colchester Institute
Colchester Sixth Form College
Coleg Cambria
Coleg Ceredigion
Coleg Gwent
Coleg Harlech
Coleg Sir Gâr
Coleg y Cymoedd
College of Agricultural Food and Rural Enterprise
College of Haringey, Enfield and North East London, The
College of North West London
College of Richard Collyer, The
College of West Anglia, The
Connell Sixth Form College
Conservatoire for Dance and Drama
Cornwall College
Coulson Sixth Form College
Courtauld Institute of Art
Coventry University
Cranfield University
Craven College
Croydon College
Darlington College
De Montfort University
Dearne Valley College
Derby College
Dereham Sixth Form College
Derwentside College
Dilston College
Doncaster College
Dudley College
Dumfries and Galloway College
Dundee and Angus College
Ealing, Hammersmith and West London College
East Berkshire College
East Durham and Houghall Community College
East Kent College
East Norfolk Sixth Form College
East Riding College
East Surrey College

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Eastleigh College
Easton College
Edge Hill University
Edinburgh College
Edinburgh Napier University
Epping Forest College
Esher College
Exeter College
Falmouth University
Fareham College
Farnborough College of Technology
Farnham College
Fife College
Fircroft College
Forth Valley College
Franklin College
Furness College
Gateshead College
Gateway Sixth Form College
Glasgow Caledonian University
Glasgow Clyde College
Glasgow Kelvin College
Glasgow School of Art
Gloucestershire College
Glyndwr University
Godalming College
Goldsmiths' College
Gower College Swansea
Grantham College
Great Yarmouth College
Greenhead College
Greenwich Community College
Grimsby Institute of Further And Higher Education, The
Grwp Llandrillo Menai
Guildford College
Guildhall School of Music & Drama
Hackney Community College
Hadlow College
Halesowen College
Harlow College
Harper Adams University
Harrow College
Hartlepool College of Further Education
Hartlepool Sixth Form College
Hartpury College
Havant College
Havering College of Further and Higher Education
Havering Sixth Form College

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Heart of Worcestershire College
Henley College, Coventry
Henley College, Henley-on-Thames
Hereford College of Arts
Hereford Sixth Form College
Herefordshire College of Technology
Hereward College
Heriot-Watt University
Hertford Regional College
Heythrop College
Highbury College
Hillcroft College
Hills Road Sixth Form College
Holy Cross College
Hopwood Hall College
Huddersfield New College
Hugh Baird College
Hull College
Huntingdonshire Regional College
Hyde Clarendon Sixth Form College
Imperial College London
Institute of Cancer Research
Institute of Education
Isle of Wight College
Itchen College
John Leggott College
John Ruskin College
Joseph Chamberlain Sixth Form College
K College
Keele University
Kendal College
Kensington and Chelsea College
Kidderminster College
King Edward VI College, Nuneaton
King Edward VI College, Stourbridge
King George V College
King's College London
Kingston College
Kingston Maurward College
Kingston University
Kirklees College
Knowsley Community College
Lakes College West Cumbria
Lambeth College
Lancaster and Morecambe College
Lancaster University
Leeds Beckett University
Leeds City College

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Leeds Arts University
Leeds College of Art
Leeds College of Building
Leeds College of Music
Leeds Trinity University
Leicester College
Leith School of Art
LeSoCo
Leyton Sixth Form College
Lincoln College
Liverpool Community College
Liverpool Hope University
Liverpool Institute for Performing Arts
Liverpool John Moores University
Liverpool School of Tropical Medicine
London Business School
London Metropolitan University
London School of Economics and Political Science
London School of Hygiene & Tropical Medicine
London South Bank University
Long Road Sixth Form College
Longley Park Sixth Form College
Loreto College
Loughborough College
Loughborough University
Lowestoft College
Lowestoft Sixth Form College
Ludlow College
Luton Sixth Form College
Macclesfield College
Manchester College, The
Manchester Metropolitan University
Marine Society College of the Sea, The
Mary Ward Centre
Merthyr Tydfil College
Mid Cheshire College
Middlesbrough College
Middlesex University
MidKent College
Milton Keynes College
Mont Rose College of Management and Sciences
Moorlands Sixth Form College
Morley College
Moulton College
Myerscough College
Nelson and Colne College
NEW College
New College Lanarkshire

