

# Sustainability framework

A guide for trailblazer groups and route panels

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# 1. Purpose

The Department for Business Energy and Industrial Strategy (BEIS) and the Institute for Apprenticeships and Technical Education (the Institute) have identified the need for integrating 'sustainability' into the development of new and updated apprenticeships and technical qualifications. This is to support the UK in achieving its commitment to national and international sustainability goals. This includes the target of net-zero carbon emissions by 2050 and the United Nations' 17 Sustainable Development Goals:

1. No poverty
2. Zero hunger
3. Good health and wellbeing
4. Quality education
5. Gender equality
6. Clean water and sanitation
7. Affordable and clean energy
8. Decent work and economic growth
9. Industry, innovation and infrastructure
10. Reduced inequalities
11. Sustainable cities and communities
12. Responsible consumption and production
13. Climate action
14. Life below water
15. Life on land
16. Peace, justice and strong institutions
17. Partnerships for the goals

# SUSTAINABLE DEVELOPMENT GOALS

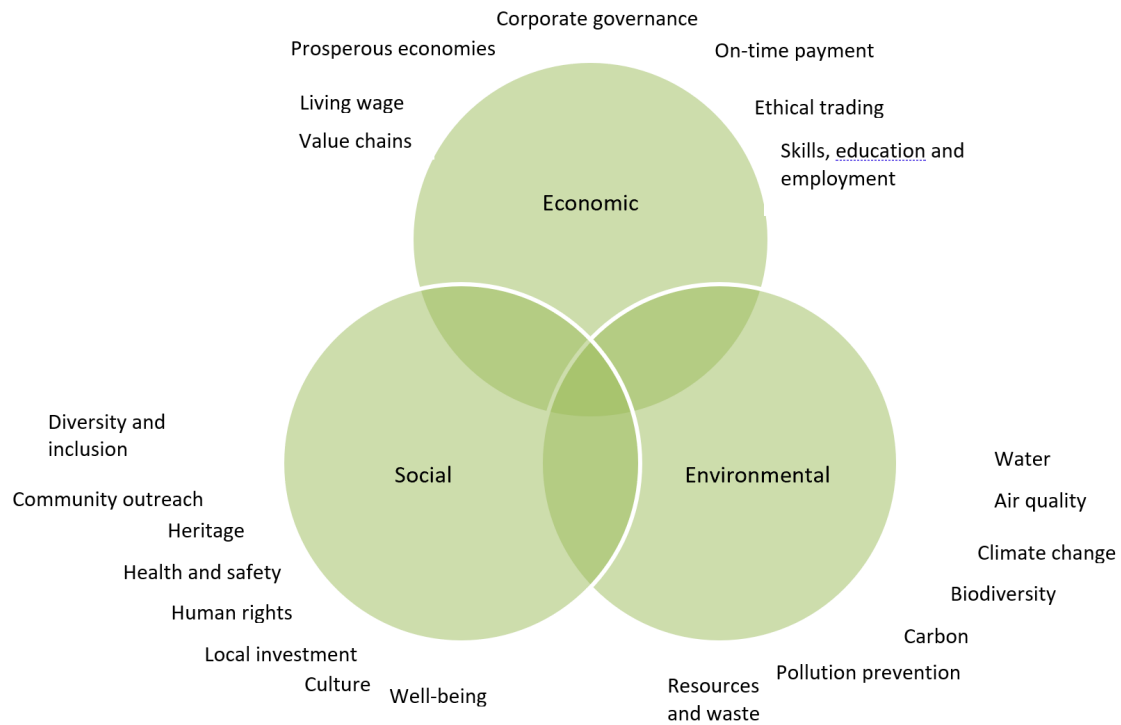


This framework acts as a guide for our trailblazer groups and route panels to consider 'sustainability' in educating the future workforce. It is recognised that for organisations to remain operational in the longer term, they need to adapt to become more socially, economically and environmentally sustainable.

