

# Annual Report



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## 1. Executive Summary

Our primary objective for the financial year (FY) 2016/17 was to engage more of our members make them more active at learning within the School and to make a difference to our members' knowledge levels.

We are therefore delighted to be able to report:

- **40% increase in active member organisations** to just under 3,500 companies from 2,553 in 2015/16.
- Over **8,000 individuals who have learnt through the School** in the last 12 months.
- **17.35% increase in knowledge** from original assessment to latest assessment scores against a target of 10% and compared to 7.8% last year.
- **21% increase in assessments** undertaken and action plans produced.
- **50% increase in re-assessment of skills** by member organisations, indicating a great level of continued learning within the School.
- The School continues to grow organically at a fast pace with **5,072 new individual members** this year making a **total of 17,354 individual members**. Indeed, since its launch, 120,447 unique users have visited the site and participated in 231,400 web sessions.
- A successful first year of a five year strategic relationship with the Construction Industry Training Board. All elements of delivery were successful and delivered on time and to budget.
- The launch of the School in Wales and a Welsh language site.
- **Partner numbers have grown to 57** with just two choosing not to renew during the year.
- The **School is now a CPD accredited training centre** and all School delivered training workshops and elearning modules are now CPD accredited.
- Our success has been recognised across the industry with:
  - i. The Best Practice Initiative award at the British Construction Industry Awards.
  - ii. Highly commended award for 'Offsite professional of the year'.
  - iii. Highly commended for 'Impact on Sustainability' at the BIFM Awards.
- Our Special Interest Groups continue to provide new, thought-leading knowledge. Modern Slavery and Social Value resources have been in high demand from members and Partners alike. Our BIM, Apprentice Levy and Social Value by Design Groups will all be producing materials and help for the supply chain within the next six months.
- The School has been instrumental in developing the Fairness, Inclusion and Respect Toolkit with CECA, CITB and our Partners. This has been separately funded, but hosted on the School platform. **781 individuals have been trained** against a target of 400. These have been drawn from 477 **employers** against a target of 300 and there have been 16,813 FIR webpage views. These figures are not included in the performance metric presented in this report as they are separately budgeted for and reported on to funders (*see section 11*).
- The School's budget for 2016/17 rose from £750k to £1.13M. This was made up of a blend of Partner and CITB funding. This year, funding was made up of £570,000 from CITB and £555,500 from existing and new Partners. In the next FY Partner funding will make up 60% of our total funding as we move to our plan towards be not reliant on external funding by 2020.

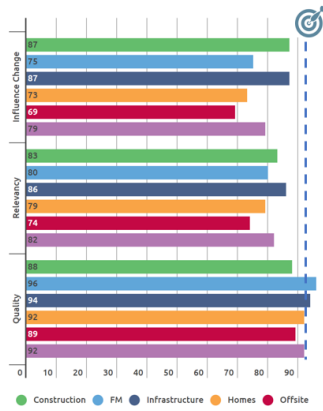
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## 2. Key Performance Indicators

● Construction ● FM ● Homes ● Infrastructure ● Offsite

### Quality of Learning



### Impact of Learning



### Active companies: 3,375



### Partners



### Engagement

	Const.	FM	Homes	Infra	Offsite
Priority Suppliers	6,125	8,005	1,053	1,850	244
% suppliers engaged					
Lists provided	20	7	9	8	1
% Partners providing lists	95%	54%	100%	37%	10%

### Registered users: 17,354

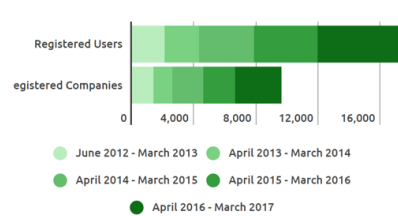


Figure 1. 2016/17 performance against key deliverables (Actual/Target)

	Const	Homes	FM	Infra	Offsite	Entire School	Monthly movement
Active Members	2,147/1,500	712/500	509/500	407/750	619/500	3,375/3,500	+105
Supplier days	4/4	4/4	4/4	4/4	4/4	20/20	+3
No. Attending Supplier days	472/400	429/400	360/400	419/400	366/400	2,046/2,000	+ 196
Workshops	15/15	13/15	9/10	14/12	10/10	61/60	+5
E-learning Downloads	--	536/650	--	--	--	4,971/1,500	+377
Elearning (new)	1*/1	2/2	1/1	1/1	1/1	10/10	1
Toolbox talks	1/1	1/1	1/1	1/1	n/a	4/4	0
Assessments	731/600	135/250	117/250	92/375	110/250	1,168/1,675	+45
Re/assessments	353/200	45/100	25/100	35/100	18/100	476/600	+24

\* e-learning module for construction in Wales

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### 3. Supply Chain Engagement

The School continues to grow organically and it is interesting to look at the rate of growth over the year for each sector. The Construction sector, being the original sector, is the largest and most mature. As can be seen from the KPIs, the members in this sector look to be most engaged. Since 1<sup>st</sup> April 2016, 4,046 new individuals have joined the Construction School and out of those, 731 have completed a corporate self assessment.

The FM, Homes and Infrastructure sectors have also grown but to a lesser extent. There have been 389 new individuals joining the FM sector and out of these, 117 organisations have completed a self-assessment. In the Infrastructure sector there are 530 new individuals with 92 organisations completing a self-assessment. For the Homes sector there have been 429 new individuals and 135 of those have completed a self-assessment.

The Offsite sector had 911 individual members join with 110 organisations undertaking a self assessment.