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New College, Durham
New College, Nottingham
New College, Swindon
New College, Telford
Newbattle Abbey College
Newbury College
Newcastle College
Newcastle Sixth Form College
Newcastle University
Newcastle-under-Lyme College
Newham College of Further Education
Newham Sixth Form College
Newman University
North East Scotland College
North East Surrey College of Technology
North Hertfordshire College
North Lindsey College
North Nottinghamshire College
North Warwickshire and Hinckley College
North West Kent College
North West Regional College
Northampton College
Northbrook College
Northern College for Residential and Non-Residential Adult Education
Northern Regional College
Northumberland College
Northumbria University Newcastle
Norwich University of the Arts
Notre Dame Catholic Sixth Form College
Nottingham Trent University
NPTC Group
Oaklands College
Oldham College, The
Oldham Sixth Form College
Open University
Orpington College
Otley College of Agriculture and Horticulture
Oxford Brookes University
Paston College
Pembrokeshire College
Penwith College
Peter Symonds College
Peterborough Regional College
Petroc College
Plumpton College
Plymouth College of Art and Design
Plymouth University
Portland College

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Portsmouth College
Preston's College
Priestley College
Prior Pursglove College
Queen Alexandra College
Queen Elizabeth Sixth Form College
Queen Margaret University Edinburgh
Queen Mary University of London
Queen Mary's College
Queen's University Belfast
Ravensbourne
Reading College
Reaseheath College
Redbridge College
Redcar and Cleveland College
Regent College
Reigate College
Richard Huish College
Richmond Adult Community College
Richmond Upon Thames College
Riseholme College
Riverside College, Halton
RNIB College
Robert Gordon University
Rochdale Sixth Form College
Roehampton University
Rose Bruford College
Rotherham College of Arts and Technology
Royal Academy of Music
Royal Agricultural University
Royal Central School of Speech and Drama
Royal College of Art
Royal College of Music
Royal Conservatoire of Scotland
Royal Conservatoire of Scotland
Royal Holloway, University of London
Royal National College for the Blind
Royal Northern College of Music
Royal Veterinary College
Runshaw College
Ruskin College
Salford City College
Sandwell College
Scarborough Sixth Form College
School of Oriental and African Studies
Scotland's Rural College (SRUC)
SEEVIC College
Selby College

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Sheffield College
Sheffield Hallam University
Shipley College
Shrewsbury College of Arts & Technology
Shrewsbury Sixth Form College
Shuttleworth College
Sir George Monoux College
Sir John Deane's College
Sixth Form College Farnborough, The
Sixth Form College Solihull, The
Solihull College
Somerset College of Arts and Technology
South Birmingham College
South Cheshire College
South Devon College
South Downs College
South Eastern Regional College
South Essex College
South Gloucestershire and Stroud College
South Lanarkshire College
South Leicestershire College
South Staffordshire College
South Thames College
South Tyneside College
South West College
South Worcestershire College
Southampton City College
Southampton Solent University
Southern Regional College
Southgate College
Southport College
Sparsholt College
SRUC
St Brendan's Sixth Form College
St Charles Catholic Sixth Form College
St David's Catholic College
St Dominic's Sixth Form College
St George's, University of London
St Helens College
St John Rigby College
St Mary's College, Blackburn
St Mary's College, Middlesbrough
St Mary's University, Twickenham
St Vincent College
Stafford College
Staffordshire University
Stanmore College
Stockport College

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Stockton Riverside College
Stockton Sixth Form College
Stoke-on-Trent College
Stoke-on-Trent Sixth Form College
Stourbridge College
Stratford-upon-Avon College
Strode College
Strode's College
Suffolk New College
Suffolk One
Sussex Coast College Hastings
Sussex Downs College
Sutton College of Learning for Adults
Swansea University
Swindon College
Tameside College
Tauntons College
Teesside University
Telford College of Arts and Technology
The Bedford Sixth Form
Thomas Rotherham College
Totton College
Tower Hamlets College
Trafford College
Tresham College of Further and Higher Education
Trinity Laban Conservatoire of Music and Dance
Truro and Penwith College
Truro College
Tyne Metropolitan College
University College Birmingham
University College of Estate Management
University College London
University for the Creative Arts
University of Aberdeen
University of Abertay Dundee
University of Bath
University of Bedfordshire
University of Birmingham
University of Bolton
University of Bradford
University of Brighton
University of Bristol
University of Cambridge
University of Central Lancashire
University of Chester
University of Chichester
University of Cumbria
University of Derby