The Institute relationship managers will use this document as part of the apprenticeship development and revisions process to ensure that all future products being drafted have given thought to sustainability and particularly net-carbon zero. This mirrors the approach we use with the digital skills framework. Trailblazer groups will be under no obligation to build this in if they have robust evidence and reasoning for not doing so

Sustainable development achieves value for money, generating benefits not only to the organisation but also to society while minimising damage to the environment now and in the future.

Examples of environmental, social and economic factors applicable to organisations:



**Economic factors:**

- Corporate governance
- Prosperous economies
- Living wage
- Value chains
- On-time payment
- Ethical trading
- Skills, education and employment

**Social factors:**

- Diversity and inclusion
- Community outreach
- Heritage
- Health and safety
- Human rights
- Local investment
- Culture
- Wellbeing

**Environmental factors:**

- Water
- Air quality
- Climate change
- Biodiversity
- Carbon

- Pollution prevention
- Resources and waste

## 2. Introduction

All occupations now have a direct or indirect impact on sustainability.

The Institute recognises that knowledge, skills and behaviours (KSBs) for sustainable development are essential to occupations across all sectors. The Institute has developed this framework in collaboration with members of the Construction Route Panel for employers developing apprenticeships and for other route panels approving these apprenticeships. This framework is designed to support employers considering sustainable development in new and revised occupational standards at all levels.

This approach will be key in preparing future apprentices to not only drive innovation and look for better working practices towards sustainable development, but to champion sustainability and support the next generation of employees.

The construction route panel has looked beyond the general environmental awareness required by citizens. They have created a set of 'sustainability' characteristics and mapped these across various occupations and levels for apprenticeships.

All occupations are different and for each occupation, the sustainable development considerations will vary. However, this framework will help determine what to consider for sustainable development.

This framework sets out specific sustainability characteristics under four themes:

### **THEME 1 – PROCUREMENT AND DESIGN**

To consider the sustainability impacts of an occupation on both its upstream supply chain and for users of occupations which design materials, products or applications over their lifetime.

### **THEME 2 – ENERGY SOURCES AND USAGE**

To appreciate the direct and indirect impacts of an occupation's energy demand and the implementation of measures for reducing greenhouse gas emissions.

### **THEME 3 – MANAGEMENT OF RESOURCES**

To appreciate the raw materials and waste generated (directly and indirectly) from an occupation and the implementation of measures toward sustainable resource consumption, whole-life and circular economy thinking.

### **THEME 4 – OPPORTUNITIES AND CONSEQUENCES**

To consider the beneficial impacts of an occupation being done in a sustainable way and the risk of an occupation being done in a 'non-sustainable' way. The effects of this to the economy, society and the environment and measures to reduce adverse impacts.

Trailblazer groups should use this framework to consider which sustainability characteristics may be relevant to their occupation and how to adapt them into KSB statements reflecting the occupation and level of the standard in line with our [occupational level descriptors](#).

It is important to note that in most cases, the level of sustainability skills required for an occupation with a low, indirect influence on sustainability will not be at the same level as the apprenticeship. Equally, the level of sustainability KSBs would not necessarily be higher in a higher-level apprenticeship.

This framework suggests broad characteristics that will need to be applied proportionately to fit varying occupational and sector needs. A degree of flexibility is needed when using this guidance.

It is recognised that all sectors and occupations can contribute to a more sustainable economy. When employers are thinking about how sustainability affects their occupations, it is important to recognise that relatively small changes can make a big difference and have visible benefits for organisations, society and the environment when used consistently across a sector.

If further advice is needed on any aspects of this guide, trailblazer groups should get in touch with their relevant relationship manager. Route panels should get in touch with their approval's manager in the first instance.



## 3. Sustainability themes

### 3.1. THEME 1: PROCUREMENT AND DESIGN

Sustainable procurement is the process of using procurement strategies and making decisions in a way that supports wider social, economic and environmental factors. It is relevant to all types and sizes of organisation. It is not simply about buying 'green' products.

The [Sustainable Procurement Task Force](#) defined, 'sustainable procurement as a process whereby organisations meet their needs for goods, services, works and utilities in a way that achieves value for money on a whole life basis in terms of generating benefits not only to the organisation, but also to society and the economy, while minimising damage to the environment'.

