



# University of Leeds

NETpositive

Interim Report

18<sup>th</sup> April 2014

## About

The **NETpositive Student** project has been developed and delivered by NETpositive Futures and research partners at the Stockholm Environment Institute. The project has initially included 7 UK universities<sup>1</sup> in a pilot phase running during the academic year 2013/14.

At the heart of the project is the NETpositive Student Tool; this research report has been prepared for the **University of Leeds** using data from the interactions between students and their institutional tool.

As this is a pilot project, this first report is an interim report, analysing emerging findings once a threshold of student participation has been reached. An additional, final report, will be provided at the end of the pilot phase.

A report of the wider NETpositive Student project will also be prepared using data from all partners as a snapshot of activity across the institutions. This will be disseminated with the sector to share good practice in respect of student engagement, sustainability and measurement of impact which we are confident is sector-leading.



## Disclaimer

The information contained in this report has been compiled by researchers at the Stockholm Environment Institute and NETpositive Futures. The information provided in this report is intended to provide information only and, as such, should not be considered as a substitute for advice covering any specific situation related to engagement on sustainability. The authors and associated organisations accept no responsibility for actions taken by the subject institution with respect to this report and readers should seek appropriate advice before taking or refraining from taking any action based on any information contained in this report.

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<sup>1</sup> University of Oxford, University of Cambridge, University of Leeds, University of Manchester, University of Northampton, Nottingham Trent University and University College London (UCL).

## Introduction

The latest HEA/NUS report detailing an ongoing longitudinal study<sup>2</sup> in the sector found that more than 80% of students surveyed believe sustainable development should be actively promoted and incorporated by UK universities. Expressing a corresponding need from a business perspective, research undertaken for a 2012 BITC briefing note<sup>3</sup> details the acute awareness of industry of the sustainability skills gaps.

There is a clear role for institutions to respond to these needs by committing to the development of sustainably literate graduates through curriculum delivery. Although institutions have always provided their students with the ability to take advantage of valuable opportunities alongside their academic programmes, with 2013 being dubbed the 'Year of Marketisation'<sup>4</sup> for HE, institutions are arguably more committed than ever to enhancing their 'Student Experience'. Investment in both resource and capacity in extra-curricular activities means there is a plethora of activity requiring signposting to enable it to be fully exploited by students.

Additionally, the graduate employment market arguably remains a challenging one and there is greater need than ever for individuals to be able to demonstrate the widest possible experience from their student years. The NETpositive Student tool enables students to develop an introductory understanding of sustainability issues and provides them with an action planning tool that helps to develop their sustainability skills and in doing so builds a stronger CV.

## NETpositive Tool Overview

The NETpositive Student Tool enables *all students* to reflect on their personal impacts and consider how they can become a NETpositive Student. In doing so they are signposted to relevant activity and information to support their journey. In addition to developing a personalised action plan, students can also evidence their progress and in doing so demonstrate their sustainability literacy and enhance their employability.

Step 1 – The student enters some simple data about their course, where they live, whether they are an international student and some demographic information.

Step 2 – The system generates a simple NETpositive impact analysis, which identifies the positive and negative environmental, social and economic impacts of a student's life at university. Once presented with this impact analysis the student can do three things; prioritise the impacts, add new impacts or delete impacts. Once this step is complete, and the student is satisfied with their priorities and impacts, they generate an action plan by simply pressing the 'generate action plan' button.

Step 3 – The action plan generated reflects the issues that the student has identified in the priority order they have chosen. With each issue, both positive and negative, there are now a number of actions to keep, delete or add to in order to address reduce the associated impact. They can share their action plan and it is automatically saved

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<sup>2</sup>

[http://www.heacademy.ac.uk/assets/documents/sustainability/ESD\\_student\\_attitudes\\_2013\\_v4.pdf](http://www.heacademy.ac.uk/assets/documents/sustainability/ESD_student_attitudes_2013_v4.pdf)

<sup>3</sup> <http://www.bitc.org.uk/our-resources/report/upskilling-towards-sustainable-future-briefing-note>

<sup>4</sup> <http://www.theguardian.com/higher-education-network/blog/2013/dec/23/higher-education-policy-2013-marketisation>

## Content of University of Leeds NETpositive Tool

The demographics included in the tool are as follows:

- Name
- Student number
- Stage of study, faculty and study mode
- Mature student
- Home or international student
- Accommodation and halls of residence

The table below shows the spread of issues initially presented to students within the tool with which they can interact:

Negative	Positive
<b>Environmental</b>	
I probably waste energy at home	I am keen to link sustainability to my learning
A lot of what I buy ends up as waste	I value green spaces & opportunities to be outside
My travel onto campus creates emissions	I'm interested in borrowing and lending items in my community to save money and reduce my consumption
I don't really think about water use	
I probably waste energy on campus	
<b>Social</b>	
I don't feel I understand enough about other cultures	I'm concerned about where the things I buy come from
I don't feel involved enough in local art and culture and the community	I think it is important to be a responsible citizen
	I think it's important to take care of myself
	I want to be involved in local politics
<b>Economic</b>	
I am concerned about funding my future and my degree	I need some funding to help set up a project or communicate an idea
I worry about protecting my things from theft	I recognise what a responsible lender looks like
I worry about where my money goes	I understand the importance of developing skills as well as knowledge
	I want to be an empowered professional

Filtering in the University of Leeds tool – which determines the composition of issues and actions displayed to the user within the tool – is minimal, based on accommodation type. This reflects the fact that the majority of the issues and actions apply to all students.

## Tool usage and engagement

Analysis from Google Analytics reveals that a total of 1,430 visits were made to the tool homepage (of which 815 were 'new visitors') from the period 1<sup>st</sup> September 2013 to 31<sup>st</sup> March.

As of the 31<sup>st</sup> March 2014, 308 users (~38% of 'new visitors') had completed the 'About You' section of the tool, 288 users had interacted with the 'Your Impact' section (~6% dropout from 'About You'), and 280 had reached the 'Your Actions' stage (~9% dropout from 'About You'). Monthly data on tool use is presented below.

Within the tool, users are given the opportunity to comment on their reasons for engagement. A full list of the 49 responses to this question is presented in Annex A, with key themes explaining user engagement including:

- A personal desire to adopt a more sustainable lifestyle (principally from an environmental perspective).
- A desire to help wider society become more sustainable.
- A desire to learn more about activities and cultural aspects available in the Leeds area.
- Incentives, including 'peer-pressure' from student ambassadors.

Date	Visits	New Visits
07-10-2013	132	121
28-10-2013	56	34
31-10-2013	53	40
25-10-2013	46	37
29-10-2013	46	38
19-09-2013	36	5
11-10-2013	36	25
30-10-2013	36	19
23-10-2013	35	25
24-09-2013	34	5

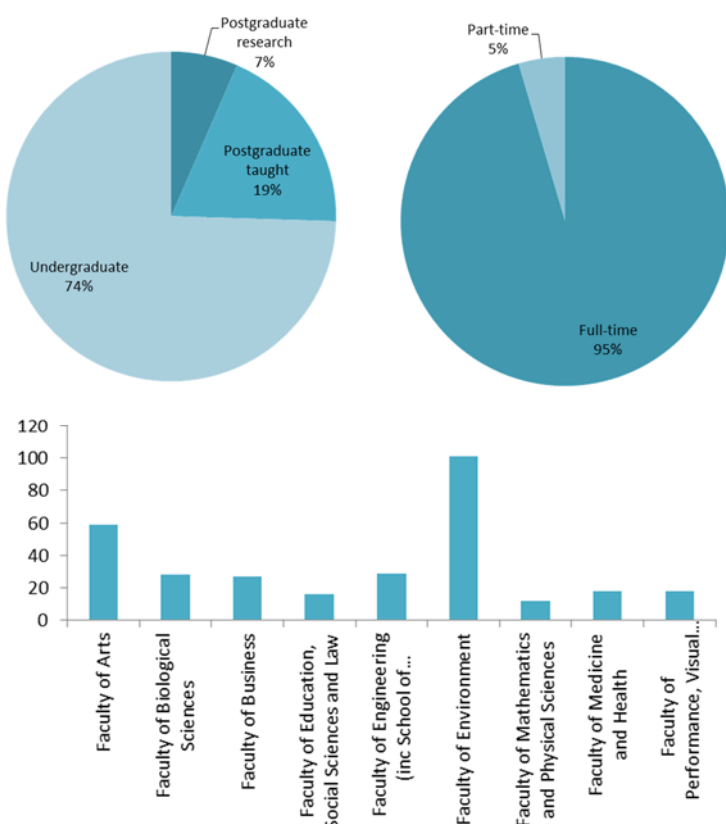
Visitor numbers: Top ten by date (from Google Analytics)

	To End Oct	Nov	Dec	Jan	Feb	Mar
Number of plans	209	284	300	301	307	308
Plans added in month	-	75	16	1	6	1

## User Demographics

To date, 306 students have registered their details in the University of Leeds NETpositive Tool. Demographically, these are divided as follows:

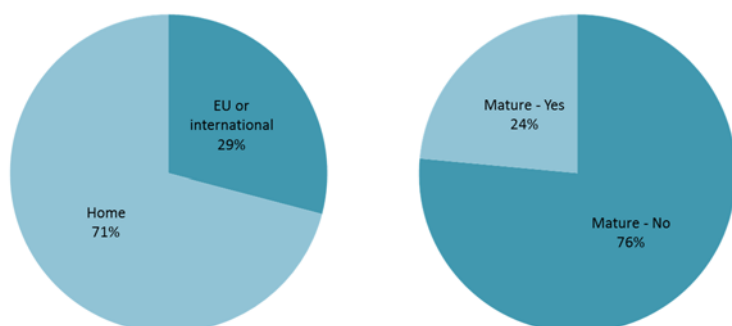
### Stage of study, faculty and study mode



Stage of study	
Undergraduate	228
Postgraduate taught	60
Postgraduate research	20
Faculty	
Arts	59
Biological Sciences	28
Business	27
Education, Social Sciences & Law	16
Engineering (incl. Computing)	29
Environment	101
Mathematics & Physical Sciences	12
Medicine & Health	18
Performance, Visual Arts & Communicis	18
Study mode	
Full-time	294
Part-time	14

74% of users are undergraduate students (in comparison to 77% by University student composition. Source: [http://www.leeds.ac.uk/info/20014/about/234/facts\\_and\\_figures](http://www.leeds.ac.uk/info/20014/about/234/facts_and_figures)). Engagement within the Faculty of Environment is highest (with 33% of users), followed by the Faculty of Arts (19%). 95% of users are registered as full-time (in comparison with 89% by student composition at the University).

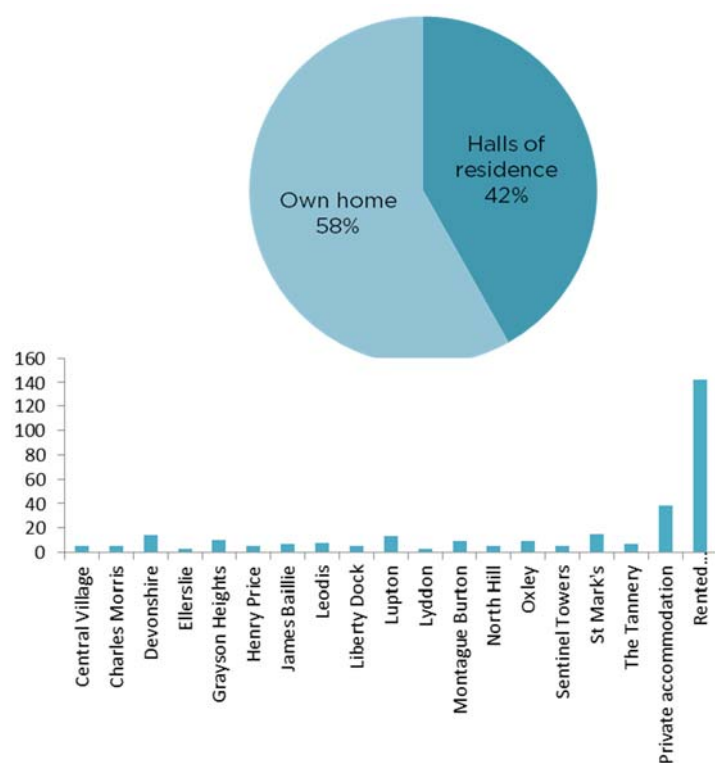
### Provenance and Career Stage



Home/EU or International	
Home	218
EU/International	90
Are you a mature student?	
No	235
Yes	73

International or EU student represent over a quarter of users (HESA figures for 2012/2013 state that overseas students account for ~ 17% of the student composition). Mature students represent just under a quarter of users.

# Accommodation



Halls of Residence	
Central Village	5
Charles Morris	5
Devonshire	14
Ellerslie	3
Grayson Heights	10
Henry Price	5
James Baillie	7
Leodis	8
Liberty Dock	5
Lupton	13
Lyddon	3
Montague Burton	9
North Hill	5
Oxley	9
Sentinel Towers	5
St Mark's	15
The Tannery	7
Private accommodation	38
Rented accommodation	142

A slight majority of tools users reside in their own accommodation, of which the majority is rented. Of those students living in Halls of Residence, the split between halls is relatively even.

## User Issues

Regardless of demographic, users who reached the 'Your Impact' section are initially presented with 21 pre-populated issues (the content of these issues – and the subsequent actions associated with issues – may vary according to demographic conditions). These are presented in full in Annex B with information on the issue type, and any filters applied.

### Issue Selection Rates

Within their plans, users select a mean of 9.3 issues, with means of:

- 2.02 positive social issues (51% selection rate in comparison with available pre-populated positive social issues);
- 0.99 negative social issues (50% selection rate in comparison with available pre-populated negative social issues);
- 1.74 positive environmental issues (58% selection rate in comparison with available pre-populated positive environmental issues);
- 1.34 negative environmental issues (27% selection rate in comparison with available pre-populated negative environmental issues);
- 1.65 positive economic issues (41% selection rate in comparison with available pre-populated positive economic issues);
- 1.58 negative economic issues (53% selection rate in comparison with available pre-populated negative economic issues).

For each issue, the selection rates are as follows (where duplicate issues occur due to issue filtering, the filter used is highlighted using *italics*):

Issue	Issue Type	Times presented	Times Selected	Selection rate
I value green spaces and opportunities to be outside	Environmental Positive	288	219	0.76
I understand the importance of developing skills as well as knowledge	Economic Positive	288	207	0.72
I think it is important to be a responsible citizen ( <i>Home</i> )	Social Positive	170	113	0.66
I think it is important to take care of myself	Social Positive	288	182	0.63
I worry about where my money goes	Economic Negative	288	166	0.58
I don't feel involved enough in local art, culture and the community ( <i>Halls</i> )	Social Negative	120	69	0.58
I think it is important to be a responsible citizen ( <i>Halls</i> )	Social Positive	120	69	0.58
I am concerned about funding my future and my degree	Economic Negative	288	159	0.55
I'm concerned about where the things I buy come from	Social Positive	287	154	0.54
I probably waste energy at <i>home</i>	Environmental Negative	169	90	0.53
I don't feel enough involved in local art and culture and the community ( <i>Home</i> )	Social Negative	169	88	0.52



I want to be an empowered professional	Economic Positive	288	138	0.48
I am keen to link sustainability to my learning	Environmental Positive	288	136	0.47
I probably waste energy in my <i>hall</i>	Environmental Negative	119	52	0.44
I worry about protecting my things from theft	Economic Negative	288	122	0.42
I'm interested in borrowing, and lending items in my community to save money and reduce my consumption	Environmental Positive	288	110	0.38
I don't feel I understand enough about other cultures	Social Negative	286	91	0.32
I don't really think about water at <i>home</i>	Environmental Negative	169	52	0.31
I don't really think about water in my <i>hall</i>	Environmental Negative	118	30	0.25
I probably waste energy on campus ( <i>Home</i> )	Environmental Negative	169	42	0.25
I recognise what a responsible lender looks like	Economic Positive	288	71	0.25
A lot of what I buy ends up as waste at <i>home</i>	Environmental Negative	169	33	0.20
I need some funding to help setup a project, or communicate an idea	Economic Positive	288	46	0.16
I want to be involved in local politics	Social Positive	288	45	0.16
I probably waste energy on campus ( <i>Halls</i> )	Environmental Negative	119	13	0.11
A lot of what I buy ends up as waste on campus ( <i>Halls</i> )	Environmental Negative	119	12	0.10
My travel onto campus creates emissions	Environmental Negative	288	26	0.09

Within the Environmental aspects of the tool, over three quarters of users have selected that they value green spaces and opportunities to be outside, with the only other Environmental issue in the top ten being wastage of energy by students living in their own accommodation (53% selection rate). Many negative Environmental issues have a very low selection rate e.g. concerns about emissions related to travel onto campus (9% selection), purchases going to waste at home (20%) and in halls (10%), and energy wastage on campus by those living at home (25%) and in halls (11%).

Five of the top-ten issues by selection rate (plus the 11<sup>th</sup>) are associated with Social aspects. Responsible citizenship is recognised as an important issue (with a slightly higher selection rate within students living in their own home versus those in halls; 66% vs 58%) but many students are also concerned that they do not feel involved in local arts, culture and the community (58% selection rate in halls vs 52% living at home). Other social issues within the top ten include the importance of personal care (63% selection) and concern about the provenance of purchases (54%). One social issue, an interest in involvement in local politics, scores a very low selection rate of 16%.

There are three Economic issues within the top ten by selection rate. The most popular of these relates to personal skills and knowledge development (72% selection rate), whilst the other two relate to money issues in the context of concerns about where the money they spend goes (58%) and personal finance concerns related to funding their degree/future (55%). Demand for funding to set up projects or communicate ideas appears to be low (16% selection rate).