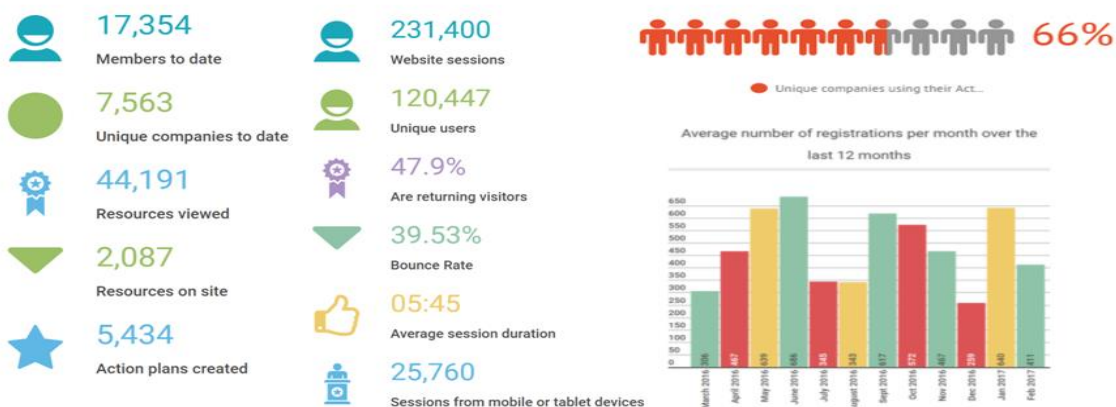
The ratio of individuals to organisations in the School is 2.42 people per member organisation. It is worth remembering that the definition of School member is "an organisation that has been active over the last 12 months". The figures in the table below refer to member organisations.

Figure 2. 2016/17 engagement figures to 28/02/17:

School	Unique companies (since 2012)	Active Members (Organisations who have used resources in those markets)	Unique company self-assessments	Unique company re-assessments	Impact (%age increase in competence)
Construction	6,472	2,147	731	353	17.35%
FM	608	509	117	25	10.97%
Infrastructure	529	407	92	35	25.43%
Homes	342	712	135	45	22.17%
Offsite	1,034	619	110	18	3.9%

The development of the School functionality should provide a real opportunity to additionally engage with the supply chain (*details of which will be later in the report*). However it must also be highlighted that joining the School and engaging with it is not just through self-assessments; over the year there has been over 4,000 hours of training delivered; 20 full days of knowledge and information delivered to over 2,000 individuals and nearly 5,000 downloads of e-learning.

Figure 3. 2016/17 engagement figures in more detail

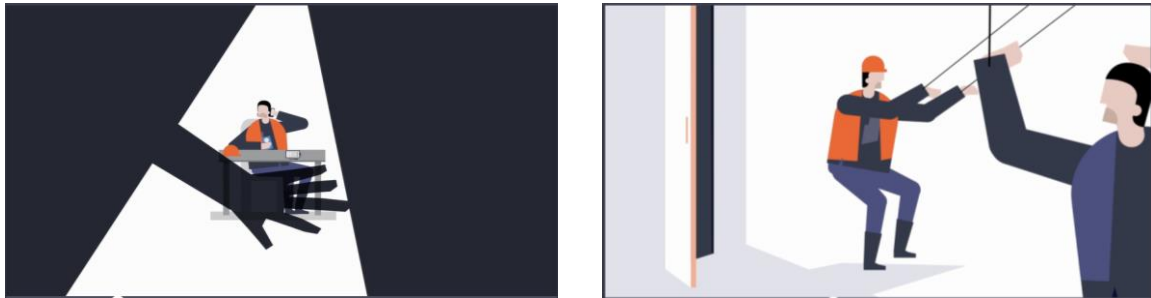


## 4. Knowledge Development

### 4.1 Toolbox Talks development

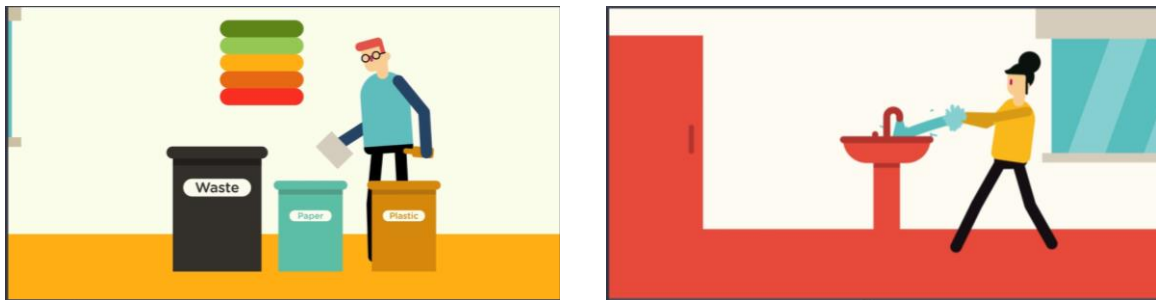
Following the success of the FIR Toolbox Talks, the School developed a further four Toolbox Talks as outlined below, with a brief description on what each is about. The style of these further adds to the type of knowledge that is contained within the School:

*Figure 4: Modern Slavery tool box talk videos*



Can you spot the signs of Modern Slavery? The toolbox talk designed to help your employees spot the sign of slavery has now been completed. The video is a one and half minute animation produced to illustrate the signs of slave labour on a construction site and within areas such as FM. People viewing the talk will be able to identify key behaviours and signs that are traditionally demonstrated by those who are forced into bonded labour or trafficked. The video comes with key statistics and questions to encourage debate within your workforce as well as finishing at the end with some key numbers people can call if they suspect that they have identified a victim of modern slavery.

*Figure 5: Sustainability at Work tool box talk videos*



Sustainability at Work – This toolbox talk has been designed as a general induction video for staff in your organisation who perceives that they do not have much influence within the sustainability agenda. It has been designed to provide small simple steps any employee can take to be more sustainable within their everyday work environment as well as encouraging them to proactively go and find out what your organisations are doing to support a sustainable business approach. Like other videos it comes with a briefing sheet with key facts and questions that can be used to debate the issues and raise awareness.

#### *Waste*

This is a short video animation-based toolbox talk designed to show what a site operative can do differently to minimise waste. In the video Herman, the waste vermin illustrates common situations where a site operative has opportunities to be more resource efficient. It helps operatives identify where waste might occur and will get viewers thinking about how they can prevent waste, and

segregate materials so that they can be reused or recycled. The video is supplemented by a trainers briefing note which contains some questions to stimulate further discussion.

### *Energy*

This is also a short video animation designed to show what site operatives can do to use energy more efficiently. In this video Zap, the energy sap, illustrates where energy is often wasted and encourages the viewer to think about how they can be more efficient. This includes, for instance, switching equipment off when not in use, using the right sized/rated tools for the job, making sure plant is properly maintained. It also illustrates the link between waste and energy efficiency highlighting the energy used in materials manufacture.

