

+ Ethical and Sustainable Employability toolkit

A pan-Wales HE project

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1 Introduction

1.1 Background

This toolkit has been produced via a collaboration between academics and professional service staff from across Welsh Universities. This group were brought together to investigate ethical and sustainable employability (ESE) within Welsh universities. As global priorities shift towards sustainability and social responsibility, tertiary education must equip graduates with the skills to thrive in a purpose-driven job market. As such the ESE group was tasked in reviewing the critical role universities play in shaping ethically conscious, sustainable career paths for students. Included in this, the group were tasked with exploring best practices in integrating sustainability into curricula, fostering responsible career development, and partnering with industries that share these values.

The first phase of this project [resulted in a report summarising the key findings obtained](#).

The second phase involved a consultation with members of the Medr/Advance HE Community of Practice (CoP) membership base to better understand their needs relating to ESE pedagogy and expectations for an effective toolkit. Specifically, exploration took place of what educators and careers service staff would want included, and what types of in-depth examples would be most useful to them. Insights from this consultation have directly shaped the development of the current toolkit and will continue to guide the project as it progresses.

1.2 Who is the toolkit aimed at?

This toolkit is aimed at anyone working within the tertiary education sector who is interested in, or has responsibility for, developing ESE provision. Although the case studies are sourced from Welsh universities, their relevance extends far beyond this, across the United Kingdom but also internationally. The examples span teaching and learning, research, the careers service and enterprise, among others and thus are relevant to a wide range of departments within the education sector.

Ultimately this toolkit has been designed to provide inspiration to anyone with an interest in ethics, sustainability, and/or employability and their overlapping roles within tertiary education.

1.3 How to use this toolkit

1 Audit

In order to understand which of the case studies you may wish to build on within your institution you will firstly need to undertake an ESE Audit. This will involve you gaining an understanding of the extent to which ethical and sustainable employability is currently evident and/or visible in your institution. Our consultation showed that there can be a considerable amount of variation around how ESE is framed across institutions and it is a reasonable expectation that educators may be unaware of good-practice already happening within their institution. In this spirit, you may wish to consider the extent to which ESE is present across the following themes when exploring this within your institution.

- + Staff training and support
- + Teaching and learning
- + Assessment and student projects
- + Careers-led employability
- + Student feedback, events, support and competitions
- + Policies, awards, qualifications and funding
- + Networks and forums
- + Executive education
- + Partnerships
- + Employability resources

Setting the scope for the audit will also be important as there are also micro considerations that may apply within themes. For example:

- + within a specific programme of study
- + at a specific educational level of study
- + at a departmental level
- + at a school level
- + at university level
- + across different university departments eg. teaching and learning, research, enterprise and entrepreneurship or careers service.

A skills matrix (on page 53) has also been developed based on the collected case studies. As such it is suggested that you utilise this skills matrix when undertaking an audit of the

above areas. For instance, are you conducting an audit on all skills or is your intention to conduct a focused review.

Gaining input from stakeholders from across your department/school/university will also be crucial. A reflection from our consultation was that ESE work was often happening but difficult to see or lacking in communication structures to identify key people. Equally, some people expressed a lack of awareness or critical perspectives that would need to be understood. As such we recommend that you take the time to develop a list of key contacts, people that may be able to provide information or connect you with others. Here is a list of suggested roles that connect to ESE:

- + Nominated leads for sustainability (Sustainability Officers, Head of Sustainability, for example)
- + Careers Service and Employability and Enterprise roles
- + Academic Staff with Sustainability expertise
- + Estates and Facilities Managers
- + Student Union Representatives
- + Ethics focused roles (such as Governance and Ethics, EDI Leads, Widening Access)
- + Programme Directors and Module Convenors
- + Learning Developers and Community Engagement
- + Industry Advisory Boards, Professional Bodies and Employers
- + Senior Management

2 Identify and Establish

Based on the ESE audit that you have undertaken you will now be able to identify the strengths and weaknesses that are evident. This will help you to prioritise certain areas in which there may be gaps in ESE provision and which require the most focus. You should now know which ESE case study themes or skills from the skills matrix you may wish to build on and take inspiration from.

3 Scale

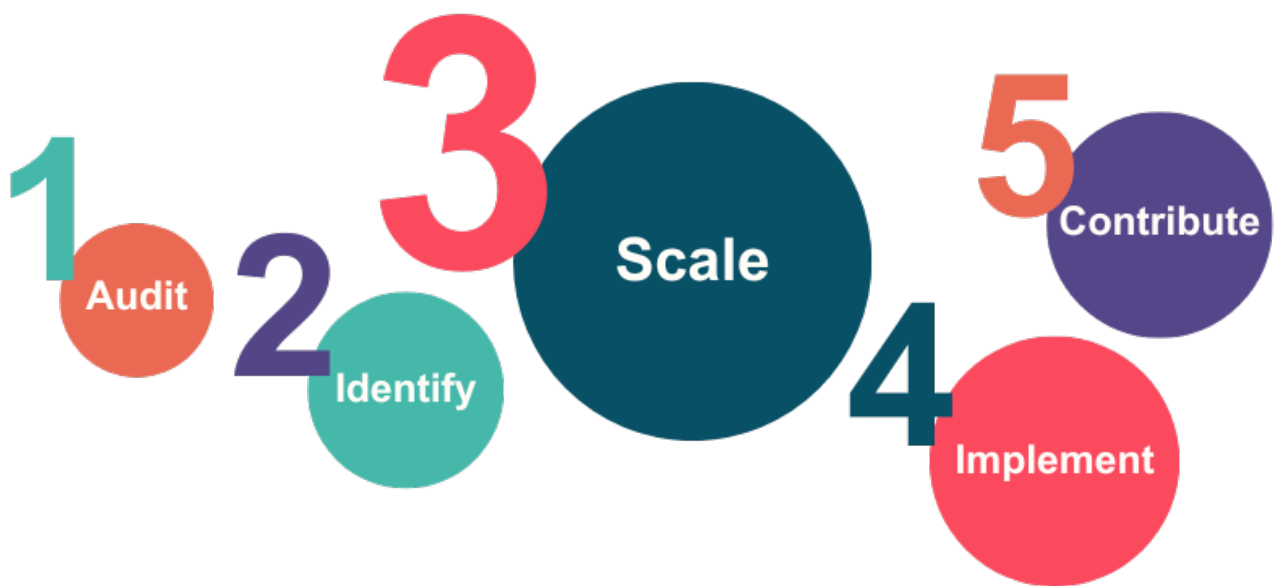
It is important to note that the case studies provided in this toolkit are drawn from a multitude of different institutions and scenarios where there may have been differing student numbers, resource availability and time. Therefore you will need to spend time considering how the example could be scaled to suit your own individual institutional needs and resources. Some of the examples provided are relatively easy to scale whilst others may be more difficult.

4 Implement and Evaluate

Now that you have identified which case study you want to take inspiration from you are now ready to implement the idea within your own institution. It will be important to evaluate how well the initiative has been implemented in order to learn lessons for the future.

5 Contribute

Now that you have embedded ESE further within your organisation it is important to contribute to the ongoing development of ESE knowledge and collaboration. If you have any case studies, examples or feedback that you would be interested in adding to the existing case studies then please email s.m.burvill@swansea.ac.uk.



2 Key ESE definitions

Systematically embedding education for sustainable development (ESD) into education programmes is essential to equip students with the knowledge and competencies required to tackle global challenges (UNESCO, 2024a). The Berlin Declaration further emphasises the significance of ESD and the transformative power of education, calling for changes to fully integrate and strengthen ESD in all educational contexts by 2030 as “the foundation for the required transformation...to a sustainable future” (UNESCO, 2021, p.2). As such, systemic integration of ESD is essential for institutions across all levels (Advance HE, 2024). With the increasing focus on the sustainable development goals (SDGs), the Well-Being of Future Generations Act (Wales, 2015), circular economy initiatives, net-zero and green skills, ethical and sustainable employability has never before been so important.

Despite increasing awareness and support for ethical and sustainable employability, the concept is complex and value-laden, with its meanings, what matters, and what is seen to matter, differing across people and contexts. Ethics, for example, concerns what we decide is right or wrong, but in tertiary education, academic integrity and professional codes of practice also shape how we recognise something as right or wrong. Similarly, landmark publication *The Brundtland Report* (1987) introduced the concept of sustainable development as “meeting the needs of the present without compromising the ability of future generations to meet their own needs” (p.2). Here, ethics (what is right and wrong) is twinned with sustainability but placing a greater emphasis on the environmental, social, cultural, and economic factors that support a healthy and equitable future. In this spirit, we now turn to explain our own thinking behind the definitions we have used, in the hope that these reflections can be useful to others embarking on similar projects.

Early conversations in the project indeed revealed that people held differing interpretations of ethical and sustainable employability. As a team, we reflected on how this underscored the need for shared understanding; even when people are working in a similar space, when they are motivated to work in an ethical and sustainable way, and when they have the resources and power to do so. We started with a discussion about what ethical and sustainable employability means to us and what characteristics a definition may need to have. We discussed the following points to anchor our thinking:

- + Grounded in ethics and values that promote social justice, responsibility and long-term thinking.
- + Applicable to all careers and job roles and not only to those seen as ‘green’ or sustainability.
- + Inclusive of disciplines and subject areas.
- + Mapping onto, or at least making sense to, existing models and frameworks of employability development.

- + Recognising that different terminology might be used across HE, FE, and employers.
- + Emphasises systems thinking and interconnection between environmental, social, cultural and economic factors.
- + Supports lifelong learning and development beyond qualifications.
- + Speaks to educators in all roles (teachers/lecturers, careers professionals, and pastoral support).
- + Flexible enough to respond to emerging global challenges and to help educators make a meaningful contribution (even when the scale of the problem is overwhelming).

The group then undertook a desk-based research exercise to identify a suitable definition, ultimately selecting the UNESCO Education for Sustainable Development definition to guide the project:

“ESD empowers learners to take informed decisions and responsible actions for environmental integrity, economic viability and a just society, for present and future generations, while respecting cultural diversity. It is about lifelong learning, and is an integral part of quality education. ESD is holistic and transformational education which addresses learning content and outcomes, pedagogy and the learning environment. It achieves its purpose by transforming society” (UNESCO, 2021, p.8).

We selected this as our core definition because it includes:

- + a focus on empowerment, agency, and transformation; supporting students to make informed decisions and take responsible actions in a way that shapes their approach to lifelong learning
- + a foundation of ethics and social justice; recognising ethical reasoning as underpinning sustainable decision-making
- + intergenerational responsibility and cultural diversity; highlighting the importance of, and respect for, present and future generations from around the world
- + flexibility in terms of mapping onto any context and any learner.

Other definitions that contributed an important dimension to the project and that might be useful to readers of the toolkit are:

- + *“ESD “equips learners with the knowledge, competencies and values to tackle interconnected global challenges and have a positive impact on economic, social and environmental sustainability” (Advance HE, 2024, p.2).*

Similarly,

- + *ESD “develops competencies - skills, attributes and values - and how they link to subject knowledge and knowledge of sustainable development. ESD supports learners across all academic disciplines and subject areas to create and pursue visions of a better world “ (QAA, 2021).*

The definitions from Advance HE and QAA prioritise the learner experience with a practical orientation; emphasising a skills-based approach to ESD that would be familiar to educators working in the employability space. The emphasis is on what educators ‘do’ as a process driven sustainability education, rather than what the learner acquires. Similarly, the adoption of skills, attributes and values maps directly onto commonly used definitions of employability, therefore, educators new to the space are more likely to recognise their existing contributions rather than an entirely different approach. The practical and process vantage point is also useful because it explicitly positions education as a mechanism of implementation for sustainability, thus supporting changes to curriculum and programme design and sought learning outcomes. The ‘here and now’ aspect (in contrast to UNESCO’s emphasis on cross-cultural and intergenerational elements) may provide a more outcome focused approach, while also acknowledging complexity through interconnected global challenges. We felt that these definitions would be useful to educators who needed to keep a local focus on their work, rather than possibly feeling overwhelmed by the scale of the challenge.