## Issue Rankings

When issues are selected, users are also asked to prioritise these in order of importance. The mean rank of issues within their box (e.g. within 'Environmental Positive' or 'Economic Negative' is presented in the following table, alongside their rank by selection (see table above).

Issue	Issue Type	Mean rank when selected	Rank by selection rate (within type)
I am concerned about funding my future and my degree	Economic Negative	1.18	2
I worry about protecting my things from theft	Economic Negative	1.74	3
I worry about where my money goes	Economic Negative	1.90	1
I want to be an empowered professional	Economic Positive	1.28	2
I understand the importance of developing skills as well as knowledge	Economic Positive	1.51	1
I need some funding to help setup a project, or communicate an idea	Economic Positive	1.87	4
I recognise what a responsible lender looks like	Economic Positive	2.49	3
I probably waste energy in my <i>hall</i>	Environmental Negative	1.10	2
I probably waste energy at <i>home</i>	Environmental Negative	1.48	1
I probably waste energy on campus ( <i>Home</i> )	Environmental Negative	1.55	5
I don't really think about water in my <i>hall</i>	Environmental Negative	1.60	4
A lot of what I buy ends up as waste at <i>home</i>	Environmental Negative	1.64	6
A lot of what I buy ends up as waste on campus ( <i>Halls</i> )	Environmental Negative	1.92	8
I don't really think about water at <i>home</i>	Environmental Negative	2.31	3
I probably waste energy on campus ( <i>Halls</i> )	Environmental Negative	2.46	7
My travel onto campus creates emissions	Environmental Negative	2.50	9
I'm interested in borrowing, and lending items in my community to save money and reduce my consumption	Environmental Positive	1.44	3
I am keen to link sustainability to my learning	Environmental Positive	1.46	2
I value green spaces and opportunities to be outside	Environmental Positive	1.70	1
I don't feel enough involved in local art and culture and the community ( <i>Home</i> )	Social Negative	1.11	2

I don't feel involved enough in local art, culture and the community ( <i>Halls</i> )	Social Negative	1.17	1
I don't feel I understand enough about other cultures	Social Negative	1.27	3
I'm concerned about where the things I buy come from	Social Positive	1.44	4
I think it is important to take care of myself	Social Positive	1.53	2
I think it's important to be a responsible citizen ( <i>Halls</i> )	Social Positive	2.08	3
I think it is important to be a responsible citizen ( <i>Home</i> )	Social Positive	2.09	1
I want to be involved in local politics	Social Positive	2.51	5

Work is ongoing to develop analysis of rank information, and therefore this table is included largely only for information at this stage. However, within each box, the closer the rank is to one, the higher the priority of the issue to those users who have selected the issue as important, i.e. if an issue has a high selection rate rank, and a priority rank close to 1 it is an important issue to many users, and is of higher relative importance than other issues that may be selected (e.g. wastage of energy in halls: Selection rate rank 2; mean priority rank 1.10), whereas if it has a lower selection rate rank, but a priority rank close to 1 it is not an important issue for as many people, but it has relatively high importance for those people who do select the issue (e.g. concern about where things that users buy come from: Selection rate rank 4; mean priority rank 1.44).

### Demographic differences in selection rates

The following tables show the selection rates of the top five issues against two demographic criteria – Provenance (i.e. Home or EU/International) and Career Stage (i.e. Mature Student or not).

I value green spaces and opportunities to be outside				
	Home	EU/International	Non-Mature	Mature
Selection Rate	79.1%	68.3%	79.4%	65.7%
Difference		10.8%		13.7%
I understand the importance of developing skills as well as knowledge				
	Home	EU/International	Non-Mature	Mature
Selection Rate	72.3%	70.7%	74.3%	64.3%
Difference		1.6%		10.0%
I think it is important to be a responsible citizen				
	Home	EU/International	Non-Mature	Mature
Selection Rate	64.6%	58.5%	62.4%	64.3%
Difference		6.1%		-1.9%
I think it is important to take care of myself				
	Home	EU/International	Non-Mature	Mature
Selection Rate	63.6%	62.2%	63.3%	62.9%
Difference		1.4%		0.4%
I worry about where my money goes				
	Home	EU/International	Non-Mature	Mature
Selection Rate	61.2%	48.8%	62.8%	41.4%
Difference		12.4%		21.4%



## User Actions

The number of pre-populated actions presented to the user varies depending on the number of issues selected at the previous stage of the tool. The mean number of actions presented to users was 30.5 (maximum 74; minimum 5). After issues have been presented, users can interact with their action plan by:

- Change the progress of actions: 54 users have one or more 'in progress' actions (with a mean of 3.6 'in progress' actions per user<sup>5</sup>; 17 max; 1 min), and 47 users have one or more 'completed' actions (with a mean of 4.8 'completed' actions per user; 25 max; 1 min). 73 users in total marked at least one action as 'in progress' or 'completed'.
- Add evidence of progress to actions: 13 users in total have added evidence to actions (with a mean of 3.6 pieces of evidence per user; 18 max; 1 min).
- Deleting actions: 10 users in total deleted actions, with a mean of 7.8 deletions per user (26 max; 1 min).
- Adding their own 'custom action': 5 users in total added at least one custom action (with a mean of 1.6 custom actions per user; 3 max; 1 min).
- Click on external links for additional information about issues: 235 clicks to external have been registered (see Annex D for a complete list by destination).

## Progress and Evidence

The following table shows the top ten actions by the number of times they are listed as 'In progress':

Issue	Issue Type	Action	Number of times 'In progress'	'In progress' Rate (per appearance)
I'm concerned about where the things I buy come from	Social Positive	Choose Fairtrade: Leeds is a Fairtrade university; look out for Fairtrade options and buy them when you can.	12	7.8% (12 of 155)
I'm concerned about where the things I buy come from	Social Positive	Research the companies you buy from: Check out this extensive resource on ethical purchasing. Companies are benchmarked against criteria on Environment, Animals and People.	10	6.5% (10 of 155)
I think it is important to take care of myself	Social Positive	Take a break: Taking regular breaks improves your study performance. Look out for a programme of lunchtime walks and relaxation exercises particularly during exam revision periods. Why not take a walk around campus?	10	5.5% (10 of 182)
I understand the importance of developing skills as well as knowledge	Economic Positive	Get some key skills, and enhance your CV: Use Leeds for Life & volunteering hub to identify skills and opportunities you want to develop.	9	4.3% (9 of 208)
I don't feel involved enough in local art, culture and the community	Social Negative	Become a culture vulture: The Culture Vulture is a blog kept up to date with really great things happening in Leeds. Updated regularly with exclusive events it's a must read!	8	5.1% (8 of 157)
I think it is important to be a responsible citizen	Social Positive	Volunteer: There are lots of ways to volunteer whether you want to coach sports teams, plant trees or raise money for charity. A good starting point is the Volunteer Centre.	8	4.4% (8 of 182)

<sup>5</sup> Mean per user figures for 'active' users i.e. 7.8 deletions per user that has deleted at least one action.

I'm concerned about where the things I buy come from	Social Positive	Buy from the Farmers' Market: Term time on Mondays outside LUU on the precinct.	7	4.5% (7 of 155)
I think it's important to be a responsible citizen	Social Positive	Don't litter: Help us keep Leeds' streets clean by reporting any of the following issues on our streets	7	3.8% (7 of 182)
I think it is important to take care of myself	Social Positive	Join a club or society: Clubs and societies are a great way to look after your wellbeing, physical and social needs. Why not try one of 250 on campus, or try out a few through the GIAG taster sessions?	7	3.8% (7 of 182)
I think it is important to be a responsible citizen	Social Positive	Give blood/bone marrow: Leeds regularly has 'donation drives'. Find out when sessions are and think about participating if you are able.	6	3.3% (6 of 182)

The following table shows the top ten actions by the number of times they are listed as 'Completed':

Issue	Issue Type	Action	Number of times 'Completed'	'Completed' Rate (per appearance)
I think it is important to take care of myself	Social Positive	Join a club or society: Clubs and societies are a great way to look after your wellbeing, physical and social needs. Why not try one of 250 on campus, or try out a few through the GIAG taster sessions?	19	10.4% (19 of 182)
I think it is important to be a responsible citizen	Social Positive	Keep the noise down: Noise can be a particularly tricky issue. It can cause deep upset between neighbours and lead people to resort to calling in the local authorities to deal with. Local Councils have legal powers to take action on noise pollution.	15	8.2% (15 of 182)
I think it is important to take care of myself	Social Positive	The Edge: The Edge has over 140 classes per week during term time and a great range of courses including learn to climb or swim!	15	8.2% (15 of 182)
I think it's important to be a responsible citizen	Social Positive	Don't litter: Help us keep Leeds' streets clean by reporting any of the following issues on our streets	13	7.1% (13 of 182)
I'm concerned about where the things I buy come from	Social Positive	Buy from the Farmers' Market: Term time on Mondays outside LUU on the precinct.	11	7.1% (11 of 155)
I worry about where my money goes	Economic Negative	Visit Kirkgate Market: Leeds Kirkgate Market, one of the largest indoor markets in Europe, is a shopper's paradise from fresh food, drink and fashion to jewellery, flowers, hardware and haberdashery.	11	6.6% (11 of 166)
I'm concerned about where the things I buy come from	Social Positive	Choose Fairtrade: Leeds is a Fairtrade university; look out for Fairtrade options and buy them when you can.	9	5.8% (9 of 155)
I think it is important to be a responsible citizen	Social Positive	Give blood/bone marrow: Leeds regularly has 'donation drives'. Find out when sessions are and think about participating if you are able.	9	4.9% (9 of 182)