## **4.2 E-Learning Development**

E-learning modules remain a popular learning method within the School, with a number of nearly 5,000 downloads for this year alone. The School developed a further ten e-learning modules as listed below:

### *Social Value part one and part two*

This module was developed as a result of the recommended outputs from the Social Value Special Interest Group. It was decided that to ensure the e-learning module on social value was effective it should be split into part one and part two. The modules aim to ensure the learner:

- Understands what social value means within the built environment in the UK and the business activities that can generate it.
- Appreciate why social value matters to clients and contractors.

### *Food & Drink*

Looking at wellbeing issues for the sector and sustainability issues that are present in the food and drink spend category, this has been designed as a beginner e-learning module which takes the user on a journey from farm gate to dinner plate. It is structured around a series of interactive scenarios which highlight the particular key sustainability issues at the various stages of the food production process; from labour issues in farming, to water use during food production and how sustainability issues change for different consumers. It focuses on education, health/hospitals and places of work.

### *Sustainability on Site*

The Sustainability on Site e-learning module was designed to provide an introduction on key sustainability issues for workers on site. It explains why sustainability is an important consideration during site works through an interactive scenario based exercise and then goes on to provide a series of top tips broken down into the different sustainability issues defined by the Supply Chain Sustainability School, taking into account environmental considerations such as energy and carbon and biodiversity, and social considerations like community engagement and fairness inclusion and respect. The purpose of the top tips is to provide site workers with a series of basic actions they can actually take away and easily enact the next time they are on site. The module concludes with a 15 question quiz.

### *Modern Slavery*

The Modern Slavery e-learning module looks at the key issues which are relevant for SMEs in the construction sector in relation to modern slavery. This includes the key things they need to look for as employers to ensure that modern slavery does not occur in their workforce. This includes key

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things to watch out for such as significant numbers of their workforce being registered to the same address, arriving to work in the same vehicle or showing physical and/or mental signs of abuse. In addition it also explains to them that their clients will be required to report on their actions to ensure modern slavery does not happen on site through the Modern Slavery Act. There is also a 15 question test at the end of the module for the user to test their knowledge.

### DfMA

The DfMA e-learning module provides an introduction for managers (primarily for designers and architects) to the advantages of taking a more DfMA based approach in construction. This includes key benefits such as reduced construction times, reduced on site waste generation and a reduction in the 'performance gap' between designed and real life performance. The efficiencies offered by a more DfMA based approach also have numerous sustainability benefits which are covered in the module. In addition the module also describes how DfMA can be successfully integrated into the design process and goes through a step by step guide which explains how DfMA can be incorporated into the Royal Institute of British Architects (RIBA) plan of works. This e-learning module has also been designed to accompany the forthcoming Offsite Management School/RIBA DfMA overlay, a document which will also outline how DfMA can be incorporated into the RIBA plan of work. To complete the module the user must also pass a 15 question test.

### Performance Measurement

The Performance Measurement module is aimed at business owners of SMEs in the construction sector and tackles two key issues: what an organisation needs to do to accurately report on data; and following a focus group by the Supply Chain School, what is the key data that an organisation should collect and report on. It provides an explanation of why accurate performance measurement is important and also gives the user the opportunity to practice and hone their skills to help them improve their performance. There is also a section which explains why performance measurement is an increasingly important issue for their clients and some of the key pitfalls which they might fall into when reporting data. The module concludes with a 15 question test which the user must pass to complete the module.

### Groundworks

The Homes Leadership Group identified groundworks as a key part of the construction process which needs to improve their sustainability performance, and with this in mind a specific e-learning module for groundworkers was developed by the School. The module itself provides an introduction to the key sustainability issues which can affect ground-workers, including groundworks specific issues like archaeology and heritage and foundation laying. The module also includes a short groundworks and SuDS case study from Kier for added context. The module has an interactive scenario based exercise and a 'hit and miss' exercise, giving users a clear series of takeaway actions they can integrate into their business in the future. The module concludes with a 15 question quiz.

### Carbon Management for SME's

This module follows on from the work done by the Green Construction Board in their Infrastructure Carbon Review and subsequent work with BSi developing the new PAS 2080. A number of Partners in the school commented that this PAS is written specifically with clients and larger organisations in mind. As a result it was agreed that a module which translated the key messages from PAS 2080 into a format that SMEs could understand and act on was valuable. The module starts with an overview of what carbon management is including a brief overview of the aims and structure of PAS 2080; it then moves onto why carbon management is important, including a video of a number of Partners discussing it from their perspective. It then rounds off by breaking some of the steps of the carbon management process down and explaining how SMEs can consider improve carbon management in their organisations. The module ends with a 15 question test.



*Sustainability Issues within the Welsh Construction Sector*

The tenth e-learning module is still in development, at peer review stage and is due to be completed by the end of March 2017. This will provide an overview of the key sustainability issues affecting the construction sector in Wales. This includes an introduction of key Welsh specific legislation, such as the Wellbeing of Future Generations Act, information from key stakeholders such as government ministers and reference to Welsh case studies, including renewable energy and housing.

## 5. School Vision

Twelve months ago the School Vision was developed along with a set of Management Actions. Please [click here to view these](#).

### “The world class collaboration enabling a sustainable built environment”

Subject Matter	Target Audience	Accreditation	New knowledge
We will provide learning content that builds skills to deliver a sustainable built environment	We will deliver a School free at the point of use for anybody who works in, or may aspire to work in, the built environment sector	We will offer CPD accredited learning where appropriate and learning that contributes to professional qualifications. We will recognise members' effective participation in the School and work with the industry to promote recognition of School members	We will engage with industry, academia and research organisations to instigate and seed fund new research that can be translated into School learning content in the future
Leadership	Geographic reach	Partners	Funding
We will establish the School as the centre of excellence with respect to developing supply chains to deliver a sustainable built environment	We will seek global best practice to reach partners' supply chains across the UK and outside the UK where appropriate. Our delivery partner will respond to opportunities to franchise the School at their own cost and risk	We will seek partners who share the values of the School and who commit to share knowledge, contribute financially and in kind	We will fund the School from partner contributions, franchise fees and appropriate sources of government or industry funding. We will not ask members for money or allow commercial sponsorship of our learning content or activities

## 6. School Values

Following the creation of the School Vision twelve months ago, it became apparent that there was also a need to create a set of value statements for the School. We have taken a radical and new approach to defining values from the bottom up. Engaging doctorate research sponsored by Action Sustainability Community Interest Company supervised by Professor Jacqui Glass of Loughborough University, we were able to analyse the values of School stakeholders using a theoretical model to collectively define a set of values that we believe capture the essence of the School.