Sustainable procurement should consider the environmental, social and economic consequences of:

- design
- non-renewable material use, including energy and whole life carbon
- manufacture and production methods
- logistics, service delivery, use or operation
- maintenance
- reuse and recycling options
- disposal
- suppliers' capabilities to address these consequences throughout the supply chain

These considerations can be factored into decisions alongside the conventional procurement criteria of price, quality and time to provide a life-cycle cost analysis.

Sustainable procurement involves close collaboration and engagement between all parties in the supply chain. Suppliers' capabilities to address these factors should be considered during the selection process. Other aspects such as planning to manage demand and effective ongoing contract management are also important.

Some of the benefits of sustainable procurement include:

- cost reduction and efficiency savings
- compliance with legal requirements
- more efficient and effective use of natural resources

- reducing the harmful impact of pollution and waste
- reducing the impact of hazardous substances
- reducing embedded carbon for example by appreciating the trade-offs inherent in decision making to select approaches that use less carbon across the life of products and services
- encouraging supply chain innovation to favour sustainable outcomes
- providing an incentive to supply for the sustainable products market
- reduction of business risk and increased supply chain security
- enhanced business image and reputation
- access to new lines of funding through sustainable and ethical sources

Sustainable procurement requires:

- good governance
- visible commitment and effective senior leadership
- a proper understanding of the organisational drivers for sustainable procurement
- a clear understanding of the unique set of impacts relevant to the organisation and business context

Once these factors are in place, an organisation is well positioned to develop an effective sustainable procurement strategy.

**Please consider how sustainable procurement and design may be relevant to the occupation and whether to include relevant aspects of this theme in the occupational profile of your apprenticeship or develop them further into knowledge, skill, and, or behaviour statements.**

## 3.2. THEME 2: ENERGY SOURCES AND USAGE

To meet UK's target to be carbon neutral by 2050, all buildings and transport will have to be decarbonised, this means the elimination of all Carbon Dioxide emissions from all processes within the UK by 2050.

Therefore, employees and employers will have to be ready for the following challenges within their organisations:

- all buildings, products and industrial processes will need to incorporate energy efficiency measures to reduce demand
- gas and oil boilers will need to be replaced with low carbon alternatives such as district heat, heat pumps or hydrogen boilers
- electricity will be sourced from nuclear or renewable sources rather than fossil fuels. This will include increased micro-generation, so solar panels (electric or thermal), batteries and heat storage will become common
- most cars will be electric, which means an increased need for an electric vehicle charging infrastructure
- new energy offers will be available to help fund improvements such as Energy as a Service, Mobility as a Service or Demand Side Management
- the rapid emergence of new technologies and dynamic energy markets will mean the financial case for investing in technologies may change, making informed choices difficult
- new business models will materialise both for organisations and their customers
- these new technologies and services will be managed by advanced control systems and an increase in digital ways of working

This transition will need new skills. Professionals will need to be familiar with new technologies, the changing regulatory and legal environment, new service offerings and the life cycle cost implications of their choices. They will also need to understand the impact of their decisions on the carbon footprint.

**Please consider how energy sources and usage may be relevant to the occupation and whether to include relevant aspects of this theme in the occupational profile of your apprenticeship or develop them further into knowledge, skill, and, or behaviour statements.**

### 3.3. MANAGEMENT OF RESOURCES

Resource management is an important part of the decision-making process for organisations. How and where raw materials, finished products, people and transportation are selected and used is a key factor in reducing environmental impacts and achieving more sustainable outcomes.

