

SURVEY SUPERHEROES

Sustainability Report

May 2025

Contents

Introduction	1
Analysis	2-18
Conclusion	18-20
Recommendations	20-21
External Resources	21
Demographics	22-23

Privacy Statement

Exeter Students' Guild is committed to the protection of the personal data of students. All data in this report has been given with full understanding of its usage and consent for publication.

All data has been handled, stored, and shared in line with GDPR guidance. For further information, please see our the Guild's [privacy policy](#).

For any further information, please contact insights@exeterguild.com.

Referencing

If you wish to reference this report, please use 'Exeter Students' Guild' as the author/organisation.

Key Dates

Survey Window: 07/05/2025 - 21/05/2025

Report Completed: 30/05/2025

Report Published: 10/06/2025

Introduction

Survey Superheroes gathers monthly feedback from 1000 student volunteers regarding their opinions on a variety of pre-planned and developing issues in exchange for financial compensation.

The Student's Guild Insight Team uses this feedback to influence decisions by the University, inform our projects and empower students to create change for their community.

One of our key topics for May was sustainability. We wanted to find out:

1. How do students engage in sustainable practices?
2. How informed are students with sustainability and climate action at the University?
3. What support, communication, and educational changes would help students act more sustainably?

This report will analyse the feedback given in relation to the above questions and provide recommendations for both the Student's Guild and the University of Exeter to action in order to improve student engagement with sustainability, support, and communication around climate action.

In May, we received 674 responses out of a possible 1,116 generating a 60% response rate.

All text in quotations marks are comments provided by students showing their individual thoughts and opinions; they have been included as they largely reflect the quotes within the same topic.

Analysis

1. How do students engage in sustainable practices?

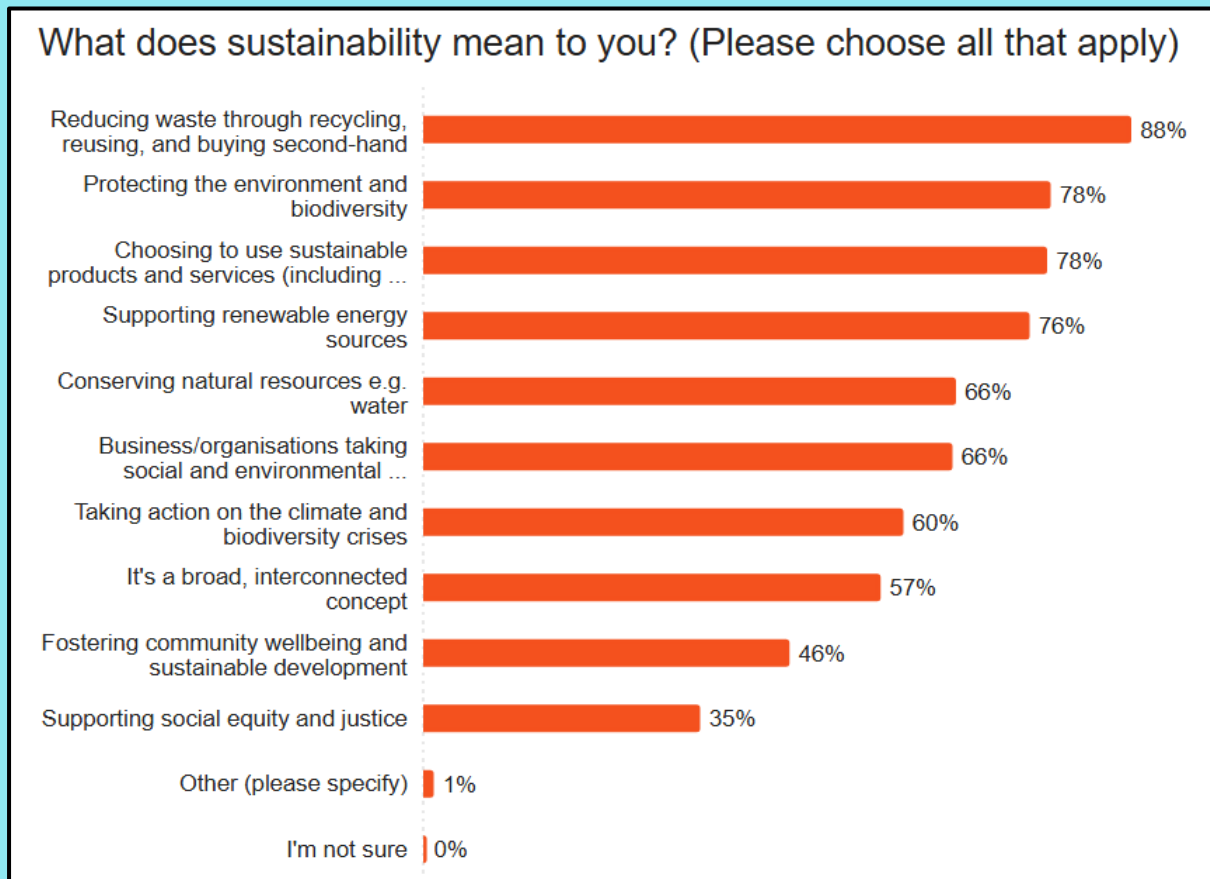


Figure 1 – Question 1: What does sustainability mean to you? (Please choose all that apply)

The results show that most students see sustainability as something rooted in everyday actions and environmental responsibility. The top answer by far was reducing waste through recycling, reusing, and buying second-hand (88%), followed closely by protecting the environment and biodiversity, and choosing sustainable products and services (both at 78%) (Fig.1). Supporting renewable energy sources was also selected by a large number of students (76%), which shows strong awareness of the need for cleaner energy (Fig.1).

A bit further down, 66% mentioned conserving natural resources and the importance of businesses and organisations taking social and environmental responsibility (Fig.1). Sixty percent of students also recognised the urgency of acting on the climate and biodiversity crises, and 57% described sustainability as a broad, interconnected concept (Fig.1).

Fewer students highlighted the social side of sustainability: only 46% picked fostering community wellbeing and just 35% selected supporting social equity and justice (Fig.1). This suggests there's still some work to do in terms of raising awareness around the social and systemic dimensions of sustainability.