The results of the recent School Values workshops have been analysed and the Board has agreed on the following values statements that will be put before the Partners at the AGM on 24<sup>th</sup> March.

Figure 6: School Values

Collaborative	Progressive	Inspirational	Inclusive
We share knowledge and resources for mutual benefit. Our direction is led by our partners and members.	We deliver real measurable impact through dynamic leadership.	We inspire our members and partners to drive change.	We exemplify respect for the planet, our colleagues and the wider society we engage with.

## 7. Horizon Group

The Horizon Group is a unique collaboration between industry and academia. The purpose of the group is to develop a research-led community of practice which can facilitate school content that is better informed by research. The group is currently chaired by Professor Laura Spence Professor of Business Ethics Royal Holloway, University of London. Gareth Rondel Head of Group Corporate Responsibility, Kier is the deputy chair and facilitated by Cathy Berry, a senior consultant with Action Sustainability.

The group is supported by a wide range of partners and universities with five research projects underway:

- Mohammad Rickaby (Loughborough University and Action Sustainability) – Exploring Project Performance and Organisational Values: Defining the relationship between project performance, sustainability performance and collective organisational values.
- Maeve O’Loughlin (Middlesex University) – Exploring efficacy of sustainable supply chain strategies in assuring good conditions for supply chain workers
- Dr Diego Vazquez-Bust (Royal Holloway) – New Horizons for Construction Industry Research Agenda: Understanding externalities
- Erica Russell (University of Surrey and Carillion) – Moving beyond the boundaries of the firm to support whole life sustainability. How does this affect the responsibilities, information flow and knowledge needed by a main contractor to affect change?
- Dr Tony Parry (University of Nottingham) – Circular Economy Metrics.

An SME Guide to ISO2400 was published by the Group in 2016, which is an excellent example of how academic and industry partners can work collectively with each other to produce learning material that is of benefit to the industry.

## 8. IT Development

The School is currently undergoing a major development of its functionality and is due to launch imminently. The original objectives were as follows:

- ✓ Join the Offsite School and the Supply Chain Sustainability School together.
- ✓ Improve member access to the full range of resources which sit within the School by creating “departments” in Sustainability, Management Competencies and Offsite Construction.
- ✓ Allow suppliers to be members in more than one School market sector (FM, Homes, Infrastructure and Construction) and allow access across these markets.
- ✓ Improve member journeys between Welsh, Scottish and English Schools.
- ✓ Introduction of Corporate and Individual accounts. Ability to self-assess as an organisation but also as an individual which will go towards CPD accreditation.
- ✓ Remove / reduce number of duplicate accounts.
- ✓ Enhanced user functionality with the ability to track learning of individuals and give greater control on accounts.
- ✓ Develop the web platform to enable the School to grow into other sectors, countries etc.

Our new look and functionality will enhance the navigation for the members and allow for easier access to a much wider range of resources. A major improvement will be that members are not only able to be part of one sector but will be able to tailor their School experience to what they want to focus on.

Figure 7: School 3.0 web presences



## 9. Special Interest Groups (SIGs)

The SIGs have been progressing forward rapidly; as follows:

### 9.1 Apprentice Levy

The Apprentice Levy Group focused on the fact that what was needed was guidance around the Levy for SME's. To ensure that this guidance was useful and practical for the SME community a series of three workshops was run in March.

These were held on the following dates and in the following locations:

- 1<sup>st</sup> March – 10.30 – 13.30 – Carillion Offices – Kings Cross – London
- 3<sup>rd</sup> March – 9.30 – 12.30 – Saint Gobain Offices – Birmingham
- 6<sup>th</sup> March – 9.30 – 12.30 – Balfour Beatty Offices – Cheadle

The event was run by both Action Sustainability and CITB and all events were fully subscribed. The agenda for the session is included below:

- Introduction to the session – Helen Carter
- Introduction to the Apprenticeship Levy – CITB
- What is required – The practicalities – Helen Carter
  - *Breakout Session 1 – In your groups:*
    - Challenges & Opportunities
  - *Breakout Session 2 – In your groups:*
    - Sharing best practice & identifying successes
- Next Steps

Now that the events have been completed the Special Interest Group will be meeting to review the outcomes and agree the final guidance format and which will be published by the end of April 2017.

### 9.2 BIM

The BIM maturity matrix is progressing well and fast approaching being finalised. It has been a very iterative process with significant input from the Partners. It was market tested during November 2016 to 43 members and also some design and QS supply chain organisations.

Next steps are: to finalise matrix content, undertake a final road test with members, web-enable it, co-ordinate resources to sit behind each question, develop a project and launch/communications plan for the next steps. The matrix is due to be launched in September 2017 subject to 2017/18 budget sign off.

The group have engaged with the UK BIM Alliance to avoid duplication and to ensure that the project is joined up with other initiatives in the industry. As UKBIMA have been looking into different capability and maturity measures, the discussions so far have been around clarifying 'who' will be measured, and 'what' will be measured. This matrix is measuring maturity and competence of the supply chain at an organisational scale (rather than one to measure for a specific project or particular person).

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### 9.3 Social Value by Design

There are currently 22 different representatives from 16 different organisations involved in the Social Value by Design Special Interest Group. This includes the Heads of Design from High Speed 2 Ltd, Costain and Laing O'Rourke and an architect who operates a social enterprise. Other designers and architects (e.g. from ARUP and Atkins) are being approached to join. The group has met twice, on the 15<sup>th</sup> November 2016 and 18<sup>th</sup> January 2017.

The group has expressed a willingness to produce and publish a "Social Value Overlay to the Design Process". This would align with the RIBA Plan of Works and also with the stages to the design process used by key clients (e.g. Network Rail and HS2's GRIP process and Highways England's in-house, hybrid model).

Ian Heptonstall has engaged with RIBA to determine whether the publication could be an official RIBA publication, but it has been confirmed that it will be produced as a School briefing to the supply chain. A second draft project plan has been prepared and a third meeting to progress is being arranged.