I think it is important to take care of myself	Social Positive	Cycle more! Want to cycle? There are some great reasons why and you're swayed why not hire a bike from the Velocampus Bike Hub?	9	4.9% (9 of 182)
I think it is important to take care of myself	Social Positive	Take a break: Taking regular breaks improves your study performance. Look out for a programme of lunchtime walks and relaxation exercises particularly during exam revision periods. Why not take a walk around campus?	8	4.4% (8 of 182)

The following table shows the top ten actions by the number of times they are listed as 'Not started':

Issue	Issue Type	Action	Number of times 'Not started'	'Not started' Rate (per appearance)
I value green spaces and opportunities to be outside	Environmental Positive	Get involved with Yorkshire Wildlife Trust: The University is a corporate member of Yorkshire Wildlife Trust - why not volunteer some time and help on your nature reserve or by fundraising!	216	98.6% (216 of 219)
I value green spaces and opportunities to be outside	Environmental Positive	Grow your own on campus: The Sustainable Garden offers a space to eat, grow, sit, learn and research. Find out about volunteering opportunities on campus.	215	98.2% (215 of 219)
I value green spaces and opportunities to be outside	Environmental Positive	Grow your own off campus: Student allotments at Barden Grange offer a space for students to learn the basics and grow their own food.	213	97.3% (213 of 219)
I value green spaces and opportunities to be outside	Environmental Positive	Join the Conservation Society: Conservation Volunteers get involved in hands-on conservation work in and around Leeds. The activities range from preserving local woodland, planting and habitat management.	213	97.3% (213 of 219)
I understand the importance of developing skills as well as knowledge	Economic Positive	Check out the multiple projects and opportunities for you to join in with the Sustainability team: The University runs projects throughout the year, get involved and help us meet our sustainability targets together.	201	96.6% (201 of 208)
I understand the importance of developing skills as well as knowledge	Economic Positive	Join a related society: There are a number of groups in the School of Earth and Environment and these are either student societies, student groups or student chapters. Membership involves being part of a group that has a common interest in a particular subject area related to your studies and attending events and activities focused on that interest.	201	96.6% (201 of 208)
I understand the importance of developing skills as well as knowledge	Economic Positive	Become a Green Impact Project Assistant or Auditor: Get in contact with the Sustainability Team to find out more.	198	95.2% (198 of 208)
I understand the importance of developing skills as well as knowledge	Economic Positive	Get some key skills, and enhance your CV: Use Leeds for Life & volunteering hub to identify skills and opportunities you want to develop.	197	94.7% (197 of 208)

I think it is important to be a responsible citizen	Social Positive	Get a grant: If you have a great idea and need a bit of cash to get your project off the ground you can apply for a grant to make your idea a reality.	178	97.8% (178 of 182)
I think it is important to be a responsible citizen	Social Positive	Play your part: Community Reps consult students that live in their area and then speak on their behalf at relevant residents association meetings in Leeds, and at the Better Leeds Forum where decisions are made about the best way to make Leeds a great place to live.	177	97.3% (177 of 182)

The following table shows evidence that has been added by users against actions (as written), grouped by user:

Action	Progress	Evidence
Cycle more!	Completed	Hired a bike for the year from Velocampus
Cycle more!	Not started	I have hired a bike from Velocampus and cycling to uni every day.
Join a club or society	Completed	English Third Year/International Membership
The Edge	Completed	Blt and my ride
Check out water saving tips	Completed	As a house we consciously make an effort to be as water efficient as possible, not only to save money but to protect the environment
Get a water saving pack	Completed	As a house we have contacted Yorkshire Water, and a water saving pack is currently being sent to us, and we are looking forward to using it
Share your Knowledge	Completed	I added RK Harris on North Lane, Headingley, as a great spot to find good quality, cheap, and locally sourced fruit and veg
Choose Fairtrade	Completed	I always make sure I choose the fairtrade orange juice with my essentials meal deal
Look for your professional body	Completed	I am currently a student member of CIWEM
Cycle more!	Completed	I borrow my housemate's bike as much as possible to get around, in order to cut my carbon footprint, and get some exercise
Join a club or society	Completed	I currently play for the School of Earth and Environment football team
Don't litter	Completed	I feel as though littering is a huge problem, especially among students. I aim to dispose of my rubbish accordingly, whether is be general waste or recyclable material, and encourage other to do so as well
Take public transport	Completed	I find if you plan ahead with public transport, it is very easy to get around Leeds. It can often get you much closer to your destination than a car can
Join the Leeds branch of Net Impact	Completed	I have applied for a position as a Net Impact student ambassador
Knowledge	Completed	I have read the relevant information on the website, and act accordingly to prevent the theft of my belongings. I am also covered under various student insurance policies
Check out the Shop Local guide at LUU	Completed	I regularly shop at Abu Bakar, not only is the produce cheaper and fresher than supermarket goods, they are also locally sourced.
Visit Kirgate Market	Completed	I regularly visit Kirkgate Market, it is a great place to find cheap, fresh food, that tastes great
Home energy check	Completed	I used the Home Energy Check, and not only did I find it useful for reducing my energy consumption, it also saved the house a lot of money off the next electricity bill
Buy from the Farmers' Market	Completed	If I feel like treating myself, the hog roast sandwiches complete my lunch break. If not, I will make sure I stock up on olives for the week.
Projects and dissertations in the field of sustainability	Completed	My dissertation title is linked to the effects of effluent on the health and sustainability of delicate ecosystems
Car share	Completed	Some of my housemates drive into Uni, every evening they ask who needs a lift in the morning. I always make sure I get up in time to make it into the car share
Brain food	Completed	When I eat at the refractory, I always keep in mind the healthy eating options, in order to make the most out of my studies throughout the rest of the day



Give blood/bone marrow	Completed	I give blood as often as I can and already have signed up to the Antony Nolan bone marrow register
Visit Kirgate Market	Completed	Try to go as often as possible to get fresh produce but have also used it for materials and sewing supplies
Grow your own on campus	In progress	Used the sustainable garden to get produce
Become a Green Impact Project Assistant or Auditor	Completed	Was a green auditor in my 2nd year
Grow your own off campus	In progress	Went to Bardon grange chutney making event
Give blood/bone marrow	Completed	Have done this
Choose an elective in the discovery theme	Completed	I am completing a climate change subject
Keep the noise down	Not started	I feel I am respectful of other's in my halls, keeping noise to a minimum and not slamming doors!
Join a club or society	Not started	I have joined the EnviroSoc and HOMED societies
Volunteer	In progress	I have volunteered once for HOMED and the Conservation Society, I will endeavour to make more of these events
Get a body MOT	Not started	I try to go the gym at least 3 times a week
Become a Green Impact Project Assistant or Auditor	Not started	I wanted to be a Green Impact Project Assistant but I will not be here in Semester 2
Grow your own on campus	In progress	I will endeavour to help out on a Thursday event
Join a club or society	Completed	I have joined Vertical Fitness, usually an hour a week of intense fitness training. I am a member of Revs Choir, which is a great way to relax and meet new people, while developing my musical side.
Join a club or society	Completed	Leeds University Hiking Club
Don't litter	Completed	When hiking I will pick up litter if I see it
The Edge	Completed	Yoga classes
Choose Fairtrade	In progress	I always buy fair trade banana's, now its time to expand to other products.
Choose an elective in the discovery theme	Completed	I am currently taking an 'environmental communications' elective.
Buy from the Farmers' Market	Completed	I go to the Markets in town, I get bread and veg from the green action food coop in the union.
Grow your own off campus	In progress	I occasionally go to the allotments in Hyde Park
Cycle more!	Completed	I cycle to most days. If I don't cycle I usually walk or, in rare cases, take the bus.
Join a club or society	Completed	Joined the Archery Society this year.
Take a break	Completed	One of the reasons I love cycling home. Great break before doing other stuff at home.
Find out about ethical banking	Completed	With coop bank

## Deleted Actions

The following table shows the top ten actions by number of deletions:

Issue	Issue Type	Action	Number of deletions	Deletion Rate (deletions per appearance)
I think it is important to be a responsible citizen	Social Positive	Give blood/bone marrow: Leeds regularly has 'donation drives'. Find out when sessions are and think about participating if you are able.	5	2.7% (5 of 182)
I think it is important to take care of myself	Social Positive	Get a body MOT: The Edge offer great health checks to let you know how your body is ticking - sign up here!	5	2.7% (5 of 182)
I think it is important to be a responsible citizen	Social Positive	Play your part: Community Reps consult students that live in their area and then speak on their behalf at relevant residents association meetings in Leeds, and at the Better	4	2.2% (4 of 182)

		Leeds Forum where decisions are made about the best way to make Leeds a great place to live.		
I think it is important to be a responsible citizen	Social Positive	Get a grant: If you have a great idea and need a bit of cash to get your project off the ground you can apply for a grant to make your idea a reality.	4	2.2% (4 of 182)
I think it is important to be a responsible citizen	Social Positive	Keep the noise down: Noise can be a particularly tricky issue. It can cause deep upset between neighbours and lead people to resort to calling in the local authorities to deal with. Local Councils have legal powers to take action on noise pollution.	4	2.2% (4 of 182)
I think it is important to take care of myself	Social Positive	The Edge: The Edge has over 140 classes per week during term time and a great range of courses including learn to climb or swim!	4	2.2% (4 of 182)
I think it is important to take care of myself	Social Positive	Cycle more! Want to cycle? There are some great reasons why and you're swayed why not hire a bike from the Velocampus Bike Hub?	4	2.2% (4 of 182)
My travel onto campus creates emissions	Environmental Negative	Get travel savvy: Visit the Utravel Active website for information on bike hire, bike security, buddying, maps and advice	3	11.5% (3 of 26)
My travel onto campus creates emissions	Environmental Negative	Nightbus: Share and be safe by using the nightbus.	3	11.5% (3 of 26)
I think it is important to be a responsible citizen	Social Positive	Be a good neighbour: Your neighbours aren't nearly as scary as you might imagine. If you plan on having a party or making a bit of noise, it's always a good idea to let them know beforehand. Chances are they'll be absolutely fine with it, and really appreciate you letting them know.	3	2.7% (3 of 113)

## Custom Actions

Five users created custom actions, which were all linked to user-generated custom issues and all listed as 'Not Started'. These are summarised (as written) in the table below, grouped by user:

Issue	Issue Type	Custom Issue?	Action	Status
I feel a need to understand more about the one third of our students from abroad	Social Negative	Yes	Look out for interesting lectures and social meetings for international students	Not Started
I'm involved in SHRUB - the Swap and Reuse HUB Cooperative	Environmental Positive	Yes	Promote mending as an alternative to chucking out and getting another one	Not Started
It's difficult to find a part-time job in Leeds	Social Negative	Yes	Get experience by volunteering and find a job	Not Started
I want to get a job to help support myself but lack skills and experience	Economic Positive	Yes	Visit the Careers Office: Go for a drop in session to get help with CV and how to go about gaining appropriate skills.	Not Started
Moving to a new city can be hard, and I think that local authorities don't offer enough support to	Social Negative	Yes	Support local businesses and integrate more: Treat Leeds as you home from home rather than city you just study in	Not Started

welcome new citizens in to the area				
My house do not think about water use	Environmental Negative	Yes	Investigate paying for a water meter ourselves	Not Started
I enjoy walking and cycling around Leeds	Environmental Positive	Yes	Continue to do this as much as possible	Not Started
I recycle everthing I can	Environmental Positive	Yes	Try to involve more freinds	Not Started

## Summary/Conclusions

- 22% of total visitors (38% of 'new visitors) signed into the NETpositive tool, with **91% of the original 308 users completing an action plan**. Undergraduate:Postgraduate tool use is broadly in proportion with overall University figures, although use by part-time students is slightly down compared to overall proportions. **The tool is relatively 'over-represented' proportionally by non-UK domicile students** (29% tool use vs 17% by composition).
- The University of Leeds generated a large amount of plans at the end of 2013 (but have not had high uptake in 2014) and **particularly around September and October** (presumably associated with promotion coordinated with fresher's activities).
- A mean of 9.3 issues were selected per student from the 21 issues initially presented (plus any custom issues generated by users). Across tool 'groups', **Positive Environmental Issues have the highest mean selection rate**, with Negative Environmental Issues having the lowest mean selection rate. The issues 'I value green spaces and opportunities to be outside' (Environmental Positive) and 'I understand the importance of developing skills as well as knowledge' (Economic Positive) had over 70% selection rates. Negative Environmental issues associated with waste, travel, and energy on campus are noted for their low selection rates.
- **Demographic differences in selection are starting to emerge from the data**: For example, the selection of the issue 'I value green spaces...' was higher in Home vs EU/International Students and Non-Mature vs Mature students. Selection rates were 21.4% higher in within the Non-Mature demographic for the issue 'I worry about where my money goes'; in comparison with the Mature demographic.
- **22% of users created at least one custom issue** (62 of 288 who interacted with the 'Impact' section of the tool). **Rubbish and recycling** was a key theme that emerged from analysis of these custom issues (perhaps reflecting the omission of this topic as a pre-populated issue; and justifying its inclusion in future versions). **Sustainable sourcing** and issues related to **community integration** were also key themes.
- **26% of users changed the progress of at least one action** (73 of 280 who completed the tool). Initial analysis indicates that **progress was relatively high within actions linked to Social Positive and lower in actions linked to Environmental Positive issues**. There is potential to provide more action opportunities to issues such as 'I value green spaces and opportunities to be outside' which the issue selection rate is high but current uptake on actions is low. Continued **encouragement to complete and update action plans on an ongoing basis** will allow further more detailed analysis of actions and allow the University to demonstrate further impact.
- **Further analysis of demographic data, and more rigorous statistical comparisons are being developed**. Data analysis is an ongoing part of this pilot study, with new data being generated all the time. Ongoing tool use has an important role in determining the overall value of data that can be obtained (e.g. it allows comparison of multiple demographic parameters; more detailed analysis of impact and action uptake; and more detailed comparison of student uptake over time).

## Things to think about

- Promoting the tool heavily in the Faculty of the Environment clearly paid dividends. Can the participants in this area be used as champions for the tool more widely to extend use into other areas?
- The split across Halls of Residence is balanced (although coverage is low); again, promoting the tool through peer-promotion mechanisms could extend uptake of the tool. This would be further supported if it was part of the programmes undertaken by Halls Reps or Wardens. Can it be added to a Job Description or to Terms of Reference for groups or individuals active in Halls?
- Social issues appear to be more engaging than environmental ones. Can this inform your communications/engagement approaches more broadly? Can this be shared with others also communicating environmental messages (SU etc)?
- High value is placed on green spaces on campus; can this data be shared with those responsible for delivery of these? Or utilised in awards applications?
- Economic concerns are high on student agendas; can links be made between financial advice and sustainability to maximise these for mutual benefit/coverage?
- The desire to make ethical purchasing decisions but feeling unable to afford them also seems to be a theme. Could this be further championed by the SU? (it may already be but communication of schemes might need improvement).
- There are also strong desires from students to develop skills. Can this data be shared as a way of starting a conversation with careers teams about signposting the tool or other reciprocal working?
- The low demand for funding for projects or activity is again useful information for those who administer such schemes. Is better or broader communication of the benefits of these projects needed?
- Although there is an appreciation of the green spaces there is a low uptake for people to get involved practically. Could it be made easier for individuals to engage with as an activity?
- The perception by some students about the waste of resources on campus or in Halls could be something that the SU or other reps support as a campaign. Reinvigorating NUS 'Snap it Off' as a starting point? How do students report waste on campus and how is this communicated? Whether energy or printed hand-outs, communicating their options for taking practical action could be useful.

## Annex A: Reasons for tool use

A full list of reasons (when given) for using the tool (unedited apart from removing named persons).