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University of Dundee
University of Durham
University of East Anglia
University of East London
University of Edinburgh
University of Essex
University of Exeter
University of Glasgow
University of Gloucestershire
University of Greenwich
University of Hertfordshire
University of Huddersfield
University of Hull
University of Kent
University of Leeds
University of Leicester
University of Lincoln
University of Liverpool
University of London
University of Manchester
University of Northampton
University of Nottingham
University of Oxford
University of Portsmouth
University of Reading
University of Salford
University of Sheffield
University of South Wales
University of Southampton
University of St Andrews
University of St Mark and St John
University of Stirling
University of Strathclyde
University of Suffolk
University of Sunderland
University of Surrey
University of Sussex
University of the Arts London
University of the Highlands and Islands
University of the West of England, Bristol
University of the West of Scotland
University of Ulster
University of Wales
University of Wales Trinity Saint David
University of Warwick
University of West London
University of Westminster
University of Winchester

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University of Wolverhampton
University of Worcester
University of York
Uxbridge College
Varndean College
Vision West Nottinghamshire College
Wakefield College
Walford and North Shropshire College
Walsall College
Waltham Forest College
Warrington Collegiate
Warwickshire College
Wembley High Technology College
West Cheshire College
West College Scotland
West Herts College
West Lancashire College
West Lothian College
West Suffolk College
West Thames College
Westminster College, City Of
Westminster Kingsway College
Weston College
Weymouth College
Wigan and Leigh College
Wilberforce College
Wiltshire College
Winstanley College
Wirral Metropolitan College
Woking College
Woodhouse College
Worcester Sixth Form College
Working Men's College
Worthing College
Writtle College
Wyggeston and Queen Elizabeth I College
Wyke College
Xaverian College
Yeovil College
York College
York St John University
Yorkshire Coast College
Other

Where do you currently study?
Please write your answer in the box below

Which subject area best describes your course or degree?
Please pick one answer

--Click Here--

Archaeology
Agriculture, Rural Environmental Science, Animal Studies, Consumer Science, Forestry, Food, Horticulture and Human Nutrition
Anthropology
Area studies
Architectural technology
Biomedical Science(s)
Biosciences
Business and Management
Chemistry
Classics and Ancient History
Communication, Media, Film and Cultural Studies
Computing
Counselling and Psychotherapy
Creative Writing
Criminology
Dance, Drama and Performance
Early Childhood Studies
Earth Sciences, Environmental Sciences and Environmental Studies
Economics
Engineering
English
Forensic Science
Geography
Health Studies
History
Housing studies
Land, Construction, Real Estate and Surveying
Landscape Architecture
Languages, Cultures and Societies
Law
Linguistics
Mathematics, Statistics and Operational Research
Optometry
Osteopathy
Policing
Politics and International Relations
Psychology
Theology and Religious Studies
Town and Country Planning
Veterinary Nursing
Other

In which region do you work?
Please pick one answer



North East



North West



Yorkshire and the Humber



East Midlands



West Midlands



London



East of England



South West



South East



Scotland



Wales



Northern Ireland

What level is your apprenticeship at?
Please pick one answer

- ☐ Traineeship
- ☐ Level 2 – intermediate apprenticeship
- ☐ Level 3 – advanced apprenticeship
- ☐ Levels 4/5 – higher apprenticeship
- ☐ Levels 6+ - degree apprenticeship
- ☐ Other
- ☐ Don't know

What level is your apprenticeship at?
Please pick one answer

- ☐ Level 4 – Foundation apprenticeship
- ☐ Level 5 – Intermediate apprenticeship
- ☐ Level 6/7 – Higher apprenticeship
- ☐ Levels 9 + Graduate apprenticeship
- ☐ Other
- ☐ Don't know

Which area does your apprenticeship fit into?
Please pick one answer

☐ Agriculture, environment and animal care

☐ Business and administrative

☐ Catering and hospitality

☐ Childcare and education

☐ Construction

☐ Creative and design

☐ Digital

☐ Engineering and manufacturing

☐ Hair and beauty

☐ Health and science

☐ Legal, finance and accounting

☐ Protective services

☐ Sales, marketing and procurement

☐ Social care

☐ Transport and logistics

☐ Other

Throughout this survey, when we refer to place of study please think about whoever provides the course or courses you're currently taking. This might be a university, college, training provider or apprenticeship provider.

