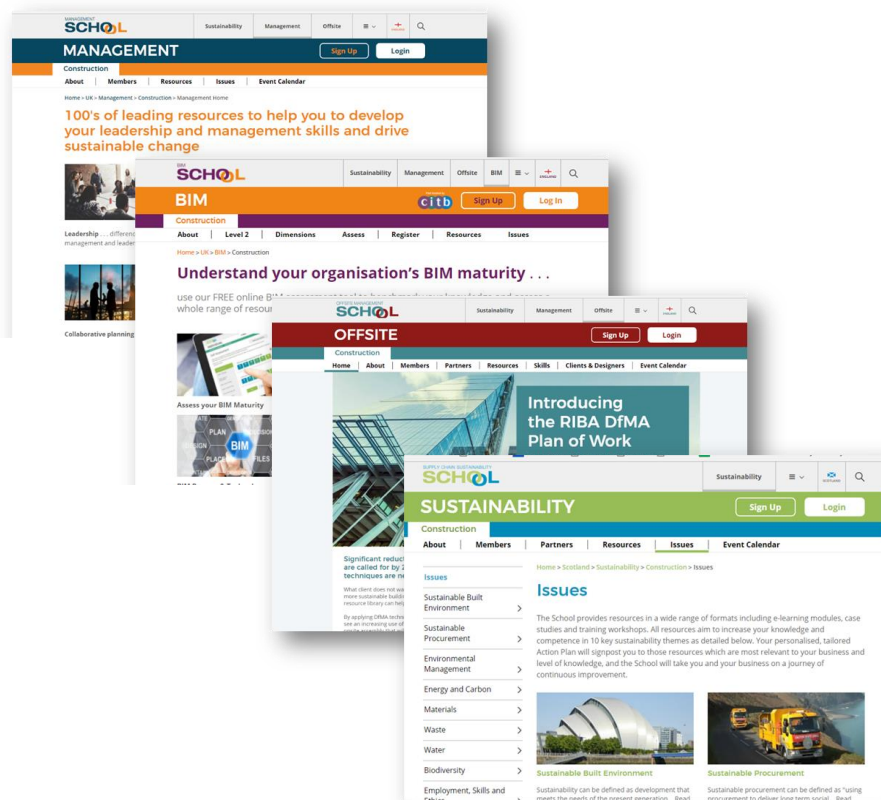


Annual Report



Contents

1. Executive Summary	3
2. Key Performance Indicators (Outputs)	4
3. Lessons Learnt	9
4. Knowledge Development	11
5. Face to face training delivery	17
6. Regional Development	22
7. Fairness, Inclusion & Respect (FIR)	23
8. Income and Partners	26
9. Costs against budget	27
10. Risk update	29
10. Appendices	29

1. Executive Summary

During the financial year (FY) 2017/18 the School has focused on getting our active members to do more, with the expectation that this would further drive the impact the School is making on the supply chain. Additionally, to ensure the School's long-term financial stability, we continued to build our network of Partners, whilst focusing on the development and delivery of tailored content for specific spend categories and emerging sustainability issues such as: Modern Slavery; Supply Chain Mapping; BIM; Circular Economy; Offsite, and Fairness, Inclusion and Respect.

Members organisations sit in the supply chains of our Partner organisations and receive free of charge training through the School. The School is the leading collaborative supplier development programme for the construction industry. Our Partners' procurement leverage provides a compelling reason for many Members to engage and participate in School training.

The School is now mature enough to start investigating and monitoring business and sustainability impacts it is having on the supply chain, which we did through a Member impact survey. The survey investigated to what extent training from the School has resulted in our Members reducing carbon, waste and other negative impacts, or positively contributing to social sustainability issues. The results of the survey have now been published in our [Impact Report](#). We intend to combine the impact report with this annual report for subsequent years.

Key highlights for this year:

- **Active members are doing more** across the sectors with significant increases in learning activity across Infrastructure, Homes and FM.
- **Companies are accessing more learning within the School** and we now have 44% more members who have reached Gold, Silver or Bronze level. (Up to 393 from 273 last year).
- **Member knowledge continues to rise**, up 12.3% in 2017 and 41% since the School started, the increase between the first assessment score of 2.27 and the latest reassessment score of 3.19.
- In the current year we have **5,544 active individuals representing 2,335 active companies**, an increase of 2% on 2016/17.
- Over **14,000 hours of face to face training** has been delivered this year through our supplier training days and training courses.
- **6,302 downloads of our e-learning modules**, both through www.supplychainschool.co.uk and our learning management system, Docebo.
- **1,324 skills assessments (up 13%)** and **485 re-assessments** have been taken to date.
- A challenge for the School is how to best convert larger numbers of visitors to the site and registered users, to active members. In 2017/18 we had **7,575 new individual users of the site** (5,072 in 2016/17) this year making a **total of 26,012 individual users**. Indeed, since its launch, 325,133 unique visitors have visited the site, 11.5% of these from mobile or tablet devices.
- Another successful year (second) 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.
- **Partner numbers have grown to 70 (from 57 at the end of last year)** with just three choosing not to renew during the year.

2. Key Performance Indicators (Outputs)

The School has performed well against its targets on key outputs, as illustrated below:

Figure 1. 2017/18 performance against key outputs: Actual/(Target) – to end of 1st week in March

Outputs	Const	FM	Homes	Infra (Materials)	Offsite	Wales	Management	Entire School
Active Members Organisations (target)	2,005/(2,000)	357/(500)	645/(750)	458/(750)	460/(350)	341/(500)	675	2,335/3,500
Supplier days	4/4	/4	n/a	4/4	4/4	4/(4)	--	17/17
Regional Sub-contractor events	n/a	n/a	8/8	n/a	n/a	n/a	--	8/8
No. Attending Supplier days/ Sub contractor events	476/(400)	262/(400)	561/(400)	467/(400)	343/(400*)	312/(400)	--	2,384/(2,000)
Workshops	16/10	12/10	10/10	12/10	14/10	(9/8)	--	64/57
E-learning Downloads	--	--	--	--	--	3,432/300	--	6,302/(1,500)
E-learning -new modules	n/a	1/1	n/a	1/1	1/1	n/a	--	5/5
Assessments (target)	942/(600)	244/(250)	506/(250)	334/(375)	66/(250)	550/(200)	492	1,324/(1,500)
Reassessments	385/(300)	99/(100)	271/(100)	158/(100)	6/(125)	219/(100)	138	485/(500)
Bronze/ Silver/ Gold	295/(100)	52/(40)	155/(100)	91/(60)	n/a	n/a	--	393/(300)
Increase in Knowledge	14.7%/15%	12.8%/10%	13.6%/10%	12.9%/10%	12.9%/10%	12.8%/10%	--	17.5%

Note 1 There are three further weeks of activity to be included.