### 9.4 Materials

The Materials Leadership Group was officially launched in 2016, with its first meeting held in London in May. Since then, the group has met four times, with the next meeting due to be held in April 2017, again in London. The group has spent much of its inaugural year discussing and agreeing how it might help to support the industry in improved circular resource flows.

Much of this has centred around the development of product specific guidance on material best practice, with the resource efficiency action plans (REAPs) as developed through WRAP and Defra providing a starting point for these. The exact scope of these briefing sheets is still being agreed within the group and as such, development of these is ongoing, but it has been agreed that these should focus on providing good, practical guidance to trade contractors on how to procure, handle, install and dispose of materials in ways that facilitate the move towards a more circular economy. Alongside this, although very much linked to the idea of moving towards circularity, the group has begun work on the development of a circular economy roadmap, and is using glass as the material to help develop this. Again, this is still in the early development stages although initial feedback from the group has been good with several Partners expressing an interest in running pilots on small projects to test the feasibility of facilitating greater reuse and recycling of glass on site. As the group moves forward into its second year, these two outputs will be further developed and delivered to provide wider benefit to the School's Partners and members.

Looking ahead into 2017-8, the Materials Group has a number of key objectives focused on increasing membership and engagement within the group; facilitating increased innovation by helping material suppliers with novel ideas to obtain exposure of their product or ideas; and building key collaborative relationships with external groups, such as trade bodies.

## 10. Supplier Days

This year twenty supplier days were due to be delivered. To date there have been 1,919 attendees at 19 suppliers days. The final supplier day will take place on 21<sup>st</sup> March. The days continue to be popular and there any many occasions where a waiting list has needed to be utilised when events reached capacity.

A key learning lesson however for all supplier days is the follow up post event. Over the last year the School team have been communicating with all attendees to summarise the key outcomes from the day, and encourage them to either join the School or self-assess. Next year, the team will focus on analysing that information by looking at the attendees and understanding whether they are self assessing.

Figure 8: Summary of all 20 supplier days in FY 2016/17

Date	Sector	Key theme	Location	Attendees
25 <sup>th</sup> May	Offsite & Homes	Offsite solutions for homes	Watford	107
9 <sup>th</sup> June	FM	Social & Environmental	Leeds	104
14 <sup>th</sup> June	Construction	2012 4 years on	Birmingham	104
23 <sup>rd</sup> June	Infrastructure	Materials	Derby	76
6 <sup>th</sup> July	FM	Social Value	London	91
12 <sup>th</sup> July	Homes	Social Housing	St.Helens	112
20 <sup>th</sup> Sept	Infrastructure	Highways	Birmingham	96
28 <sup>th</sup> Sept	Offsite	DfMA	London	88
30 <sup>th</sup> Sept	Homes	Performance gap in the homes market	Chepstow	118
12 <sup>th</sup> Oct	Construction	Local supply chains	Leeds	143
1 <sup>st</sup> Nov	Homes	Fuel Poverty	London	74
2 <sup>nd</sup> Nov	FM	EMCOR Supplier day	Manchester	114
16 <sup>th</sup> Nov	Offsite	BIM: The Digital Revolution	Birmingham	114
7 <sup>th</sup> Dec	Construction	Regional: North West	Manchester	120
31 <sup>st</sup> Jan	Homes	Social Value	Birmingham	135
7 <sup>th</sup> Feb	Construction	Waste	Scotland	110
15 <sup>th</sup> Feb	Infrastructure	Rail	London	120
24 <sup>th</sup> Feb	Offsite	DfMA	Scotland	64
7 <sup>th</sup> March	FM	Centrica/ Carillion	Leicester	69
21 <sup>st</sup> March	Infra (Wales)	South Wales Launch	Cardiff	127

The feedback from all events has continued to be excellent, and the aggregated statistics from all the events is as follows:

- **99%** rated the overall organisation as “Excellent” or “Good”
- **90%** rated the training as “Excellent” or “Good”
- **85%** rated the training and “Mostly Relevant” or “Very Relevant”
- **30%** of attendees were already members of the School (*in line with our policy to energise lapsed members*)
- **58%** of the remaining stated they will “Definitely” or “Very Likely” be joining the School.

## 11. Workshops

The School had budget to deliver 60 workshops across the year. To date there has been 1,510 attendees at 62 workshops (there are a further three workshops planned in late March) or over 4,000 hours of learning (based on an average of three hours per workshop). All sectors have hit target on delivery of workshops against their business plans apart from the FM sector. This was, however, due to some last minute cancellations throughout the year of some workshops.

Figure 9: Summary of all 63 workshops in FY 2016/17

#	Date	Market	Topic	Lead Partner	Location	Attendees
1	5 <sup>th</sup> April	Homes	Homes workshop	Barratt	Birmingham	43
2	27 <sup>th</sup> April	FM	Understanding Energy Management	Covance	Harrogate	43
3	22 <sup>nd</sup> April	Offsite	Internal Workshop	St Gobain	Loughborough	25
4	6 <sup>th</sup> May	Construction	Responsible sourcing series: helping you achieve BES6001	BAM	Midlands	23
5	16 <sup>th</sup> May	Offsite	Making the School work for your business	McAvoy	Northern Ireland	21
6	23 <sup>rd</sup> May	Homes	Homes workshop	Berkeley	Leatherhead	44
7	24 <sup>th</sup> May	Construction	Embedding Sustainable Procurement	Lovell	Tamworth	21
8	7 <sup>th</sup> June	Infrastructure	Embedding Sustainable Procurement	Morgan Sindell	Rugby	14
9	7 <sup>th</sup> June	Homes	Homes workshop	Wates Living Space	Birmingham	22
10	15 <sup>th</sup> June	Infrastructure	Responding to the Modern Slavery Act 2015	Tarmac	Birmingham	31
11	13 <sup>th</sup> June	Offsite	BIM: Understanding its use and benefits	N/a	Birmingham	11
12	16 <sup>th</sup> June	Construction	Wates workshop	Wates	Birmingham	43
13	17 <sup>th</sup> June	Homes	Homes workshop	Barratt	Birmingham	42
14	21 <sup>st</sup> June	Infrastructure	Responding to the Modern Slavery Act 2015	Lovell	Tamworth	23
15	21 <sup>st</sup> June	Construction	Getting to grips with Social Value	ISG	Manchester	26
16	23 <sup>rd</sup> June	Infrastructure	Getting to grips with Social Value	Costain	London	17
17	23 <sup>rd</sup> June	Offsite	Leadership & Culture	Prater	Surrey	19
18	29 <sup>th</sup> June	Construction	Getting to grips with Social Value	Balfour Beatty	Solihull	30
19	7 <sup>th</sup> July	Construction	Responding to the Modern Slavery Act 2015	ISG	London	30
20	13 <sup>th</sup> July	Offsite	BIM: Understanding its use and benefits	Carillion	Birmingham	24
21	14 <sup>th</sup> July	Offsite	Leading Innovation & Change	N/a	London	5
22	19 <sup>th</sup> July	Construction	Getting to grips with Social Value	Balfour Beatty	Warrington	44
23	19 <sup>th</sup> July	Construction	Responsible Sourcing Series	BAM	Solihull	16
24	12 <sup>th</sup> Sept	FM	Getting to grips with Social Value	VINCI Facilities	London	21
25	12 <sup>th</sup> Sept	Homes	Barratt Homes workshop	Barratt	Birmingham	33
26	13 <sup>th</sup> Sept	FM	Getting to grips with Social Value	ENGIE	Harrow	21
27	14 <sup>th</sup> Sept	Offsite	Assessing your own	N/a	London	8