We're interested in how you chose your current place of study...

How important were the following when choosing where to apply?
For each option, pick one answer

	Very important	Somewhat important	Neither important nor unimportant	Somewhat unimportant	Very unimportant	Don't know	Rather not say
How close the place of study was to my home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How seriously the place of study takes its role in environmental issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social life opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How seriously the place of study takes its role in economic, political and cultural issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The position of the course in league tables	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The position of the place of study in league tables	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attractiveness of location	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The entry requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The teaching methods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The reputation of the place of study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reputation of the course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employment prospects after completing the course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How seriously the place of study takes progressing equality, diversity and inclusion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How seriously the place of study takes issues affecting students e.g. welfare, cost of living	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The cost of study (e.g. course costs, location costs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

We'd like to know about the teaching you've experienced so far during your time at your current place of study or apprenticeship...

Thinking of your time at your current place of study or apprenticeship, have any of the following skills and understanding been covered in the teaching you've experienced so far?

Pick all that apply

- ☐ Able to see how different sustainability issues are connected and find solutions that consider how they affect each other
- ☐ Able to think about both short-term and long-term options and understand how each might affect the world differently
- ☐ Able to ask questions and think carefully about information, including where it comes from and if it's trustworthy, before forming opinions or solving problems
- ☐ Able to use different types of knowledge and ideas (e.g. from different subjects, experts, or local experience) to help solve problems
- ☐ Able to understand, respect, and appreciate different cultures, traditions, and ways of thinking
- ☐ Able to set clear goals and create and complete step-by-step plans to achieve them effectively
- ☐ Able to collaborate and communicate well with others while being understanding and caring about their feelings and needs
- ☐ Able to think carefully about your own thoughts and feelings and understand how they affect your actions and behaviour
- ☐ Able to think about how plans and actions will affect nature, and work to reduce any harm while increasing the benefits to it
- ☐ Able to think about how plans will affect different groups and communities and work to reduce any harm while increasing the benefits
- ☐ Understand how cultural norms and values shape our opinions and actions, and how to challenge them to support sustainability
- ☐ Understand how power and influence works in our society, and the strategies that can be used to change the current situation

Still thinking about the skills and understanding covered in the previous questions...

We're interested in hearing more about the different ways of learning you might have experienced that are designed to help you acquire the skills and understanding covered by this survey.

Thinking specifically about your current course, which of the following ways of learning have you experienced?

Pick all that apply

Case studies: Real-life examples of local and global issues

Stimulus activities: Providing a prompt (such as a poem, dance, artwork, quotation, piece of music or newspaper article) to stimulate discussion or reflection on a topic

Experiential project work: Experiential, interactive, or participatory activities

Simulation: Activities and projects that simulate real-life situations including role plays, debating, mock trials and gaming

Problem-based learning: Student-led, collaborative work which can be focused on a real-world problem or issue

Participatory approaches to learning: Such as students co-creating lectures, or feeding in to how courses are assessed

Collaborative learning: Working in a group with other students, from your own or another institution

And how beneficial have you found each of these ways of learning in terms of developing your skills and understanding on the issues they have involved?

For each option, pick one answer

	Very beneficial	Somewhat beneficial	Neither beneficial nor unbeneficial	Somewhat unbeneficial	Not at all beneficial	Don't know
Case studies: Real-life examples of local and global issues	●	●	●	●	●	●
Stimulus activities: Providing a prompt (such as a poem, dance, artwork, quotation, piece of music or newspaper article) to stimulate discussion or reflection on a topic	●	●	●	●	●	●
Experiential project work: Experiential, interactive, or participatory activities	●	●	●	●	●	●
Simulation: Activities and projects that simulate real-life situations including role plays, debating, mock trials and gaming	●	●	●	●	●	●
Problem-based learning: Student-led, collaborative work which can be focused on a real-world problem or issue	●	●	●	●	●	●

Participatory approaches to learning:

Such as students co-creating lectures with academic staff, or feeding in to how courses are assessed



Collaborative learning: Working in a group with other students, from your own or another institution



The next few questions are about your expectations of your place of study...