Note 2 *There is one further supplier day yet to take place scheduled on 22nd March.

2.1 Supply Chain Engagement: Active members, self-assessments & re-assessments

A key focus of the business plan for the year was to work more closely with priority suppliers of our Partners and to ensure these suppliers undertook more learning activity and continued their rate of improvement in knowledge.

The merging of the two platforms, www.supplychainschool.co.uk and www.offsiteschool.com, and the improved navigation between the four markets of Construction, Infrastructure, FM and Homes, has resulted in a significant increase of member engagement across the various sectors and departments within the School. In turn, this has led to a significant increase in active members and assessments, particularly within the FM, Infrastructure and Homes sectors.

It should be noted that the total number of active members has increased by 2% over the year. This is a small increase however mitigating factors include:

- I. The focus on **current active members to do more**
- II. **Data cleansing** - As part of the School's response to GDPR legislation, a process of data cleansing started in the new calendar year. As part of this process, the School team has identified and merged 1,027 duplicate member accounts. An active member is identified by organisation not by individual, therefore the total number of active members has dropped to 2,148 (at the end of the first week in March). It is likely that this figure should reach the

same level as last year if the figure is extrapolated because there are still School communications and activities (workshops and another supplier day) yet to take place.

Figure 2. Active members by sector comparison 2017/18 vs 2016/17

Active Companies	2017 (Apr – present)	%age increase	2016 Full year (Apr – Mar)	2017 Target
School Overall	2,335	2%	2,286	3,500
Construction	2,005	16%	1,734	2,000
FM	357	77%	202	500
Homes	645	38%	466	750
Infrastructure	458	140%	191	750
Offsite	460	-26%	618	350
Wales	341	64%	208	500
Management	675	--	--	--

Note 1: Active member definition: Used at least one resource in the past 12 months'. This can be done by several routes such as completing an assessment, coming to a School event, or accessing a resource in the library.

The number of self-assessments completed has seen a dramatic increase and is illustrated in Figure 3 below. A key change is that members can take a 'core' sustainability assessment (the questions asked are relevant to all areas of the built environment) and then complete a more focused assessment in the area which is most relevant to them, which allows several focused assessments to be taken at the same time. This will naturally encourage learning as the member is able to tailor their learning far more than before.

Figure 3. Assessments by sector comparison 2017/18 vs 2016/17

Assessment	2017 (Apr – present)	%age increase	2016 Full year (Apr – Mar)	2017 Target
School Overall	1,324	13%	1,168	1,500
Construction	942	29%	731	600
FM	244	108%	117	250
Homes	506	275%	135	250
Infrastructure	334	263%	92	375
Offsite	66	-40%	110	250
Management	492	--	--	No target
Wales	550	--	--	200

Note 1: The individual assessment numbers by members active in each department total is higher than the School Overall figure as the core assessment allows just one assessment to be taken by a company active in multiple departments.

It is interesting to note that there has been several assessments taken in the Management department. This department focuses on the areas of: Leadership & Culture, Innovation, Change Management, Supply Chain Management, Project Management, Collaboration, Quality Management and Marketing & Business Development. It can be assumed that managers recognise that to embed sustainability within an organisation, there is a need to upskill managers in driving this change, with the School providing a route to do so. Similar results and conclusions can be drawn with the re-assessments in Figure 4.

Annual Report

April 2017 to March 2018

Figure 4. Table showing re-assessments completed to date vs 2016/17

Re-assessment	2017 – present (Apr – present)	%age increase	2016 Full year (Apr – Mar)	2017 Target
School Overall	485	2%	476	500
Construction	385	9%	353	300
FM	99	296%	25	100
Homes	271	502%	45	100
Infrastructure	158	351%	35	100
Offsite	6	-66%	18	125
Management	138	--	--	No target
Wales	219	--	--	100

Note 1: In 2016 the Offsite and Management assessments were combined, but for 2017 we have broken these out into two different figures.

Note 2: Individual assessment numbers by members active in each department total higher than the School overall figure as the core assessment allows just one assessment to be taken by a company active in multiple departments.

It is notable to mention that the Offsite group has not performed as well in terms of numbers, compared to the other sectors. The group has recognised that driving change around Offsite is more difficult than around sustainability, and group members often lack the procurement leverage to drive change. Despite this, the group has made some key in-roads within the design and architects sector. This is noted later in this report under 'New Knowledge'.

The obvious outcome from the above activity is the number of members who are reaching Bronze, Silver and Gold status within the School. These levels reflect the amount of learning completed by members within the School. At present there are:

- **225 Bronze Members** (126 in 2016) (*an organisation that has at least one submitted assessment in the last year and has viewed at least five resource views in the last six months.*)
- **125 Silver Members** (129 in 2016) (*an organisation that has at least one submitted assessment and at least one reassessment in the last year and has viewed at least five resource views in the last six months*)
- **53 Gold Members** (18 in 2016) (*Gold Members (an organisation that has at least one submitted assessment and at least one reassessment in the last year, at least 10 resource views in the last six months and shared knowledge through case studies/speaking at events.)*)

2.2 Impact of Learning

Action Sustainability undertook a Member survey in December 2017 and January 2018 which was specifically designed to look at the impact the School is having on the supply chain. The full results have been published and can be found [here](#). The survey has been designed to understand the impact the School has had on:

- Business process
- Business outcome
- Sustainability impacts

Annual Report

April 2017 to March 2018

Average scores and percentage increases of membership engagement over the annual period highlights the School's impact.

When self-assessing, the member is asked to rate themselves as one of the following:

- 1 = no knowledge
- 2 = understand the basics
- 3 = pockets of knowledge
- 4 = fully embedded within the business
- 5 = expert within their field

Looking at the average scores for each year (below) it can be assumed that the School enables members to increase their knowledge of sustainability. **There has been an overall increase in knowledge by 41%**, the increase between the first assessment score of 2.27 and the latest reassessment score of 3.19.

However, the scores are represented by a different sample each time as they are different businesses assessing, choosing different markets, different issues and different departments.