#	Date	Market	Topic	Lead Partner	Location	Attendees
			leadership & capability			
28	22 <sup>nd</sup> Sept	Construction	Wates Supplier Forum	Wates	London	26
29	29 <sup>th</sup> Sept	FM	Local Procurement & SME's	ENGIE	Wakefield	45
30	4 <sup>th</sup> Oct	FM	London Responsible Procurement Network	City of London	London	26
31	18 <sup>th</sup> Oct	FM	Modern Slavery Day	BRE	Watford	56
32	19 <sup>th</sup> Oct	Infrastructure	Carbon in Infrastructure	Carillion	Sanbach	11
33	20 <sup>th</sup> Oct	Homes	Homes workshop	Wates	North East	50
34	26 <sup>th</sup> Oct	Construction	ISO 14001	Willmott Dixon	Cobham	11
35	26 <sup>th</sup> Oct	Infrastructure	Modern Slavery	Costain	South East	23
36	26 <sup>th</sup> Oct	FM	How the Supply Chain School can help procurement teams	Covance	North West	16
37	1 <sup>st</sup> Nov	Infrastructure	Introduction to the School	Laing ORourke	London	35
38	1 <sup>st</sup> Nov	Construction	Sustainable Procurement in Construction	CIOB / J Coffey	London	26
39	11 <sup>th</sup> Nov	Infrastructure	Embedding Sustainable Procurement	Highways England	Birmingham	18
40	15 <sup>th</sup> Nov	Homes	Getting to grips with Responsible Sourcing	Wates	London	11
41	16 <sup>th</sup> Nov	Homes	Embedding Sustainable Procurement	Marshalls	London	13
42	22 <sup>nd</sup> Nov	Construction	Modern Slavery	Marshalls	London	14
43	24 <sup>th</sup> Nov	Infrastructure	Embedding Sustainable Procurement	Balfour Beatty	Derby	25
44	28 <sup>th</sup> Nov	Offsite	DfMA Roadshow	St Gobain	Birmingham	12
45	28 <sup>th</sup> Nov	Construction	Modern Slavery	BAM	London	14
46	1 <sup>st</sup> Dec	Homes	Homes workshop	Kier	Templesford	22
47	2 <sup>nd</sup> Dec	Homes	Homes workshop	Wates	London	89
48	12 <sup>th</sup> Dec	Homes	Homes workshop	Kier	Leeds	12
49	14 <sup>th</sup> Dec	Infrastructure	Measuring & Managing Sustainability	HOCHTIEF	Swindon	9
50	15 <sup>th</sup> Dec	Infrastructure	Carbon in Infrastructure	Morgan Sindall	Rugby	14
51	17 <sup>th</sup> Jan	Infrastructure	Measuring & Managing Sustainability	Skanska	Hertfordshire	22
52	23 <sup>rd</sup> Jan	Construction	The Supply Chain School	n/a	London	28
53	24 <sup>th</sup> Jan	Infrastructure	Introduction to the School	Colas	Crawley	7
55	24 <sup>th</sup> Jan	Offsite	Hawkins Brown CPD session	n/a	London	30
56	2 <sup>nd</sup> Feb	FM	Measuring & Managing Sustainability	Covance	Leeds	14
57	17 <sup>th</sup> Feb	Infrastructure	Circular Economy	Skanska	Hertfordshire	22
58	22 <sup>nd</sup> Feb	Offsite	DfMA CPD collaborative programme	Hawkins Brown	London	13
59	23 <sup>rd</sup> Feb	Offsite	BIM - Construction Scotland Innovation Centre	CSIC	Scotland	45
60	23 <sup>rd</sup> Feb	Homes	Homes workshop	Wates	Nottingham	31
61	20 <sup>th</sup> March	Homes	Homes workshop	Lovell	Wales	22
62	21 <sup>st</sup> March	Homes	Social Value	Lovell	Tamworth	20
63	29 <sup>th</sup> March	Homes	Homes Workshop	Wates	North	Tbc



## 12. Fairness, Inclusion & Respect (FIR)

### Overview

The FIR project has grown in the last quarter and has met all of the CECA/CITB requirements set for December 2016. Appetite for the content continues to be strong and since January 2016, **781 individuals have been trained** against a target of 400. These have been drawn from 477 **employers** against a target of 300 and there have been 16,813 FIR webpage views. In addition to this there are now 115 followers on the FIR Twitter account. Due to popular demand for workshops, CITB has agreed additional funding to run another five workshops between January and May 2017.

### FIR Events

This quarter there were a total of **160 attendees, 84 unique firms** and **37 SME's** attending the FIR workshops. The SME target has been challenging to meet as the workshops which have been delivered for the Partners did not target SME's. This is an emerging finding of the project in that the major contractors and their Tier One sub-contractors are not as mature in their thinking on FIR issues and as a result more resource is targeted in these areas to ensure the right behaviours are in place at the top of the chain.