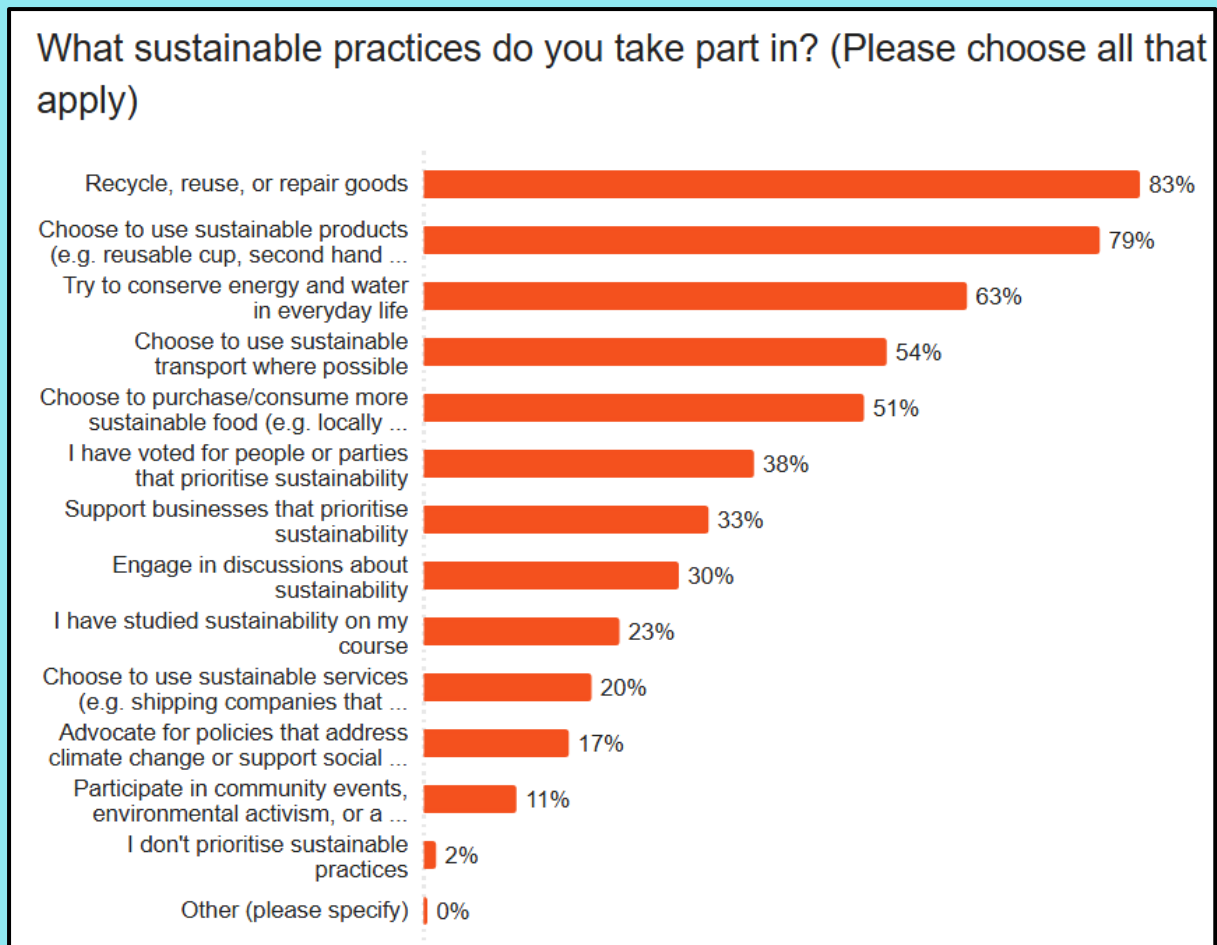


Figure 2 – Question 2: What sustainable practices do you take part in? (Please choose all that apply)

When it comes to sustainable practices students actually take part in, the most common ones are very practical and easy to incorporate into everyday life. The vast majority of students (83%) said they recycle, reuse, or repair goods, and 79% said they choose sustainable products like reusable cups or second-hand items (Fig.2).

Conserving energy and water in day-to-day life was also popular (63%), followed by using sustainable transport (54%) and buying more sustainable food like local or seasonal produce (51%) (Fig.2).

A smaller group said they take political or values-driven actions, such as voting for people or parties that prioritise sustainability (38%) or supporting sustainable businesses (33%) (Fig.2). Around a third (30%) engage in discussions about sustainability, while 23% said they've studied sustainability as part of their course (Fig.2).

Some practices were less common—for example, only 20% choose sustainable services (like eco-friendly shipping), 17% advocate for policies around climate change or social justice, and just 11% have participated in community events or environmental activism (Fig.2). Only 2% said they don't prioritise sustainable practices at all, which again shows strong engagement overall.

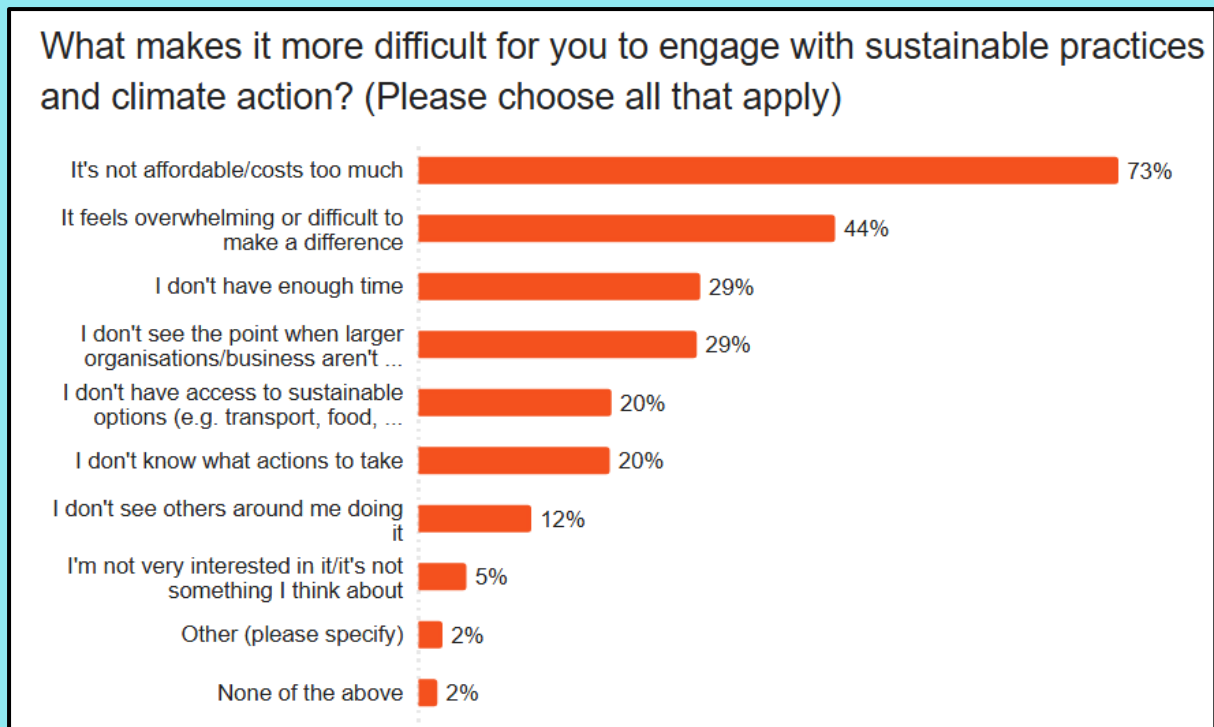


Figure 3 – Question 3: What makes it more difficult for you to engage with sustainable practices and climate action? (Please choose all that apply)

When asked what makes it harder to engage with sustainable practices or take climate action, the biggest barrier by far was affordability. Nearly three-quarters of students (73%) said it simply costs too much, showing that price remains a major obstacle even for those who care about sustainability (Fig.3).

The next most common challenge was feeling overwhelmed or unsure whether their actions really make a difference (44%), which highlights how important it is to help students feel empowered and supported (Fig.3). Time was also a significant factor—29% said they don't have enough of it—and another 29% said they struggle to stay motivated when larger organisations and businesses aren't doing their part.

Access is also an issue: 20% said they don't have easy access to sustainable options like transport or food, and 20% said they're not sure what actions to take (Fig.3). A smaller group (12%) said they don't see others around them taking action, which could be contributing to a sense of isolation or lack of momentum (Fig.3).

Only 5% said they're not interested in sustainability, and just 2% selected "Other" or "None of the above". Overall, the results show that students do care, but practical barriers—especially cost—are making it harder for them to follow through.

2. How informed are students with sustainability and climate action at the University?

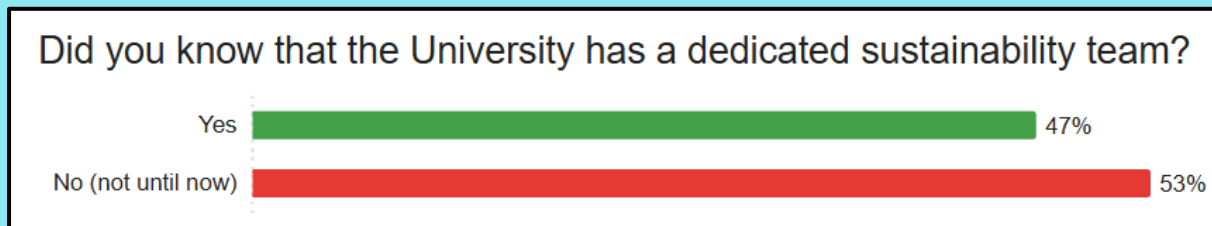


Figure 4 – Question 4: Did you know that the University has a dedicated sustainability team?

Awareness of the University’s sustainability team is pretty evenly split, with 53% of students saying they didn’t know about it until now (Fig.4). Only 47% were aware that a dedicated team exists, which suggests there’s definitely room to improve visibility and communication around the support, initiatives, and opportunities available (Fig.4).