Figure 5. Average scores for knowledge assessments and percentage increases year on year

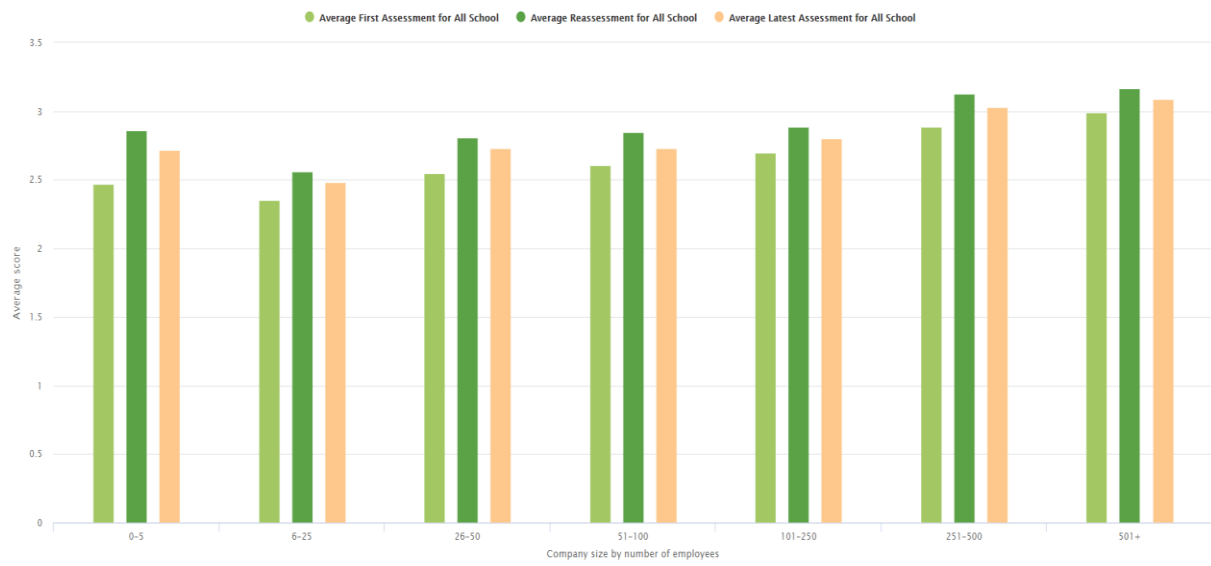
Year	First Assessment Score	Re-assessment Score	%age increase
2012/13	--	--	--
2013/14	2.27	2.67	17.6%
2014/15	2.34	2.76	17.9%
2015/16	2.57	2.95	14.7%
2016/17	2.65	2.96	11.6%
2017/18 (Apr - present)	2.84	3.19	12.3%

Figure 6. Average scores for assessments and percentage increases per sector

Sector	First Assessment Score	Re-assessment Score	%age increase	Target
All	2.69	3.16	17.5%	10%
Construction	2.78	3.19	14.7%	15%
FM	2.73	3.03	11%	10%
Homes	2.8	3.17	13.2%	10%
Offsite	2.62	2.96	13%	10%
Wales	2.73	3.1	13.6%	5%

Figure 7 shows the average scores by company size. It is interesting to note that companies with 250+ employees have a higher average score in both first assessment and reassessment, but the levels of improvements are greater in smaller employers.

Figure 7. Average scores for assessments and reassessments by company size



3. Lessons Learnt

Action Sustainability, as the School delivery partner, strives to ensure that as the School grows, it learns from key developments within the School and that it responds to the needs of all stakeholders within the School – Partners, and users and Members of the School. Below are the key learning points from this year:

- 1) **Easy navigation around an online environment is essential to allow members to access more learning:** By undertaking significant web development this year, we have allowed members to be active in multiple market sectors (homes, construction, infrastructure, building maintenance and offsite). Whilst this sounds a simple task, we found that making access intuitive and simple is a complex process!
- 2) **Adapting learning delivery to suit employers is essential:** Our employer leadership board which leads our work in the Homes market, identified that sub-contractors have many sustainability impacts and are often regionally based SMEs with little sustainability knowledge. In response, we adapted the length and timings of engagement with this group and ran a series of eight regional roadshows that delivered training to over 500 sub-contractors.
- 3) **Procurement leverage is a key driver of change:** All parties can be fully engaged and supportive of the School however, without procurement leverage, change can be very slow. An example of this is within the Offsite Group which is attended mainly by innovation managers.
- 4) **Driving change around offsite is more difficult than sustainability:** Linked to the above, driving change around offsite construction is more difficult than driving change in sustainability as it requires an actual fundamental change in business practices.
- 5) **Turning interest into action is challenging:** Linked to the above, as can be seen with the Offsite School, there has been a significant increase of interest in offsite, but this has not translated into action on behalf of the supply chain.
- 6) **Measurement of sustainability performance of suppliers by main contractors is unsatisfactory:** The Performance Measurement SIG which was started at the beginning of the year, failed to take off as there was no appetite for transparent reporting by the Partners. This is a significant issue if the industry is to benchmark what good performance is and wants to link the investment in training to business outcomes.
- 7) **Driving upskilling gets harder, not easier:** Fully embedding change in an organisation is more complex than just providing the knowledge and skills:
 - i. Our skills assessment data shows a significant increase in understanding and knowledge around sustainability (average score in 2013 of 2.27 to current average score of 3.21). However, the move from 3 (defined as: pockets of knowledge) to 4 (defined as fully embedded within the business) is a very big organisational change.
 - ii. Very few companies have CPD fully embedded. Though the School is set up so that continuous learning is encouraged (e.g. action plans, rewards scheme, CPD accreditation), it is still necessary for people to be constantly reminded to learn.
- 8) **The Impact of the School on the supply chain is a complex one:** The question around the impact of the School and understanding what that impact is, took some time to explore and establish. Similarly, how to best measure this impact also took some consideration. A benchmark has now been achieved through the first impact survey, and subsequent results will allow impact to be measured as the School continues to mature.

- 9) **Developing a collaborative group with a consensus takes time:** The BIM SIG experienced challenges in its early days to establish a collaborative working group. It should be recognised that a certain skill set is required to achieve collaboration of a new group and this also takes time.
- 10) **Driving change requires dedicated resource:** Establishing new markets or specialisms require a dedicated resource to drive it forward. For example:
 - i. Establishing the School in Wales has resulted in a 139% increase in members.
 - ii. Engaging architects and designers has resulted in over 250 learnings through the School in 2017.
 - iii. In both the above cases, we have appointed dedicated staff to build an effective collaboration of employers, (a Welsh Employer Leadership Group and a Professional Practice Group) who want to see change in these areas.
 - iv. Focusing on specific sustainability issues or spend categories produces better results, and the initial outcomes from the Plant and Labour groups support this.
- 11) **The School requires robust data management systems:** The duplication of data in a web-based environment is a big issue and difficult to resolve without dedicated resources, when users are free to enter their own data.
- 12) **Establishing intelligent systems to grow with the School:** The growth of the School in terms of users and members, though successful, imposes restrictions on reach without ensuring that we do more to develop automated marketing within the School to ensure more members become active.

