

## Special Interest Groups 2016 / 2017

1. Apprenticeship Levy
2. Modern Slavery
3. Supply Chain Mapping
4. Social Value

## Special Interest Groups 2017 / 2018

1. BIM Level 2
2. Social Value through Design
3. Performance Measurement

## Special Interest Group 2018/2019

- **Procurement**

*This Group established a structured resource map of School resources for procurement and commercial people to easily access the learning they need for CPD and upskilling. This is cobranded by CIPS and relevant professional institutions such as RICS, Procurement Leaders etc.*

**End Result:** A specific library of resources relevant to procurement profession

## Climate Action

*The aim of the Group is to drive a reduction in carbon emissions from the built environment value chain through products, works and services procured. This will be achieved by understanding the scale of the issue through the capture and analysis of data.*

### Objectives:

- a) To gather data on supplier-based corporate emissions, i.e. scope 1 and 2 data from suppliers for their whole business, and develop an approach to gather scope 3 for the most carbon intensive materials
- b) To gather data for project-based supply emissions for works and materials provided for specific projects
- c) To engage the School membership to participate more actively in carbon learning and upskilling
- d) Develop the School website to have Climate Action and Carbon 'Hub' for learning; upload additional resources with focus on Partner videos and other case study materials.

## Wellbeing

*The aim of the Group is to increase knowledge and understanding of, and action on, wellbeing in the context of the built environment.*

### Objectives:

- a) To develop the business case for investing in the wellbeing of users and occupiers of the built environment, including its impact on productivity and physiological and psychological health
- b) To communicate the key trends driving wellbeing and their implications for the built environment value chain
- c) To evidence the impacts of wellbeing investments on downstream users and occupiers of the built environment (e.g. productivity)
- d) To develop School materials that promote and guide best practice on embedding wellbeing in the built environment



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