The aim of this toolkit was to gather case studies and we mobilised these definitions to communicate to other people what we mean by ethical and sustainable employability. Ultimately, we wanted to gather best practice examples of how ethical and sustainable skills and competencies are being developed within tertiary education and to achieve that goal educators working in the space needed to know that we mean them (whether or not they use the ESD language and terminology). The case study examples highlighted in this toolkit were compiled by asking stakeholders within and external to the Welsh tertiary education sector to provide examples of ethical and sustainable employability within their institutions.

It is notable that the majority of the examples collated were from universities as opposed to further education (FE); this in itself is an interesting finding and suggests that further collaboration and communication is needed between HE and FE. The collation of examples from FE is therefore going to form part of an ongoing project.

3 Frameworks at the core of ESE

This toolkit focuses on the development of ethical and sustainable employability within higher education, the various definitions of which have been discussed in the previous section. However, there are also key frameworks and initiatives that have been developed which are closely aligned to ethical and sustainable employability. All of the case studies included in this toolkit align with or link to one or more of these frameworks and as such this section of the toolkit briefly summarises these.

3.1 United Nations Sustainable Development Goals

The United Nations Sustainable Development Goals (SDGs) is a prominent framework constructed to address the global challenges (United Nations, 2015). In 2015, the governments of UN member states pledged to meet the 17 Sustainable Development Goals by 2030. These address a range of challenges that include poverty, health and wellbeing, education, gender equality, clean water and industry, innovation and infrastructure. While the goals are not legally binding, countries are expected to take responsibility for their implementation and regularly assess their progress. It is a valuable framework frequently incorporated into higher education. However, recent assessments show the world is significantly off-track in achieving these goals, underscoring the need to prepare students for ongoing and post-2030 sustainability challenges (UNESCO, 2024).



Figure 1. Sustainable Development Goals (SDGs)

3.2 Well-being of Future Generations Act (Wales, 2015)

A local and context specific example from Wales is the Well-being of Future Generations Act (Wales) 2015. This is a unique Act with the intention of improving social, economic, environmental and cultural wellbeing in Wales. It includes seven wellbeing goals, aligned with the SDGs, which national government, local government, local health boards and other designated public bodies must adhere to. The goals include: 1) a prosperous Wales, 2) a resilient Wales, 3) a healthier Wales, 4) a more equal Wales, 5) a Wales of cohesive communities, 6) a Wales of vibrant culture and thriving Welsh language, and 7) a globally responsible Wales. The aim of the Act is to ensure that public bodies consider the long-term, thus enabling them to tackle global challenges and consider future generations (WFGA, 2015). However, the influence of the Act has extended beyond public sector organisations, offering a context-specific and insightful framework for integration into business and management education.



Figure 2. Well-Being of Future Generations Act (Wales, 2015)

4 Toolkit case studies

This toolkit has been designed to provide case studies evidencing best practice within the sector to enable and inspire you to build on these within your own institutions. The case studies are presented according to the following themes which emerged from the research of ethical and sustainable employability within universities across Wales:

- + Staff training and support
- + Teaching and learning
- + Assessment and student projects
- + Careers-led employability
- + Student feedback, events, support and competitions
- + Policies, awards, qualifications and funding
- + Networks and forums
- + Executive education
- + Partnerships
- + Employability resources

A skills matrix has been developed based on these case studies and can be found in section 5. It is suggested that you utilise the skills matrix in combination with the list of case studies presented here. The following section details the case studies and provides key information needed if you were to consider embedding this example in your institution. Reflection on key resources required, lessons learnt and key takeaways are also included. A full list of all examples gathered (including those not expanded upon below) are provided in appendix 1.

4.1 Staff training and support



Case Study: Swansea University Climate and Carbon E-learning Course

Institution: Swansea University.

Lead Contact: Teifion Maddocks, Sustainability Manager

Email: sustainability@swansea.ac.uk

Overview

The Swansea University Sustainability Team developed a short online Climate and Carbon E-learning Course (1–2 hours) to provide staff, students, and stakeholders with a clear understanding of carbon literacy and climate change. The bilingual course was created collaboratively by university staff and students, Cynnal Cymru, and Tantrwm, a digital media company based in Aberdare. It was supported by HEFCW/Medr funding and inspired by the Carbon Literacy Project Training, but was designed to be more accessible and scalable within the university context.

Aims & format

- + To build awareness and understanding of carbon and climate issues, equipping learners with the knowledge and confidence to take meaningful climate action within the university and beyond.
- + Develop foundations in carbon literacy and awareness of climate impacts.
- + Encourage individual and institutional action to reduce carbon emissions.
- + Promote reflection on sustainability practices within the Swansea University context.
- + Support staff in embedding sustainability concepts into curriculum design and delivery.

- + Format: Short online course (1-2 hours) hosted on Canvas. Bilingual in English and Welsh.
- + Participants: Available to all staff, students and stakeholders across Swansea University.
- + Resources & Costs: Developed in partnership with Cynnal Cymru and Tantrwm. Funded through HEFCW and Medr to support development costs.

Impact & evaluation

Student outcomes:

- + Increased understanding of carbon reduction and climate action among participants.
- + Sustainability skills and employability, enabling learners to apply in professional and academic contexts.
- + Student pledges to reduce carbon emissions after course completion.
- + Flexible and accessible route to learning that can be studied within modules or completed independently.

Institutional benefits:

- + Alignment with institutional strategy and priorities.
- + Scalable and cost-effective training for all disciplines and stakeholders.
- + Enhanced reputation for leadership in sustainability education.
- + Enhanced graduate attributes and employability.

Lessons learned

- + Accessibility is key - Short online courses allow flexibility and consequently increased participation.
- + Integration improves engagement. Students are more likely to complete the course when embedded within a programme or module.
- + Practical and context specific examples increase relevance and help learners connect theory to institutional practice.
- + Equity considerations. Booking a computer lab or providing device access ensures all students can participate fully.

Similar Case Studies

It is anticipated that e-learning courses such as the Swansea University 'Climate and Carbon Course' and Open University 'You, Me and the Future of Wales' will be invaluable as the digital landscape of tertiary education evolves.

Staff training and support is essential to contribute towards ethical and sustainable employability. Additional case studies identified included a staff development workshop in support of Cardiff University's 'Sustainability Toolkit' and their 'Ethics, Values and Sustainability Working Group', the Swansea University SALT 'Embedding Sustainability and the Climate Emergency into Higher Education Curricula' Canvas Course' and online 'Climate and Carbon E-learn Course'. The Open University 'Inner Development Goals Go Green' event for staff and 'Learning Design Sustainability Skills Cards' as per the Responsible by Design (RBD) framework are further contributions to staff training to encourage relevant content and skills within education. Further details can be found in the appendix.

Key Takeaway: A short, accessible, and context-specific online course is an effective way to embed carbon literacy across the university, promoting both ethical employability and institutional sustainability goals.

4.2 Teaching and learning



Case study: Regaining Paradise - sustainability in the early years

Institution: UWTSD

Lead Contact: Dr Glenda Tinney, Senior Lecturer, Institute of Education and Humanities

Email: g.tinney@uwtsd.ac.uk

Overview

This level 6 module, embedded within the Early Years Education and Care degree at UWTSD, is designed to ensure all students engage with sustainability discourse through experiential learning.

It integrates the John Muir Award (<https://www.johnmuirtrust.org/award>) and hands-on activities such as nature walks and gardening to deepen students' engagement with sustainability. The module promotes critical reflection on philosophical, socio-cultural, and policy dimensions of sustainability in early years settings, while encouraging responsible citizenship and environmental stewardship. Annual collaborations such as the Carmarthen Children's Climate Change Conference further enhance impact.

Aims & format

- + **Purpose:** Engaging Early Years Education students with sustainability discourse.
- + **Learning Outcomes:** Critical analysis of current approaches to early years education and care through a sustainability lens including relevant philosophical, socio-cultural, historic, legislative and policy contexts in relation to sustainability and citizenship.
- + **Format:** Level 6 multimodal module including practical tasks such as gardening, nature exploration, videos and articles, and embedding the John Muir Award.
- + **Participants:** 70 students from Early Years Education.

- + **Resources and Costs:** Staffing and financial costs resourced as part of Level 6 curriculum. The John Muir Award includes membership fees and students can access the UWTSD Course Costs Bursary to support the resources needed in this module.

Impact & evaluation

Student outcomes

- + Module assessment includes a reflective account, used to evaluate students self perceived learning and engagement.
- + Strengthens students' ability to be role models to children, parents and other professionals.
- + Interdisciplinary and interconnected aspects of sustainability reflected in the narratives, ecological information, photographs, art, and poetry that is collated for the John Muir Award.

Additional benefits

- + Students engage in practical conservation work, creating bug habitats, litter picks, bird feeders, and raising awareness of conservation and sustainability practices.
- + Activities undertaken support biodiversity and connection with the local area and communities.

Lessons learned

- + Involve students in authentic experiences to support understanding of sustainability issues and deepen discourse.
- + Include opportunities for self-chosen activities to increase engagement.
- + Use of the external John Muir Award alongside class activities has allowed students to consider the relevance of sustainability, and how it dove-tails with early years education and employability.
- + Future development will broaden themes to include economic and social aspects of sustainability.

Key takeaway:

Embedding hands-on, experiential activities, such as nature exploration, gardening, and the John Muir Award within early years education deepens students' understanding of sustainability, helping them become reflective, responsible practitioners who can model environmental stewardship and meaningful sustainability practices in their future professional settings.



Case study: Places of Climate Change (PloCC), Bangor University

Institution: Bangor University

Lead Contact: Prof Thora Tenbrink, Director - the Places of Climate Change Research Centre (PloCC)

Email: plocc@bangor.ac.uk

Overview

The Places of Climate Change (PloCC) Research Centre at Bangor University promotes interdisciplinary engagement with climate change through research, teaching, and outreach. Activities include monthly seminars, thematic sub-groups, grant writing sessions, and diverse projects such as [Selling Sustainability](#). A new interdisciplinary Master's programme in [Management for Climate Change](#) further enhances PloCC's academic offering.

Aims and learning outcomes:

- + Develop ethical and sustainable approaches to climate change.
- + Provide training opportunities for students and researchers across all levels.
- + Encourage interdisciplinary collaboration and knowledge exchange.
- + Inspire staff and students towards careers in sustainability inside and outside academia.

Participants and involvement:

- + Core membership: Management Board (10 academics), >40 regular members (staff/students), and >50 associated members (including non-academics).
- + Participants span PhD researchers, early career academics, lecturers, professors, undergraduate and postgraduate students.

- + Engagement also includes external stakeholders (eg. Big Ideas Wales, Menai Science Park).

Resources and costs:

- + Core activities rely on standard digital communication tools.
- + Specific projects attract targeted funding from various internal and external sources. Example: *Selling Sustainability* was supported by Bangor University Undergraduate Internship Scheme and Enterprise funding.