4. Knowledge Development

4.1 Resources Group: Plant & Labour

The Resources group met at the end of 2017 and reviewed its purpose and focus going forward. The group agreed that it should change to 'Resources Group' and provide focus in key trends and requirements associated with sustainable resources. This includes services such as labour provision and material resources. The group will also oversee the category groups' outputs and will provide governance for these groups as well as identifying new categories that the School should focus on. Key outputs the group has committed to for 2018/19 include:

- New terms of reference
- Prioritised category group list
- Materials and issues associated with resources and a plan to engage other sector groups in these issues

The Plant and Labour Category Groups commenced work in October and the focus of initial meetings were to establish the purpose and desired outcomes of the groups. During the latter half of the financial year, the groups met twice, and both sets of groups have quickly established terms of reference, objectives and outcomes. The decision was made to divide the category groups into working groups, which will specifically focus on the required objectives and outcomes for each work stream.

The following working groups have been established and the first meeting for these groups will be on the 19th March 2018 in London:

Plant Group:

- **Supply and Demand** – The group will identify tools used to plot plant demand and recommend and implement a common approach to demand management that will allow all plant users to share requirements. In addition, the group will also share initiatives that are underway to increase supply and share common approaches amongst Partners and Members of the School.
- **Minimum Standards** – As part of the initial group meetings, a materiality assessment was conducted. Its purpose was to identify different types of plant used in our industries. The minimum standards group will take the materiality assessment and verify it, prioritise categories of plant, and agree a minimum standard for each category that will address materiality issues. The end goal is to embed and monitor the impact of these requirements.
- **Knowledge Library** – As well as establishing the minimum standards associated with the materiality issues of plant, the category team will ensure the industry increases its knowledge and understanding in relation to plant procurement. This group will deliver a suite of materials that can be used by procurement teams and suppliers to increase their category knowledge associated with all materiality issues within the plant category.

Labour Group:

- **Supply and Demand** – As per the plant group there is some concern in relation to the quantity of labour available for current and future construction projects. This group will identify tools used to plot labour demand and recommend and implement a common approach to demand management, allowing all labour users to share requirements. In addition, the group will share initiatives that are underway to increase supply and share common approaches amongst Partners and Members of the School.
- **Minimum Standards** – As part of labour recruitment and deployment on site, there are certain checks that are legally required (such as right to work) and best practice checks that

will help identify victims of exploitation. This group will put together a standard site checklist to be used by principle contractors and subcontractors alike.

- **Knowledge Library** - The category team will look to ensure that the industry increases its knowledge and understanding in relation to labour recruitment and procurement. This group will deliver a suite of materials that can be used by procurement teams and suppliers to increase category knowledge associated with all the materiality issues in the labour category.
- **Training & Development** – This workstream has two strands associated with it. The first will be to create a common induction that can be used by the industry. Initially this will be generic, but the aim for the future is to produce a number of trade-specific induction learning materials. The second stream will produce a set of toolbox talks for blue collar workers on site – designed to increase their knowledge and understanding of a sustainable worksite and project.

A key output from the work of the plant and labour category meetings over the last few months are two e-learning modules:

- 1) Sustainability considerations associated with the procurement/hiring of plant.
- 2) Sustainability considerations associated with the recruitment/hiring of construction labour.

These are introductory level e-learning modules that procurement teams and suppliers can use to familiarise themselves with the sustainability issues related to plant and labour categories.

Both modules contain the following: a **definition** of plant and labour in accordance with the group insights; **why** we should consider sustainability issues when procuring plant or labour; and **how** having a better understanding of sustainability issues can benefit a business and/or project.

4.2 E-learning & Toolbox Development

In addition to the two category-based e-learning modules, the School has produced the following e-learning this year: The **Sustainable Procurement** e-learning module was produced as the standard became ISO 20400. This topic remains a very popular issue amongst members. The **Carbon Reporting** module was also rewritten following several legislative changes. **Circular economy, BIM, Modern Slavery** and **Supply Chain Mapping** have been developed as specific outputs to Special Interest Groups, and the **Waste in FM** module is being produced due to recommendations from the FM Leadership group.

Sustainable Procurement

The new sustainable procurement e-learning is a comprehensive re-write of one of the most popular e-learning modules in the School which considers the new ISO 20400 Sustainable Procurement Standard, published in 2017. It takes users through the procurement process, from the fundamentals through to policy and strategy, the procurement function and the procurement process, and provides an interactive exercise which educates users on some of the key sustainability issues affecting some of the most common spend areas for organisations such as PPE, ICT, cleaning and temporary labour

BIM

The Building Information Modelling (BIM) e-learning module provides users with an introduction to the emerging world of BIM in the construction sector. It provides a summary of what BIM is, why the construction sector is adopting BIM and how BIM can help an individual's business. In addition, there is also a jargon busting section which explains some of the jargon and acronyms often used by

BIM professionals. The module has been developed in conjunction with the Supply Chain Sustainability School's BIM working group and is one of the key outputs from their activities.

Carbon Reporting

The new carbon reporting module provides learning on why it is important for SMEs to report on their carbon emissions. It also explains how an SME should report on its carbon and importantly, how good carbon reporting can benefit your business. The module touches on macro scale drivers such as global climate change but places increased relevance on issues more applicable to SMEs, such as improving efficiency and profitability through reducing carbon emissions. It also provides a summary of the Defra Small Business' User Guide on how greenhouse gas emissions should be reported.

Supply Chain Mapping

We have produced a supply chain mapping (SCM) e-learning module which provides learners with an introduction on why understanding what is in your supply chain is important and how supply chain mapping can help with this. The module refers to the Modern Slavery Act as a key driver for understanding the nature of supply chains and where SCM can assist. The module explains the steps of how to research and develop your own supply chain map, how it can be used to understand where risks lie, and the benefits doing this can bring to your organisation. It also includes a video, shot specifically for the e-learning module, with Marshalls Stone discussing their approach to supply chain mapping and the Modern Slavery Act.

Waste Management in the FM Sector

Following feedback from our FM leadership group, we have developed a toolbox talk which introduces waste management in the FM Sector. The toolbox talk itself is designed to be a pithy to-the-point interactive video approximately 10 minutes in length, covering the following key issues: why waste is an issue in the FM sector; introducing the waste hierarchy; an explanation of why consistent waste segregation is important, and trying to empower operatives to speak up and try and solve waste issues themselves. The video itself is structured around two separate scenarios and contains an interactive waste segregation exercise.

Introduction to Circular Economy

The circular economy e-learning is a replacement for the original, outdated circular economy module, originally produced at the inception of the Supply Chain Sustainability School. The new module is structured in the following way: it introduces **what** the circular economy is, why the issue of resource consumption is, providing an explanation of the difference between finite and renewable resources and importantly **how** having a better understanding of the circular economy can benefit a business. The module contains interactive exercises on the nature of common materials used in construction and the circular economy model itself. Another key aspect of the module are the key considerations during design and procurement on a project. The module contains video case studies from BAM and HS2, both giving perspectives on why the circular economy is a key issue from the perspectives of a principal contractor and developer.