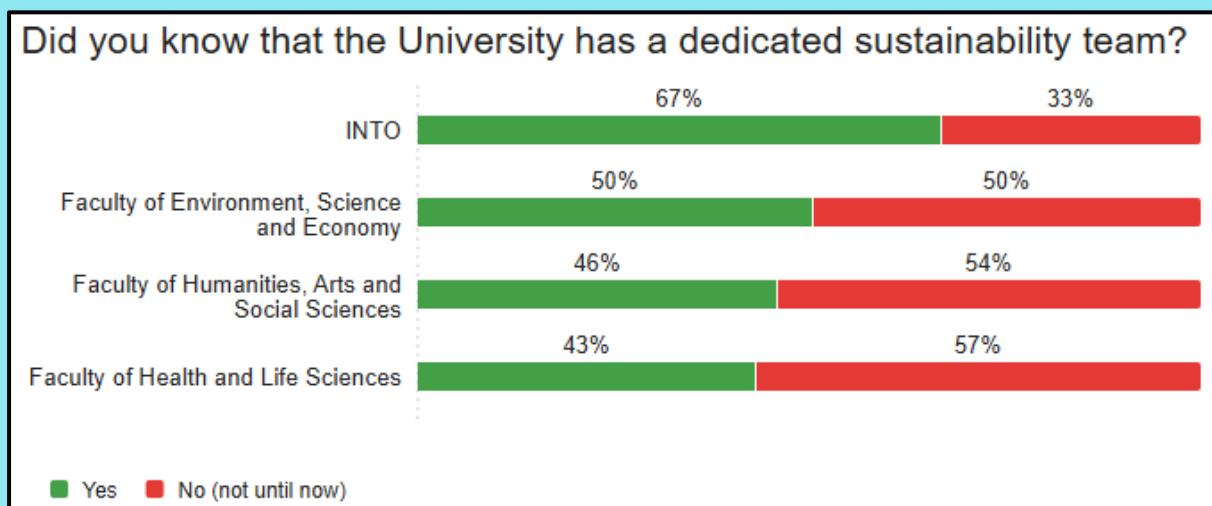


Figure 5 – Question 4: Did you know that the University has a dedicated sustainability team? (Demographic breakout: Faculty)

When we break awareness down by faculty, the picture becomes even clearer. Students from INTO were the most likely to know about the University’s sustainability team, with 67% saying yes (Fig.5). In contrast, only 43% of students from the Faculty of Health and Life Sciences were aware, while the Faculty of Humanities, Arts and Social Sciences was close behind at 46% (Fig.5).

The Faculty of Environment, Science and Economy sat right in the middle with an even 50/50 split (Fig.5) These differences suggest that some student groups may be more connected to sustainability communications than others, and there’s an opportunity to tailor outreach and visibility efforts across different faculties.

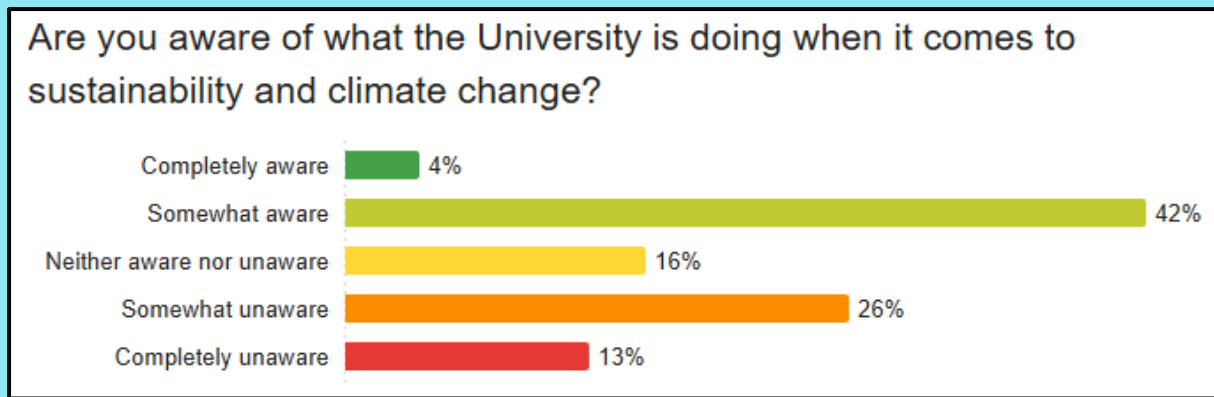


Figure 6 – Question 5: Are you aware of what the University is doing when it comes to sustainability and climate change?

Awareness of what the University is actually doing around sustainability and climate change is fairly low overall. Only 4% of students said they feel completely aware, while the majority (42%) said they're only somewhat aware (Fig.6). A significant number of students (26%) felt somewhat unaware, and 13% were completely unaware (Fig.6).

Another 16% sat in the middle, saying they were neither aware nor unaware (Fig.6). This suggests that while students may be interested in sustainability, they're often not clear on what actions the University is taking—or how they can get involved.

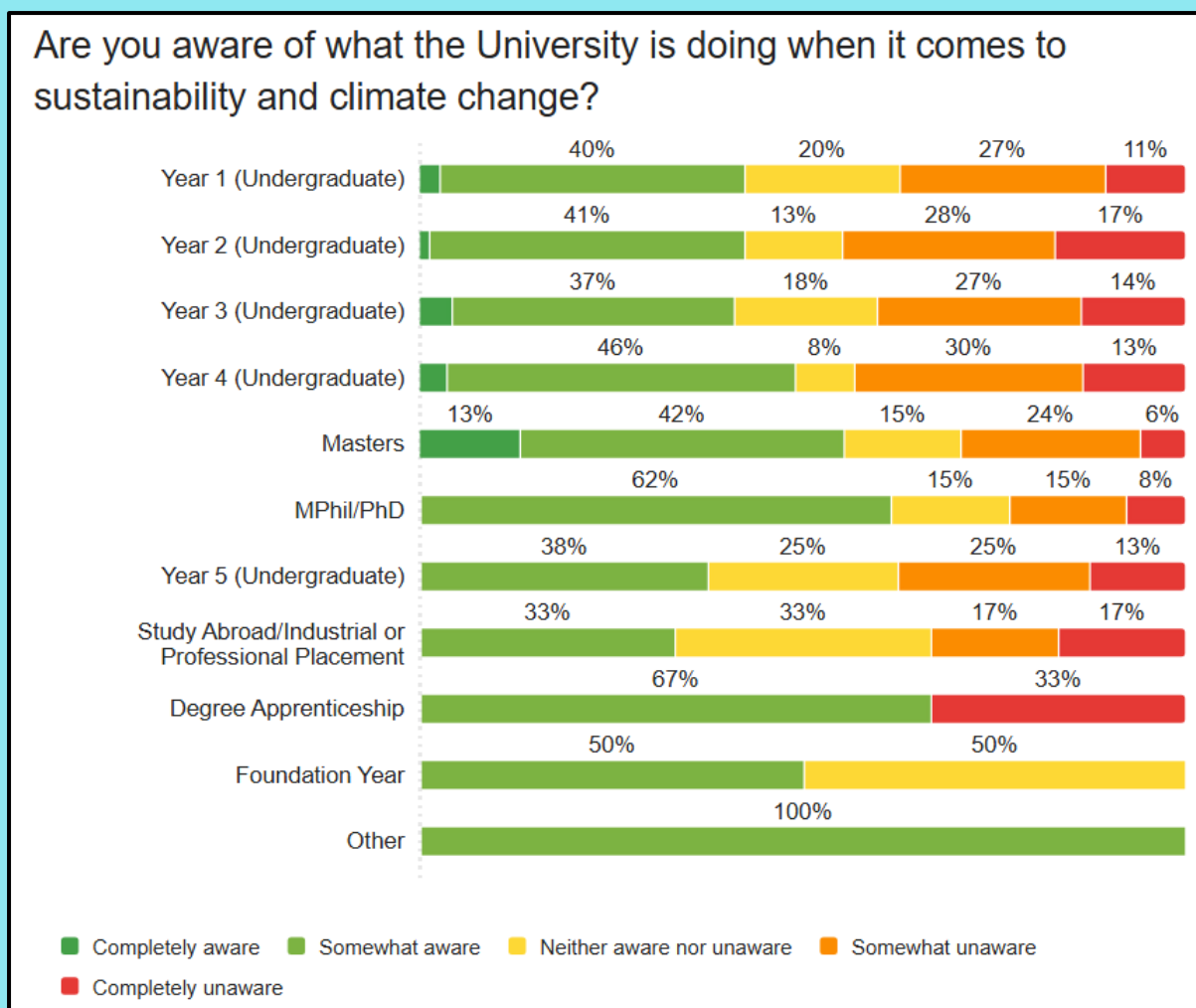


Figure 7 – Question 5: Are you aware of what the University is doing when it comes to sustainability and climate change? Demographic breakout: Year of Study)

Undergraduate awareness is fairly mixed across the years, with Year 4 students reporting the highest awareness overall (46% somewhat aware and 8% completely aware), while Year 2 students had the lowest percentage of awareness, with only 13% completely or somewhat aware (Fig.7).

Among postgraduates, MPhil/PhD students stood out, with 62% saying they were somewhat aware and only 8% completely unaware (Fig.7). Master's students were less confident, with just 13% completely aware and 42% somewhat aware (Fig.7).

Those on Degree Apprenticeships and Foundation Year courses also showed relatively strong awareness, although some still felt completely unaware. Interestingly, students currently on a study abroad, industrial, or professional placement reported lower levels of awareness overall, with only 33% saying they were somewhat aware and 17% completely unaware (Fig.7).