Ethical and sustainable employability alignment

Ethics and sustainability underpin all PloCC initiatives. Activities cultivate transferable skills in project management, interdisciplinary collaboration, and sustainable thinking. Student involvement (eg. internships, dissertation projects, media outputs) provides practical training in ethical and sustainable action applicable across academic, public, and private sectors.

Impact and evaluation

- + Seminars and workshops consistently attract strong participation in hybrid mode, with recordings archived via the PloCC YouTube channel.
- + PloCC members' multiple outputs from collaborative projects have a wide reach with impacts across Wales and beyond.
- + *Selling Sustainability* demonstrated strong impact: a workshop explored barriers/enablers of sustainability engagement, produced media outputs (blog, podcast, videos, Lego Workshop etc), and enhanced interest among students and external partners. Evaluation through participant feedback and postdoc reflection confirmed the initiative's success and reach.

Key insights and lessons learned

- + Scalable impact: successful delivery can be achieved with minimal financial cost by leveraging institutional resources and partnerships.
- + Student engagement: projects such as *Selling Sustainability* enable creative outputs (short videos, podcasts) broadening outreach via new communication methods, highlighting the value of 'finding the gap' and tailoring sustainability messages to diverse audiences.
- + Sustainability in practice: effective outcomes are achieved using existing resources combined with targeted funding, reflecting both enterprising and sustainable approaches.

Key takeaway:

By fostering interdisciplinary collaboration and enabling students and staff to engage in creative, real-world sustainability projects, PloCC demonstrates how impactful climate-focused education and outreach can be achieved with minimal resources, building practical skills, broadening public engagement, and inspiring ethical, sustainability-driven career pathways.

Similar case studies

Modules: modules such as 'Environmental and Sustainable Management', 'Ethics in Engineering' and 'Embedding Green Approaches within Media Practice' from Swansea University. 'Embedding UN SDGs and WFGA (2015) as Drivers for Research in Biotechnology' and Behaviour Change' from Aberystwyth University. 'Regaining Paradise: Sustainability in the Early Years' from UWTSD. 'Sustainable Geoscience', and 'Environmental History' from Cardiff University.

Seminars, Lectures and Workshops: examples include the 'Embedding Sustainability into Law' lecture delivered in collaboration with industry at Swansea University. 'Sustainability Finance and ESG' seminar from Bangor University. The 'Sustainable Development and Managing with Nature' and 'Places of Climate Change' lectures delivered by Cardiff University. The 'MsC Pre-registration Physiotherapy and Occupational therapy workshops' also included content to build knowledge of sustainable practices.

4.3 Assessment and student projects



Case study: Marketing for good

Institution: Swansea University

Lead Contact: Lucy Griffiths

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Overview

The 'Marketing for Good' initiative was embedded within a Level 5 undergraduate module titled 'Digital Marketing' that integrated industry-linked assessed projects based on live briefs set by three external third sector clients: Wales Air Ambulance, The Wildlife Trust of South and West Wales, and The Wallich. Throughout the term students engaged with these clients, combining academic lectures with practical industry skills development in lab settings. The assessment involved producing a digital campaign plan and two pieces of marketing content. The initiative was structured to include a competitive element, with awards for 'Best Plan' and 'Best Content' in each client category, judged by the clients and academic team.

Aims & learning outcomes

- + **Purpose:** engage with real-world clients and develop employability skills.
- + **Learning outcomes:** apply marketing theory in ethical and sustainable contexts, embed ESG principles in the curriculum enabling students to excel in both creative and academic aspects of the assessment.
- + **Format:** clients provided briefs focused on social good, students created a digital campaign plan and two marketing content pieces, Awards for Best Plan and Best Content were judged by clients and academics.

- + **Participants:** 161 second-year undergraduate students from the BSc Business Management and BSc Marketing portfolio
- + **Resources and cost:** free tools: Canva, Leonardo, Semrush. Cost of trophies and refreshments at the award ceremony

Key benefits and outcomes

- + Students gained practical experience in creating marketing content for real-world clients, enhancing their employability.
- + The awards ceremony provided recognition for outstanding work, fostering a sense of achievement and encouraging further engagement.
- + Feedback from clients and the academic team emphasised the quality and impact of student work, with some content pieces considered for further development.

Evaluation and success measures

- + Student feedback scores highlighted the value of working on live briefs and receiving direct client feedback.
- + Unsolicited social media feedback from clients and students praised the initiative for its positive impact on employability and skills development.
- + Outcomes were also assessed through student work quality, with clients commending specific student content for its creativity and strategic alignment with campaign objectives.
- + Real-world briefs provide powerful, motivating contexts for student learning and are particularly impactful when linked to ethical and sustainable goals.
- + Transparent communication with clients regarding student work expectations ensures that briefs are appropriately scoped for student capabilities.
- + Award ceremonies can serve as valuable networking opportunities, connecting students directly with industry professionals and reinforcing the importance of high-quality work.

Lessons learned

- + Diversify the types of projects and sustainability themes.
- + Incorporate more structured reflective components to deepen learning.

Similar case studies

Assessment was another theme identified during the data collection, with a distinct focus on innovative methods and the development of graduate attributes such as group work, problem solving, written communication skills and application of practical and real-world problems within relevant industry settings.

Student projects also featured heavily as important methods to enhance sustainable and ethical employability. For example, projects set by industry stakeholders such as 'Marketing for Good' and the capstone 'Business Projects' at Swansea University.

Group projects such as 'Ethics in Engineering' at Swansea University, the 'MSc Pre-Registration Physiotherapy and Occupational Therapy' group projects at Cardiff University, the Open University student-led SDG curriculum audit research project and Wrexham University 'Living Lab Project' were also referred to.

Key takeaway:

Embedding live, socially driven client projects into the curriculum, supported by ethical and sustainable marketing principles, gives students authentic industry experience that boosts employability, motivates high-quality creative work, and strengthens connections between academic learning and real-world impact.

4.4 Careers-led employability



Open University Employer Sustainability Toolkit

Institution: The Open University

Lead Contact: Jen Harrison

Email: jennifer.harrison@open.ac.uk

Role: Senior Employer Engagement Manager

Overview

The Employer Sustainability Toolkit supports employers to embed sustainability into recruitment, workplace practices and talent development. It provides practical tools and guidance to help employers identify, promote, and shape sustainable roles in their organisations, aligning with environmental and social responsibility.

Aims

- + To support employers in recognising and promoting sustainability within their job opportunities and organisational practices.
- + To integrate sustainability-focused conversations into employer engagement strategies and career development discussions.
- + To highlight student need and interest in environmental and sustainable job prospects.
- + To align employer-facing work with the institution's sustainability and employability agendas.

Format

- + **Format:** toolkit available for employers via OpportunityHub, including two downloadable resources.

- + **Participants:** accessible to approximately 900 employer partners across all sectors and nations.
- + **Developed by:** Employer Engagement Team and Marketing Comms within Careers and Employability Services
- + **Resources:** Toolkit hosted on OpportunityHub.
- + **Costs:** No direct costs; staff time only.

Impact & evaluation

Impact to be measured through employer feedback (qualitative and quantitative), staff reflections and engagement data. Metrics include:

- + employer engagement and resource uptake
- + changes in job descriptions and communications
- + student feedback on visibility and appeal of sustainable roles.

Lesson learnt: reflective conversations with employers are essential. Sustainability must be integrated into core recruitment practices, not treated as an add-on. These insights will inform ongoing development and potential scaling of the initiative.

Other relevant case studies:

- + Employability specific resources and initiatives included the 'Finding Sustainable Work' student workshop delivered by the employability team at Swansea University and the 'Sustainability Challenge' workshops delivered by Aberystwyth University as part of their CareerFest.
- + The 'Employer Sustainability Toolkit', 'Fulfilling Futures in Environment', 'You, Me and the Future of Wales' e-Learning resource, 'Sustainability Forum', The 'Regenerator: Green Careers' digital video resources, 'Inner Development Goals Go-Green Event' and 'Medru Digital Skills Factory' provided by the Open University are all best practice examples to prepare diverse stakeholders for the adaptability of the future landscape.
- + Finally, the Cardiff University 'Ethics, Values and Sustainability Working Group' and Wrexham University's 'Sustainable Skills for Brighter Futures', 'Living Lab Project' and 'Sustainability Action Forum' also contribute specifically towards sustainable and ethical employability.

Key Takeaway:

By giving employers practical tools to embed sustainability into recruitment and workplace practices, the Employer Sustainability Toolkit helps shift sustainability from a peripheral concern to a core element of organisational decision-making, strengthening the visibility of sustainable roles and aligning employer engagement with the growing expectations of students and the wider workforce.

4.5 Student feedback, events, support and competitions



Open University Sustainathon Initiative – careers and employability

Institution: The Open University

Lead Contact: Georgina Hawkins

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Role: Employer Engagement Manager, STEM

Overview

A one-week online challenge bringing together STEM students to tackle real-world sustainability issues. This event provided students and graduates with the opportunity to gain practical experience, collaborate across disciplines and make a meaningful impact.

Aims

- + Gain experience: work on a sustainability project designed by an employer or charity, providing valuable experience that could be highlighted on a CV or in an interview.
- + Real-world impact: contribute to meaningful projects that address real-world sustainability challenges.
- + Interdisciplinary collaboration: team members were from a range of STEM fields to foster diverse perspectives and solutions.
- + Teamwork and networking: practice working in a team and gain experience networking with employers in a supportive environment.

Format

- + Participants: 60 students applied for a place, 48 students were offered a place and 29 completed the full week's challenge. Over 55% of students who completed were female.
- + Partners: Final Straw Foundation, English Heritage.
- + Resources: delivered online via Microsoft Teams; included access to resources such as experiential learning cheat sheet and employer-led guidance.
- + Costs: no direct costs beyond staff time.

Impact and evaluation

- + Evaluation: students rated the experience 8.5/10, describing it as “engaging”, “creative” and “rewarding”.
- + All respondents thought the OU Sustainathon was “extremely effective” to help engage with different aspects of sustainability. All noted that their confidence had increased in each of the [RSA Capabilities for Life](#) personal development areas including care, curiosity and collaboration.

Lessons & recommendations:

- + Duration: one week was deemed ideal; recommended to repeat in June 2026.
- + Design thinking: students requested clearer preparatory guidance; recommend a structured session before the challenge.
- + Mentorship: valued but inconsistent; suggested more time with mentors and more structured support.
- + Technology: Teams setup caused confusion; recommended IT coordination and early sign-in.
- + Inclusivity: online format enabled participation from disabled students and those with additional barriers.
- + Career development: encourage LinkedIn recommendations and offer digital badges/certificates where possible.

Testimonials

“As a housebound disabled student this has given me many key skills, from teamwork, team-led software, project development, service design, multidisciplinary focus and presenting work.”

“After this experience my self-worth has grown immensely and how much this has actually shown me that I can achieve anything if I put my mind to it even through adversities.”

Key takeaway:

The Sustainathon shows how a well structured, fully online, real-world sustainability challenge can build students’ confidence, interdisciplinary skills and employability, particularly for those who face barriers to traditional opportunities, while delivering meaningful impact for partner organisations.



Swansea University Sustainability Student Survey

Institution: Swansea University.

Lead Contact: Dr Fern Davies, Associate Professor & Sustainability Lead, Faculty of Humanities and Social Sciences.