4.3 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 at Royal Holloway, University of London. Gareth Rondel, Head of Group Corporate Responsibility at Kier, is the deputy chair, and the group is managed by Cathy Berry, a senior consultant with Action Sustainability. The Group has five projects at, or nearing completion in 2018.

In 2017 the group revised its terms of reference to align with the School values, to reflect its ambitions to engage more widely across the School and to provide relevant content and insight into selected research themes. Following an engagement exercise the Horizon Group has selected the following high-level priority research themes to take forward:

- 1) **Business models** (including transitioning to the Circular Economy. How to promote lifecycle thinking. How to promote and mainstream innovation and the use big data in driving lifecycle considerations and decision making)
- 2) **Collaboration**
- 3) **Resourcing and the changing nature of work**
- 4) **Supply chain visibility and understanding**

Quarterly meetings now focus on a selected theme, or a sub-set within a theme, and a library of potential research projects is being compiled to enable the group to bid for relevant research funding when available. The group is evaluating how to use master's level projects to help facilitate current academic insight and critical thinking in selected research areas and it is committed to improving links with other Leadership Groups, so it can both inform and respond to School needs as they arise.

4.4 Special Interest Groups (SIGs)

The Special Interest Groups have proved to be a valuable source of getting new knowledge into the School to proactively respond to specific challenges faced in the industry.

4.4.1 BIM

The original objective for the BIM SIG was to develop a consistent mechanism for contractors to understand the competence of their sub-contractors and suppliers in BIM Level2. The diagnostic and content within is now finalised and live. The Matrix has 40 questions, split across 4 main sections:

- Company information (2 questions)
- People (11 questions)
- Process & Technology (21 questions)
- Security (6 questions)

The Matrix is prioritised for companies depending on their 'design capability' (NB: different from trade categories). The levels of design capability are:

- Design consultant
- Contractor with design responsibility
- Contractor without design responsibility
- Supplier
- Manufacturer

Before starting the matrix, users need to answer additional questions about their design capability and average size of contract. The maturity matrix has been web-enabled to become the 'BIM maturity self-assessment' within the new 'BIM department' on the Supply Chain Sustainability School website (<https://www.supplychainschool.co.uk/uk/bim>). This new department hosts BIM-specific guidance, resource library and workshops. The BIM self-assessment measures the maturity and competence of the supply chain at an organisational scale. Like other self-assessments, when members complete the BIM self-assessment they will have a personalised ten-point action plan which will help them improve their maturity and knowledge. It was officially launched on 6th December 2017 at the Digital and Smart Construction Supplier Day in London.

The BIM group is now discussing and planning how to promote the use of the self-assessment in the supply chain and had a conference call on 23rd February 2018. There are a number of activities being planned to promote the use of the self-assessment, including:

- Partners (Willmott Dixon, Skanska, BAM, Hochtief, Interserve) to share supplier and designer lists to promote self-assessment to;
- Regional workshop (roadshow) over the next year – and link up with Partner’s regional BIM managers;
- Collaboration with Universities that have BIM courses (e.g. UWE and others).

The Partners involved in this SIG are: BAM, Sir Robert McAlpine, Balfour Beatty, HOCHTIEF, Tarmac, Skanska, Kier Group, Galliford Try, Willmott Dixon, Carillion, VINCI and Morgan Sindall. Also thanks to the UK BIM Alliance and Gleeds consultancy for their input and support.

UK BIM Alliance are looking to build on this work and possibly develop matrices for project, individual and client maturity, but this is very much work in progress and budget-dependant.

4.4.2 Performance Measurement

The objective of this group is to ‘develop a consensus amongst Partners of key sustainability metrics that need to be collected by Partners, and a common methodology of how this data may be collected in order to drive and evidence improved sustainability performance amongst School members. Although there has been some interest in this group, there is a general sense that this task could be ‘too difficult’ for the School to tackle alone. The initial meeting of the Performance Special Interest Group was on 10th May 2017 and it was decided that workshops were needed to establish priorities amongst Partners, particularly client Partners.

In autumn 2017, the School joined up with Constructing Excellence to discuss how to work together. This was to avoid the repetition of work in the industry, and to build on Constructing Excellence’s current work looking at performance measures - they are currently reviewing their annual industry KPIs. The School feels that it could feed into that process with its sustainability expertise and Partner views, and they could be the mechanism for standardising the industry metrics that are decided upon. This is a win-win collaboration.

On January 16th, 2018 the School and Constructing Excellence (CE) co-hosted a workshop with interested Partners and CE members to review the existing suite of recommended measures, and sort them according to necessity and robustness. The output of this workshop will be a position paper which is currently being co-written by the School and CE and will be made available to Partners at the end of March.

4.4.3 Social Value by Design

Stakeholders from the following companies have contributed to the drafting of a document "Social Value and Design of the Built Environment": Arup, Balfour Beatty, BAM Construct UK, Berkeley Group, BRE, Costain, David Miller Architects, ENGIE, Grosvenor Britain & Ireland, HS2 Ltd, Interserve Construction Ltd, ISG plc, Kier, Laing O’Rourke, Morgan Sindall, Network Rail, Sir Robert McAlpine, VINCI Facilities, Wates Group, Watson Batty Architects, Willmott Dixon.

The document includes: Why Social value in design matters; Trends driving social value through design; Challenges of social value in the design process; What designers can do and when (RIBA stages 0 -7); ‘Business as usual’; Doing business responsibly and FAQ’s and Glossary.

The Social Value by Design publication was launched at London Build, where the School had stand presence, as well as various speaker slots over the two days of the event. All Partners were issued with details of the publication and a supporting press release. Partners were asked to cascade this to their communications departments. Jim McClelland was also commissioned to promote the press release to industry publications. As a result, to date PBC Today (Planning and Building Control) has picked up the story. There are dedicated pages to Social Value by Design, where the publication is available [here](#).

4.4.4 The Offsite Leadership Group and DfMA

The two most often cited barriers to the more widespread uptake of offsite construction techniques are procurement practices and the lack of knowledge amongst the design community. As a result, the group set as one of our key objectives this year, the development of an “Architects Professional Practice Group” to influence and lead the education of the profession in design for manufacture and assembly techniques (DfMA). This was a major challenge, one that Build Offsite said they had failed to do over the last 10 years.

The School is pleased to have built upon the publication of the DfMA overlay to the RIBA Plan of Works in 2016 over the last year and has:

- Successfully influenced and authored changes to RIBA’s CPD programme to include offsite construction for the first time. This will go live in April 2018.
- Developed a group of leading architects to champion DfMA and the need for the profession to change. The group has branded themselves “Design Offsite” and will launch in the spring of 2018 using the School site as their resource library and assessment tool.
- Developed the assessment process with specialist questions for the architectural profession.
- Produced new content for architects and hosted this on the School site.
- Run a series of 6 DfMA workshops attended by 110 learners (to date) from the design and offsite world (by end of March).
- Over the year we have had 97 active members from design-led organisations.

