**Equality Impact Assessment of Sustainable Careers and Employability Policy**

By: Danielle Barnard

Date:16/09/2025

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| **Project Aim** |
| *What does the project aim to achieve? (Please note the financial and / or non-financial outcomes and benefits).* |
| The university will encourage and support students and graduates to investigate whether future employers match their own values. Culture & values are personal, and impartiality is key. In this context, sustainability is not just about environmental impact, it also means ensuring social responsibility, economic resilience, personal wellbeing, and lifelong adaptability. Sustainable careers are those which are built to last and allow individuals to thrive while contributing positively to society and the planet.  Our 10 Sustainable Careers and Employability Principles presented in this policy reflect this wider understanding. They align with the Welsh Government’s Well-being of Future Generations Act and the UN’s Sustainable Development Goals - frameworks that encourage long-term thinking and systemic change. We help our students and graduates to critically assess the values of potential employers, reflect on their own positioning, and navigate complex choices with impartial and inclusive support in terms of their future careers. |

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| **Project Title** | Sustainable Careers and Employability Policy |
| **Project Lead** | PVC Education and Student Experience (Executive Lead) Head of Student Success |
| **Project Team** | Student Success: Careers and Employability, Chair of Sustainability Committee |

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| **What impact does the project, policy or practice have on people that share a protected characteristic?** |
| *Under the general Public Sector Equality Duty (PSED) set out in the Equality Act 2010, the University must give ‘due regard’ to the need to eliminate unlawful discrimination, harassment and victimisation as well as to advance equality of opportunity and foster good relations between people who share a protected characteristic and those who do not. The protected characteristics covered by the equality duty are:* ***age, disability, gender reassignment (Trans), pregnancy and maternity, race (ethnicity), religion or belief, sex (gender)*** *and* ***sexual orientation*** *and the duty also applies to carers****.*** *The law requires that the University demonstrates it has given ‘due regard’ to the aims of the equality duty in its planning and decision-making processes.* |

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| **Public Sector Equality Duty Requirements** | **Evidence** | | **Detail of Impact (Positive/Neutral/Negative)** |
| **Eliminating Discrimination**   * *Is the project, policy or practice likely to treat anyone less favourably or disadvantage them because of their protected characteristics?* * *Could the project, policy or practice lead to different outcomes for different protected groups?* | The policy commits to impartial, inclusive careers education, information, advice and guidance (CEIAG). Services are free and accessible to all current students and graduates (for 3 years after graduation). AGCAS Code of Ethics reinforces impartiality. enable students to make their own informed decision on their chosen career. | | Embedding impartiality reduces risks of exclusion or bias. No protected group is explicitly disadvantaged. By embedding values-based tools and explicitly linking careers with sustainability and wellbeing, the policy can help mitigate inequalities by empowering students to choose employers aligned with their needs and values. |
| **Advancing Equality of Opportunity**   * *Will the needs of staff and students with different protected characteristics be met?* * *Could the project, policy or practice lead to increased take-up / participation by protected groups?* * *Are there any opportunities to proactively advance equality for specific protected groups and / or between protected groups?* | The policy explicitly states that Careers & Employability services are freely accessible to all students and eligible graduates, with tailored provision through academic schools, extracurricular opportunities, and online platforms. Its focus on impartiality, inclusivity, and alignment with the Well-being of Future Generations Act supports meeting the needs of students with different protected characteristics.  Tools such as CareerConnect, Windo, Career Success Pathway encourage inclusive and values-based decision-making.  Empowering students to make informed decisions about the careers could increase participation from protected groups. | | The Policy creates opportunities to advance equality by embedding inclusive employer information. It offers specific chances to support underrepresented groups in accessing placements, networks, and career planning. |
| **Promoting Good Relations**   * *Have steps been taken to tackle prejudice and promote understanding?* * *How have relevant individuals, groups or organisations been involved / consulted in developing and impact assessing the project?* | The policy is aligned with Bangor University’s Strategy 2030 and has been shaped by sector standards such as the AGCAS Code of Ethics.  The policy has had input from professional services and academic staff from employability and sustainability, with insight also gained from an all-Wales group on sustainability in employment and approved by Chair of the Education and Student Experience Committee and Chair of the Sustainability Committee.  Careers & Employability services are informed by feedback from students, graduates, employers, and academic schools, with consultation through surveys, events, and partnership working.  Equality, Diversity & Inclusion considerations are embedded in institutional strategies, and feedback from the Students’ Union has and will continue to inform implementation.  The policy was reviewed by the following groups:   * Education and Student Experience Committee (April 2025) * Sustainability Committee (May 2025) | | Regular consultation ensures services remain responsive to diverse needs, helping to identify and address barriers (e.g., accessibility, discrimination in recruitment) and adapt provision accordingly. |
| **Based on the above assessment, what course of action is required?** | | | |
| **No major change required**  *The assessment has not identified any potential for discrimination or adverse impact and all opportunities to advance equality have been taken.* | | **No major change required.** | |
| **Make adjustments to remove barriers or to better advance equality**  *Note the adjustments that will be made to remove barriers identified by the assessment or to better advance equality.* | | **N/A** | |
| **Continue despite having identified some potential for adverse impacts or missed opportunities to advance equality**  *Note the steps that will be taken to reduce or mitigate the adverse impacts.* | | **N/A** | |
| **Stop and rethink**  *The**assessment shows actual or potential unlawful discrimination. Note the action to be taken to stop and / or rethink the project*. | | **N/A** | |

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| **How will the actual impact of the project, policy or practice be monitored once it has been implemented?** |
| This policy will be monitored annually by the Student Success Team: Careers and Employability and formally reviewed in line with the university’s schedule for policy review, every 3 years. |

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| **Publication** |
| This Equality Impact Assessment will be published bilingually on the Bangor University webpages and is available in print upon request. |