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Overview

The *Student Sustainability and Ethics Survey* is an institutional initiative from Swansea University's School of Management. It aims to evaluate student engagement with, and understanding of, sustainability, climate change and ethical behaviour in the context of their studies and future employability. This initiative supports Swansea University's commitment to embedding Education for Sustainable Development (ESD) principles across the curriculum and measuring their impact over time. The survey was created and managed by the School of Management Sustainability Lead using Qualtrics, and has been running annually since 2021. It provides valuable feedback that informs curriculum enhancement and supports the integration of sustainability and ethics into employability education.

Aims & format

- + To measure and evaluate student engagement with and understanding of sustainability, ethics and climate change in relation to their studies and employability.
- + Identify student understanding of sustainability and ethical issues.
- + Assess the perceived importance of sustainability in future professions of students.
- + Support curriculum design through evidence-based insights.
- + Enhance student awareness of ethical and sustainable employability.

- + Format: an annual survey distributed to all School of Management students through a Qualtrics link. The survey consists of nine short quantitative questions with an optional qualitative feedback section.
- + Participants: 76-190 student responses since start of survey (varied disciplines & backgrounds).
- + Resources and costs: Qualtrics or similar subscription is required and staff time for data collection and analysis.

Impact & evaluation

Student outcomes:

- + Identification of students strengths and gaps in understanding of sustainability, ethics and climate issues.
- + Insight into whether students perceive these topics are relevant to their subject areas and future careers.
- + Increasing response rate indicating growing engagement and awareness among students
- + Indication of where further teaching or integration of sustainability themes is needed.
- + Enhancement of graduate attributes by ensuring students are developing the knowledge, competencies and values required to address global sustainability challenges in the workplace.

Institutional benefits:

- + Curriculum evaluation and improvement.
- + Evidence for accreditation and reporting (eg. AACSB/UN PRME).
- + Alignment with institutional strategy and priorities.
- + Enhanced graduate attributes and employability.

Lessons learned:

- + Timing of the distribution matters and impacts response rate.
- + Consideration of institutional survey embargo periods important.

Key takeaway:

By systematically capturing students' perceptions of sustainability, ethics and climate relevance to their studies and careers, Swansea University's annual survey provides essential evidence that strengthens curriculum design, enhances graduate employability and ensures sustainability learning remains responsive to student needs and institutional priorities.



Case Study: Interdisciplinary Hackathon – The Well-being of Future Generations Act

Institution: Swansea University

Lead Contact: Dr Samantha Burvill, Associate Professor & Employability Lead, Faculty of Humanities and Social Sciences.

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Overview

Swansea University developed an interdisciplinary hackathon to engage students with the *Well-being of Future Generations (Wales) Act 2015 (WFGA)*, a pioneering piece of legislation putting sustainability and well-being at the heart of policy. The initiative reflects the university's commitment to Education for Sustainable Development (ESD) and was a collaborative effort between students, industry partners, and the Future Generations Commissioner's Office (FGCO).

Aims & format

- + **Purpose:** raise awareness of the WFGA, equip students with transferable skills, and generate innovative, sustainability-driven ideas.
- + **Learning outcomes:** problem-solving, leadership, teamwork and communication, application of knowledge to real-world challenges, interdisciplinary collaboration and entrepreneurial thinking.
- + **Format:** one-day hackathon event from 1-7pm. Students worked in groups to develop solutions to the well being goals of the WFGA, had mentorship from staff and external partners and communicated their ideas through a five-minute formal presentation. A judging panel of academics and industry experts determined first, second and third place groups. The winning team visited the FGCO, won hoodies and vouchers and a session with the SU enterprise team. Second and third place teams won hoodies and vouchers.

- + **Participants:** 35 students (varied disciplines & backgrounds).
- + **Resources and costs:** £1,000 (food, printing, prizes including hoodies & vouchers), although this is easy to scale down.

Impact and evaluation

- + Awareness of WFGA grew from 24% to near-universal recognition.
- + 90%+ inspired to further engage with sustainability.
- + Rated 4.5/5 overall; students described event as *“fun, innovative, amazing”*.
- + Gained new skills, networking and collaboration opportunities.
- + Strengthened partnership with FGCO.
- + Raised profile via social media and sector interest.
- + Inspired a pan-Wales HE hackathon in 2026. Taking place in March of 2026 all Welsh Universities will take part simultaneously with the winning groups from each University coming to Swansea University to compete in a grand final in April 2026.

Testimonials

“It was absolutely amazing. Definitely recommend more hackathons”

“Unlocking new skills - teamwork and presentation”

“A really interactive session and a lot of fun”

“I really like that I could brainstorm my ideas with others and think things through from different perspectives”

“The event was exciting and fun, but it challenged me too”

“I have learnt loads of information by integrating with other members of my group and our mentors”

Lessons learned

- + Collect student outputs before they leave the event.
- + Allow more time for presentations & reflection.
- + Enhance pre- & post-event marketing to boost visibility.

Similar case studies

The 'Creative Community Engagement Initiative' and Sustainability Challenge hosted by Aberystwyth University, the Open University Sustainathon and the Swansea University 'Circular Economy Student Society' and International 'Invent for the Planet Hackathon'. Competitions such as the Open University 'Business Creators Fund' and John Muir award also promote engagement with sustainable development, ethics and the development of graduate attributes.

Key takeaway

Hackathons offer a powerful, practice-based way to embed sustainability in higher education while developing employability skills through real-world problem solving, collaboration, and innovation.

4.6 Policies, awards, qualifications and funding



Case study: Ethical Careers Policy – Aberystwyth University

Institution: Aberystwyth University

Lead Contact: Bev Herring, Head of Careers & Employability

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Overview

Aberystwyth University's Ethical Careers Policy launched in 2025, guided by the Aberystwyth University Strategic Plan, Sustainability Policy and Towards Net Zero Carbon 2030. The policy was designed to; ensure that the university's careers and employability service aligns with, and promotes, ethical and sustainable values; embed ethical and sustainability considerations into career guidance, employer engagement, and placement opportunities; equip students with the confidence to pursue meaningful work that contributes positively to society; and signal institutional commitment to sustainable development and responsible graduate outcomes.

Aims & format

- + **Purpose:** to create a careers policy that observes the core principle and standards of professional practice set out in the AGCAS Code of Ethics (impartiality, resisting bias, and empowering students to make informed decisions) while also foregrounding ethical and sustainable employability in employer partnerships and student guidance.
- + **Learning outcomes:** students develop the ability to critically evaluate employers, understand sustainability and fair-practice issues in recruitment, make empowered and informed decisions and align personal values with career choices.
- + **Format:** the policy has nine aims including: exclusion of certain industries from direct collaboration (eg. we will not centrally advertise positions with fossil fuel companies,

mining corporations, and tobacco producers); actively promote roles that enhance sustainability; evaluate opportunities for fair-practice/safe working criteria; commitment to funding employability activities that support sustainability; and procurement of sustainable merchandise and operating a paperless office.

- + **Participants:** policy development included co-creation with students (and Undeb Aberystwyth), staff and the Sustainability Forum, Welsh HE colleagues, and external stakeholders. The policy is supported and approved by Executive Management and will be reviewed annually.
- + **Resources and costs:** minimal direct financial costs; main investment was staff time, stakeholder engagement, and also professional training to support policy writing.

Impact and evaluation

Student outcomes:

- + Increased student awareness of ethical and sustainability issues in career decision-making: Many of our job-related social media campaigns, for example, focus on roles that contribute towards sustainable careers.
- + Contributes to rationale for centrally supported activities that align with sustainability: AberForward Internships, for example, are fully funded and paid at the Real Living Wage. Also, funding events such as CareerFest and the Aberystwyth University Student/Staff Sustainability Conference.
- + Higher engagement with career services due to alignment with student values. For example, in this quote, a student is explaining their rationale for leading a Green Week activity *'My goal was to give back to the community, raise funds for charity, and promote sustainable living.'*

Institutional benefits:

- + Strengthened reputation as a values-driven, sustainable university: People and Planet, for example, was awarded 90% score for Ethical Careers and contributed to increased score in university league tables in 2024/2025.
- + Supporting transparency with employer engagement and organisations demonstrating responsible practices: the policy is, for example, promoted to employers on the university website.
- + Opens up conversations and contributes to institutional strategies and KPIs around governance, alumni, procurement and student experience.

Lessons learned

- + Senior Executive support is essential for providing the confidence to navigate challenges.
- + Essential to communicate clearly how impartiality and objectivity are upheld, even when restricting certain activities.
- + Flexibility is essential; our policy is considered a living document with annual opportunities to audit and review.
- + Co-creation is better but also harder to navigate different perspectives, experiences, and concerns.
- + Long-term commitment/resource is needed for lasting impact and embed across all work areas.

Key takeaway:

We know that our students are concerned about the ethical standards of potential employers and want career services to reflect their values. In navigating the challenges of an ethical careers policy, our aim was to drive forward a modern approach, aligning with student values and playing our role in aligning graduate outcomes with ethical and sustainable societal transformation.



Further education qualification developed in collaboration with the Well-being of Future Generations Act Commissioners Office

Contact Information:

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Email: rachel.dodge@wjec.co.uk

Institution: WJEC – Welsh Joint Education Committee

Role: Acting Assistant Director, Qualification Development (Vocational Qualifications and Skills).

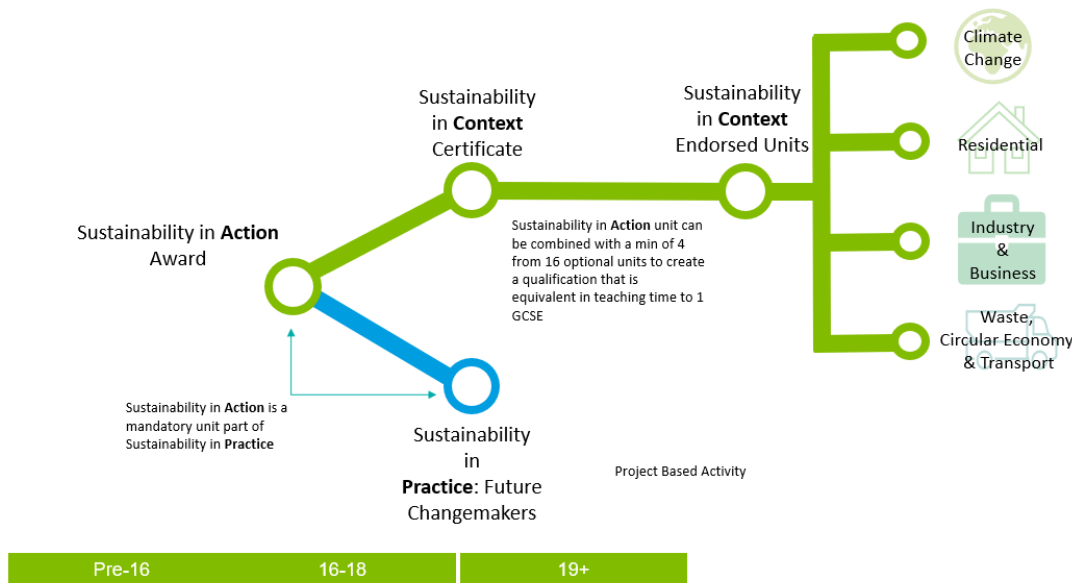
Type of initiative: curricular.

Activity format: qualification offered via further education (FE) institutions.

Initiative description:

This initiative involves the development of an FE qualification designed in alignment with the Well-being of Future Generations (Wales) Act 2015. The qualification also aligns with the United Nations Sustainable Development Goals (SDGs) and aims to equip students with knowledge of ethical and sustainable practices applicable in the workplace. The focus is on teaching practical applications of these principles rather than a single seminar or lecture format. While some qualifications are still under development, others are actively delivered at FE institutions.