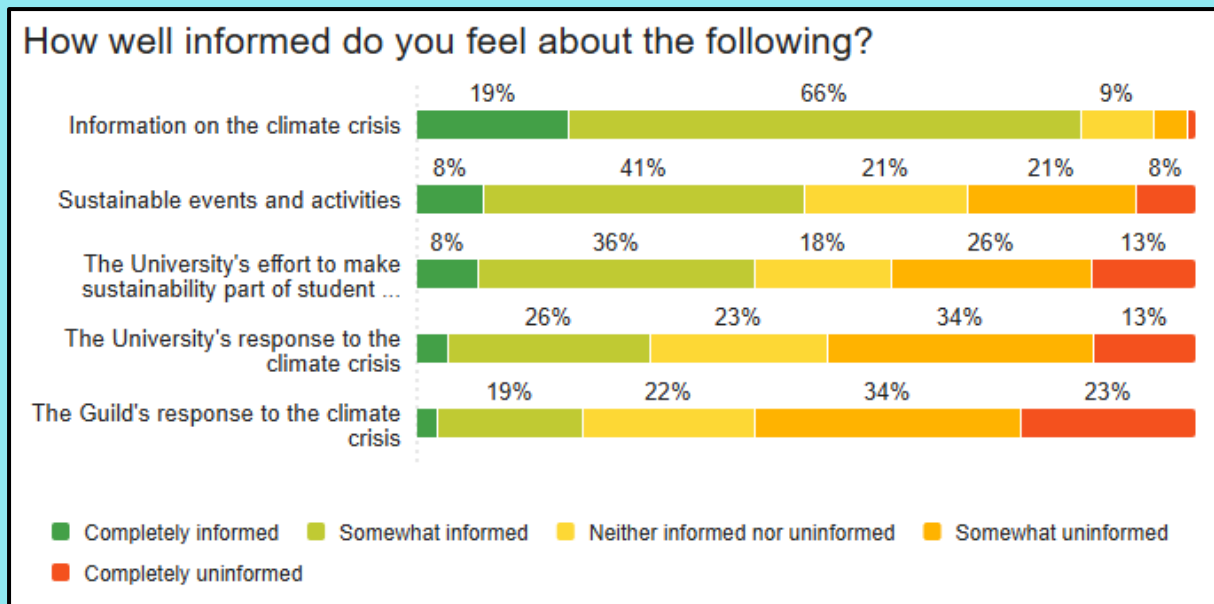


Figure 8 – Question 6: How well informed do you feel about the following?

When asked how well informed they feel about different aspects of climate and sustainability, most students said they feel somewhat informed about the climate crisis itself (66%), but awareness drops significantly when it comes to institutional responses (Fig.8).

Only 26% felt somewhat informed about the University's response, and even fewer (19%) about the Guild's. Across all categories, there's a noticeable trend of students feeling unsure or uninformed – especially about the Guild's role (with 34% somewhat uninformed and 23% completely uninformed) (Fig.8).

Awareness around sustainability in education and events is also mixed, with around a quarter of students feeling uninformed, suggesting there's a real need to improve visibility and communication in these areas.

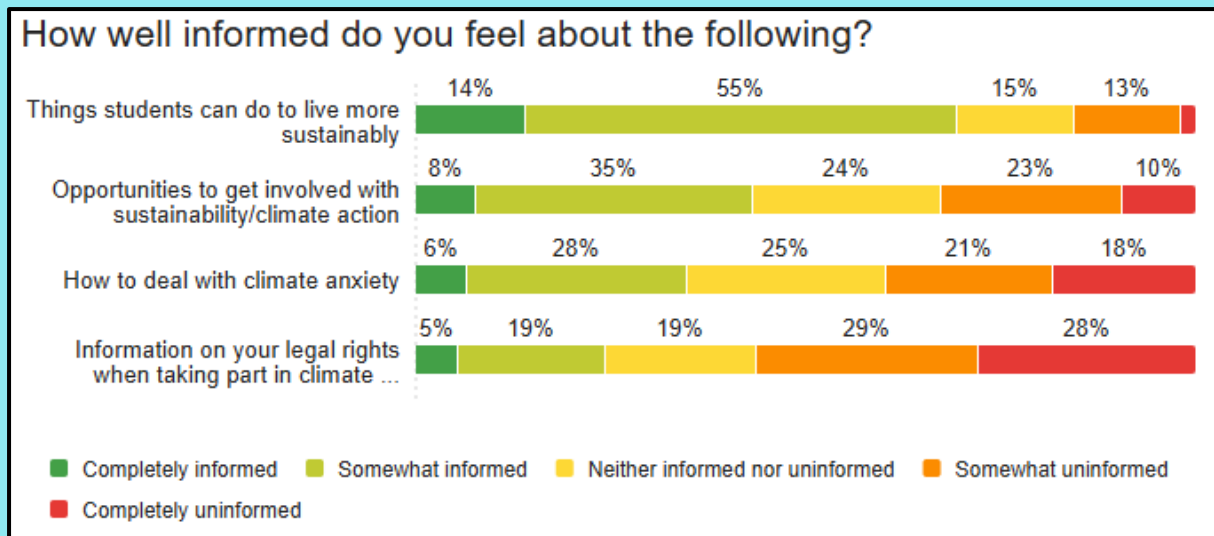


Figure 9 – Question 6: How well informed do you feel about the following?

Whilst over half of students (55%) feel somewhat informed about how to live more sustainably, knowledge around more specific or practical aspects is a lot patchier (Fig.9). Only 6% felt completely informed on how to deal with climate anxiety, and nearly 40% felt uninformed to some degree (Fig.9).

Similarly, awareness of legal rights in climate activism is especially low – with just 5% completely informed and over half of respondents feeling uninformed (Fig.9). Even when it comes to getting involved in climate action, only a third felt somewhat informed. This shows that whilst students may feel confident in general sustainable behaviours, there's a clear gap in more structured, institutional or emotional support knowledge.

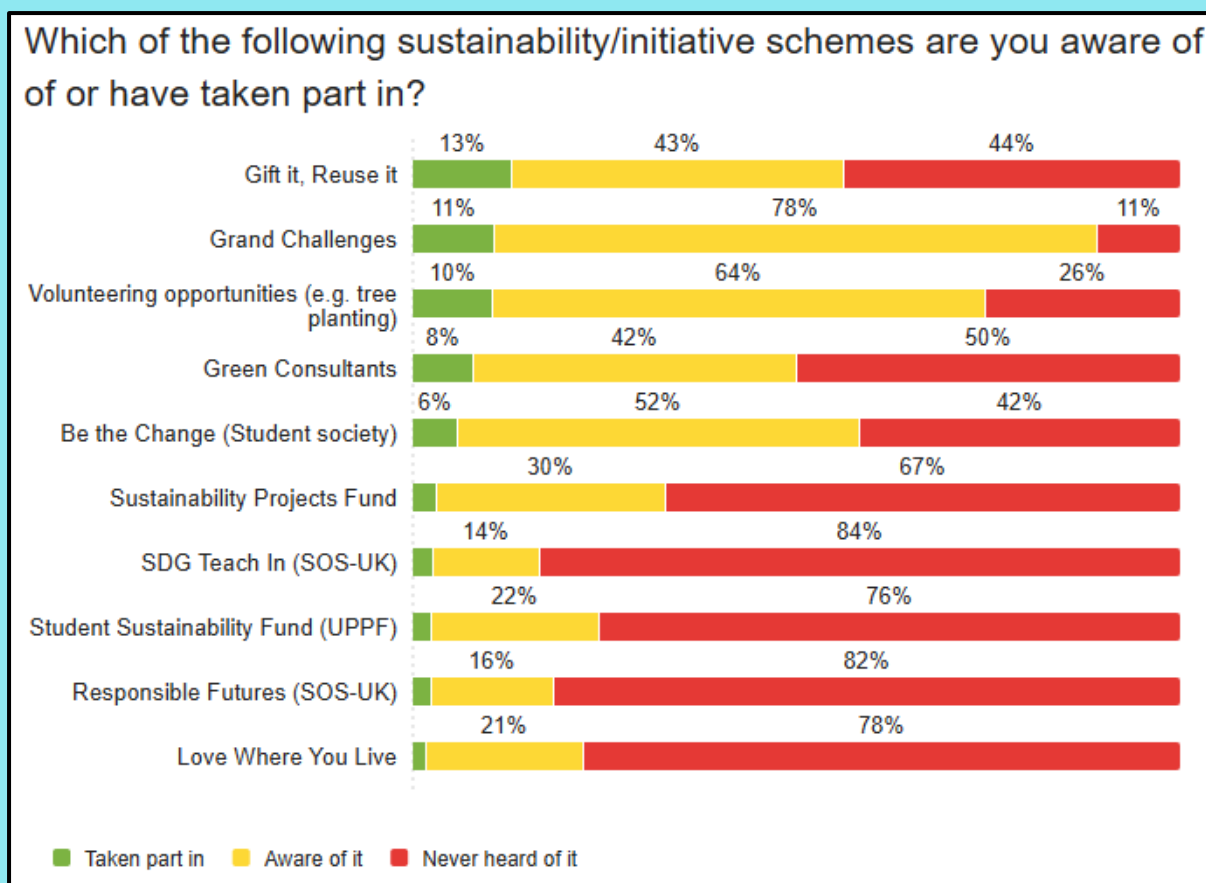


Figure 10 – Question 7: Which of the following sustainability/initiative schemes are you aware of or have taken part in?