Everyone needs to consider their consumption of resources when making choices for organisations to behave more sustainably and use natural resources in a responsible and considered way. This includes:

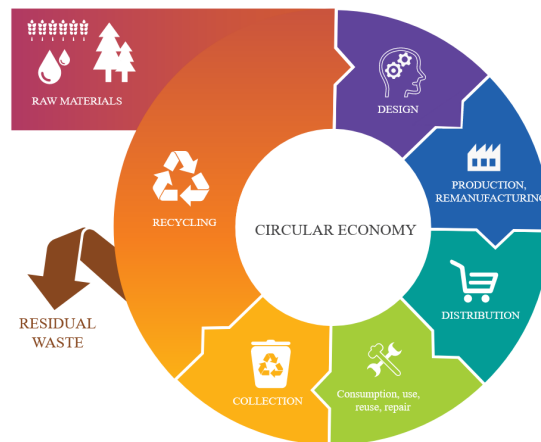
- consumption of energy
- the amount of travel
- the people and physical resources

These can be reduced or used differently to improve the sustainable credentials of the process and operations. Embedding a desire to consider the way resources are consumed into the learning experience makes sustainability a conscious part of the decision-making process which has benefits for the environment but also for the bottom line of an organisation.

The [circular economy](#) is a model of production and consumption which involves:

- sharing
- leasing
- reusing
- repairing
- refurbishing
- recycling

For existing materials and products, the aim is to extend the lifecycle of products for as long as possible. In practice, it implies reducing waste to a minimum. When a product reaches the end of its life, its materials are kept within the economy wherever possible. These can be productively used again and again, creating further value. This is a departure from the traditional, linear economic model, which is based on a take-make-consume-throw away pattern and relies on large quantities of cheap, easily accessible materials and energy.



**Please consider how management of resources may be relevant to the occupation and whether to include relevant aspects of this theme in the occupational profile of your apprenticeship or develop them further into knowledge, skill and/or behaviour statements.**

### 3.4. THEME 3: THE BENEFITS AND OPPORTUNITIES OF BEST PRACTICE AND CONSEQUENCES OF POOR PRACTICE

There are opportunities for organisations in upskilling their workforce to support the achievement of national sustainability targets, however, there are also implications for not upskilling. Market pressures and the future workforce are transitioning to demand more from organisations to put into practice what is stated in their public commitments and contribute to global sustainability goals.

Organisations have an opportunity to demonstrate by example that they are using their influence to achieve their share of these goals or risk damaging their brand reputations and losing market share. Also, existing legislation and anticipated changes challenge organisations to reduce negative impacts on society and the environment.

For example:

- legislating against modern slavery
- protecting human rights
- reporting energy use
- duty of care for waste management
- pollution prevention (land, air and water)
- conservation of habitats and species

Poor practice will have stark implications for society and the environment. If organisations do not adapt to operate more sustainably then they will contribute to the indirect effects of environmental breakdown including increased extreme weather events (precipitation and drought), rising sea levels, damage to property and

infrastructure, irreplaceable habitat loss and food and water stress. Ultimately - the effects from industrial impacts taking place today, are damaging the ability of organisations to function in the future. This framework aims to help identify and address these impacts through the next generation of the workforce.

Organisations can identify **operating efficiencies** (and may increase their market share) through sustainable innovation and implementing research and development into more sustainable practices. By adapting their practices to become more sustainable, organisations may be able to access “green” funding opportunities to support their work from public and private sources. Increased awareness of these issues throughout the workforce could lead to improved financial and reputational impacts for organisations implementing this opportunity.

Organisations can identify **new opportunities** to deliver new products, open up new markets and new services to generate new business. Moving to a sustainable model can potentially provide huge commercial benefits depending on the economic context.

**Please consider how to recognise the benefits and opportunities of taking a sustainable approach may be relevant to the occupation and whether to include relevant aspects of this theme in the occupational profile of your apprenticeship or develop them further into knowledge, skill, and, or behaviour statements.**

## 4. Understanding occupations and their relationship with sustainability

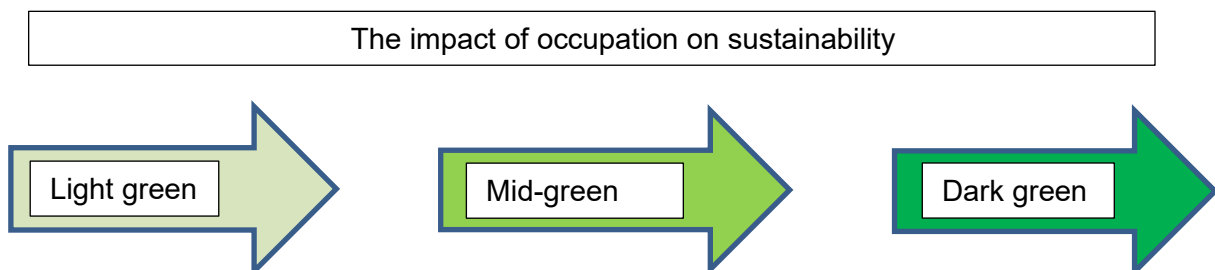
We have a range of apprenticeships that are **all** affected by the sustainability net-carbon zero agenda but in different ways.