Feedback from the workshops has been excellent. Following attendance at the FIR workshops, **93%** strongly agree or agree that they **understood how to integrate FIR** into their business. In addition to this, **93%** have rated the **quality of the content** in the workshops as good or excellent (with 46% rating them as just excellent); **99%** of the audience have stated that the workshop **met their expectations** (just 3 people said no out of nearly 300 respondees). It will be interesting to see what impact the training has and the feedback which will be received from the survey that will be sent to all those who responded to the first FIR survey (this will take place in 2017).

### FIR Ambassador Network

The FIR Ambassador Network continues to gain interest following on from the initial FIR ambassador training session in July 2016 and there have since been three additional FIR ambassador training sessions held. These took place on 26<sup>th</sup> October with Carillion, 22<sup>nd</sup> November with Carillion and the 29<sup>th</sup> November (this session was an intermediate FIR training workshop for existing ambassadors).

Since July 2016, **83 people have been trained to become FIR ambassadors.**

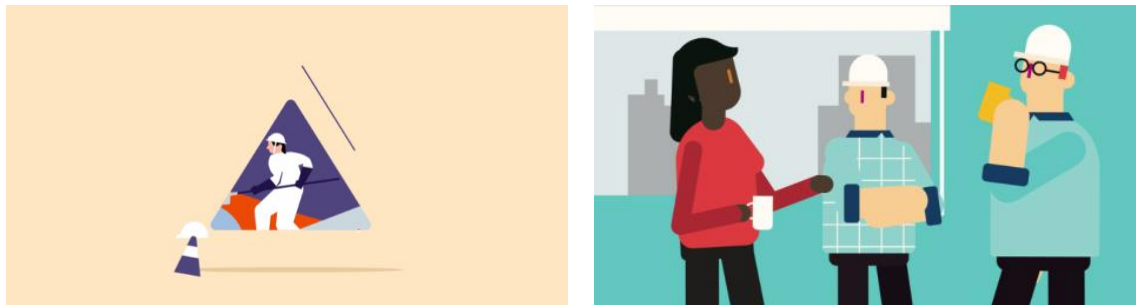
The FIR Ambassador **LinkedIn group** has been developed, connecting all ambassadors and the steering group together; sharing best practice, tips, articles and discussions. This group currently has 27 members. The group is still a work in progress but there is regular engagement and ambassadors joining weekly. The **FIR(ry) Friday emails** are a weekly email communication that is sent out to the ambassadors and FIR steering group. The email shares one useful resource or tool weekly, which can be used to educate their workplace on FIR and its values. This content is decided by the FIR Manager and Marketing Officer.

### FIR Toolbox Talks:

The two animated toolbox talks have been finalised and completed. The FIR steering group and the senior FIR ambassadors (these are ambassadors that have attended more than one workshop and our intermediate ambassador training) have reviewed the toolbox talks and participated in feedback sessions to ensure the content of the talks is correctly understood and the FIR message communicated effectively. The first toolbox talk is on "Inclusion": what it means and the

behaviours that promote it. The second toolbox talk is on “Mental Health” with examples of how to promote mental illness awareness.

*Figure 10: FIR video based Toolbox Talks*



### Public Relations

The FIR project has recently been featured in two articles in the Construction Manager Magazine. The [first article](#), discusses the FIR survey results (*completed in March 2016*). The [second article](#) was by-lined by Dale Turner, Head of Procurement and Supply Chain at Skanska and a FIR steering group member. In this article Dale discusses why organisations need to practice inclusiveness in order to get the most out of our workforce, as well as referencing the FIR survey and how the FIR toolbox can help.

### Key project learnings to date

The Annual Report submitted to CITB for the FIR Project contained the following key learnings:

1. **The way you present the message is all important:** “FIR makes the work place better for everyone” gets a much better buy-in from audiences than talking about specific protected characteristics - such as gender, race and sexuality, which tend to reinforce old beliefs.
2. **It is essential to make a strong business case:** Making the business case for FIR rather than emphasizing the usual EDI messages gets more buy.
3. **Our survey showed that:**
  - a. Inappropriate language and behaviours are still widespread
  - b. The impact of these behaviours is most felt at operative and administrator level, not at managerial level
  - c. People working for small businesses felt more inclusive
4. **Demand for training is much higher than expected:** There is significantly more demand for FIR advice and training than we anticipated at the start of the project. Our current delivery shows that 781 individuals trained against a target of 400. These are drawn from 477 firms against a target of 300.
5. **Demand for our FIR Ambassadors programme has surpassed all expectations:** with 83 Ambassadors signed up against a target of 10. We believe there is a significant opportunity to grow this network to 500+.
6. The input of a **fully engaged and knowledgeable client and employer steering group** has been essential to the success of the programme.
7. **Having commercial and supply chain experts from the employers is essential** to driving the uptake of the FIR message in the supply chain.
8. **Some individuals are very vocal about their opposition to the FIR agenda** - whilst it is a small minority, we do have to be aware of this and manage training sessions to ensure this minority view does not sideline the meeting.

**13. Income and Partners**

The School's budget for 2016/17 rose from £750k to £1.13M. This was made up of a blend of Partner and CITB funding. This year funding was made up of £570,000 from CITB and £555,500 from existing and new Partners.

Figure 11: Actual income 2017

Actual income	Amount
CITB grant	570,000
Existing Partners – joined prior to 1st April 2016	480,332
New Partners recruited in 2016/17	45,416
Wales - funders (NPTC part 1)	15,000
Wales - funders (NPTC part 2, due in May)	15,000
Australia licence (estimate, due to invoice in March)	5,000
<b>Total income</b>	<b>£1,130,748</b>
<b>Total costs</b>	<b>£1,128,150</b>
<b>Surplus to c/f</b>	<b>£2,598</b>

The Partners to the School are made up of 45 contractors and suppliers and 11 client organisations. New this year are; Arnold Laver, Bouygues, Centrica, Colas, Danny Sullivan Group, Francis Flower, Georg Fischer, Hanson, Heathrow Airport, HOCHTIEF UK, John Sisk & Sons, Lundy Projects, McAvoy Group, NPTC Group of Colleges, Osborne, Redrow, Robertson Group, Taylor Wimpey, Volker Wessels, and Welsh Water.

Only 2 Partners did not repeat in 2016/17; Sodexo and PHS. Both due to the lead person in these Partners leaving and no other contact willing to take up leadership in their organisation. Sodexo have since enquired about re-joining in 2017.