Awareness of sustainability schemes is quite varied, but overall participation remains low. While most students have at least heard of Grand Challenges (78%) and Love Where You Live (78%), very few have actually taken part – only 11% and 1% respectively (Fig.10).

Initiatives like Responsible Futures, SDG Teach In, and the Sustainability Projects Fund had especially low recognition, with over 80% of students saying they'd never heard of them (Fig.10). One positive outlier was the "Gift it, Reuse it" scheme, with 13% participation, and volunteering opportunities, where 10% had taken part and 64% were at least aware (Fig.10).

The data suggests that while some schemes have good name recognition, this doesn't always translate into engagement – and many students remain completely unaware of the options available to them.

3. What support, communication, and educational changes would help students act more sustainably?

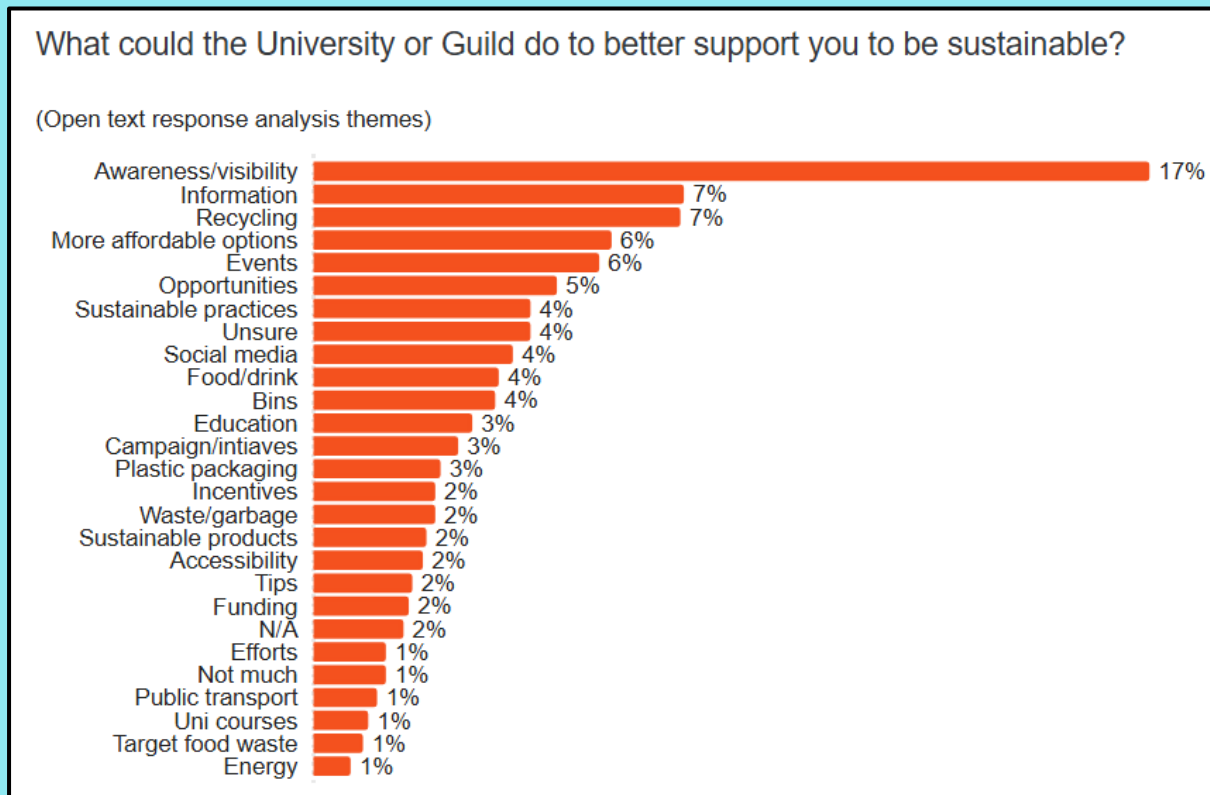


Figure 11 – Question 8: What could the University or Guild do to better support you to be sustainable?

When students were asked what the University or Guild could do to better support them in being sustainable, the top theme that came through was awareness and visibility, mentioned by 17% of respondents followed by more clear and accessible information (7%) (Fig.11).

"Make students more aware of the small changes they can make to make a difference in sustainability." ~ Year 2, HLS student

"Making us aware of more sustainable and cost effective products and where they can be bought. Having signs about preserving water and electricity in everyday life. Maybe having more emails about the other sustainability events (this is how I found out about Grand Challenges)." ~ Year 4, HASS student

"Advertise sustainability initiatives within courses/lectures, or include sustainability teaching in seminars for example." ~ Year 2, HASS student

"Advertise sustainability events and initiatives more and provide affordable ways for students to get involved in sustainable practices - eg. the thrift sales on campus are usually still pretty expensive (more expensive than unsustainable fast fashion)." ~ Year 4, HLS student

Other common suggestions included improving recycling systems (7%), and offering more affordable options and events that support sustainable choices (both at 6%) (Fig.11).

"The University and Guild could provide clearer guidance on sustainable choices, improve recycling facilities, and offer more plant-based food options." ~ Year 2, HASS student

"Set up events to donate items to other students, impose fines on those that don't recycle, bring in zero waste stores at affordable prices." ~ Year 2, ESE student

"Make sustainable options more affordable for students. Make courses promote using electronic copies of texts where it is not necessary to have a physical copy (especially for short-term modules where the book is completely useless once the module ends)." ~ Year 1, HASS student

"Encouraging and educating students about sustainable alternatives in transport and food, and helping to keep the cost of sustainable actions low" ~ Year 2, HASS student

Students also mentioned wanting more opportunities to get involved (5%), better promotion of sustainable practices, and more communication through social media (4%) (Fig.11).

"Better advertising of volunteering opportunities within the realm of sustainability, and of the work that the university is doing. Greater incentivisation for societies and academic departments to be more sustainable." ~ Masters, HASS student

"Provide more information on opportunities to get involved in sustainability schemes and on how to be sustainable as a student." ~ Year 4, ESE student

"The recycling / waste management bribe in first year halls was really good. I really saw a change in my flat-mates' waste awareness when there was prize money up for grabs. Make the bins more fun, like putting basketball hoops over the recycling bins / just generally there need to be a lot more posters and stickers around uni encouraging recycling, the switching off of lights, taps, cycle to uni schemes etc." ~ Year 3, HASS student

"I think centralising all this information on a platform where students that students engage with regularly (e.g. the guild's Instagram) by making it a regular broadcast like the 'What's On This Week'. Because I know there is a lot of information online, but it is so scattered that it gets overwhelming sometimes." ~ Year 2, ESE student

What do you think is the best way to share sustainability information about the University with students? (e.g. social media, course inductions, Uni website)

(Open text response analysis themes)

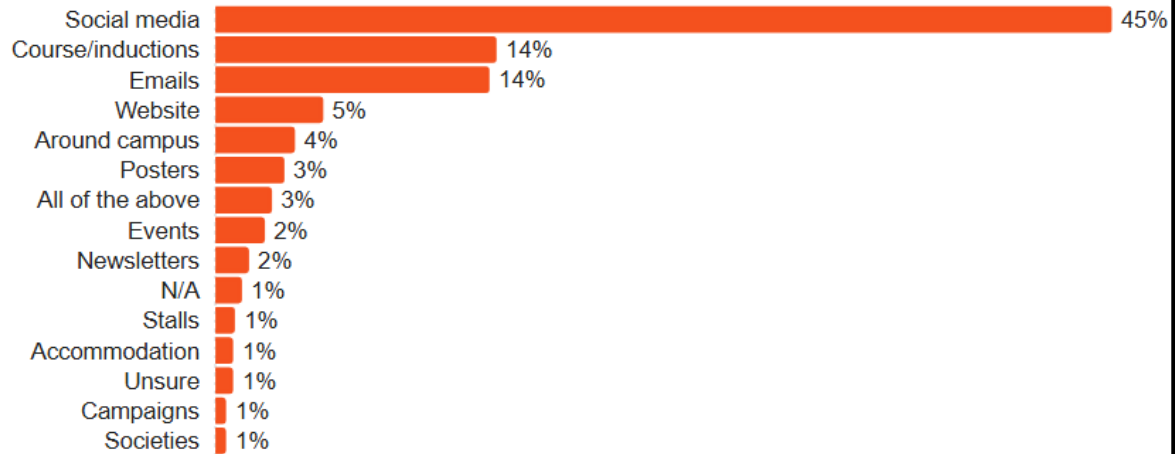


Figure 12 – Question 9: What do you think is the best way to share sustainability information about the University with students? (e.g. social media, course inductions, Uni website)

When it comes to sharing sustainability information with students, social media was by far the most popular suggestion, chosen by 45% of respondents (Fig.12). This was followed by course inductions and emails (14% each) (Fig.12).