Sustainability Qualification Pathway



Participants and stakeholders:

- + FE students and staff: NPTC Group of Colleges are currently delivering within an Introduction to AS programme. They are also hoping to map it into a Delivering Renewables programme that Level 2 and Level 3 Engineering students are completing.
- + Coleg Sir Gar: piloting with a group of Level 1/Level 2 Performance Arts students - they are currently organising a trip to BBC Cymru to have a bespoke tour that focuses on BBC sustainable practices. Coleg Sir Gar Green Skills Academy is hoping to roll the qualification out further next academic year.
- + Another college is hoping to deliver to Level 2 Engineering and Digital students in the next academic year and another college will be delivering from September for part-time students. We also have a training provider who is delivering through Jobs Growth Wales.
- + Expert advisory board members providing feedback on course development.

Ethical and sustainable employability alignment:

The qualifications aim to promote ethical and sustainable employability by:

- + embedding knowledge of the Well-being of Future Generations Act and UN SDGs
- + encouraging practical application of sustainability principles in professional contexts.

Impact and evaluation:

- + Some qualifications are in development; others are already being delivered at FE institutions.
- + Success is guided by expert advisory board feedback.
- + Key outcomes include increasing awareness of sustainable practices among students and aligning vocational qualifications with national and global sustainability frameworks.

Key insights and lessons learned:

- + Continuous feedback from the advisory board is essential for refining course content.
- + Integrating practical workplace applications enhances the relevance of sustainability education.
- + Ongoing development ensures qualifications remain current and impactful.

Similar case studies

Policies were identified as important for sustainable and ethical employability, with specific examples including the Ethical Careers Policy in Swansea University, Aberystwyth University and Wrexham University. These provide staff, students and external organisations clarity in relation to careers and employability and evidence alignment with ethical and sustainable values.

Awards and qualifications such as the extra-curricular Online Climate and Carbon Training certificate and e-badge at Swansea University and the WJEC further education qualifications for Sustainability covering the SDGs and WFGA (2015) further contribute, with funding such as the Open University Business Creators Fund and Cardiff Metropolitan University's 'Employability Support Fund', providing an additional motivation to engage with ethical and sustainable employability initiatives.

Key takeaway:

By embedding the Well-being of Future Generations Act and the UN SDGs into practical, vocational qualifications, this initiative ensures FE students gain relevant, applied sustainability skills that directly strengthen their ethical and sustainable employability, keeping training aligned with national priorities, workplace needs, and evolving industry practices.

4.7 Executive education



Open University microcredential: Transforming your organisation for sustainability

Institution: The Open University

Lead Contact: Dr Victoria Hands

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Role: Director of Sustainability

Overview

The Open University (OU) developed a microcredential for those wishing to upskill to take action within their organisation for sustainability. It aligns with the *Well-being of Future Generations Act (2015) Wales* and The OU's *Learn and Live Strategy (2022–2027)*. The course is structured around the “Fact, Feel, Act” model, adapted from the “Head, Heart, Hand” framework and includes:

- + three weeks exploring the global polycrises (climate, nature, equity)
- + five weeks applying the five ways of working for sustainability (based on the Well-being for Future Generations Act)
- + two weeks to complete an assessment: a 1,000-word summary action plan with 500-word reflection and rationale.

Aims and format

The course learning outcomes include: enabling the application of learning for sustainability in the workplace through the consideration of scientific fact (related to the Sustainable Development Goals) and reflection on and development of personal values and leadership qualities (linked to the Inner Development Goals). Application through an action plan in business and organisational settings enables practical upskilling. Students study asynchronously and engage with weekly content featuring sustainability pioneers, complete portfolio tasks and participate in peer learning. The course, delivered over 100 hours, encourages mindfulness, nature connection and values-led leadership. Students gain a digital certificate and 10 credits upon passing.

Impact and evaluation

- + **Reach and engagement:** over 600 students have completed the course, with a 57% average assessment submission rate and 95% pass rate.
- + **Course design collaboration:** five under 25-year-olds from four continents were employed as reciprocal mentors to the course author during the design and development phase. Course design had input from ten external sustainability leaders, alongside OU academic and production staff.
- + **Practical application:** students create tailored action plans for their employers, contributing to organisational sustainability goals.
- + **Peer learning:** 40% of students actively engage in discussion forums, fostering community and resilience against eco-anxiety.
- + **Evaluation:** independently reviewed by the OU Institute of Educational Technology. The course is now part of a pathway into the MBA programme.
- + **Student feedback:** testimonials highlight increased confidence, empowerment, and practical skills for sustainability leadership.
- + **Income generated:** over £300,000.

Lessons learned:

- + Ensuring materials and content remain contemporary.
- + Embedding peer learning to facilitate collaboration and confidence building.

Testimonials

“What worked well for me was the supportive learning environment. Being able to interact with my peers in the discussion forums...really encouraged me to ask more questions and keep an open mind when exploring new ideas. I also

enjoyed that there was dedicated time for "daily mindfulness practice" - I explored this practice a lot while studying. This kept me grounded and present during study times, work, and being a mum as well."

Resource Recovery Specialist, 2025

"The course provided me with tools and frameworks beyond compliance, [and an] awareness of social issues beyond my technical and environmental skillset particularly the societal/social wellbeing/human development aspects. I found the self-paced learning and supported examples [to be] good content, with weekly challenges to consolidate learnings."

Environmental Performance and Reporting Manager, 2025

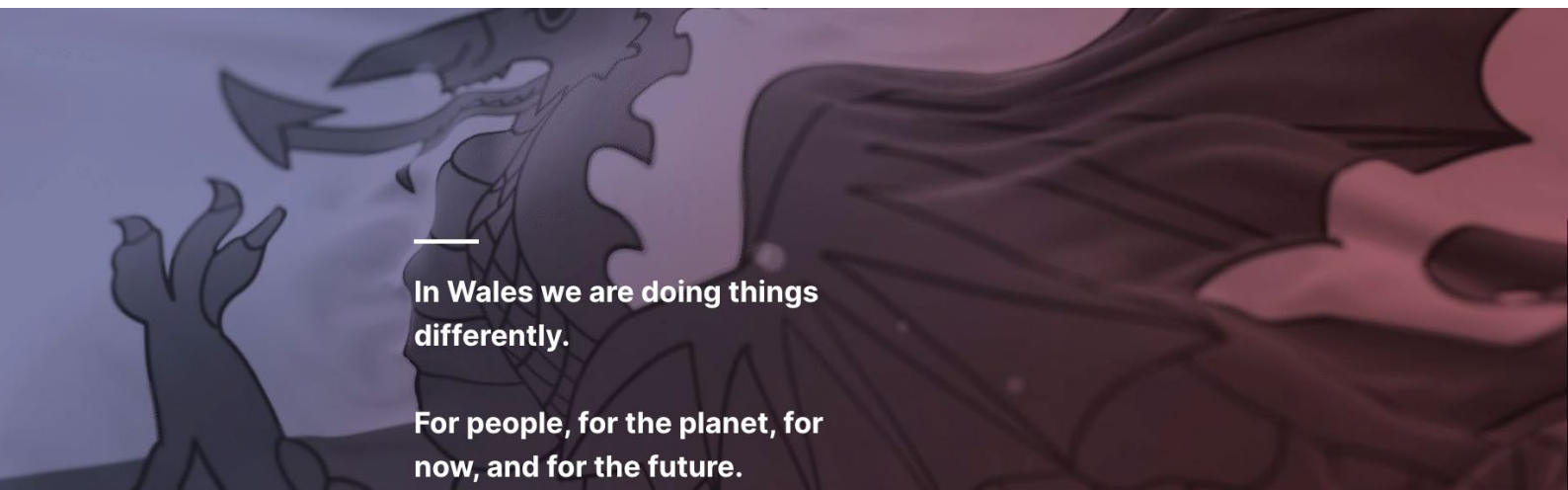
Other relevant case studies:

Online and e-learning courses like this and others, such as the Swansea University 'Climate and Carbon Course' and The Open University 'You, Me and the Future of Wales' will be invaluable as the digital landscape of tertiary education evolves.

Key takeaway:

This microcredential shows how flexible, values-led, and practice-focused learning can empower professionals to drive sustainability within their organisations, combining scientific understanding, personal leadership development, and actionable planning to build real workplace impact and confident sustainability leaders.

4.8 Partnerships



Ti, fi a dyfodol Cymru/You, me and the future of Wales

Institution: The Open University in Wales

Lead Contact: Rebecca Falvey

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Role: Partnerships Manager

Overview

Commissioned by the Future Generations Commissioner's Office, this e-learning resource aims to promote active citizenship and understanding of the Well-being of Future Generations Act. It is designed to be accessible, visual and illustrative of how the Well-being Goals and Ways of Working apply to everyday life, communities, and workplaces. The resource was co-created with the Office of the Future Generations Commissioner and Welsh Government and launched on OpenLearn in April 2025 at the 10-year anniversary event of the Well-being for Future Generations Act. It is free to access and available in Welsh, English and BSL.

Aims and format

The resource contributes to gaining a greater understanding of the Well-being of Future Generations Act, the Well-being Goals and the Ways of Working. 56 public bodies in Wales are subject to the Act and must, in law, adhere to the Goals and show how they are doing so. The percentage of the workforce employed by the public sector is high in Wales so understanding the Act and the Goals will be an advantage to graduates looking for work in Wales. The Ways of Working are also excellent employability skills and the Act is closely linked to the SDG goals and inner development goals. In addition, all sectors in Wales are using the Act to support them in their sustainability work and therefore a good understanding of the Act will benefit graduates in whatever career they pursue.

- + **Format:** online eLearning resource.
- + **Developed by:** Open University in Wales – Partnerships Manager and x 2 Digital Content Creators.
- + **Partners:** Future Generations Commissioner's Office, Welsh Government.
- + **Resources:** resource hosted on OpenLearn.
- + **Costs:** staff time and translation costs only.

Impact and evaluation

As of 31 July 2025, the resource had 704 unique visitors across English, Welsh, and BSL versions. It is gaining traction across Wales, with Arts Council Wales incorporating it into new staff inductions. It was also referenced in a Welsh Government plenary session by Jane Hutt MS, Cabinet Secretary for Social Justice:

"I have led Welsh Government's national plan to highlight the benefits of the Act and to enable Welsh Government and others to recommit to the Act, so today is an opportunity, isn't it, for ourselves and public bodies to recommit to the Act. And part of that plan is to create an oral history project to capture and project stories about not only the creation and implementation of the Act, but capturing individual reflections on the difference the Act has made in real examples. We worked with the Open University and the future generations commissioner's office to develop a now publicly available e-learning package, called 'You, me and the future of Wales', and we have delivered that national day of action to focus attention on the Act across and outside of Wales, called 'Light up the future', which I have already mentioned. And, of course, it is important that the Future Generations Commissioner for Wales and the Auditor General for Wales, at their action summit on the twenty-ninth, were engaging with public sector leaders, witnessing the dedication and thoroughness with which they deliver their well-being plans."

Effective partnership working and co-creation were essential to achieving the right tone and content. This was the OU's first BSL resource, providing valuable experience in collaborating with the Deaf community and BSL translators.

[You, me and the future of Wales | OpenLearn - Open University](#)

[Ti, Fi a Dyfodol Cymru | OpenLearn - Open University](#)

Similar case studies:

It is anticipated that e-learning courses such as the Swansea University 'Climate and Carbon Course' and Open University 'You, Me and the Future of Wales' will be invaluable as the digital landscape of tertiary education evolves, alongside the Open University microcredential 'Transforming your Organisation for Sustainability'.

