

## Challenges:

One of the biggest challenges that Farrans has faced is the need to create awareness and a basic understanding of key areas of sustainability to promote behavioural change throughout the company. In response, Farrans has identified several key areas for development.

**Developing climate action knowledge:** To achieve their climate action goals, Farrans wants to develop a trained and skilled workforce with a broad understanding of carbon and the company's scope 1, 2, and 3 emissions, as well as ways to reduce them. This initiative aims to educate employees on sustainability best practices and promote conscious decision-making within the company.

**Re-educating on the circular economy:** Farrans has sought to re-educate its workforce on the principles of the waste hierarchy and promote the use of every available opportunity to avoid waste and reuse, recycle, and recover as much as possible. This includes the education of designers and engineers on the use of recycled materials, materials with lower levels of embodied carbon, and modular offsite construction.

**Improving resource management:** Resource management has become increasingly important for Farrans, and it has been a key area for improvement. The company aims to measure, monitor and reduce its consumption of virgin materials and make its workforce more conscious of every business decision. By doing so, Farrans has committed to reducing its environmental impact and promoting sustainable practices.

## Impact:

Farrans has utilised the Sustainability Supply Chain School to gain a better understanding of key sustainability topics, and this has helped them make significant improvements to their business. With the help of the School, Farrans has been able to plan and develop an Environmental Sustainability Strategy with four key areas for business improvement.

**Environmental Sustainability Strategy:** The four key areas of Farrans' Environmental Sustainability Strategy are Environmental Protection & Biodiversity, Resource Management and Circular Economy, Climate Action, and Supply Chain & Ethical Procurement. By developing School learning pathways based on each of these areas, Farrans is able to give its workforce a sound understanding of each topic, enabling them to contribute to the company's sustainability targets.

**Modular designs:** Farrans attended the School's 10th Anniversary Summit and has participated in various webinars and workshops. The anniversary summit allowed Farrans to gain a better understanding of off-site construction and modern methods of

## Fact box



### Company

Farrans Construction

### No of employees

500+

### HQ

Belfast, Northern Ireland

### Website

farrans.com

### Main contact

Victoria Johnston  
 vjohnston@farrans.com

### Services

Building and Civil Engineering

### About

Farrans Construction is a leading building and civil engineering contractor with over 80 years of experience delivering world-class projects across the UK and Ireland. They build, transform, and connect communities, with projects that play a vital role in the everyday lives of people in the UK and Ireland. By offering intelligent, high-quality engineering and construction solutions, they can solve complex problems for their clients.

construction, which has influenced the company's design teams to investigate modular designs that maximise off-site construction.

**Identifying knowledge gaps:** The assessments provided by the Supply Chain Sustainability School have been a useful tool for conducting a materiality study of Farrans' workforce and assessing the current knowledge level of its staff. The spider graphs developed from the assessments are a great visual way to measure the current knowledge levels and identify gaps and areas for improvement through training.

**Improving expertise:** Farrans has found the School's action plan useful in highlighting areas of weakness and providing suitable resources for improvement in key areas. It has also been useful in assigning courses and modules to relevant members of staff, which has helped to develop departmental expertise in each subject. The e-learning modules, which include scored results, allow Farrans to assess knowledge development and measure improved knowledge across its departments. The concise nature of the information in each module, with a short duration time commitment, has made it easy for teams to factor modules into their busy work schedules.

## Value gained:

**Increased knowledge of climate change and carbon management:** A key focus of the company has been to increase the knowledge of climate change and carbon management throughout the workforce. The company has accomplished this by using the School to educate its staff about energy and emissions. This effort aims to encourage behavioural change and changes in decision-making across the business.

**Encouraging energy efficiency and behavioural change:** The company has also focused on energy efficiency and aims to make real changes across its business to reduce its carbon footprint. As a result, staff now understand their personal responsibilities regarding energy consumption and small ways to help reduce their overall carbon footprint. By making the workforce more aware of the benefits of small changes and their bigger impacts, the company has reduced its carbon footprint by 12% through increasing energy-efficient practices in its operations.

**Demonstrating commitment to sustainability:** The company has used the School to promote and measure its learning and understanding of sustainability. Through this effort, the company can demonstrate its commitment to becoming a greener business, enhancing its reputation and attracting not only new work but also the right kind of work, such as within the renewables industry.

## Future proofing:

The company plans to continue using the Supply Chain Sustainability School to promote sustainability throughout its workforce. In line with this, the company is increasing its learning pathways for more departments and will develop a pathway for all new hires joining the business.