"Through social media and more posters and leaflet in student-frequent areas around campus." ~ Year 3, HLS student

"Social media for sure. It only works on courses if it can be integrated it and made relevant." ~ Masters, HLS student

"Social media and course inductions. Also emails if its about events or campaigns students can take part in." ~ Year 4, HASS student

"I think social media is the best way to share sustainability information as it is most likely to maximise the number of students that could be reached but more in person and embedded into the different programmes could also be helpful." ~ Year 1, HASS student

"The weekly communications emails, social media, digital displays on campus." ~ Masters, HASS student

"A mix of social media, course inductions, and regular email updates would work best, especially if the info is kept practical, relevant, and easy to act on." ~ Year 2, HASS student

Other ideas included using the website (5%), posters and signage around campus, and events or newsletters, though these were mentioned by fewer students (Fig.12).

"I think course inductions are a great idea as it will reach a wide audience. I also think students engage with social media more than the university website so posting on there would be more effective. Also stands in the forum are a good idea - maybe having a sustainability day." ~ Year 2, HASS student

"Social media, course inductions, uni website, emails. Communicating on as many channels as possible increases the likelihood of reaching more students. eg. I don't use social media, and I don't have much contact time with the uni as I am a PhD researcher, but I do generally read my emails, but many other students won't be reading their emails, but will be engaging in other channels." ~ PhD, ESE student

"Course inductions and not at the end of a long email! Emails can work but sometimes there's too much in one place. Posters on the back of bathroom stalls I find I actually read." ~ Year 4, HLS student

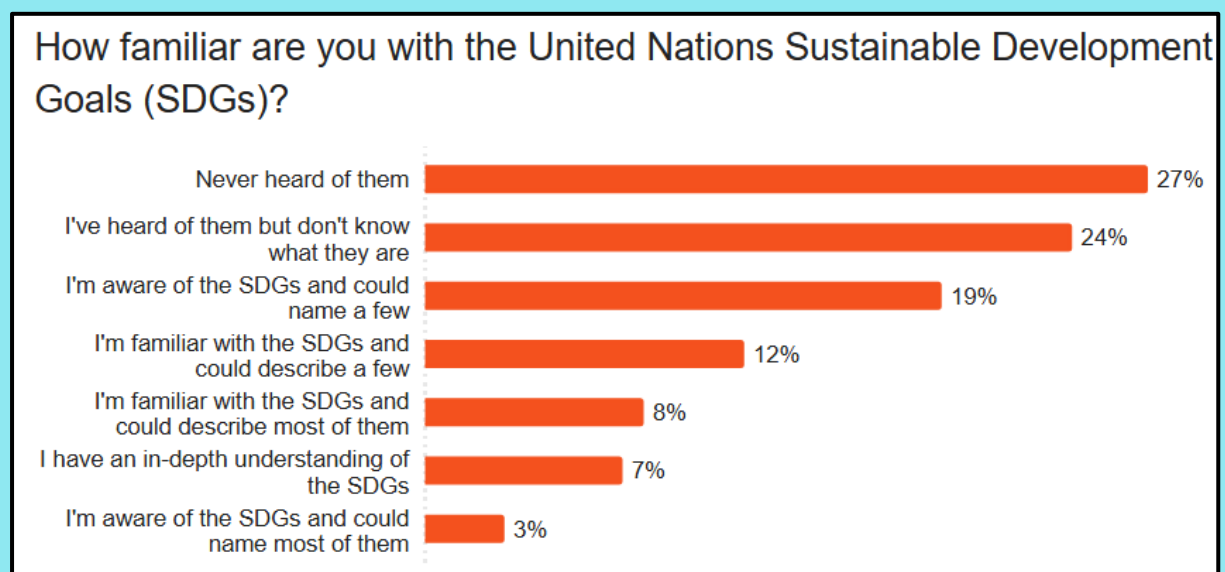


Figure 13 – Question 10: How familiar are you with the United Nations Sustainable Development Goals (SDGs)?

Familiarity with the United Nations Sustainable Development Goals (SDGs) varies quite a bit across the student body. Over a quarter of respondents (27%) said they had never heard of them, and another 24% had heard of the SDGs but didn't really know what they are. Around 19% said they were aware and could name a few, while 12% felt familiar enough to describe a few of the goals.

Smaller groups—8% and 7%—said they could describe most of the goals or had an in-depth understanding. Only 3% of students said they could name most of the SDGs. These results suggest that although the SDGs are a global framework for sustainability, awareness and understanding on campus is still relatively low.

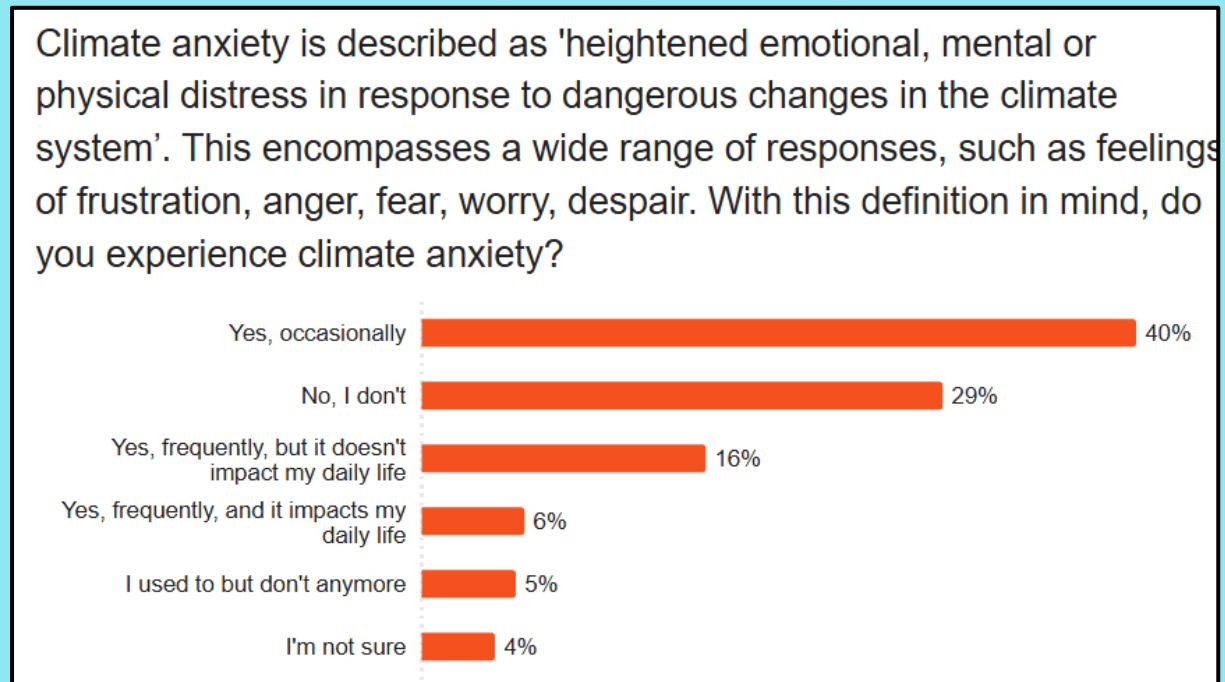


Figure 14 – Question 11: Climate anxiety is described as 'heightened emotional, mental or physical distress in response to dangerous changes in the climate system'. This encompasses a wide range of responses, such as feelings of frustration, anger, fear, worry, despair. With this definition in mind, do you experience climate anxiety?