In addition to the industry Partners the School also has a group of dedicated Knowledge Partners (though these organisations provide in kind contribution to the School) who help to shape the development of the School through the resource library and development of the workshops. These are Bath University, BIFM, BRE, Build Offsite, CEEQUAL, CITB, Coventry University, Exelin, Home Builders Federation, Loughborough University, Nottingham University, Portsmouth University, Royal Holloway University, Total Flow and Zero Carbon Hub.

Figure 12: 57 School Partners plus CITB as of March 2017



**Annual Report**

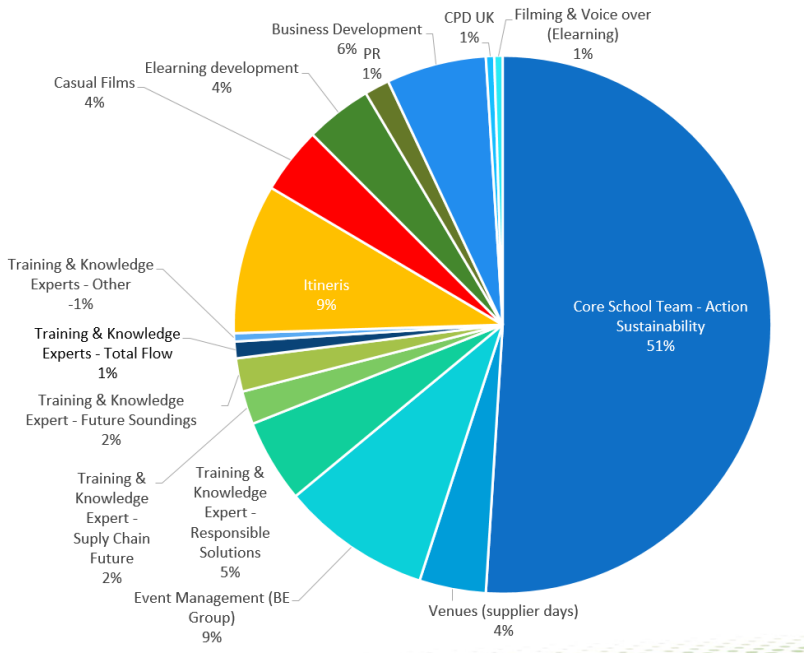
April 2016 to March 2017

**14. Costs Against Budget**

The School has performed well against budget this year. In November the Board agreed to reduce costs (detailed below) to reflect a shortfall in revenue at the time.

The below illustrates the costs and how the money was being spent:

*Figure 13: School spend by supplier*



*Figure 14: School spend by activity*

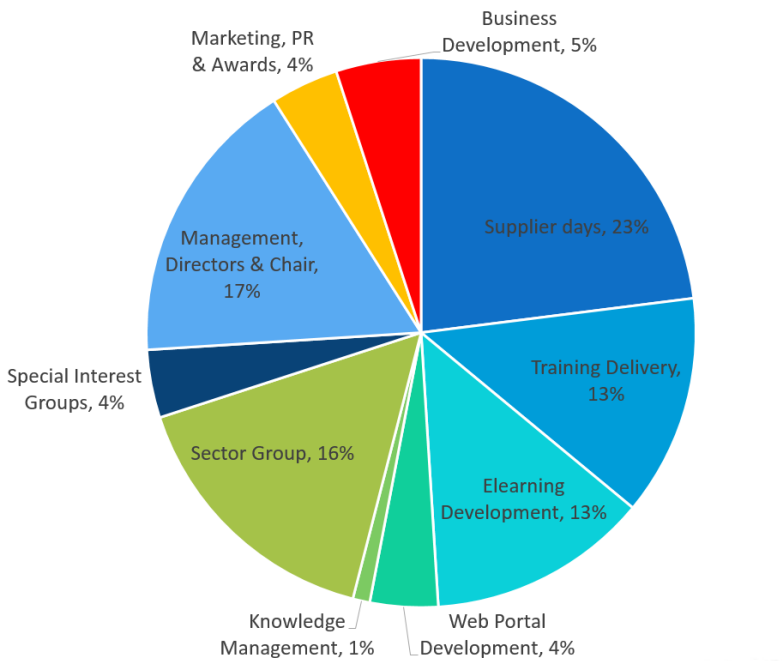


Figure 15: Detailed School spend

Type	Detail	Budget	Actual
Training Delivery	Supplier days x 20 events @ £11,000	£220,000	£220,000
	Training – Supply Chain & Partners x 60 @ £1,250	£118,750	£118,750
Training Development	E-learning development (x10)	£100,000	£100,000
	E-learning maintenance (x10)	£20,000	£20,000
	Video based toolbox talks	£50,000	£50,000
Knowledge Management	Secretariat x 6	£60,000	£60,000
	Special interest Groups x 3 @ £10k	£30,000	£30,000
	CPD accreditations	£5,000	£5,000
	Knowledge Manager and specialist advice	£30,000	£30,000
	Research budget	£15,000	£15,000
	Training Partner	£10,000	£10,000
IT Platform	Web developments	--	--
	Web maintenance and hosting	£27,350	£27,350
	Video content ( <i>replaced by extra work conducted on FM resources</i> )	£10,000	£8,000
	Learning Management System	£2,400	£2,400
Marketing & Sales	PR	£12,000	£12,000
	Marketing, stands, etc	£11,500	£11,500
	Awards etc ( <i>overspent due to success on entries</i> )	£6,000	£11,150
	Business development and funding	£50,000	£50,000
People & overhead	Sector group officers x 5 groups	£150,000	£150,000
	Management, Directors and Chair	£160,000	£160,000
	Travel & expenses	£7,000	£7,000
Welsh School	2 x Launch events	£0	£30,000
	Elearning module, resource library	£0	
	Diagnostic tool	£0	
<b>Total</b>		<b>£1,095,000</b>	<b>£1,128,150</b>

## Annual Report

April 2016 to March 2017

### 15. Appendices

#### 13.1 Case studies

To find the list of latest Case Studies please click on the links below:

- [Sustainability School](#)
- [Offsite School](#)

#### 13.2 Fairness, Inclusions & Respect

To find the annual report of the FIR Leadership Group and its activities please visit the School website under the reports section.