- Interested to see how it works
- I want to strive for a more environmentally sustainable lifestyle
- i am interested in applying my sustainable development knowledge to reduce human impacts and help to make environmentally sound place to live in.
- To find out more about Leeds and Leeds Uni.
- I have a great interest in Sustainability and anything that can help me live sustainably/ more environmentally friendly as well as help inform me of ideas to communicate is great.
- I really care about a sustainable society.
- I believe in doing my best to explore my own social consciousness and equipping myself to better serve the wonderful world I live in - and hopefully gaining enough experience and information to be a witness to others.
- being more sustainable and a good citizen
- I would like to be involved in Leeds and help turn it into a more environmental-friendly city.
- Interested in knowing what it is (and prizes)
- MAKE THE ENVIRONMENT BETTER
- I would like to get to know the city more, and make the most of my time in Leeds.
- Cool Space
- I would like to see what I can improve
- I am very impressed with the concept and think it's great. For that reason I will do everything I can to support it. I am already Green Rep for St. Marks and have a long history of greening including many things which have put me in touch with how difficult it is to engage students in being a little greener! Hopefully you've cracked it! \*fingers crossed!\* I am a firm believer in small changes having a big impact and think this is a step in the right direction.
- I have a real passion for the environment, and strive to live as sustainably as possible.
- Jenny made me
- SELF DEVELOPMENT WHILE HAVING AN IMPACT IN SOCIETY
- not destroying the planet
- I want to learn a bit more about the culture that surrounds me.
- <Name of student rep> is intimidating
- My friend and a strong beard
- As a Green Rep I feel as though I should contribute in any way possible
- I'm curious to see what advice the tool will give me to act more sustainably while living in Leeds, I'm also interested to try and implement the advice.
- To learn more about how I can make a positive impact myself and how to help others do the same.
- As part of the Net Impact Project
- I am currently a second year student and feel the needs to fully explore Leeds in the best possible way that i can before i leave for a year abroad and eventually back to my country Kenya.
- <Name of student rep> asked me to
- I would do anything for some free coffee...
- <Name of student rep>
- coffee
- I STRONGLY WANT TO CONTRIBUTE MY QUOTA IN SECURING A BETTER AND SOUND ENVIRONMENT FOR UNBORN GENERATIONS
- I am taking part in the Green Impact Project
- I would like to help our environment and this is perfect for it as there action plans tool for me and the community to ponder upon and act on it for a more positive impact in the future
- I would like to make a positive sustainable impact on Leeds and environment I am in

- What does this question even mean?
- great way to make me think about how i can live more sustainably
- I love sustainability
- General interest in the idea of sustainability and the accessible ways that students struggling with money can still contribute
- I was asked to
- The passionate and charismatic <Name of student rep>. Also I often feel like one of very few of my friends who donate some attention to sustainability.
- Outstanding PR from <Name of student rep>
- For a friend
- Want to do my bit to become more sustainable
- As an international student, I would like to try new things and get involved in local system to experience different culture.
- <Name of student rep> told me to
- Mince pie
- I would like suggestions as to how to live sustainably in a country/city which is highly fuel and energy dependent.
- looking at how to build the future

## Annex B: Issue Filtering

Issue Name	Issue Type	Filter
I'm concerned about where the things I buy come from.	Social Positive	All
I think it is important to be a responsible citizen	Social Positive	Two equivalent issues (with different actions) for 'Halls of residence' vs 'Own home'
I think it is important to take care of myself	Social Positive	All
I want to be involved in local politics	Social Positive	All
I don't feel involved enough in local art, culture and the community	Social Negative	Two equivalent issues (with different actions) for 'Halls of residence' vs 'Own home'
I don't feel I understand enough about other cultures	Social Negative	All
I am keen to link sustainability to my learning	Environmental Positive	All
I'm interested in borrowing, and lending items in my community to save money and reduce my consumption	Environmental Positive	All
I value green spaces and opportunities to be outside	Environmental Positive	All
A lot of what I buy ends up as waste at home (on campus <sup>1</sup> )	Environmental Negative	Two issues (with different actions) for 'Halls of residence' vs 'Own home'
I don't really think about water at home (on campus <sup>2</sup> )	Environmental Negative	Two issues (with different actions) for 'Halls of residence' vs 'Own home'
I probably waste energy at home (in my hall <sup>3</sup> )	Environmental Negative	Two issues (with different actions) for 'Halls of residence' vs 'Own home'
I probably waste energy on campus	Environmental Negative	Two equivalent issues (with different actions) for 'Halls of residence' vs 'Own home'
My travel onto campus creates emissions	Environmental Negative	All
I need some funding to help setup a project, or communicate an idea	Economic Positive	All
I recognise what a responsible lender looks like	Economic Positive	All

I understand the importance of developing skills as well as knowledge	Economic Positive	All
I want to be an empowered professional	Economic Positive	All
I am concerned about funding my future and my degree	Economic Negative	All
I worry about protecting my things from theft	Economic Negative	All
I worry about where my money goes	Economic Negative	All
<sup>1</sup> 'on campus' added for issue displayed to students in halls of residence		
<sup>2</sup> 'on campus' is alternative wording for students in halls of residence		
<sup>3</sup> 'in my hall' is alternative wording for students in halls of residence		

## Annex C: Custom Issues

Type	Rank in plan	Selected	Issue Name
Social impacts	Negative	1 Yes	I don't know many people in Leeds
Social impacts	Negative	1 Yes	I feel a need to understand more about the one third of our students from abroad
Environmental impacts	Negative	1 Yes	I keep the lights on late into the night
Environmental impacts	Negative	2 Yes	For my birthday I'm going to visit my brother in Santiago Chile
Environmental impacts	Positive	1 Yes	I'm involved in SHRUB - the Swap and Reuse HUB Cooperative
Economic impacts	Positive	1 Yes	I donate some of my income to a range of campaigns and charities
Environmental impacts	Negative	2 Yes	convenience of supermarkets selling out-of-season imported goods
Environmental impacts	Negative	3 Yes	Amount of paper printed at university
Environmental impacts	Positive	3 Yes	I want to support local industries
Social impacts	Positive	1 Yes	I want to volunteer but I can't decide what I want to do.
Environmental impacts	Positive	1 Yes	i take care of energy wastage in my hall and switch off extra lights and use lights only when its necessary
Economic impacts	Negative	1 Yes	I don't feel I have enough money to buy the right things
Social impacts	Negative	1 Yes	It's difficult to find a part-time job in Leeds
Environmental impacts	Negative	1 Yes	I think the university wastes energy by unnecessarily leaving light, heating and computers on
Environmental impacts	Positive	2 Yes	I get around by bicycle
Environmental impacts	Positive	3 Yes	I recycle
Environmental impacts	Negative	1 Yes	Handouts in lectures are a waste of paper. The VLE!
Environmental impacts	Positive	1 Yes	Recycling bins in halls.
Social impacts	Negative	1 Yes	I am not aware of the opportunities for involvement available.
Social impacts	Positive	No	I want to reduce the amount I waste.
Environmental impacts	Positive	3 Yes	I am aware of the waste of energy of public places.
Environmental impacts	Positive	4 Yes	I am aware of the importance of recycling wastes and composting.
Social impacts	Negative	2 Yes	I feel as though there is not enough information that is relatively easy to access about fair and ethical trading and production.
Environmental impacts	Negative	2 Yes	There us an incredible amount of plastic packaging on foodstuffs - even fresh fruit and vegetables!
Environmental impacts	Positive	2 Yes	I would love a community garden to work on as, well, a community.
Economic impacts	Negative	1 Yes	I am concerned about how expensive it is to participate in the university community - club memberships and tickets to events really add up!
Environmental impacts	Negative	1 Yes	People do not really take recycling very seriously.



Social impacts	Negative	1	Yes	none , its all a learning experience
Social impacts	Positive	1	Yes	Time to give back to the uni/ and community
Social impacts	Negative	1	Yes	I have juts started at the university so don't actually feel a part of it, right now.
Social impacts	Negative	3	Yes	I feel trouble with communicate with foreigners with English
Economic impacts	Negative	2	Yes	It's expensive here for everything to eat
Social impacts	Positive	5	Yes	I want to be involved in University Societies
Environmental impacts	Positive	3	Yes	I try to recycle my rubbish
Social impacts	Negative	1	Yes	money
Environmental impacts	Negative	3	Yes	I had too many brochures
Environmental impacts	Positive	2	Yes	I want to know more about how I can help
Environmental impacts	Positive	3	Yes	I always put my waste in the bin
Economic impacts	Positive	5	Yes	I want to gain some experience
Environmental impacts	Positive	2	Yes	I make the effort to travel sustainably and for less money
Social impacts	Negative	1	Yes	I don't feel involved enough in the local community.
Environmental impacts	Negative	1	Yes	The light system in the halls is inefficient and wastes energy.
Social impacts	Negative	1	Yes	I don't get involved enough in co-curricular activities
Social impacts	Positive	3	Yes	I like to keep fit
Environmental impacts	Negative	1	Yes	I would like to recycle more
Environmental impacts	Positive	3	Yes	I would like to be involved in the Universities Green Impact project
Social impacts	Negative	3	Yes	I don't know enough about politics
Social impacts	Negative		No	I feel as though I do not encourage and inform people enough to live sustainably
Social impacts	Positive	2	Yes	wanting to have local produce, from sustainable sources
Economic impacts	Positive	2	Yes	I want to get a job to help support myself but lack skills and experience
Social impacts	Negative	1	Yes	not enough involved in the social life of local students
Social impacts	Positive	1	Yes	food contains too much sugar and lack variety on vegetables
Environmental impacts	Negative	1	Yes	waste food and waste plastic bags
Environmental impacts	Positive	1	Yes	i want to do volunteering work on green living
Social impacts	Positive	2	Yes	I am aware of the variety of places in which food can be bought, as it does not have to be the supermarket, it can be the local produce from Leeds market
Environmental impacts	Negative	1	Yes	At home it is harder for me to recycle as there are only household waste bins
Social impacts	Positive	2	Yes	I try to give back by volunteering
Environmental impacts	Negative	1	Yes	I travel by air a lot
Environmental impacts	Positive	3	Yes	I use public transport
Environmental impacts	Positive	4	Yes	I turn off the heating as much as I can
Economic impacts	Positive	2	Yes	I try not to buy products from unethical businesses
Social impacts	Negative	1	Yes	I am not interested in the local community
Social impacts	Negative		No	I don't recycle properly
Social impacts	Positive	4	Yes	I care about what I eat
Environmental impacts	Negative	2	Yes	I don't recycle properly
Environmental impacts	Negative	1	Yes	I worry about the wasted energy and resources on Campus
Social impacts	Negative	1	Yes	I am unfamiliar with the City of Leeds
Environmental impacts	Negative	1	Yes	The food I buy isn't always sustainable