Key takeaway:

By offering an accessible, tri-lingual e-learning resource that demystifies the Well-being of Future Generations Act, this initiative strengthens public understanding, supports employability in Wales' public and private sectors, and demonstrates how co-creation and inclusive design can extend the reach and relevance of sustainability education.

4.9 Employability resources



Staff development and support: Sustainability EDS toolkit and Continuing Professional Development workshop

Institution: Cardiff University

Author: Dr Laura Barritt

Initiative: Learning and Teaching Enhancement, Staff development and support: 'EDS Toolkit Theme – Sustainability' *and* a CPD workshop 'Exploring Education for Sustainable Development: Starting conversations'.

Description:

The staff toolkit was part of a wider initiative about developing and enhancing the learning and teaching across the university. The sustainability section was created to support, enhance and develop staff understanding and implementation of sustainability in their teaching practice and the learning experiences they cultivate for and with students.

The toolkit has short texts, images, tasks, lists and links is intended to enable staff to access key topics and resources they need quickly and easily, to synthesise key messages and takeaways whilst supporting them to make connections between the topics and themes covered within the resource. The 'top tips', 'key questions' and 'callouts' can be used as a stimulus for reflection and as a means of highlighting effective practices that staff might wish to adapt or adopt.

The CPD workshop 'Exploring Education for Sustainable Development: Starting conversations' was similar. It was created to start conversations around sustainability, making it a more tangible concept to engage with and link to practice. This also directly related to the Cardiff University Graduate Attributes and staff completed a task matching Sustainability Competencies to the Graduate Attributes in the session. The toolkit has a wide reach across the university and is now also open-source. The CPD workshop was positive,

but attendance was not very high initially. We ran two sessions with about six attending staff altogether.

Ethical and sustainable employability alignment:

Both directly engage with supporting the development of ethical and sustainable graduates – engaging with Wellbeing of Future Generations Act Wales (2015), UNESCO sustainability Competencies (UNESCO 2017; QAA Advance HE 2021) and UN Sustainable Development Goals.

Key insights and lessons learned:

Some staff were unsure how to engage with sustainability initially as it seemed quite abstract and vague. However, as the engagement with more practical examples developed, their understanding increased, and staff were able to contextualise it to their roles in their different contexts. Some felt very enthusiastic and enlightened by the end of the CPD session and have collaborated further with other staff as a result.

In terms of the toolkit, staff have found the case studies and reflective prompts to be very useful. The toolkit is live, so it is always developing, and we are now looking at adding more in the learning and teaching section regarding learning outcomes, living labs and pedagogical strategies.

Key lessons learnt

Break down the sustainability language as much as possible and use concrete examples with easily actionable steps. It might be that some elements of sustainability need to be re-framed for some staff to understand the importance of it and how they can engage with it purposefully in their different contexts. For example, we have reframed a new workshop to 'future facing pedagogies' rather than 'Evolving Education for Sustainable Development in practice' which was a workshop that did not run due to low sign up.

Similar case studies/examples

Staff training and support is essential to contribute towards ethical and sustainable employability. Examples identified in the findings included a staff development workshop in support of Cardiff University's 'Sustainability Toolkit' and their 'Ethics, Values and Sustainability Working Group', the Swansea University SALT 'Embedding Sustainability and the Climate Emergency into Higher Education Curricula' Canvas Course and online 'Climate and Carbon E-learn Course'. The Open University 'Inner Development Goals Go Green' event for staff and 'Learning Design Sustainability Skills Cards' as per the Responsible by Design (RBD) framework are further contributions to staff training to encourage relevant content and skills within education.

Key takeaway:

Making sustainability understandable, practical, and directly relevant to everyday teaching empowers staff to embed it confidently in their practice. Clear language, concrete examples, and accessible tools like Cardiff's EDS toolkit and CPD workshop are essential for building staff capability and, ultimately, nurturing ethically and sustainably minded graduates.

5 ESE skills mapping

Each of the collected case studies representing ethical and sustainable employability across Welsh Universities develop and enable various skills and competencies to be developed within students and staff. Therefore, the following ESE Skills Matrix has been created to enable identification of specific skills and competencies, their application in the HE context and the case studies that highlight this skill development in action. Many of these link with the Education for Sustainable Development key competencies.

Skills domain	Skills and competencies	Application in HE context	Case study examples
Sustainability literacy/Anticipatory thinking	- Understanding SDGs and WFGA - Climate change awareness - Environmental impact	- Embed sustainability across disciplines. - Use real world challenges to contextualise learning.	- UWTSD “Regaining Paradise” - Cardiff MSc Physiotherapy - Swansea Hackathon
Ethical reasoning/Normative competence	- Critical employer evaluation - Values-led career choices - Fair practice awareness	- Guide students in aligning personal values with career paths. - Shape ethical policy frameworks.	- Aberystwyth Ethical Careers Policy - OU Employer Toolkit
Career and employability skills	- Project management - Digital marketing - Campaign planning - CV enhancement	Use live briefs and industry linked projects to build practical skills.	- Swansea “Marketing for Good” - Bangor PloCC - OU Sustainathon
Collaboration and teamwork	- Interprofessional learning - Networking - Group problem solving	Design interdisciplinary modules and events.	- Cardiff Msc Symposium - Swansea Hackathon - OU Sustainathon

		• Foster peer to peer and external collaboration.	
Creative communication	• Visual design • Presentation • Content creation • Public speaking	• Support assessment through creative outputs. • Develop student confidence in communication.	• Cardiff MSc Symposium • Swansea “Marketing for Good” • Aberystwyth CareerFest
Systems thinking	• Linking local/global issues • Interdisciplinary analysis • Holistic problem solving	• Encourage cross-sectoral thinking. • Integrate planetary health and social justice themes.	• Bangor PloCC • UWTSD Sustainability Module • OU Microcredential
Experiential learning/Critical thinking	• Real-world problem solving • Hackathons • Challenge-based learning	• Facilitate authentic learning experiences. • Use external partnerships for deeper engagement.	• Swansea Hackathon • OU Sustainathon • Cardiff MSc Group projects
Personal development/Self awareness/Normative competence	• Reflection • Resilience • Leadership • Curiosity	• Scaffold reflective practice. • Promote personal growth through feedback and mentoring.	• OU Microcredential • UWTSD Reflective Assessment • Cardiff CPD toolkit
Policy and governance awareness/Strategic action	• Understanding legislation • Strategic alignment • Institutional values	• Align curriculum and careers guidance with national policy (eg. WFGA, Net Zero targets).	• Swansea Hackathon • Aberystwyth Careers Policy • OU “Future of Wales” Resource

Ethical and Sustainable Employability Toolkit

Staff development/Strategic action	• ESD pedagogy • Toolkit use • Curriculum innovation	• Provide CPD on sustainability and ethics. • Use toolkits to support curriculum enhancement.	• Cardiff ESD toolkit • Swansea SALT Canvas course • OU Learning Design Cards
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6 Ethics and sustainability in the Careers Service

Careers professionals are no strangers to working in a complex ethical space; supporting our service users to find rewarding work in continuously evolving labour markets. Ethical principles such as impartiality and a focus on a client's personal values are well understood with best practices promoted by professional bodies. However, focus is now shifting in the light of student expectations, sustainability-focused league tables and global sustainability goals, not to mention increasing geopolitical instability and the ongoing climate crisis.

Newer expectations for careers services are clearest in the campaigns and league-table methodology from People & Planet, which provides scores that are embedded in other more generalist university league tables. Many requirements from People & Planet are uncontroversial, promoting transparency and accountability. One of the biggest benefits to students and graduates from this campaigning has been the introduction of Ethical Careers Policies at many institutions, giving service users clear information on the ethical and sustainable practices of the service.

Other targets from the People & Planet league table have raised questions from across the sector. 75% of a careers services' score can only be achieved by "screening out" specific sectors (fossil fuel, mining, arms, and tobacco) from student and graduate recruitment opportunities. While recognising that many students support these targets, concerns have been voiced around how this may reduce opportunity for those considering employment in these sectors. The challenges of balancing impartiality in careers advice and guidance with requests to screen certain sectors' access to recruitment opportunities have also been brought to light. Recruitment is just one strand of many organisations' relationships with universities, and exclusion from certain opportunities can make broader relationships more challenging to manage.

So far, campaigns to screen out sectors have had limited impact. From the 2024/25 People & Planet league table, over 75% of universities had committed to remove fossil fuel companies from their investment portfolios, while only around 20% were excluding sectors from recruitment opportunities. As this toolkit evidences, a wider practice of careers services that is currently benefiting students and graduates is the promotion of sustainable employment through skills training, events, experiential learning and collaboration with academic staff to embed content in the curriculum.

With recruitment practices ever changing to meet the talent needs of employers, the challenges facing careers and employability service will also evolve. By balancing student expectations with principles of impartiality, promoting inclusivity and diversity in recruitment and embedding employability skills across the curriculum, careers and employability services will remain key players in achieving rewarding, lifelong careers for students and graduates.

Student voice

Interview with Chloe Griffiths, Consultant Ecologist and PhD student researching motivations for Citizen Science. Aberystwyth University.

“leaving the world better than you found it”

Where did your interest in sustainability start?

I was raised with a set of values that included needing to be useful; leaving the world better than you found it, which is another way of talking about sustainability, isn't it? Then I did an English Literature degree and was introduced to feminist writing; that was a light bulb moment, as a young woman, it really highlighted injustice for me.

Later, during a period of considering what to do with my life. I started volunteering at a Women's Centre, kind of an applied feminism, as a practical expression for my own ethics. I came across an opportunity to volunteer on an organic gardening project focused on permaculture and it provided me with an applied value system, using principles for designing without waste, seeing everything as a resource. Ever since then, I've felt much more of a community person.

Where do you see the overlaps between employability and sustainability?

If we think of employability as the unique package of skills that every person has, I have a set of criteria for what I think is ethical. I encourage young people to measure job opportunities by their own set of criteria; those who are more confident, can even consider having a positive ethical effect on a company. But I'm also aware that is a luxury not afforded to everyone, people might end up in jobs that they wouldn't have chosen, with no power and no influence.

I highlight that people do have a voice and that their voice is always worth raising, because we never know who might be hearing us. And if you're brave enough to raise your voice, then sometimes that empowers other people to say “I feel like that too”. So having an awareness of your ethics is important and, if it's safe to do so, it's useful to share the reason behind why you're making the choices that you're making.

“it is always difficult when you have to shine the light on yourself, isn't it?”

Can you share a moment where you felt the possibilities of ethical and sustainable employability most vividly?

I've written funding bids with partner organisations so that I can run ecological services, usually wildlife surveys with the public. Initially, I thought "where shall I run these services?" I've got a car, I could run them anywhere in the county. And then I thought, actually no, I need to design myself a career in which I don't have to drive. Where I live scores poorly on the Welsh index of multiple deprivation, so the thought of extracting my work and putting it somewhere else felt wrong. I felt it was more responsible to base myself within my own community, where I don't need to take myself out of my own community of practice.

How might we rethink employability so that it better supports both individual success and collective responsibility for future generations?

There is a new GCSE now for Natural History, launched this year. We need that kind of approach from the earliest days of our education, reminding and enlightening people about what's happening in the world and embedding a sense of responsibility; not only do we learn about these things, but we practise a suitable response to the climate emergency in all that we do. And then, ideally that would be replicated through all organisations. For example, it is always difficult when you have to shine the light on yourself, isn't it? As

academics, we tend to fly more than most; so there's something within the very practice of academia that is intrinsically unsustainable. I'm interested in the uncomfortableness of turning the spotlight on ourselves.