Please remember, when we refer to place of study please think about whoever provides the course, courses or apprenticeship you're currently taking. This might be a university, college, training provider or apprenticeship provider.

How much, if at all, do you agree that places of study/apprenticeships like yours should be obliged to develop students'/apprentices' understanding and skills that make a positive difference to society and the environment as part of their courses?

Please pick one answer



Strongly agree



Agree



Neither agree nor disagree



Disagree



Strongly disagree



Don't know



Rather not say

**To what extent do you agree or disagree with the following statements?
For each option, pick one answer**

[illegible]

Taking the definition of sustainable development to mean:

“Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs”

To what extent, if at all, would you say that you personally agree with the following statements:

For each option, pick one answer

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know	Rather not say
Sustainable development is something which places of study/apprenticeships should actively incorporate and promote	●	●	●	●	●	●	●
Sustainable development is something which all courses in places of study/apprenticeships should actively incorporate and promote	●	●	●	●	●	●	●
Sustainable development is something all course tutors/teachers/training providers should be required to incorporate within their teaching	●	●	●	●	●	●	●

Sustainable development is something which students' unions should actively incorporate and promote



Sustainable development is something which I would like to learn more about



Sustainable development is something I want my job to actively contribute to



You said you would like to learn more about sustainable development. Please tell us why you would like to learn more in the box below.

You said you want your job to actively contribute to sustainable development. Please tell about your aspirations for your future roles in the box below.

**Do you have any suggestions on what actions you would like to see your place of study take to improve its performance on sustainable development?
Please write your answer in the box below**

Now we'd like to hear more details about your experiences of learning about sustainable development at your current place of study...

Thinking of your time at your current place of study, which of the following issues been covered in the teaching so far?

Please pick all that apply

☐

Accountability and ethics

☐

Biological diversity and nature

☐

Citizenship and democracy

☐

Consumerism, global and ethical trade

☐

Corporate social responsibility / business ethics

☐

Cultural diversity and equality

☐

Ecosystems and ecological principles

☐

Social justice

☐

Health and wellbeing

☐

Human rights

☐

Climate change

☐

Waste, water, energy

☐

Colonialism and its influences in the past and today

☐

Rural and urban development

What impact, if any, has learning about any of the issues in the previous question had on you personally?

Please write your answer in the box below, thinking about how learning affected your day-to-day lifestyle as well as bigger changes such as your values and your aims for your future career

We'd like to hear more about your experiences of learning linked to climate change.

To what extent do you agree or disagree with the following statement:

“So far at my current place of study, I've learnt...”

	Extensively covered	Moderately covered	Covered a little	Not covered at all	Don't know
What climate change is and how it happens	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
What we can do at local and global levels to lessen climate change	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
What we can do at local and global levels to adapt to climate change	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
What our daily lives will look like as a result of climate change	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
What our jobs will look like as a result of climate change	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
How climate change affects groups of people with particular characteristics or backgrounds differently	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>

We'd also like to hear more about your experiences of learning linked to nature.

To what extent do you agree or disagree with the following statement:

“So far at my current place of study, I've learnt...”

	Extensively covered	Moderately covered	Covered a little	Not covered at all	Don't know
What the nature crisis is and how it happens	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
What we can do at local and global levels to lessen nature loss	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
What we can do at local and global levels to adapt to nature loss	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
What our daily lives will look like as a result of the nature crisis	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
What our jobs will look like as a result of the nature crisis	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
How the nature crisis affects groups of people with particular characteristics or backgrounds differently	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>

We'd also like to hear more about your experiences of learning linked to colonialism.

To what extent do you agree or disagree with the following statement:

“Through my time my place of study so far, I've learnt...”

	Extensively covered	Moderately covered	Covered a little	Not covered at all	Don't know
Perspectives from cultures around the world	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Perspectives from groups underrepresented in our society	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Perspectives from cultures which have historically been exploited	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Perspectives from cultures around the world	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
How the ways in which I am taught and the content I learn has been influenced by processes like colonialism	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
The connections between historical processes, such as colonialism, and issues we're facing today, such as climate change	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>

In this next question, we'd like you to think about your experiences of being in education so far throughout your life.

