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Sustainable Careers & Employability Policy

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| Rev | Date | Purpose of Issue/Description of Change | Date |
| 1. | 25th September 2025 | Initial Issue | 25th September 2025 |

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| Policy Officer | Senior Responsible Officer | Approved By | Date |
| Head of Student Success | Pro Vice-Chancellor Education and Student Experience | Compliance Committee | 25th September 2025 |

*This Policy will be reviewed in 3 years*

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| **Policy Detail** | **Information Provided by Policy Writer** | |
| **Policy Title:** | Sustainable Careers & Employability Policy | |
| **Brief Description:** | This policy provides students and graduates with inclusive, impartial guidance, resources, and opportunities to pursue long-term, values-driven careers that balance environmental, social, and economic sustainability while promoting wellbeing, adaptability, and ethical decision-making. | |
| **Policy status:** | This policy is in isolation. | |
| **Approved by:** | Compliance Committee, 25th September 2025 | |
| **Policy Officer:** | Head of Student Success | |
| **Senior Responsible Officer:** | Pro Vice-Chancellor Education & Student Experience | |
| **Effective From:** | 25th September 2025 | |
| **Review Frequency:** | Every 3 years | |
| **Supersedes:** | N/A | |
| **Last Reviewed:** | N/A | |
| **Equality Impact Assessment:** | 25th September 2025 | |
| **Sustainability:**    **(Please see Bangor**  **University’s**  **Sustainability Policy for more information.)** | **How does this policy demonstrate commitment to**  **the University’s sustainability principles, including actions,**  **timescales, student and staff training, and resource implications where applicable?**    **Who have you worked with to develop this policy (both within the University and externally)?**    **How is the policy’s sustainability monitored?** | This policy demonstrates commitment to the University’s Sustainability principles through its 10 Sustainable Careers and Employability Principles, integrating environmental, social and economic considerations within Careers Education, Information and Guidance Services.  Further, the 10 principles align with the Welsh Government’s Well-being of Future Generations Act and the UN’s Sustainable Development Goals. Where applicable staff and student training will be provided.    Medr, Advance HE Community of Practice (CoP) for employability. Ethical and Sustainable Employability task and complete group worked collaboratively across Welsh institutions. Staff in academic schools and professional services relating to employability and sustainability.      Bangor University publishes Sustainable Development Goals Progress Reports and regularly evaluates its institutional sustainability metrics, providing a model of accountability and growth. |
| **Welsh Language Version:** | <https://www.bangor.ac.uk/governance-and-compliance/sustainable-careers-employability-policy.php.cy> | |
| **Keywords:** | Sustainable Careers, Employability, Values-based, Recruitment, Wellbeing principles, Impartial, Inclusive. | |

INTRODUCTION

At Bangor University our commitment to sustainability is embedded in everything we do; from our teaching and research to the ways we support students preparing for their futures.

We live in a rapidly changing world. Climate instability, global inequality, technological disruption, and shifting social values are all reshaping what it means to have a successful and meaningful career. 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.

Set within this context, our University’s Student Success Team - Careers and Employability are members of the Association of Graduate Careers Advisory Services (AGCAS), a recognised body backed by rigorous professional standards and quality agenda. Their position on impartiality and the promotion of particular employers and industry sectors is as follows:

*Impartiality is core to careers education, information, advice and guidance. HE careers professionals support students to make well informed decisions about their career and to align their career plans with their values and ethics. As a profession, impartiality is core and written into the AGCAS Code of Ethics.*

POLICY STATEMENT

Our sustainability strategy sets a vision where sustainability becomes embedded across all University activities, aspiring to have the principles of sustainability at their core. A key priority is to provide learning opportunities, sustainability-focused projects, and extracurricular activities that empower students to actively engage in, and adopt, sustainable behaviours as they interact with their learning, living and social environments, ensuring they graduate as informed and proactive stewards of social, economic, and environmental sustainability.

Our teaching and learning strategy sets a vision where we will provide students with an inclusive, supportive and safe learning environment, grounded within a bilingual context, to realise our ambition to develop graduates and a university to transform our region and compete on a World stage. A key priority of the strategy is to enable our students to successfully contribute to, and compete in, our regional and global graduate market positively enhancing our graduate outcomes.

Balancing and integrating environmental, social and economic considerations with Careers Education, Information and Guidance Services, and accessibility for all, Bangor University sets out 10 Sustainable Careers and Employability Principles to underpin our strategic approach and the [Code of Practice for Careers Education, Information and Guidance](https://www.bangor.ac.uk/regulations/codes/documents/BUCode04-2024v1.0.pdf) in the work of our Student Success Team – Careers and Employability services.

The Student Success Team - Careers and Employability services include careers education, advice and guidance (CEIG), enterprise and entrepreneurship, services to employers, services to graduates, work experience and work placement support, and the development and promotion of volunteering, work shadowing and part-time and graduate job opportunities.

Further the team delivers co- and extra-curricular CEIG in partnership with academic schools and colleges, including employability sessions, placement preparation and review, and support with employability-focused events and initiatives.

CEIG services delivered by the team are freely accessible to any enrolled student on a course that is eligible for access to Bangor University services, and to graduates of eligible courses for up to three years after graduation.

RELATED POLICIES

This policy is in isolation.