If you could share one piece of advice about building successful careers that are also ethical and sustainable, what would it be?

People should be thinking, what do I want to do with my one single precious life? My one space of time in this world that could truly make the world a bit better, and a bit more functional for the next generations. Try to cast yourself into the future; that sounds a bit abstract, but I'm getting at having a seven generations mindset. What is the impact of my doing this today, next week, next year but also on my descendants' descendants? People are often much better at problem solving than we give them credit for, especially the young, and they might well come back a simple solution that we would never have dreamt of.

“people do have a voice and that their voice is always worth raising, because we never know who might be hearing us.”

Professional services

Interview with Dr Pamela Styles,
Senior Academic Development Officer.
University of Wales Trinity Saint David.
Contact: p.styles@uwtsd.ac.uk

“...what is the point of us? What is the point of higher education? Why are we here? What are we trying to do?”

Where did your interest in sustainability start?

As an academic developer, my passions are for inclusivity and sustainability and always have been. I've always had an affinity for sustainability because it connects so well with my own personal sense of how I see the world. A lot of the things that we do as a society don't make sense to me, we don't seem to focus on happiness and I'm very passionate about things like social justice and wellbeing. To me, every decision has been around what's going to make me the happiest and most at peace. That's my main driving force and the kind of personal principles that have aligned well with sustainability, which is, of course, about the wellbeing of everyone, now and into the future.

Where do you see the overlaps between employability and sustainability?

Firstly, acknowledging equality, diversity, inclusion and the overlap with sustainability, and then in turn, both of those are relevant to being successful in terms of your career. When you consider sustainability and EDI, I keep saying, it is fundamentally the same stuff. We can connect the sustainability competencies but there's more to it than just the skills; students need to have chance to deploy them in unfamiliar contexts drawing on diverse perspectives and lived experiences, and to recognise and be able to name the skills they've developed. This is what employers are looking for, isn't it? so they say “Yes, I can do this thing”. Relating all of these things together and reflecting on their own value systems is vitally important.

“students will be working in global workplaces, lots of different cultures and perspectives.”

I would say what we need is to shape individuals who value the principles of sustainability and EDI, who will then pursue all of these different careers, and they can then take those skills and voice what they learned and different ways of looking at things.

For example, I had an opportunity to work with a company that I had strong ethical objections to, so I phoned a charity working in that space and asked “can I just talk to you about this?” And they said to me “someone is going to get that job and from our perspective, it's better if it's you”. That made me think about careers differently, and how we can encourage students to reflect on their own personal values and the battles they have the energy to take on. I took the job and made a positive difference from within but wasn't able to stick it out for long.

“...the wellbeing of everyone, now and in the future”

Have you seen examples where short-term employability goals were at odds with longer-term sustainability or ethical priorities? How did you respond?

Generative AI, this is the one where I keep talking to people about being in conflict with sustainability, ethics and decolonisation. We are embedding Gen AI through everything; trying to prepare students for this thing that they are going to be interacting with. But things are also moving more towards sustainability; students will be working in global workplaces, lots of different cultures and perspectives. They will need to be aware of bias and critical thinking, where data comes from, where information comes

from, and what shapes what they see and don't see.

I'm wondering what happens when we start to get students who say no to Gen AI on ethical grounds; what are we going to do then? If you're an expert, it can save you time, but if you're new, you don't know enough to realise when it's just making stuff up. It's patriarchal as well, it's colonial in that you've got the lack of consent for the data, the way that data are classified and people are classified in ways that don't align with their identity. You've got environmental impact, child labour, modern slavery concerns; it's all going on. So Gen AI undermines loads of the sustainability work and I think we need to make students aware of the ethics, the sustainability, the inclusivity elements and where it is in conflict with our other agendas.

How might we rethink employability so that it better supports both individual success and collective responsibility for future generations?

Employability works well when it's embedded throughout the curriculum but same with sustainability, same with inclusivity. The future for me is going back, in a way. I see a lecturer as being a curator and a facilitator. I think it's coming back to exploring with students what they actually want from life, that future thinking about what the world is going to be like. We need to weave together what comes under ethics, sustainability and EDI. A facilitated space to get them speaking to people, you know, really diverse groups

of people thinking critically together, reflecting, critiquing everything, challenging everything; what has shaped their discipline, how they make judgments, and what they deem to have value. Relating that work to things like information literacy and echo chambers and algorithmic bias, and all of that sort of stuff. You know, we need to get them together, actually talking to each other.

If you could share one piece of advice about building successful careers that are also ethical and sustainable, what would it be?

I don't think we do enough with students asking, "what is going to make you happy? What are your passions? Where can you make a difference?" But also thinking about the battles they've got to fight and protecting their wellbeing. But also reflecting on what is the point of us? What is the point of higher education? Why are we here? What are we trying to do?

Let's give students what only we can do, which is an opportunity to meet people from all different backgrounds, from all around the world, and to interact with experts in the field who can give direct feedback. Lots of opportunities to engage, reflect on their own identity and experience, and how that shapes their values and norms. That kind of thing, normative competency, self-awareness, thinking, critically, challenging everything, asking deep questions and giving students agency, I think they all sort of overlap, but I think we achieve multiple goals simultaneously, if we can get that right.

“think about careers differently, and how we can encourage students to reflect on their own personal values and the battles they have the energy to take on.”

7 ESE training/resources

To further support the development of ethical and sustainable employability within Universities the following list of ESE training and resources has been compiled. These are designed to support you personally or as a department or whole institution in developing a greater understanding of ESE in order to improve the education and skills our students receive. This is by no means intended to be a full list of relevant resources and training but should provide a useful starting point. All training, resources and links are correct and relevant at the time of publication.

Resource/training name	Weblink
You, Me and the Future of Wales	You, me and the future of Wales OpenLearn - Open University
IEMA Environmental Sustainability Skills for the Workforce	Environmental Sustainability by CAVC
Carbon Literacy Training	
Green Education Certification	
Green Educators Course	
Education for Sustainable Development Guidance	Education for Sustainable Development Guidance
UN PRME Blueprint for SDG Integration into Curriculum (2020)	Blueprint for SDG Integration uki-prme
Education for Sustainable Development Curriculum Design Toolkit	Education for Sustainable Development Curriculum Design Toolkit Advance HE
Black Mountains College (offer a number of short courses related to different areas of sustainability)	Short Courses & Workshops Black Mountains College
The Centre for Alternative Technology (offers short courses on various topic areas and disciplines)	Short Courses - cat.org.uk
Canal Cymru (collates all of the Carbon Literacy Training on offer in Wales)	Carbon Literacy – Cynnal Cymru – Sustain Wales
Net Zero Skills Wales	Net Zero Wales – Manufacturing, Energy & Environment (NOW MEE) – NOW MEE has been made possible through funding from the Swansea Bay City Deal's Skills and Talent programme.

OpenLearn	Nature & Environment - Featured content OpenLearn - Open University
AGCAS Activities – Professional development, research and resources	https://www.agcas.org.uk/AGCAS-Research
Open University Microcredential	Climate Change: Transforming Your Organisation For Sustainability BZVM320

Figure 2. ESE Related resources and training

8 Recommendations

Based on the project thus far there are a number of clear and actionable recommendations that are proposed that have the potential to place Wales and the UK at the forefront of ethical and sustainable employability in terms of tertiary education.

- + The creation of a **Pan Wales HE and FE Sustainability in Education Award**. This would create a sense of healthy competition between education institutions but would also enable the sharing of best practice. Educators and students would be able to receive recognition for their hard work.
- + The creation of a **Pan Wales network** responsible for ensuring consistency across Wales in the way in which ethical and sustainable employability and education is approached. This would include a **unified definitions system** as well as a way in which to **measure impact** from initiatives undertaken across Welsh HE and FE.
- + The creation of **regional communities of practice** made up of HE and FE institutions to encourage and enable the sharing of best practice and increase collaboration.
- + The creation of an **online resource** that contains best practice examples, templates and other key resources and information for HE and FE to draw from when developing ethical and sustainable employability within their institution. This would be a live resource updated by the regional communities of practice.
- + For employability to become increasingly **embedded within pedagogic learning outcomes** as a norm as opposed to an exception.
- + Build on the **Pan Wales HE Hackathon** concept each year, to generate enterprising, innovative and creative ideas that will impact on the well being goals for Wales.
- + **Programme-level recognition** of minimum ethics/sustainability standards embedded in teaching (with good integration/consultation with accrediting bodies)

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10 Abbreviations

EDI – Equality, Diversity and Inclusivity

ESE – Ethical and Sustainable Employability

FE – Further Education

HE – Higher Education

SDGs – Sustainable Development Goals

TE – Tertiary Education

WFGA – Well-Being of Future Generations Act (Wales, 2015)

11 Appendices

Appendix 1 – Summary of all Ethical and Sustainable Employability Initiatives

Institution	Project	Contact	Type of Initiative	Activity Format	Time	Ethical and Sustainable Employability Alignment
Swansea University						
SU (Academy for Teaching and Learning)	SALT 'Embedding Sustainability and the Climate Emergency into Higher Education Curricula' Canvas course	Dr Pamela Styles	Staff training course (curricular)	Staff Canvas training course	Ongoing/self-enrol and used on demand	The course refers specifically to education for sustainable development (ESD) competencies which align with key graduate attributes.
*SU (Sustainability Team)	Online Climate and Carbon E-learn Course	Teifion Maddocks	Extra-curricular	Staff and students training course	1-2 hours	Provides students with the knowledge and skills to address grand societal challenges. It also provides training for staff members which can impact curriculum design and development.
SU (School of Management)	Swansea University Circular Economy Student Society	Dr Sandra Dettmer	Extra-curricular	Student society	Ongoing	Leadership, project management, communication, team working and green skills.
SU (School of Management)	Sustainability Student Survey	Dr Fern Davies	Student survey (curricular)	Student survey	Annual distribution	The survey identifies strengths and areas for improvement to strengthen graduate attributes.
*SU (School of Management)	Marketing for Good	Lucy Griffiths	Curricular	Seminar, lecture and event activity	Module (1 term)	'Marketing for Good' integrated industry-linked assessed projects set by three external third sector clients: Wales Air Ambulance, The Wildlife Trust of South and West Wales, and The Wallich. Practical industry skills development in lab settings.

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SU (School of Management)	Undergraduate Module (Environmental and Sustainable Management)	Dr Jennifer Rudd and Sarah Atkinson	Curricular	Seminar and lecture activity	Module (1 term)	Green and transferrable skills, subject knowledge and industry/guest speakers
SU (Engineering)	Ethics in Engineering Curriculum	Dr Sam Rolland	Curricular	Seminar activity	MSc Module (1 term)	The module introduces topics beyond the technical aspects of the students' degrees. Assessment through a group project and policy brief are not prescriptive about the technical scope, enabling students to apply ethical and sustainable engineering knowledge, understanding and reflection to their own field.
SU (School of Management)	Enterprise and Creativity: Entrepreneurship in Practice	Professor Louisa Huxtable-Thomas	Curricular	Seminar and lecture activity	Module	Critical thinking, understanding purposeful entrepreneurship, effectuation, bricolage and gathering resources, talking to stakeholders and collecting market data embedded in the course. As a result of this initiative, students have an enhanced understanding of the role of entrepreneurship in adding value to society, not just to generate wealth.
SU (School of Management)	Capstone Business Projects (Sustainability and Ethics)	Dr Fern Davies	Curricular	Business project including seminars and lectures.	Capstone Business Project (1 year)	The final year business project provides students an opportunity to address a real-world challenge from industry. All projects aligned with at least one of the SDGs and specific projects were provided in relation to sustainability, CSR and ethics.
SU (Media)	Embedding Green Approaches within Practice Modules	Non Vaughn Williams	Curricular	Lecture/assessment activity	Module (1 term)	The initiative ensures graduates fully understand the importance placed by industry on green production principles, right from the beginning of the commissioning process to the delivery. Due to the opportunity to produce content, students can put these principles into practice and gain confidence in their understanding of ethical and sustainable ways of working within a fast-paced and competitive sector.