**How much, if at all, would you say your education has...
Please select one only**

	1 - Not at all	2	3 - Some what	4	5 - Completely	Don't know
Prepared you to meet the challenges of climate change	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Prepared you to meet the challenges of the nature crisis	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Prepared you to meet the challenges of inequality that people face as a result of climate change and / or nature crisis	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>

We'd also like to know your thoughts about the issues covered by this survey after you leave education...

Tackling climate change and nature loss, and achieving sustainable development, will mean businesses/employers changing their ways or working and new types of job being created.

How much do you think your education has prepared you for the new ways of working and/or new types of job needed to tackle climate change and nature loss? Please pick one answer, using the scale of 1 = Nothing and 5 = A great deal

	1 - Not at all prepared	2	3- Moderately prepared	4	5 – Fully prepared	Don't know
New ways of working	●	●	●	●	●	●
New types of job	●	●	●	●	●	●

And what skills and understanding do you think will be important for people to have for the new ways of working or new types of job needed to tackle climate change and the nature crisis?

Please write your answer in the box below

Now thinking generally about your aspirations for when you've finished your time in education...

How important do you think it is for your future employers that the people they hire have these skills and understanding?

For each option, pick one only where 1 = very important and 5 = not at all important

[illegible]

Able to ask questions and think carefully about information, including where it comes from and if it's trustworthy, before forming opinions or solving problems

Able to use different types of knowledge and ideas (e.g. from different subjects, experts, or local experience) to help solve problems

Able to understand, respect, and appreciate different cultures, traditions, and ways of thinking

Able to set clear goals and create and complete step-by-step plans to achieve them effectively

Able to collaborate and communicate well with others while being understanding and caring about their feelings and needs

Able to think carefully about your own thoughts and feelings and understand how they affect your actions and behaviour

Able to think about how plans and actions will affect nature, and work to reduce any harm while increasing the benefits to it

Able to think about how plans will affect different groups and communities and work to reduce any harm while increasing the benefits

Understand how cultural norms and values shape our opinions and actions, and how to challenge them to support sustainability

Understand how power and influence works in our society, and the strategies that can be used to change the current situation

How important, if at all, do you think the following factors will be when considering which jobs to apply for in the future?
For each option, pick one only

	Very important	Somewhat important	Neither important nor unimportant	Somewhat unimportant	Very unimportant	Don't know	Rather not say
A chance to work in a business / organisation that makes a difference to social and environmental issues	●	●	●	●	●	●	●
A job that matches the skills I have, without additional training	●	●	●	●	●	●	●

A role that contributes to tackling the nature crisis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A good starting salary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A role that contributes to development within the local community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities to progress quickly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How well-respected the job is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A role that's related to my course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A job that enables a good work-life balance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A role that contributes to tackling climate change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

We are interested in your prioritisation of different options once you have completed your course.

For the following pairings, please select which option you think that you would choose in the future.

**Please select which option you think that you would choose.
Pick one only**

- ☐ 1. Assuming all other factors are equal, a graduate position with a starting salary of **£1000 higher** than average (£27,000) in a company with a poor environmental and social record
- ☐ 2. Assuming all other factors are equal, a graduate position with a starting salary of **£1000 lower** than average (£27,000) in a company with a strong environmental and social record

**Please select which option you think that you would choose.
Pick one only**

- ☐ 1. Assuming all other factors are equal, a graduate position with a starting salary of **£3000 higher** than average (£27,000) in a company with a poor environmental and social record
- ☐ 2. Assuming all other factors are equal, a graduate position with a starting salary of **£3000 lower** than average (£27,000) in a company with a strong environmental and social record

Please select which option you think that you would choose.

Pick one only



1. Assuming all other factors are equal, a graduate position with a starting salary of **£3000 higher** than average (£27,000) in a role that does not contribute to positive environmental and social change



2. Assuming all other factors are equal, a graduate position with a starting salary of **£3000 lower** than average (£27,000) in a role that contributes to positive environmental and social change

We'd like to know what your plans are for after you finish your course.

What kind of organisation do you see yourself working in when you have completed your current course?