PROCEDURES

Our 10 Sustainable Careers and Employability Principles presented in this policy 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.

This means that:

1. 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. For example, *Bangor University's Student Success Team - Careers and Employability provides guidance and resources to help students assess employers' ethical and sustainability practices. The platform* [Windo](https://my.csrwindo.com/) *offers insights into employers' sustainability credentials, supporting values-based decision-making. In addition, students are taught critical thinking and research skills throughout their degrees, equipping them to independently evaluate job opportunities and investigate the ethical and environmental performance of potential employers.*

1. Opportunities for students to take personal responsibility for career planning, will be supported by provisions made available within and outside the curriculum. For example, *the Career Success Pathway allows students to record and reflect on their development across academic and extracurricular experiences, encouraging ownership of career planning. In addition, students receive degree and subject-specific career advice throughout their studies, ensuring that guidance is tailored to their academic and professional aspirations.*

1. Our services will enable students and graduates to prepare for and make effective decisions about their futures based on a clear understanding of themselves in relation to present and future opportunities. For example, c*areer planning workshops and self-assessment tools offered by the Student Success Team - Careers and Employability, alongside tailored guidance provided by academic schools, help students and graduates align their personal strengths with industry opportunities.*

1. Planning for growth and personal development opportunities will be encouraged by supporting students and graduates to develop a suite of effective resources to manage their own life-long process of personal development and career management during your degree and as a graduate. For example, p*latforms such as CareerConnect, CareerSet and Grads First offer tailored resources, CV and interview support, available to students and graduates up to three years after completing their studies.*

1. By raising awareness and understanding of [The Well-being of Future Generations Act (Wales) 2015](https://futuregenerations.wales/discover/about-future-generations-commissioner/future-generations-act-2015/) and [UN Sustainable Development Goals](https://sdgs.un.org/about), students will be informed and have the choice to decide how to apply this knowledge to their own values and beliefs for future generations. For example, *Bangor University integrates the Sustainable Development Goals and the Future Generations Act into teaching and research and regularly promotes sustainability themes through workshops and events.*

1. Students will be provided with the information on developments and trends in their chosen industry/sector, with these opportunities continuously improve to align with evolving sustainable careers and recruitment practices. For example, *My Graduate Career Week brings in employers and alumni to discuss real-time sector changes, innovation, and sustainable practice in all aspects of employment and career development.*

1. Students will be given opportunities to grow their networks within their subject areas and beyond and will be supported to do so in a collaborative partnership between the Student Succes Team, academic colleges and schools, the Students’ Union, student peers, graduates and other key partners including employers and other agencies. For example, *the Student Success Team Events & Workshops provide interactive spaces for students to connect with employers, alumni, and peers, supported by academic and extracurricular networks.*

1. The importance of organisations with a culture of health & well-being for a sustainable work life balance that promote a working environment to support our students and graduates to flourish and reach their long-term potential will be highlighted. For example, *Bangor University’s People and Wellbeing Strategy 2030 promotes workplace wellbeing principles, encouraging students to seek similar values in prospective employers.*

1. As part of a global community of staff, students and graduates, by considering our everyday actions we can reflect and review our contribution and enhance our collective impact. For example, r*anked in the top 11% globally for sustainability (QS Sustainability Rankings 2025), Bangor University encourages students to consider the global impact of personal and career choices.*

1. There will be recording, monitoring and evaluation to ensure the long-term continuous growth and development within the context of sustainable social, environmental and economic responsibility. For example, *Bangor University publishes Sustainable Development Goals Progress Reports and regularly evaluates its institutional sustainability metrics, providing a model of accountability and growth.*

DEFINITIONS

**'CEIG'** – Careers Education, Information, and Guidance; a range of structured services, activities, and resources provided by Bangor University to support students and graduates in making informed, impartial career decisions.

**'CareerConnect'** – A digital platform used for managing career planning, recording achievements, accessing resources, and evaluating employers’ sustainability and inclusivity credentials.

**'CareerSet'** – An online resource offering tailored career guidance, CV and interview support for students and graduates.

**'Grads First'** – A digital tool to support students and graduates in career management, job search, and employability development.

**'Impartiality'** – Providing guidance, advice, and support without favouring any particular employer, sector, or career path, ensuring fair and unbiased access to all students and graduates.

**'Sustainable Careers'** – Careers that are designed to be long-lasting and allow individuals to thrive while contributing positively to society and the environment, considering social responsibility, economic resilience, personal wellbeing, and adaptability.

**'UN Sustainable Development Goals (SDGs)'** – A global framework of 17 goals adopted by the United Nations to address urgent social, economic, and environmental challenges, encouraging institutions and individuals to act sustainably.

**'Values-based Decision Making'** – The process of choosing employers, roles, or career paths that align with an individual’s personal ethics, beliefs, and priorities, including sustainability, wellbeing, and diversity considerations.

**'Well-being of Future Generations Act (Wales) 2015'** – A Welsh law promoting long-term thinking in public services, ensuring decisions contribute to a sustainable, healthy, equitable, and resilient society for current and future generations.

**'Windo'** – A social enterprise platform providing in-depth analysis of employers’ environmental impact, diversity, equality and inclusion, and employee wellbeing, supporting informed career choice.