The success in the area of DfMA had been considerable, as has the work to develop a collaborative approach to assessing BIM maturity (see page 12). The BIM work will come under the governance of the Offsite Group next year. This means the Offsite Group will work with two sub-groups that look at BIM and DfMA. Offsite is benefitting from considerable interest and for 2018 the Offsite group will look to work in collaboration with the Homes, Construction and Infrastructure groups to mainstream the learning into the market sectors in which the School is active.

What has been disappointing over the year is the lack of engagement of commercial teams of Partners in the offsite agenda. The work is often left to innovation or offsite champions who lack the ability internally to engage supply chain functions and therefore, suppliers to learn more. This is a key area of focus in our business plan for 2018.

5. Face to face training delivery

The School also monitors the quality of training delivered using three metrics:

- **Quality:** x% of employers will rate the training quality as good or excellent
- **Relevance:** x% of employers will rate the training received as relevant to their needs
- **Impact:** x% of employers agree training will change the way they do business

These questions are asked to all attendees of training workshops and supplier days. Figure 8 illustrates the results per sector below. The figures represent all supplier days and workshops and it was discussed at length last year, via the Operations Groups, that the audience that attends a supplier day is different from the audience that attends a training workshop. Therefore, the ratings around relevancy and change were challenging targets to meet. However, the School has worked hard over the last twelve months to ensuring the offering at supplier days and training workshops are relevant to the audience. This is reflected in the results.

Figure 8. Ratings of the training workshops & supplier days

Sector	Measure and target	%age rating
Construction	95% of employers will rate the training quality as good or excellent	96%
	90% of employers will rate the training received as relevant to their needs	90%
	75% of employers agree training will change the way they do business	84%
FM	95% of employers will rate the training quality as good or excellent	92%
	80% of employers will rate the training received as relevant to their needs	92%
	80% of employers agree training will change the way they do business	87%
Homes	95% of employers will rate the training quality as good or excellent	92%
	80% of employers will rate the training received as relevant to their needs	87%
	80% of employers agree training will change the way they do business	79%
Infrastructure	95% of employers will rate the training quality as good or excellent	96%
	80% of employers will rate the training received as relevant to their needs	86%
	80% of employers agree training will change the way they do business	87%
Offsite	95% of employers will rate the training quality as good or excellent	99%
	80% of employers will rate the training received as relevant to their needs	88%
	80% of employers agree training will change the way they do business	75%

5.1 Supplier training day's

The below table illustrates the supplier training days which have taken place this financial year. A total of 2,041 (to date, there is an additional supplier day planned on 20th March) people have attended the supplier and sub-contractor days this year (compared to 2,046 in 2016/17). There have been a variety of learning themes, but popular issues have been around social value and offsite construction.

The Homes sector made the decision to run slightly different events to the supplier days and have run eight sub-contractor breakfast briefings to date.

Looking at the number of self-assessments taken within the Homes sector, it is clear that the format of these breakfast briefings works well for this sector and the impact gained is hugely valuable. Comments from various attendees are as follows:

- *“Being able to do a skills assessment during the event was a benefit”, Tithgrove*

Annual Report

April 2017 to March 2018

- *“The presence and collaboration between many of the major housebuilders is commendable”, Gerflar*
- *“Having people from the School’s Partners sitting on tables and within the groups to provide examples and insights was a highlight”, Coffey Geotechnics*
- *“The event was very inclusive to smaller businesses and informative”, Jarvis & Womack*
- *“Receiving an update from the major contractors was of fundamental interest to us”, JBB Groundcare*

The supplier training days continue to be a way to engage new members with the School, as well as providing a platform for sharing ideas and networking with peers and clients. A selection of comments can be seen below:

- *“Meeting new people and networking, as well as free thinking on how we can do more in our business”, J G Hale Construction*
- *“Talking to suppliers to understand their level of engagement with the School and sustainability competence”, Carillion*
- *“The interactive workshops and key statistics alongside the networking opportunities were great”, Protec International*
- *“Informative and highlighted our weaknesses and areas for development”, Exelsior Panelling Systems*
- *“The depth that you went into the content was really good and informative”, FDIS UK*
- *“Shared practice – understanding what other organisations are doing and what they have learnt in the process is really beneficial to us”, National Grid*

Figure 9. Supplier days and sub-contractor breakfast briefings taken place to date

Date	Sector	Key theme	Location	Attended
17 th May	Construction	Sustainable Procurement	London	140
23 rd May	Homes	Sub-contractor breakfast briefing	Bath	55
1 st Jun	FM	Energy Reduction	Manchester	79
12 th Jun	Offsite	Offsite in the Health Care Sector	Birmingham	77
20 th Jun	Homes	Sub-contractor breakfast briefing	Leeds	45
28 th Jun	Infrastructure	Carbon & Energy Reduction Initiatives	Cambridge	81
15 th Sept	Construction	5 th Anniversary; SMART Construction	Birmingham	102
19 th Sept	FM	Tackling Modern Slavery in the FM Sector	Birmingham	83
22 nd Sept	Homes	Sub-contractor breakfast briefing	Edinburgh	45
27 th Sept	Offsite	Technology & SMART Construction	Glasgow	58
28 th Sept	Infrastructure	DfMA in the Water sector	Wrexham	113
4 th Oct	Homes	Sub-Contractor breakfast briefing	Warrington	76
17 th Oct	Homes	Sub-Contractor breakfast briefing	Wales	99
24 th Oct	Construction	Social Value in Construction	York	119
7 th Nov	Homes	Sub-contractor breakfast briefing	Milton Keynes	75
21 st Nov	FM	Social Value in FM	London	75
6 th Dec	Offsite	Digital Maturity	London	77
12 th Dec	Infrastructure	Social Value in Infrastructure	London	87
16 th Jan	Homes	Sub-Contractor Breakfast Briefing	London	84
6 th Feb	Construction	Performance measurement	Manchester	113

Date	Sector	Key theme	Location	Attended
20 th Feb	Homes	Sub-Contractor Breakfast Briefing	Tamworth	80
27 th Feb	Offsite	Offsite School Breakfast briefing	Glasgow	42
1 st March	FM	Sustainable Procurement	Leeds	25
8 th March	Infrastructure	Sustainable Procurement	Birmingham	101
20 th March	Offsite	Smart construction	Manchester	80

In terms of the quality ratings for supplier days only, figure 10 below illustrates the results:

Figure 10. Ratings of supplier days

Sector	Measure and target	%age rating
Construction	95% of employers will rate the training quality as good or excellent	95%
	90% of employers will rate the training received as relevant to their needs	88%
	75% of employers agree training will change the way they do business	82%
FM	95% of employers will rate the training quality as good or excellent	95%
	80% of employers will rate the training received as relevant to their needs	93%
	80% of employers agree training will change the way they do business	86%
Homes	95% of employers will rate the training quality as good or excellent	93%
	80% of employers will rate the training received as relevant to their needs	86%
	80% of employers agree training will change the way they do business	77%
Infrastructure	95% of employers will rate the training quality as good or excellent	97%
	80% of employers will rate the training received as relevant to their needs	88%
	80% of employers agree training will change the way they do business	85%
Offsite	95% of employers will rate the training quality as good or excellent	97%
	80% of employers will rate the training received as relevant to their needs	84%
	80% of employers agree training will change the way they do business	63%

5.2 Training workshops

There have been 1,345 attendees at workshops run by the School for 2017/18. This represents 63 workshops. This is compared to 1,510 attendees at 62 workshops in 2016/17. It is important to note, that there were less workshops planned in the business plan for this year. This is the equivalent of over 4,000 hours of face to face training.