At the Institute, we have categorised these apprenticeships as light, mid and dark green to recognise the impact that the occupation itself has on helping the UK achieve net-carbon zero by 2050 in terms of scale and influence. This approach helps us to prioritise the efforts we make to embed sustainability where it can have the most impact soonest.

We accept that all occupations can operate in a sustainable way, but the use of the green shades reflects the impact of the occupation itself within the green economy in reducing net carbon currently.

To make sense of what impacts sustainability has across the occupational landscape, we are using an approach that broadly describes occupations into either one of three categories, in relation to the attributes of that occupation and considering the occupational level.

Trailblazer groups are expected to consider where they think their occupation sits and take proportionate action to embed sustainability throughout their apprenticeship.



### 4.1. LIGHT GREEN

A light green occupation is one where the nature of the occupation is unchanged by sustainable or green requirements but there may be additional duties that are done differently or in a consciously sustainable way.

For example, the core KSBs for a care assistant will always be recognising care needs and addressing them. They may however be expected in future to consider sustainability aspects in how they source and dispose of PPE.

Examples of other light green occupations:

- hair professional
- adult care worker
- camera prep technician
- marketing assistant
- florist

For trailblazers:

- apply a light touch to include sustainability and especially net-carbon zero elements in KSBs to the occupation, examples in Annex B should help with this

## 4.2. MID-GREEN OCCUPATIONS

A mid-green occupation will remain the same but there might be a need for new knowledge, skills and behaviours to be embedded to enable the use of new technologies and approaches.

For example, an engineer using basic engineering principles, will likely be expected to move away from petrol and carbon-based technologies to alternative technologies and approaches over time.

Examples of other mid-green occupations:

- transport planner
- procurement assistant
- product design and development engineer
- fenestration fabricator

For trailblazers:

- take a detailed look at how the occupation may include green job roles now and, in the future. You need to ensure you fully consider sustainability and especially net-carbon zero requirements, in the drafting of the KSBs to the occupation

## 4.3. DARK GREEN OCCUPATIONS

A dark green occupation for example wind turbine engineer, which is embedded within the green occupational landscape and delivering sustainable outcomes.

Examples of other dark green occupations:

- building energy management systems (BEMS) controls engineer
- junior energy manager
- dual fuel smart meter installer
- power engineer- wind turbine engineer option
- sustainability business specialist



- waste resource operative
- metal recycling general operative

For trailblazers:

- take a detailed look at how the occupation may evolve as new approaches arise to future proof the KSBs and take a detailed look at how sustainability and especially net-carbon zero requirements, are addressed

Any occupation can be delivered in a more sustainable way through how the duties are carried out and how the knowledge, skills and behaviours are applied.

#### **4.4 THE ROLE OF THE GREEN APPRENTICESHIP ADVISORY PANEL (GAAP)**

The green apprenticeship advisory panel (GAAP) has been convened by the Institute to provide advice to trailblazers and route panels on occupations forming within the dark green category and on changes that may be necessary to apprenticeships that already exist in the mid-green category.

The GAAP is strengthened by the formation of the green apprenticeships advisory community (GAAC) which is an open, diverse and inclusive virtual community of stakeholders with a special interest in green jobs that can add their expertise to the GAAP as required.

The GAAP meets on a six weekly cycle to discuss a set theme and produces advice subsequently to interested parties. Route panels remain the decision-making body for each route as currently but will receive advice from the GAAP as appropriate.