When asked about climate anxiety, 40% of students said they experience it occasionally, and a further 22% experience it frequently—either with or without it impacting their daily life. This means over 60% of respondents feel some level of emotional or mental distress linked to climate change.

Meanwhile, 29% said they don't experience climate anxiety at all, and a small number said they used to but don't anymore (5%) or weren't sure (4%). These results highlight that climate anxiety is a very real and present experience for a large portion of students.

What could the University or the Guild do to better support students with climate anxiety?

(Open text response analysis themes)

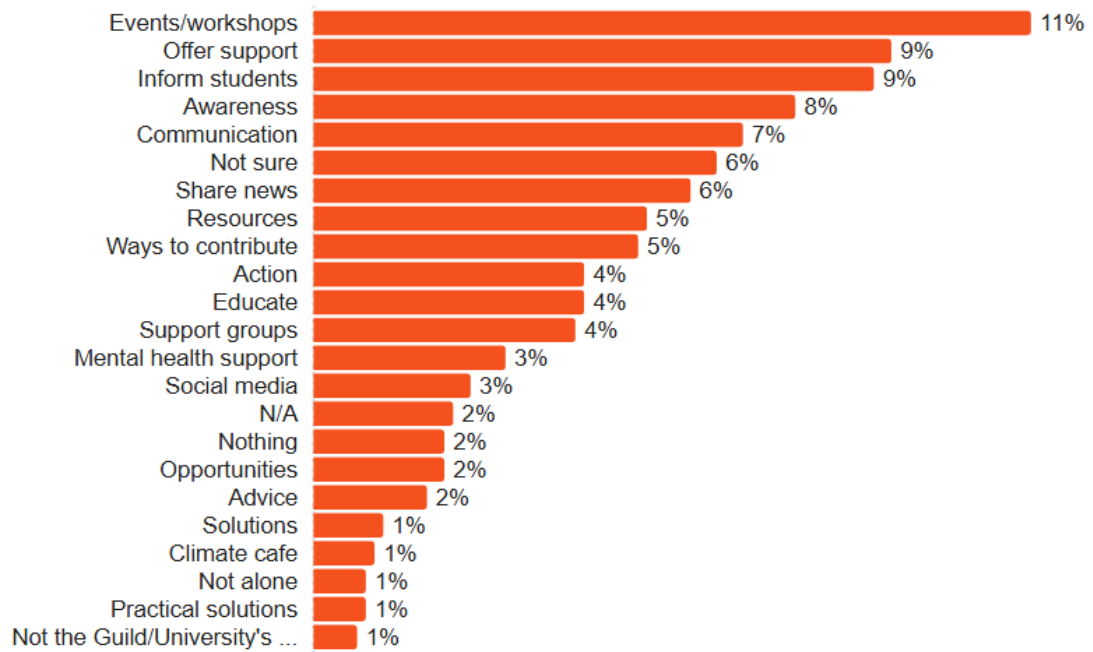


Figure 15 – Question 12: What could the University or the Guild do to better support students with climate anxiety?

When students were asked how the University or Guild could better support them with climate anxiety, the most common suggestion was to offer events and workshops (11%), providing a space for learning, connection, and shared reflection (Fig.15).

"Inform us, make workshops about them, ask students who specialise in climate change to conduct seminars." ~ Masters, HLS student

"The University and Guild could offer more mental health support focused on climate anxiety, create safe spaces for discussion, and promote student-led climate action groups to turn concern into positive action." ~ Year 2, HASS student

"Have drop-in cafes, where students can come share their concerns (is an isolating experience, feels not many ppl have it). train wellbeing team with climate anxiety (mental health professionals often don't really know what it is/how to help). be mindful when integrating sustainability/climate change into the curricula (may be triggering for some students)." ~ Year 3, HLS student

"Running sustainability projects to connect like-minded people experiencing climate anxiety and unite them in feeling they are making a positive difference." ~ Year 2, HASS student

"Facilitate regular, student-led discussion circles or climate cafés where students can share concerns, find community, and explore solutions." ~ MPhil/PhD, ESE student

Many also asked for more direct support (9%)—whether emotional, mental, or practical—and for clearer efforts to inform students (9%) and raise awareness (8%) (Fig.15).

"Reassure them that something is being done about it, or support them to make the changes so that they feel like they are making an impact. It is easy to revert back to wasteful habits when you do not feel like you are making a difference but lots of little actions can lead to large events if enough people get involved. A 'get green' pack with advice and further guidance/green news segment would be a good idea!" ~ Year 1, HLS student

"Probably reassurance about what is being done and create support group for those that want to chat about it." ~ MPhil/PhD, HASS student

"The University and Guild could offer more mental health support focused on climate anxiety, create safe spaces for discussion, and promote student-led climate action groups to turn concern into positive action." ~ Year 2, HASS student

"[...] I feel that posters / information that provides relational statistics would be of benefit. Saying that X many tonnes of carob is saved doesn't mean anything to me. I think it would be beneficial to have relatable facts that are positive! For example, if you use a re-useable travel mug X many time rather than a plastic cup, you save X amount of carbon and money." ~ Year 4, ESE student

Suggestions also included improving communication (7%), sharing regular news (6%), and providing resources and ways to contribute (5%) (Fig.15).

"Communicate positive things that are happening related to climate change to offset some of the negative stuff which is overwhelming so it doesn't feel like there is only negative" ~ Year 1, HASS student

"Highlight positive progress that has been made and advertise more ways to take action." ~ Year 4, HLS student

"The guild could imitate the "positive news" headlines - there are some social media pages which only show the achievements of climate activists as opposed to all the things climate activists have tried but failed to change." ~ Year 2, HASS student

"Promote ways to be involve, spread both important negative news to create change but also success stories/ novel research which is helping the situation." ~ Year 2, HLS student

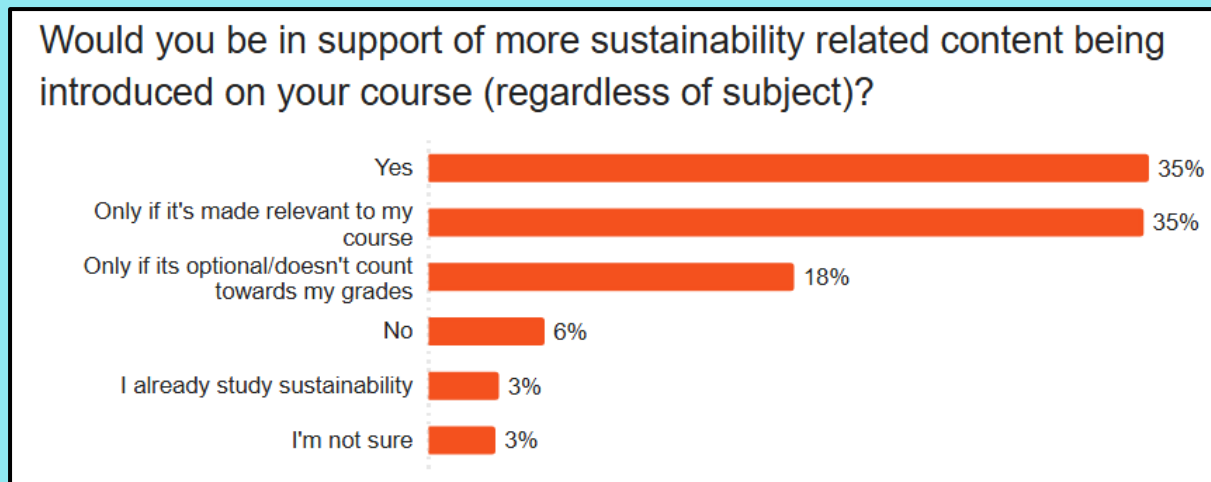


Figure 16 – Question 12: Would you be in support of more sustainability related content being introduced on your course (regardless of subject)?

There is clear support for introducing more sustainability-related content across courses. Whilst 35% of students said a definite yes, an equal number (35%) said they'd support it only if it's made relevant to their subject (Fig.16). Another 18% were open to it, but only if it was optional or didn't impact their grades (Fig.16).

Just 6% were against the idea altogether, and a small number said they already study sustainability (3%) or weren't sure (3%) (Fig.16). These results show that most students are open to learning more about sustainability—as long as it feels meaningful and manageable within their course structure.

Conclusion

1. How do students engage in sustainable practices?

Overall, the results from Figures 1–3 suggest that students are genuinely interested in sustainability and are making efforts to adopt environmentally friendly habits—particularly those that are easy to integrate into daily life, like recycling, buying second-hand, and saving energy (Fig. 2).