Figure 11. Training workshops taken place in 2017/18

#	Date	Topic	Lead Partner	Sector	Location	Attend
1	3 rd April	Sustainable Procurement	Lovell	Homes	Tamworth	11
2	5 th April	North Wales Launch	NPTC	Wales/ Construction	Llandudno	48
3	19 th April	FIR	GRAHAM	Wales/ Infrastructure	Wales	23
4	25 th April	Waste	Barratts	Homes	South Wales	31
5	26 th April	Introduction to the School	Wates	Construction	Basingstoke	40
6	27 th April	BAM ALG 1– Circular Economy	BAM	Construction	London	18
7	25 th May	BAM ALG 2 – Circular Economy	BAM	Construction	London	15
8	15 th June	BAM ALG 3– Circular Economy	BAM	Construction	London	14
9	16 th June	Managing & Measuring Sustainability	St Gobain	Homes	London	14
10	21 st June	Introduction to Carbon Foot printing	Covance	FM	Harrogate	25
11	22 nd June	Introduction to the School	Wates	FM	Birmingham	50

#	Date	Topic	Lead Partner	Sector	Location	Attend
12	23 rd June	Introduction to the School	Bouygues	Construction	London	12
13	26 th June	Sustainable Procurement	Open	Homes	London	12
14	4 th July	FIR	Vinci	FM	Watford	28
15	5 th July	Intro to the School & Embedding Sustainable Procurement	Highways England	Infrastructure	Cambridge	33
16	12 th July	Carbon Foot printing	Barratt	Wales/Homes	Cardiff	11
17	13 th July	FIR	Kier	Construction	Wyboston	7
18	26 th July	Introduction to the School & Embedding Sustainable Procurement	Heathrow Airport	Infrastructure	Heathrow	42
19	26 th July	Introduction to Carbon Management and PAS 2080	Skanska	Infrastructure	Rickmansworth	14
20	8 th Aug	Modern Slavery	Highways England	Infrastructure	A14 Project Office	17
21	17 th Aug	Introduction to the School	Redrow	Homes	Wales	10
22	14 th Sept	Meeting Contractors' Responsible Sourcing requirements	Sir Robert McAlpine	Infrastructure	Hemel Hempstead	14
23	19 th Sept	Introduction to the School	ENGIE & EDF	FM	Sheffield	19
24	20 th Sept	Introduction to Resource Efficiency	Redrow	Homes (Wales)	Cardiff	11
25	21 st Sept	Introduction to the School	ENGIE & EDF	FM	Kilbride	12
26	27 th Sept	Introduction to the School	ENGIE & EDF	FM	Barnwood	16
27	2 nd Oct	Modern Slavery	Wales	Wales	Bridgend	34
28	3 rd Oct	Transition to ISO14001: 2015	Galliford Try	Homes	Scotland	11
29	10 th Oct	DfMA within the Rail Sector	Offsite Collaboration	Offsite	London	21
30	11 th Oct	Embedding Sustainable Procurement	ENGIE	FM	London	27
31	24 th Oct	Modern Slavery	ENGIE	FM	London	24
32	26 th Oct	How to drive DfMA in the Education sector	McAvoy	Offsite	Slough	28
33	30 th Oct	How to drive DfMA in the Water sector	George Fischer	Offsite	Coventry	20
34	2 nd Nov	How to drive DfMA in the Housing sector	HTA Architects	Offsite	London	24
35	7 th Nov	Developing Effective & Local SME's	HOCHTIEF	Infrastructure	Swindon	15
36	7 th Nov	Introduction to Carbon Foot printing	Costain	Infrastructure	Maidenhead	15
37	8 th Nov	Modern Slavery	Aggregate Industries	Construction	Midlands	18
38	9 th Nov	Introduction to the School	Interserve	Infrastructure	Darlington	12
39	15 th Nov	Embedding Sustainable Procurement	Bouygues	Construction	Cardiff	17
40	16 th Nov	Introduction to Sustainable Construction	Willmott Dixon	Construction	Cardiff	15
41	22 nd Nov	BIM	Skanska	Offsite	Boxworth	8
42	22 rd Nov	APRES Conference	BRE	Offsite	Watford	13
43	23 rd Nov	Introduction to the School	Wates	Construction	London	60
44	28 th Nov	BIM Maturity Matrix	HOCHTIEF	Offsite	Bristol	32
45	28 th Nov	BIM Maturity Matrix Student Session	HOCHTIEF	Offsite	Bristol	15
46	29 th Nov	Social Value	ENGIE	FM	London	15
47	4 th Dec	Innovation & Change	Skanska	Offsite	Boxworth	14
48	5 th Dec	New Model Procurement briefing – Waste	N/a	Construction	Hamilton, Scotland	43
49	6 th Dec	Meeting Clients Timber Requirements	Kier	Construction	Cardiff	12
50	10 th Jan	Introduction to the School	Tobermore	Construction	Ireland	4
51	18 th Jan	Social Value	Morgan Sindall	Infrastructure	Rugby	15
52	8 th Feb	Meeting sustainability requirements in your clients' procurement processes	ENGIE	FM	London	20

#	Date	Topic	Lead Partner	Sector	Location	Attend
53	22 nd Feb	DfMA in the envelopes and facades sector	Prater	Offsite	Redhill	18
54	28 th Feb	Intro to Sustainable Construction	Swansea Uni	Wales	Swansea	15
55	7 th Mar	Introduction to the School	Heathrow	Infrastructure	Heathrow	80
56	13 th March	Social Housing Improvement	Kier	Construction	Aberdeen	66
57	16 th March	HTA Introduction to the School	Offsite	Offsite	London	11
58	20 th March	Modern Slavery	ENGIE	FM	Carlisle	17
59	21 st March	Circular Economy	ENGIE	FM	London	13
60	23 rd March	BIM & Digitisation	A14	Offsite	Cambridge	14
61	26 th March	DfMA for Architects	Levitt Bernstein	Offsite	London	6
62	27 th March	Introduction to the School	Buckingham	Construction	Stowe	14
63	27 th March	How to Drive DfMA within the M&E sector	Offsite Collaboration	Offsite	Birmingham	12