Social impacts	Negative	1	Yes	Traffic noise and pollution, too congested and makes walking difficult and unpleasant.
Social impacts	Negative	2	Yes	Over crowded pavements with people and bicycles. Often drunk people on the streets making a mess and littering.
Social impacts	Negative	3	Yes	I often wish there were more green spaces in the city to relax in.
Environmental impacts	Negative	2	Yes	I would like to be able to recycle more
Environmental impacts	Positive	1	Yes	I try to walk everywhere I can
Social impacts	Positive	3	Yes	I help students have an alternative in their food shop
Environmental impacts	Negative	1	Yes	i struggle with my food waste
Environmental impacts	Positive	2	Yes	I participate in growing local food
Environmental impacts	Positive	3	Yes	I only walk/cycle/use the bus
Social impacts	Negative	1	Yes	I don't enjoy clubbing
Social impacts	Negative	1	Yes	I don't feel I understand enough about other cultures*
Social impacts	Negative	2	Yes	its a little hard to find like minded people
Social impacts	Negative	3	Yes	I am very mature in the way i think, sometimes it's hard to relate with my age mates
Social impacts	Positive	1	Yes	I am very open to new cultures
Social impacts	Positive	2	Yes	i think living well and healthily is important
Economic impacts	Negative	3	Yes	i spend way more than i should
Social impacts	Negative	1	Yes	I don't know about local events which are there to promote sustainability.
Environmental impacts	Negative	2	Yes	I don't know much about what happens after my household recycling is picked up
Environmental impacts	Positive	1	Yes	I recycle and compost in my household
Environmental impacts	Positive	2	Yes	I use environmentally-friendly detergents and cleaners
Economic impacts	Negative	1	Yes	I worry that I will think I need material things in the future to be happy.
Economic impacts	Positive	2	Yes	I try to buy local foods
Social impacts	Negative	1	Yes	I don't know my way around Leeds
Environmental impacts	Negative	2	Yes	Other people in my flat irresponsible
Social impacts	Negative	2	Yes	Moving to a new city can be hard, and I think that local authorities don't offer enough support to welcome new citizens in to the area
Economic impacts	Positive	2	Yes	There needs to be more support for unemployed students with funding
Social impacts	Positive	2	Yes	I'm concerned with effectiveness of recycling by the council
Social impacts	Negative	1	Yes	Not aware of sustainability issues
Environmental impacts	Negative	2	Yes	We have no effective recycling in my Hall
Social impacts	Negative	2	Yes	The weather is definitely not encouraging
Social impacts	Negative	3	Yes	Balancing my academic work and other social activities
Environmental impacts	Negative	1	Yes	limited knowledge of UK legislations on environment
Environmental impacts	Positive	2	Yes	Cherish living in greener environment
Social impacts	Negative	1	Yes	I don't feel I understand enough about other cultures*
Social impacts	Negative	2	Yes	I'd like people be more intrested in the role of sustainability in order to share opinions and experiences with them
Social impacts	Negative	3	Yes	I'd really like to buy biological/organic products, but they are more expensive and I need to save money as I still don't work and my parents are paying for my life here in Leeds
Social impacts	Positive	2	Yes	I'm concerned about where the things I buy come from*
Social impacts	Positive	3	Yes	I'm an open-minded girl and I love chatting with people from any background and learning about their lifestyle

Social impacts	Positive	4	Yes	I love second-hand/charity shops
Environmental impacts	Negative	1	Yes	I don't really think about water in my hall*
Environmental impacts	Negative	2	Yes	I'd like to rent a bike instead of using the bus everyday, but I live quite far from the University and I'm not used to cycle under the rain/snow
Environmental impacts	Positive	3	Yes	I'm trying to get as much experience as I can in the field of sustainability ( from everyday simple actions to attend conferences or other activities I hear about)
Environmental impacts	Positive	4	Yes	I always pay attention on recycling
Environmental impacts	Positive	5	Yes	I'm happy with my studies (Sustainability and Environmental Management)
Economic impacts	Negative	2	Yes	I'd like to spend my money in fair trade/eco-friendly products, but sometimes I can't afford them
Economic impacts	Negative	3	Yes	I'd like to know more about local business and how we could support them
Economic impacts	Positive	2	Yes	I don't mind to renounce to some comforts or fancies if I know this could help me to be 'more sustainable'
Economic impacts	Positive	3	Yes	I prefer buying from local producers instead of going shopping to big supermarkets
Environmental impacts	Negative	1	Yes	My house do not think about water use
Environmental impacts	Positive	3	Yes	I enjoy walking and cycling around Leeds
Environmental impacts	Positive	4	Yes	I recycle everthing I can
Environmental impacts	Negative	1	Yes	What I buy has lots of packaging
Social impacts	Positive	No		I think it's important to take care of meals.
Social impacts	Negative	1	Yes	Not exploring Yorkshire outside of Leeds enough
Environmental impacts	Positive	3	Yes	I try to eat less meat
Economic impacts	Positive	1	Yes	I try to buy locally
Economic impacts	Positive	2	Yes	I help a friend as much as possible if they are experiencing financial difficulties
Environmental impacts	Negative	1	Yes	lack of recycling
Environmental impacts	Negative	1	Yes	I don't recycle anything
Social impacts	Negative	1	Yes	It is difficult to book sports facilities at the University, such as sports halls, as their is no option to do so online.
Environmental impacts	Negative	2	Yes	Every University building appears to have very poor energy efficiency.
Social impacts	Negative	1	Yes	There is segregation between students and the local community
Environmental impacts	Positive	3	Yes	I would like the opportunity to have an allotment
Environmental impacts	Positive	4	Yes	<Name of student rep> said I can so no worries
Social impacts	Positive	3	Yes	I take part in voluntary work in Leeds
Environmental impacts	Positive	1	Yes	I'm interested in keeping my neighbourhood clean
Economic impacts	Positive	1	Yes	I want to be able to put my own money into a community project where I see local benefits
Environmental impacts	Negative	1	Yes	My housemates don't feel the same
Environmental impacts	Positive	2	Yes	I walk everywhere possible
Environmental impacts	Negative	1	Yes	My house is energy inefficient
Social impacts	Negative	1	Yes	I don't feel that I do anything to benefit other people
Social impacts	Negative	2	Yes	I feel that our political system is too influential in impacting on people's choices
Social impacts	Positive	3	Yes	I think everyone should be equally responsible for the wellbeing of their society
Environmental impacts	Negative	2	Yes	I think about water but it's too much of a luxury having a nice shower to conserve the water
Environmental impacts	Negative	3	Yes	we don't always recycle properly, even though we have recycling bins! They get full too quickly

Environmental impacts	Negative	4	Yes	A lot of the food i buy comes from abroad
Environmental impacts	Positive	1	Yes	I always turn my bedroom light off when im not in the room
Environmental impacts	Positive	4	Yes	I love the natural environment and want to preserve it.
Economic impacts	Negative	3	Yes	I don't like that there is so much socio-economic inequality in our society
Economic impacts	Positive	3	Yes	I want to create a social enterprise
Social impacts	Negative	2	Yes	I dont have enough time
Social impacts	Negative	No		I hate people
Social impacts	Positive	2	Yes	I like to play music in town for everyone to share.
Environmental impacts	Negative	3	Yes	I'm not as concerned for my local environment as I should be
Environmental impacts	Positive	2	Yes	I try to recyle
Environmental impacts	Positive	3	Yes	I try not to litter
Economic impacts	Negative	3	Yes	I think I waste money
Economic impacts	Positive	3	Yes	I worry about the sustainability of work
Environmental impacts	Negative	2	Yes	I probably waste energy on campus*
*this user changed the pre-populated issue in some way, and therefore it has been recorded as a custom issue.				