The work of the GAAP is also guided by the work of the National Green Jobs Taskforce as well as the work of route panels, trailblazers and other stakeholders.

Where a trailblazer would like the advice of the GAAP they should approach their relationship manager in the first instance or email [SUSTAINABILITY-TEAM@education.gov.uk](mailto:SUSTAINABILITY-TEAM@education.gov.uk) to register their interest.

## **5. Annex A – Sustainability in knowledge, skills and behaviours**

We have put together this guide to help with some ideas for KSBs around sustainability that are applicable to all occupations regardless of whether they are light, mid or dark green.

This guide contains actions that can be taken to help the UK achieve its net-zero carbon emissions target by 2050.

They are not intended to be prescriptive or comprehensive.

They are a starting point for discussions about how one can embed sustainability within an occupation according to the specific requirements of that occupation.

## 5.1. POTENTIAL THEMES FOR KSBS FOR LEVEL 2 AND 3 OCCUPATIONS

Typically, someone doing this level of occupation can have a limited personal impact on sustainable outcomes in an organisation through their duties and has limited opportunity to influence wider practice through their day-to-day work.

### 5.1.1. Knowledge

- Approaches to supporting sustainability by reference to the UK commitment to achieving net-zero carbon emissions by 2050.
  - For example, adapting service delivery, health promotion, corporate social responsibility and more sustainable models of product delivery.
- Climate change – the nature and sources of harmful emissions and reduction measures that can be taken both by individuals and organisations including the types of practices necessary to support achievement of the government’s net-zero carbon emissions by 2050 goal including personal responsibilities.
  - For example, how their sector approaches energy, travel, waste, procurement, water, heat and cooling technologies, infrastructure adaptation and use of buildings.
- The activities of their occupation which contribute to their ‘professional carbon footprint’ and steps to reduce it.
- The financial impacts of taking a sustainable approach versus an unsustainable approach.
- The duties of their occupation and how they contribute to sustainability goals (international, UK government, employer).

### 5.1.2. Skills

- Ensure resources (whether physical, financial and or human) are used efficiently.
  - For example, buildings are well insulated and use less fuel to heat, travel strategies that consider carbon emissions, the correct volumes of products / materials are ordered to reduce surplus waste.
- Ensure resources (whether physical, financial and or human) are used responsibly.
  - For example, waste is disposed of safely to protect local people and the

wider environment.

- Prioritise the use of sustainable practices, where applicable.
  - For example, planning for sustainable outcomes and making micro changes to how they do their job, recognising that by saving resources they save money for the organisation.

### **5.1.3. Behaviours**

- Take personal responsibility for sustainable outcomes in how they carry out the duties of their role by reference to environmental good practice (specific to their occupation or externally recognised).
  - For example, by prioritising practices in their work that contribute to minimising or reversing climate change by reducing the use of non-renewable resources.

## **5.2. POTENTIAL THEMES FOR KSBS FOR LEVEL 4 AND 5 OCCUPATIONS**

Typically, this level of occupation can have both a personal and a wider impact on sustainable outcomes in an organisation but has a limited opportunity to influence wider organisational strategy through their day-to-day work.

### **5.2.1. Knowledge**

- Support sustainability by reference to the UK commitment to achieving net-zero carbon emissions by 2050.
  - For example, adapting service delivery, health promotion, corporate social responsibility and more sustainable models of product delivery in particular.
- Climate change – the nature and sources of harmful emissions and reduction measures that can be taken both by individuals and organisations including the types of practices necessary to support achievement of the government's net-zero carbon emissions by 2050 goal including personal responsibilities.
  - For example, how the sector approaches energy use, travel strategies, waste management, financial services, procurement, water use, infrastructure adaptation and use of buildings.
- Principles for reduction management of harmful emissions including the nature and sources of harmful emissions and reduction measures that can be taken by individuals and organisations.

- For example, the cost to benefit of differing approaches to reducing carbon emissions in the most effective way.
- The impact of sustainability goals (international, UK government, employer) on the duties of their occupation, wider organisation and industry.
- Principles of life cycle assessment related to personal and organisational decision making.
  - For example, considering investment and running costs (such as electric car and installation of charging points at their premises).
- The activities of their occupation, wider organisation and industry which contribute to their 'professional carbon footprint' and steps to reduce it.