Please pick one only



Accountancy, banking and finance



Business, consulting and management



Charity and voluntary organisation



Creative arts and design



Energy and utilities



Engineering and manufacturing



Environment and agriculture



Healthcare



Hospitality and events management



Information technology



Law



Law enforcement and security



Leisure, sport and tourism



Marketing, advertising and PR



Media and internet



Property and construction



Public services and administration



Recruitment and HR



Retail

What kind of organisation do you see yourself working in when you have completed your current course?

Please pick one only



Sales



Social care



Teaching and education



Transport and logistics



Other



I plan to complete another course



I'm not sure yet

Finally, we'd like to know a little bit more about you...We're asking these questions so we can understand how experiences and opinions vary according to the different characteristics people have. If you don't feel comfortable answering any of the questions, please skip to the next.

Which of the following best describes your gender identity?

Please pick one



Man



Woman



Non-binary



I prefer to self-describe



Prefer not to say

Which of the following statements best describes you?
Please pick one



I am a UK citizen studying in the UK



I am an international student from within the EU studying in the UK



I am an international student from outside the EU studying in the UK



Other (if you'd like to describe your identity, please do so in the box below)



I would prefer not to say

Which of the following best describes your ethnic group?

Choose one option that best describes your ethnic group or background



Arab



Asian/Asian British - Indian



Asian/Asian British – Pakistani



Asian/Asian British – Bangladeshi



Asian/Asian British – Chinese



Asian/Asian British – Any other Asian background



Black/African/Caribbean/Black British – Caribbean



Black/African/Caribbean/Black British – African



Black/African/Caribbean/Black British – British



Black/African/Caribbean/Black British – Any other Black/African/Caribbean/Black British background



Gypsy or Traveller Communities



Jewish



Latin/South/Central American



Mixed/Multiple ethnic groups – White and Black Caribbean



Mixed/Multiple ethnic groups – White and Black African



Mixed/Multiple ethnic groups – White and Asian



Mixed/Multiple ethnic groups – White and Latin/South/Central American



Mixed/Multiple ethnic groups – Any other Mixed/Multiple ethnic background



Roma



White – English

Which of the following best describes your ethnic group?

Choose one option that best describes your ethnic group or background



White – Scottish



White – Welsh



White – Northern Irish



White – British



White – Irish



White – Any other White background



Any other ethnic group



Prefer not to say

Do you consider yourself to have a specific learning disability, other disability, impairment or health condition?



Yes



No



Don't know



Prefer not to say

Please describe your disability, impairment, or long-term health condition.
Please pick all that apply

- ☐ Cognitive differences – learning disability
- ☐ Cognitive differences – learning difficulty
- ☐ Cognitive differences – neurodivergent
- ☐ Cognitive differences – any other
- ☐ Long term health condition
- ☐ Mental health
- ☐ Physical impairment – mobility
- ☐ Physical impairment – visual impairment / partial sight / sight loss
- ☐ Physical impairment – hard of hearing / deaf / hearing loss
- ☐ Physical impairment – any other
- ☐ Prefer not to say
- ☐ None
- ☐ Other disability not listed above [please describe below – optional]

Thank you for completing our survey, we really appreciate you taking the time!

Your responses are completely confidential. The information you provided will be used by SOS-UK to produce a report. The data from all students at your university / college may be shared with your university / college or students' union but you will never be identifiable personally.

Are you still happy to send us your answers from this survey?

☐

Yes, please keep my answers to the survey

☐

No, please remove my answers from this survey

Are you sure you want to remove your answers from the survey? This means all the answers you have given will be removed from the survey / research and no entry to the prize draw.

☐

Yes, I understand and would still like my answers to be removed

☐

No, please keep my answers

To be in with a chance to enter the £500 prize draw, please enter your name and email address into the boxes below so that we can contact you if you win.

If your university or college is offering additional prizes or incentives to those listed here, your name and email address may also be shared if you are selected to win or are eligible to receive anything.

You do not have to enter your details if you do not wish to participate in the prize draw or receive any incentives. Your contact details will not be used for any other purpose than this prize draw.

Name

Email address

Please click submit to exit the survey!

Thanks for taking part in our research!

We're sorry but on this occasion we're looking for responses from students with particular characteristics.

Please click next to exit the survey!

Thanks for your time.

Please click the 'submit' button to finish.