## Annex D: External links clicked

External Link	Times clicked
<a href="http://theculturevulture.co.uk/blog/">http://theculturevulture.co.uk/blog/</a>	27
<a href="http://www.leedsuniversityunion.org.uk/community/bardongrange/">http://www.leedsuniversityunion.org.uk/community/bardongrange/</a>	13
<a href="http://gfal.leeds.ac.uk/index.php/our-story/sustainability/">http://gfal.leeds.ac.uk/index.php/our-story/sustainability/</a>	11
<a href="http://www.ethical-company-organisation.org/">http://www.ethical-company-organisation.org/</a>	11
<a href="http://hec.est.org.uk/">http://hec.est.org.uk/</a>	9
<a href="http://www.cityofsanctuary.org/leeds">http://www.cityofsanctuary.org/leeds</a>	8
<a href="http://www.leeds.gov.uk/residents/Pages/Street-cleaning.aspx">http://www.leeds.gov.uk/residents/Pages/Street-cleaning.aspx</a>	8
<a href="http://volunteering.leeds.ac.uk">http://volunteering.leeds.ac.uk</a>	7
<a href="http://www.leeds.ac.uk/sustainabledevelopment/purchasing.html">http://www.leeds.ac.uk/sustainabledevelopment/purchasing.html</a>	7
<a href="http://www.yorkshirewater.com/save-water-and-money/free-water-saving-pack-and-top-tips.aspx">http://www.yorkshirewater.com/save-water-and-money/free-water-saving-pack-and-top-tips.aspx</a>	7
<a href="http://www.fairtrade.org.uk/includes/documents/cm_docs/2012/N/CS0326_Coffee_Week_Why_Fairtrade_info_sheets.pdf">http://www.fairtrade.org.uk/includes/documents/cm_docs/2012/N/CS0326_Coffee_Week_Why_Fairtrade_info_sheets.pdf</a>	6
<a href="http://www.leeds.ac.uk/sustainabledevelopment/resources_general.html">http://www.leeds.ac.uk/sustainabledevelopment/resources_general.html</a>	6
<a href="http://www.leedsuniversityunion.org.uk/community/a-guide-to-leeds/">http://www.leedsuniversityunion.org.uk/community/a-guide-to-leeds/</a>	6
<a href="http://www.leedsuniversityunion.org.uk/yourreps/hallexec/">http://www.leedsuniversityunion.org.uk/yourreps/hallexec/</a>	6
<a href="https://www.facebook.com/pages/Leeds-University-Union-Farmers-Market/135765836561245">https://www.facebook.com/pages/Leeds-University-Union-Farmers-Market/135765836561245</a>	6
<a href="http://leeds.netimpact.org.uk/">http://leeds.netimpact.org.uk/</a>	5
<a href="http://www.leeds.ac.uk/sustainabledevelopment/sustainability_map.html">http://www.leeds.ac.uk/sustainabledevelopment/sustainability_map.html</a>	5
<a href="http://help.leeds.ac.uk/money.html">http://help.leeds.ac.uk/money.html</a>	4
<a href="http://www.leeds.ac.uk/sustainabledevelopment/downloads/biodiversity_walk_leaflet.pdf">http://www.leeds.ac.uk/sustainabledevelopment/downloads/biodiversity_walk_leaflet.pdf</a>	4
<a href="http://www.leeds.ac.uk/sustainabledevelopment/purchasing/labels.html">http://www.leeds.ac.uk/sustainabledevelopment/purchasing/labels.html</a>	4
<a href="http://www.leedsuniversityunion.org.uk/groups/Marrow/">http://www.leedsuniversityunion.org.uk/groups/Marrow/</a>	4
<a href="http://www.youtube.com/watch?v=G1S3fagBNMc&amp;list=PL_W5JzrDVzGFbBQMNH4C84GjQx5zyAG67">http://www.youtube.com/watch?v=G1S3fagBNMc&amp;list=PL_W5JzrDVzGFbBQMNH4C84GjQx5zyAG67</a>	4
<a href="https://leedsforlife.leeds.ac.uk/">https://leedsforlife.leeds.ac.uk/</a>	4
<a href="https://leedsforlife.leeds.ac.uk/Foundation.aspx">https://leedsforlife.leeds.ac.uk/Foundation.aspx</a>	4

<a href="http://sport.leeds.ac.uk/page.asp?section=166&amp;sectionTitle=Classes%2FCourses">http://sport.leeds.ac.uk/page.asp?section=166&amp;sectionTitle=Classes%2FCourses</a>	3
<a href="http://www.collaborativeconsumption.com/">http://www.collaborativeconsumption.com/</a>	3
<a href="http://www.globalcommunity.leeds.ac.uk/events/article/global-cafe">http://www.globalcommunity.leeds.ac.uk/events/article/global-cafe</a>	3
<a href="http://www.leeds.ac.uk/sustainabledevelopment/involved.html">http://www.leeds.ac.uk/sustainabledevelopment/involved.html</a>	3
<a href="http://www.shareable.net/blog/top-10-ways-sharing-can-save-you-money">http://www.shareable.net/blog/top-10-ways-sharing-can-save-you-money</a>	3
<a href="http://www.visitleeds.co.uk/">http://www.visitleeds.co.uk/</a>	3
<a href="http://www.ywt.org.uk/volunteer">http://www.ywt.org.uk/volunteer</a>	3
<a href="http://www.aboutmyvote.co.uk/">http://www.aboutmyvote.co.uk/</a>	2
<a href="http://www.blood.co.uk/SessionSearcher/ShowAjaxResults.aspx/">http://www.blood.co.uk/SessionSearcher/ShowAjaxResults.aspx/</a>	2
<a href="http://www.esd.leeds.ac.uk/">http://www.esd.leeds.ac.uk/</a>	2
<a href="http://www.greenactionleeds.org.uk/about-green-action-food-co-op">http://www.greenactionleeds.org.uk/about-green-action-food-co-op</a>	2
<a href="http://www.leaveleedstidy.com/shop/">http://www.leaveleedstidy.com/shop/</a>	2
<a href="http://www.leeds.ac.uk/sustainabledevelopment/contacts_general.html">http://www.leeds.ac.uk/sustainabledevelopment/contacts_general.html</a>	2
<a href="http://www.leedsinitiative.org/assets/0/510/512/518/524/feabb25a-e4f3-406c-8529-c3b1b771023c.pdf">http://www.leedsinitiative.org/assets/0/510/512/518/524/feabb25a-e4f3-406c-8529-c3b1b771023c.pdf</a>	2
<a href="http://www.unipol.leeds.ac.uk/Leeds/IFS/Living_in_leeds/default.asp#link3">http://www.unipol.leeds.ac.uk/Leeds/IFS/Living_in_leeds/default.asp#link3</a>	2
<a href="http://www.yorkshirewater.com/save-water-and-money/water-and-energy-calculator.aspx">http://www.yorkshirewater.com/save-water-and-money/water-and-energy-calculator.aspx</a>	2
<a href="http://doinggoodleeds.org.uk/">http://doinggoodleeds.org.uk/</a>	1
<a href="http://hotspots.leeds.ac.uk/contacts/">http://hotspots.leeds.ac.uk/contacts/</a>	1
<a href="http://hotspots.leeds.ac.uk/office-environments/">http://hotspots.leeds.ac.uk/office-environments/</a>	1
<a href="http://leeds-list.com/culture/">http://leeds-list.com/culture/</a>	1
<a href="http://volunteering.leeds.ac.uk/Default.aspx">http://volunteering.leeds.ac.uk/Default.aspx</a>	1
<a href="http://wateruseitwisely.com/100-ways-to-conserve/">http://wateruseitwisely.com/100-ways-to-conserve/</a>	1
<a href="http://www.blood.co.uk/">http://www.blood.co.uk/</a>	1
<a href="http://www.ecomodo.com/">http://www.ecomodo.com/</a>	1
<a href="http://www.ethicalconsumer.org/buyersguides/money/bankingcurrentaccounts.aspx">http://www.ethicalconsumer.org/buyersguides/money/bankingcurrentaccounts.aspx</a>	1
<a href="http://www.leeds.ac.uk/">http://www.leeds.ac.uk/</a>	1
<a href="http://www.leedscitycreditunion.co.uk/">http://www.leedscitycreditunion.co.uk/</a>	1
<a href="http://www.leedsuniversityunion.org.uk/community/rep/">http://www.leedsuniversityunion.org.uk/community/rep/</a>	1
<a href="http://www.leedsuniversityunion.org.uk/groups/">http://www.leedsuniversityunion.org.uk/groups/</a>	1
<a href="http://www.leedsuniversityunion.org.uk/groups/conservation/">http://www.leedsuniversityunion.org.uk/groups/conservation/</a>	1
<a href="http://www.leedsuniversityunion.org.uk/helpandadvice/healthandwellbeing/gethomesafe/">http://www.leedsuniversityunion.org.uk/helpandadvice/healthandwellbeing/gethomesafe/</a>	1
<a href="http://www.leedsuniversityunion.org.uk/knowledge/">http://www.leedsuniversityunion.org.uk/knowledge/</a>	1
<a href="http://www.leedsuniversityunion.org.uk/yourideas/">http://www.leedsuniversityunion.org.uk/yourideas/</a>	1
<a href="http://www.leedsuniversityunion.org.uk/yourreps/communityreps/">http://www.leedsuniversityunion.org.uk/yourreps/communityreps/</a>	1
<a href="http://www.studentswitchoff.org/save-energy">http://www.studentswitchoff.org/save-energy</a>	1
<a href="http://www.wymetro.com/">http://www.wymetro.com/</a>	1
<b>Total</b>	<b>235</b>