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SU (Law)	Embedding Sustainability into Law Seminars	Karen Morrow	Curricular	Lecture and seminar activity	1-2 hours	In Wales sustainable development is a legal concept, the pursuit of which places public bodies, under specific legal obligations and informs their policies and enforcement of the law. A working knowledge of this is necessary to understanding and using regulatory law in Wales, not only in environmental regulatory contexts but in the public sector generally and thus has value in legal practice and appeals to employers. Organisational rankings (e.g. BCorp), resources for sustainable work and how to interact with employers.
SU (Employability)	Finding Sustainable Work – Student Workshop	Simeon Smith	Extra-curricular	Student workshop	1-2 hours	Employability workshop that covers professional values, different types of sustainability in employers,
SU (Employability)	Swansea University Ethical Careers Policy	Simeon Smith	Policy	Policy	NA	Provides students, staff, and external organisations clarity over what to expect from their interactions with Careers & Employability at Swansea University.
SU (School of Management)	Postgraduate Module Assessment (Innovation and Entrepreneurship Module)	David Pickernell	Curricular	Assessment	Module (1 term)	Innovation and entrepreneurship focus is expanded by look at a real-world issue where ideas will be applicable in students future research.
SU (School of Management)	Faculty of Humanities and Social Sciences WFGA Hackathon	Samantha Burvill	Extra-curricular	Event for students	6 hours	The hackathon raised awareness of the Well Being of Future Generations Act and encouraged students to think about the long-term impact of their decisions.
SU	International Hackathon “Invent for the planet”	Kelly Jordan	Extra-curricular	Event for students	48 hours	The hackathon developed many skills for graduates including the ability to put their problem-solving skills into a real-world challenge.
Open University						
OU	Micro credential – ‘Transforming your Organisation for Sustainability’	Victoria Hands	Curricular	Micro-credential – online learning	100 hours	Delivers transferable and practical skills that can be applied to an organisation through an action plan which is inspired by insights and case studies.

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OU (Partnerships)	You, Me and the Future of Wales E-learning Resource	Rebecca Falvey	Extra-curricular	OpenLearn Resource for all	Ongoing	The resource provides a greater understanding of the Well-being of Future Generations Act, the Well-being Goals and the Ways of Working, benefitting graduates' employability.
*OU (Careers and Employability)	Employer Sustainability Toolkit	Jen Harrison	Extra-curricular	Two online resources for Employers	Ongoing	The toolkit prepares employers for the future direction of work, providing them with knowledge of the responsibilities and practices needed in job roles.
OU (Careers and Employability)	Fulfilling futures in environment and sustainability	Kate Machent	Extra-curricular	Online Student Forum	6 day online forum – 12 month read only	Allowed students to communicate collaboratively, including discussions around the sustainability topic and its role within the working environment.
OU	Inner Development Goals Go-Green Event	Teresa Cox	Extra-curricular	Event for staff	Ongoing (recorded)	The inner development subject covered describes the skills that can be acquired from the process. Capacities developed from this result in a better adaption to change.
OU (Partnerships)	Medru – Digital Skills Factory	Samantha Forde	E&I	Digital Skills Factory for multiple stakeholders	Ongoing	Provides skills surrounding data, cybersecurity and IT, preparing stakeholders for adaptability of the future landscape. Awareness of carbon footprint is outlined.
OU (Student Opportunities)	Open Business Creators Fund	Robert Wilson	Extra-curricular	Competition for students	Each year	A tool given to students requires that they consider the relevant SDGs for their chosen enterprise regardless of the sector it operates in.
OU (Learning, Skills and Innovation)	Student-led Sustainable Development Goals Curriculum Audit	Scott Mckenzie	Curricular	Student-led research project	60 days (approx. 2 months)	The mapping of SDGs by students, gave them an opportunity to apply their learning to real-life experience, developing their education for sustainable development (ESD) skills.
*OU (Careers and Employability)	Sustainathon	Jen Harrison	Extra-curricular	Event for students	One week	The charitable projects given to students provides them with real-world experience within a low environmental impact, digital working environment. Skills such as creative problem-solving and communication are gained.
OU (Broadcast and Partnerships)	The Regenerators: Green Careers	Victoria Hands	Extra-curricular	BBC Bitesize Online Resource for	Ongoing	The series of digital videos based around important environmental issues and sustainability elements,

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				children, teenagers and young people		equip the children with an understanding of this, for their future careers.
OU (Learning Design Sustainability Group)	Learning Design Sustainability Skills Cards	Kathleen Calder, Paul Astles	Curricular	Open educational resources for educators	Ongoing	The sustainability skills cards help educators to provide students with the knowledge of where sustainability skills already exist within employability and digital literacy skills. The Responsible by Design (RBD) framework allows the ethical responsibilities and implications of GenAI to be addressed.
Aberystwyth University						
*AU (Careers and Employability)	Aberystwyth University Ethical Careers Policy	Bev Herring	Ethical Careers Policy	Ethical Careers Policy	Ongoing	The policy ensures that the careers and employability service within the university aligns with ethical and sustainable values by prioritising the related activities.
AU (Careers and Employability)	Sustainability Challenge (Part of sustainably focused event, CareerFest)	Bev Herring	Extra-curricular	Event (interactive workshop) for students	3.5 hours	The challenge allows students to gain problem-solving, teamwork, and leadership skills, through sustainable practices. Additionally, gaining confidence for their careers.
AU (Biotechnology)	Embedding UN SDGs and The Well-being of Future Generations Act as drivers for research in biotechnology.	Hazel Davey	Curricular	Lectures, workshops and coursework for students	Module repeated each year	By addressing examples of SDG applications in biotechnology, students are made aware of how companies and investors are driven by sustainability.
AU (Behaviour Change)	MSc Behaviour Change	Simon Payne	Curricular	Entire scheme of the course	Each year	Students are encouraged to make a positive economic, societal, and environmental difference throughout their work, then having the ability to apply this content upon graduating.
AU (International Politics)	Student facilitation of creative community engagement	Katy Budge	Extra-curricular, E&I	Delivery of Day Festival	One day (more for training prior)	Supporting refugee communities will allow students to gain skills, experience and confidence relevant to this and make considerations in future work.
Cardiff Metropolitan University						

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CMU (TESS)	Targeted Employability Support Fund delivery at Cardiff Met	Laura Stutins	Cross-cutting	Variety, primarily one-to-one support for students	Activities vary – e.g. 20 minute or 45 minute appointments	It is ethical in that the university is reaching out to students who require additional support, empowering their skills, making it more likely for them to contribute sustainably to the economy in the future.
UWTSD						
*UWTSD (Early Years Education)	Regaining Paradise: Sustainability in the early years	Glenda Tinney	Curricular	Module including John Muir Award student participation	Each year	Exploring sustainability aspects with relation to the early years teaching setting, will support students in engaging with these practices in future employment.
Cardiff University						
CU (Education Development)	Staff development and support Sustainability EDS Toolkit and CPD workshop	Laura Barritt	Extra-curricular	Open online toolkit resource and workshop for staff	Toolkit – ongoing	The toolkit allows staff to incorporate further sustainability practices into their teaching, strengthened by the workshop which enabled them to converse about which practices will link to graduate attributes.
CU (Physiotherapy)	MSc Pre-registration Physiotherapy and Occupational Therapy	Jill Morgan	Curricular	Lectures, workshops, group project for students	Each year	Experience of real-life problems are experienced in these programs, allowing students to develop problem-solving and critical thinking skills in relation to the healthcare sector, influenced by sustainable practices.
*CU (Employer Engagement)	Ethics, Values and Sustainability Working Group and Activity	Jade Smithson-Perring	Extra-curricular	Working group, online resources and events for staff and students	Ongoing	The initiative raises awareness, promotes critical thinking, encourages informed decision-making, expands access to green careers, and aligns with graduate attributes.
CU (Environmental History)	Environmental History Module	Keir Waddington	Curricular	Seminar and lecture activity for students	Each year	The course involves communication, collaboration and reflection, in a number of forms, of how different environmental issues are looked at in a historical context and how this can be used to draw new insights.

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CU (Earth and Environmental Sciences)	Sustainable Geoscience Module	Joel Gill	Curricular	Module activities and assessment for students	Each year	Written communication skills are placed into the context of sustainable challenges. Data analysis of scientific information takes place, and students present their findings in multiple ways.
CU (Business School)	Sustainable Development and Managing with Nature Module, as part of MSc International Management	Genevieve Shanahan	Curricular	Seminar activity for students	Each year	Many skill areas are developed in this module including development of knowledge of sustainability challenges, values-based decision-making framework, and ethical data analysis.
Bangor University						
*BU	Places of Climate Change (PloCC)	Thora Tenbrink	Curricular and Extra-curricular	Cross-cutting (Masters Programme, monthly seminars, workshop, internship)	Ongoing	The initiative prioritises ethics and sustainability actions, ensuring that various work environments, within and beyond academia are engaged with such.
BU	Sustainability Finance and ESG	Hizamshol Kamal	Curricular	Seminar activity for students	Ongoing	Encourages students to make decisions ethically and sustainability because all actions can have broader and long-term impacts, also connecting their personal and professional challenges.
WJEC						
WJEC	Further Education Institutions use of WJEC Sustainability Qualification	NPTC Group of Colleges, Coleg Sir Gar, other FE unnamed and Jobs Growth Wales	Curricular	Implementation of the qualification into institutions' programmes	Ongoing	The Sustainability Qualification links to the Wellbeing of future generations act and the UN SDGs, educating the students that the information is being taught.
*WJEC	Further Education Qualification developed in collaboration with the Well	Rachel Dodge	Curricular	Qualification being offered via FE institutions.	Ongoing	The qualifications teach students about the Well Being of Future Generations Act and UN SDGs, and how they can be practically applied in their workplace.

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	Being of Future Generations Act.					
Wrexham University						
*WU	Ecological Citizen(s) Network+	-	-	Research Network	4 years	The multi-disciplinary team brings together knowledge for a better future for all through sustainable practices.
WU	Sustainable Skills for Brighter Futures	Lucy Jones	Curricular	Degree programme enhancements	Ongoing	Provides support for an educated community who go on to improve global or environmental awareness within their graduate careers.
WU	Living Lab Project	Lesslie Malinga	Extra - curricular	Project	One-day	Volunteering opportunity for students to engage with nature, supporting the University's sustainability goals.
WU	Ethical Careers Policy	Lynda Powell, Lucy Jones	Policy	Policy	Ongoing	The policy represents the responsibility to take social and climate justice seriously and be selective about organisations they work with.
WU	Sustainability Action Forum (SAF)	Wu	Extra-curricular	Website	Ongoing	Provides resources for students on projects and other sustainable and ethical initiatives which can broaden understanding.

12 Acknowledgements

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