The most common understanding of sustainability among students centres around environmental protection and waste reduction, while fewer students connect it to social justice or systemic change (Fig. 1). More active or outward-facing forms of engagement—such as campaigning, advocacy, or attending events—remain less frequent (Fig. 2), pointing to a gap in broader participation.

A key issue holding students back is cost, which was identified as the most significant barrier (Fig. 3). Other challenges include uncertainty about how to make a difference, lack of time, and limited access to sustainable options (Fig. 3). This highlights that while enthusiasm is high, students need better support structures, clearer guidance, and more affordable opportunities in order to fully engage with climate action and sustainable living.

2. How informed are students with sustainability and climate action at the University?

The results from Figures 4–10 highlight that while many students express interest in sustainability, awareness of the University's specific efforts and initiatives remains relatively low. Just under half of respondents knew that the University has a dedicated sustainability team (Fig. 4), with noticeable differences across faculties—students in INTO were the most informed, while awareness was lowest in Health and Life Sciences and Humanities, Arts and Social Sciences (Fig. 5). Awareness of what the University is doing around sustainability is similarly limited, with only 4% of students feeling completely informed (Fig. 6), and responses varying widely across different study levels and programmes (Fig. 7).

When it comes to specific areas of sustainability, students feel more informed about general climate issues but are far less confident about the University's and Guild's responses or available educational opportunities (Fig. 8). Practical knowledge gaps are also apparent—very few students feel well informed about emotional wellbeing (like dealing with climate anxiety), legal rights in activism, or how to get involved in sustainability work (Fig. 9). Awareness of formal sustainability schemes is uneven; although some initiatives like Grand Challenges are widely recognised, participation rates are low across the board, with many schemes being entirely unfamiliar to most students (Fig. 10). Together, these findings point to a strong need for more visible, accessible, and consistent sustainability communication and engagement opportunities across the whole student population.

3. What support, communication, and educational changes would help students act more sustainably?

Findings from Figures 11–16 show that students are not only eager to engage more deeply with sustainability, but they also have clear ideas about what would help them do so. The most common request was for increased awareness and better visibility of sustainability-related initiatives, alongside clearer and more accessible information (Fig. 11). Social media emerged as the most preferred communication channel, followed by course inductions and emails, suggesting that sustainability messaging should be embedded into platforms students already use (Fig. 12). However, understanding of key frameworks like the UN Sustainable Development Goals remains limited, with more than half of students either unfamiliar or only vaguely aware of them (Fig. 13).

Climate anxiety also emerged as a significant theme, with over 60% of students reporting occasional or frequent emotional distress related to climate change (Fig. 14). Students asked for more events, workshops, emotional support, and

accessible information to help them manage these feelings and stay engaged without becoming overwhelmed (Fig. 15). There's also strong support for integrating sustainability into the curriculum—though many students noted that it should be relevant to their subject or optional to avoid adding extra pressure (Fig. 16). Students are calling for better communication, more tailored educational opportunities, and wellbeing support as key components of a more inclusive and actionable approach to sustainability on campus. Overall, it is clear that students don't just want information—they want spaces for conversation, support, and action. Many are looking for reassurance that they're not alone in their concerns, and that the University community is actively responding to both the climate crisis and the emotional toll it can bring.

Recommendations

1. **Launch a “Meet the Sustainability Team” campaign on Instagram.** Since over half of students didn't know the team existed (Fig. 4), create a short-form video series or story highlights introducing staff, what they do, and how students can get involved.
2. **Include sustainability sessions in Welcome Week tailored by faculty.** Awareness differed sharply by faculty (Fig. 5), so bespoke induction sessions (e.g., 15-min sustainability intro slides during core subject talks) could close this gap.
3. **Pilot monthly “Sustainability Drop-ins” in the Forum and St Luke’s.** Low awareness of initiatives (Fig. 10) suggests the need for physical, visible touchpoints where students can ask questions, meet peers, and discover projects.
4. **Create course-specific case studies showing how sustainability connects to each discipline.** With 35% of students only supporting sustainability content if it's relevant (Fig. 16), develop materials (e.g. “Sustainability in Law,” “Climate in Business”) to embed into Moodle or workshops.
5. **Launch a climate wellbeing series including journaling workshops, ‘climate cafés’, and mindfulness events.** Over 60% of students experience climate anxiety (Fig. 14), so run gentle, supportive events co-designed with Wellbeing Services and student groups (Fig. 15).
6. **Introduce a sustainability “What’s On” calendar.** Given the call for clearer information (Fig. 11), include events, deadlines (e.g. for the Sustainability Projects Fund), and volunteer calls on social media pages, University website.
7. **Hold a week-long SDG Awareness Challenge with prizes.** With low familiarity around the UN SDGs (Fig. 13), run a gamified awareness

campaign on Instagram and campus screens—one goal a day, with quizzes or pledges.

8. **Run a “Sustainability Mythbusters” poster and reel campaign.** Since students are confused about what actions make a difference (Fig. 3, Fig. 9), debunk common myths and clarify real impact in a simple, eye-catching way.
9. **Set up a Sustainability Champions programme with students from each faculty.** As awareness and participation vary by subject and year group (Figs. 5, 7, 10), recruiting peer champions can improve relatability and decentralised outreach.

External Resources

If you want to read some more around this topic, you could start with the following articles:

- [Climate change](#), Greenpeace
- [Sustainability Explained](#), Greenpeace
- [How Are New Governments in the UK, US, and Canada Responding to Climate Change?](#), Earth.org
- [Climate anxiety is on the rise – here's what we do about it](#), World Economic Forum
- [Environment Agency](#), GOV.uk

If you are a current University of Exeter student, please find some resources below to help you understand sustainability at the University and the Guild:

- [University of Exeter: Sustainability](#)
- [University of Exeter: Sustainability at the University of Exeter – Our Plans and Progress](#)
- [Exeter Students’ Guild: Sustainability](#)
- [Exeter Students’ Guild: Changemakers - Kristy](#)
- [Exeter Students’ Guild: Climate Anxiety](#)

Demographics

Our panel of 1000 students is demographically representative of the University of Exeter's student population but, due to varying response rate on a month-to-month basis, the demographics of this data change survey-to-survey.

The demographics of this report's respondents are illustrated below.

*PNS = Prefer not to Say

Category	Panel Total	Response Total	Category	Panel Total	Response Total
Faculty			Gender		
ESE	417	211 (51%)	Female	885	532 (60%)
HAS	464	265 (57%)	Male	276	118 (43%)
HLS	307	192 (63%)	Non-Binary	30	15 (50%)
INTO	20	6 (30%)	Other	1	0 (0%)
Campus			PNS*	16	9 (56%)
Streatham	1020	557 (58%)	Identification with Gender Assigned at Birth		
St Luke's	172	117 (68%)	Yes	1157	646 (56%)
Distance	16	0 (0%)	No	28	17 (61%)
Domicile			PNS*	23	11 (48%)
Home	911	537 (59%)	Ethnicity		
International (EU)	54	28 (52%)	White	766	452 (59%)
International (Rest of World)	243	109 (45%)	Black	25	14 (56%)
Mode of Study			Asian	285	135 (47%)
Full-Time	1169	651 (46%)	Arab	19	8 (42%)
Part-Time	39	23 (72%)	Mixed	70	38 (54%)
Study Level			Other	17	13 (76%)
1 st Year	240	129 (54%)	PNS*	26	14 (54%)

2 nd Year	291	167 (57%)	Sexual Orientation		
3 rd Year	276	151 (55%)	Gay	16	4 (25%)
4 th Year	127	92 (72%)	Lesbian	26	13 (50%)
5 th Year	10	9 (90%)	Bisexual	201	106 (53%)
Masters	191	87 (46%)	Pansexual	24	12 (50%)
MPhil/PHD	41	26 (63%)	Asexual	19	13 (68%)
Other	32	13 (41%)	Queer	26	14 (54%)
Age Bracket			Heterosexual	756	430 (57%)
Under 20	608	345 (57%)	Other	3	1 (33%)
21-30	563	310 (55%)	Unsure	34	25 (74%)
31-40	23	11 (48%)	PNS*	94	52 (55%)
41-50	13	8 (62%)	Disability Status		
51+	1	0 (0%)	No known disability	764	429 (56%)
Additional Characteristics			Learning disability	108	56 (52%)
Parent	21	10 (48%)	Physical disability	69	37 (54%)
Carer	28	10 (36%)	Mental health condition	220	123 (56%)
Care experienced or care leaver	15	6 (40%)	Other	36	21 (58%)
Estranged from family	14	8 (57%)	PNS*	97	49 (51%)
Refugee or asylum seeker	2	1 (50%)			
None of the above	930	639 (69%)			