### 5.2.2. Skills

- Implement and contribute to the development of sustainable organisational processes and practices.
- Identify opportunities to deliver sustainable solutions and assess their viability.

### 5.2.3. Behaviours

- Promote sustainable practices and challenge unsustainable practices.
- Focus on measurable improvements and the opportunities this can bring to an organisation.
  - For example, being aware of trying to appear 'green' but hiding damaging activities and by recognising the negative impacts and risks of getting it wrong.
- Having a reflective mindset when considering sustainability and climate change initiatives.
  - For example, being aware of trying to appear 'green' but hiding damaging activities and by recognising the negative impacts and risks of getting it wrong.

## 5.3. POTENTIAL THEMES FOR KSBS FOR LEVEL 6 AND 7 OCCUPATIONS

Typically, this level of occupation can have both a personal and wider organisational impact on sustainable outcomes with opportunities to influence wider organisational strategy through day-to-day work.

### 5.3.1. Knowledge

- Strategies to support sustainability by reference government's net-zero carbon emissions by 2050 goal including personal responsibilities.
  - For example, adapting service delivery, health promotion, corporate social responsibility and developing more sustainable models of product delivery
- Strategies to manage harmful emissions including life cycle costs related to their decisions considering investment & running costs
  - For example, electric car and installation of charging points at their premises
- How their industry contributes to sustainability goals (international, UK government, employer) and potential actions towards achieving these.
- How sustainable thinking affects their industry currently and may evolve in the future
  - For example, horizon scanning for potential changes in policy, legislation or market demand.

### 5.3.2. Skills

- Implement and contribute to the development of sustainable processes and practices within their organisation.
- Identify how other roles in their organisation can contribute to achieving sustainability goals and enable others to implement actions towards achieving these goals.
- Identify and anticipate change and propose sustainable solutions that deliver sustainable outcomes and not reactive.

### 5.3.3. Behaviours

- Lead by example being an advocate for change and sustainable approaches.
- Influence an organisations approach to including sustainability in planning and change

- Accountable for ensuring a focus on measurable improvements and the opportunities this can bring to an organisation.

## 6. Annex B – Example of opportunities for sustainability to be demonstrated in occupations.

### 1. The processes being done and how can these be carried out in a more efficient and sustainable manner.

Working in a **manufacturing environment**, an employee may be expected to reflect on the layout of the production line and consider if machinery needs to be left on standby or idling, where processes may be able to be run alongside to reduce repetitive tasks or activities increasing sustainability which in many cases might also be saving costs. Lean principles may work well to align with sustainability goals.

### 2. The materials used and how are these procured.

Working in a **logistics environment**, an employee may be expected to reflect on the use of packaging and bulk bought consumable items. Whilst moving large volumes of goods to test if there were viable sustainable approaches, this could include the lifetime cost of those materials in the calculation of costs and benefits, rather than just immediate costs. Is it possible to consider the procurement chain end to end process to deliver sustainable improvements?

### 3. How materials are used and are there better process to manage resources.

In a **food and drink environment**, an employee may consider ways to reduce food waste, protective packaging and single use hygiene items. They could consider this by looking at the initial costs of disposal and the lifetime costs of dealing with that waste beyond the organisation compared to an alternative sustainable approach.

In a **hairdressing salon**, an employee may consider using products that are more environmentally friendly or purchased with a view to refill rather than disposing of multiple product containers. This may encourage a new marketing approach to focus on organic as a unique selling point (USP).

### 4. Can the consumption of energy, the amount of travel and resources used, be reduced to improve the sustainable credentials of the process and operations.

Maintaining a **business support function** gives the employee an opportunity to innovate by considering new suppliers of energy and new ways of managing energy in the organisation for example, an apprentice in an SME may research and suggest the business move to a green energy supplier. They may also consider if areas do need to be permanently lit or introduce control sensors to avoid unnecessary use. They may research and recommend an accredited retrofit assessment to identify the best actions



to reduce the building carbon footprint. They may provide or design a travel decision tool to other employees to direct people to the most sustainable methods of transport or consider changing their approach to carpool or hire vehicles to focus on electric vehicles.

In a **sales or other travelling roles**, an employee could take personal responsibility for considering their carbon impact on the organisation and propose alternatives such as use of digital communications or use of public transport as a first choice. In a leadership role they could recommend these approaches at an organisational level.

In a **hairdressing salon**, an employee may consider the costs of using energy inefficient tools such as hairdryers and straighteners. They could look at alternatives by considering the cost of getting new tools against the energy savings, technological gains and potential positive USP for the organisation. There may be an opportunity to recommend adding solar or other microgeneration solutions to provide energy for the salon.

A **construction occupation** may require a designer to understand the impact of the insulating materials they are using to build homes and their resilience to 'heatwave' conditions, resulting in more sustainable housing construction.

A **textile designer** may need to look at the labour conditions where their raw materials come from in the supply chain such as fabrics and dyes to see if they use child labour or unsafe working standards overseas to inform a more sustainable design or product choice.

In **the transport sector**, a driver could look at reducing the use of fuel in their driving style. By doing this, they could reduce carbon emissions and improve profitability for their organisation by using less fuel.

A **finance professional** could widen their exposure to green investments and diversify the range of products they offer to clients. By doing so, they will be supporting the green economy a USP for marketing purposes, also they can take a risk-based approach to improving the resilience of their investment portfolio for clients.

In **the care sector**, a care provider may consider how they can use sustainable resources in the homes that they visit and make best use of non-renewable sources of energy. For example, boiling a kettle with only the amount of water needed for hot drinks, ensuring that electrical equipment is used effectively to reduce energy use and ensuring that they make every journey count when visiting or escorting clients.

In **the hospitality sector**, a chef de partie may consider more energy efficient technologies to support their work and how that has a positive effect on the costs of energy use within their organisation. They may also, look at sourcing ingredients locally to reduce the carbon footprint of these items. A restaurant employee may choose to recommend installation of electric vehicle (EV) charging points as a new business opportunity to welcome new customers and which could generate profit by billing customers for charging their vehicles.

## 5. Can business practices and materials be managed to improve biodiversity?

In a **construction environment**, an architect can consider if green areas could be planned within the development such that wildlife (flowers, shrubs, trees, animals and insects) will be able to flourish, even within an office or industrial setting. A building services design technician could consider if a planned development allows for nesting boxes, animal road crossings or other facilities that will encourage biodiversity. Are the plant species planned for use in green spaces appropriate to the climate, area and existing wildlife?

In an **agricultural environment**, a crop technician could consider if there are sufficient hedgerows, trees and field boundaries left untrimmed, fallow or managed such that habitats for nesting birds and other species can be at least maintained and, preferably, encouraged. A stockperson can consider if farm chemicals are stored and applied in a manner and under environmental conditions that reduce the likelihood of soil, water and air contamination.

## 7. Annex C – Resources

### 7.1. GENERAL SOURCES OF INFORMATION

- [ISO 26000 Social Responsibility](#)
- [UN Sustainable Development Goals](#)

### 7.2. PROCUREMENT

- [Procuring the Future Report](#)
- [CIPS Knowledge Summary Sustainable Procurement](#)
- [UN Procurement Practitioners Handbook 4.5 Sustainable Procurement](#)
- [Sustainable Procurement Platform](#)
- [UN ESC Recommendation N°43: Sustainable Procurement](#)
- [ISO 20400:2017 Sustainable Procurement](#)

### 7.3. MANAGEMENT OF RESOURCES

- [WRAP – Circular Economy and Resource Efficiency Experts](#)

### 7.4. ENERGY USAGE

- [Carbon Trust](#)
- [Energy Saving Trust](#)
- [Climate change and energy - Government Detailed Information](#)
- [Energy Efficiency - Government Detailed Information](#)
- [Find Grants and Ways to be Energy Efficient - Government Detailed Information](#)
- [SME Guide To Energy Efficiency - Government Detailed Information](#)



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