In terms of the quality ratings for workshops only, Figure 12 illustrates the results:

Figure 12. Ratings of workshops

Sector	Measure and target	%age rating
Construction	95% of employers will rate the training quality as good or excellent	98%
	90% of employers will rate the training received as relevant to their needs	93%
	75% of employers agree training will change the way they do business	97%
FM	95% of employers will rate the training quality as good or excellent	88%
	80% of employers will rate the training received as relevant to their needs	89%
	80% of employers agree training will change the way they do business	91%
Homes	95% of employers will rate the training quality as good or excellent	89%
	80% of employers will rate the training received as relevant to their needs	91%
	80% of employers agree training will change the way they do business	84%
Infrastructure	95% of employers will rate the training quality as good or excellent	96%
	80% of employers will rate the training received as relevant to their needs	84%
	80% of employers agree training will change the way they do business	92%
Offsite	95% of employers will rate the training quality as good or excellent	100%
	80% of employers will rate the training received as relevant to their needs	94%
	80% of employers agree training will change the way they do business	83%

6. Regional Development

6.1 Wales

Activity in Wales has increased at pace over the past twelve months.

Launched in March 2017, the Wales School now has 341 active members (compared to 208 in 2016/17). There have been 504 new registrations this year compared to 326 in 2016/17. The team has now delivered nine training workshops and four supplier days. These events have focused on areas as diverse as DfMA and waste in housing construction, to sustainable procurement, and fairness, inclusion and respect.

An e-module, unique to the sustainability needs of companies in Wales, has been produced and the resource library is being continuously developed.

Current Partners: BAM (Wales), Barratt Developments, Bouygues, ISG, Kier (Wales), NPTC Group, Redrow, Sapphire Utility Solutions, Sir Robert McAlpine (Wales), Skanska (Wales), Swansea University, Welsh Water / Dŵr Cymru, Willmott Dixon (Wales)

Stronger relationships with the Welsh Government have also been developed through the delivery of a workshops focused on the Welsh Government's recently launched 'Ethical employment in supply chains' initiative.

6.2 Scotland

The School has taken major steps forward in its work and influence in Scotland, following a decision during 2017 to increase its engagement and membership numbers north of the border.

The School had a stand at Scotland Build – a key event for the industry, which took place in Glasgow from 22 to 23 November 2017. This was a successful marketing exercise which increased membership by over 100 individuals and helped to connect the School to several new major contractors and home builders.

The most important recent development has been the launch of a new **Strategic Group for Scotland**, which will lead and guide our work over the next few years. This group is composed of several partners, with industry-wide support in Scotland and active involvement of Construction Scotland. Membership includes:

- **Current Partners:** Robertson, Kier, Balfour Beatty, VGC, Morgan Sindall, BAM, ISG, BRE, Marshalls
- **Possible Partners:** Construction Scotland Innovation Centre, McLaughlin and Harvey, Malcolm Group, Breedon Group

The group has agreed initial priorities, such as a focus on engaging the most important materials and service suppliers across Scotland, and raising sustainability understanding and knowledge across the Scottish client base. The Group will also formalise senior level links with industry stakeholders, such as Constructing Excellence and BuildUK, to ensure the School adds true value to enhance sustainability in the Scottish built environment.

7. Fairness, Inclusion & Respect (FIR)

Overview

The FIR Programme has been able to regain ground following a loss of momentum at the point at which funding stopped in April 2017. Working with CECA, the School has agreed a 5-year funding programme with CITB to promote fairness, inclusion and respect issues across the industry. This has been well received across the industry and key stakeholders. The return of FIR workshops has been well received and we continue to train the industry. Over the last year we have actively grown to 234 Twitter followers on our FIR account and increased our social media presence. Between 1st April 2017 – 28th Feb 2018, we have had 8,709 unique page views of which 3,780 (43%) were new users and 4,929 (57%) were returning users. In the last quarter of the year 2017, the FIR Programme conducted the second annual FIR Survey.

Key highlights: FIR Employer Training

Between May 2017 and March 2018, the FIR Programme successfully delivered 24 employer and Ambassador related workshops. At these workshops we had 433 learners (to date).

The FIR Programme's SME target has been challenging in some quarters, as we have historically delivered to the supply chain of Partner organisations who are not SMEs. Whilst we are finding that clients are understanding the business case for FIR and diversity overall, major contractors and their tier 1 and tier 2 sub-contractors are not as mature in their thinking on FIR issues. Over the course of the year, the Programme brought more companies on board with the FIR journey and started running more internal workshops. Many organisations have commented that once they run some internal workshops and start embedding the benefits of FIR internally, they will feel more confident to promote it within their supply chain. Therefore, we anticipate an upsurge in supply chain focused workshops in the next year.

Feedback from workshops has been positive and has shown that learners are leaving workshops with an improved awareness of the basics of FIR and the tools associated with FIR. The feedback shows that the workshops are meeting the expectations of 95-100% of attendees.

This year, the FIR Programme began collecting diversity monitoring and trade category information for the first time and will continue to do so. Highlights show that most learners at our workshops have been heterosexual white males, aged predominately between 30-64 years of age. Most learners represented the Roads and Car Parks, Lifts and Escalators, Tunnelling and Utilities trade categories.

FIR Ambassadors Network

As of January 2018, the FIR Programme refined the Ambassador induction process by producing information and induction packs, and an Ambassador Commitment and certification for Ambassadors to demonstrate a commitment to the network.

The FIR(ry) Friday email is a weekly email communication sent out to the ambassadors and FIR steering group. The email shares a useful resource or tool, which can be used to educate their workplace on FIR and its values. This content is decided by the FIR Manager and Marketing Officer.

The FIR Ambassador LinkedIn group has steadily grown. There are currently 38 members of this group which marks an increase since last year, and we plan to drive further engagement in this group.

Feedback on the Network is aptly summarised by:

Annual Report

April 2017 to March 2018

'Being the FIR champion within Jackson Civils has been an interesting journey for me so far. We have put together a short video explaining what FIR is and what it means to us. In addition, we are currently providing more resources to upskill our staff. Personally, it has made me understand more about my own behaviour as I promote FIR and allowed me to take a step back to understand the wider effect of FIR on all of our staff.' - **FIR Ambassador, Jackson Civils.**

Industry engagement

The FIR Programme has attended several industry meetings to explain the FIR programme and encourage engagement and sharing.

Since October 2017, we have conducted four speaking engagements to a variety of audiences at Skanska, Supply Chain Sustainability School, Scotland Build and the RSMA.

FIR Marketing

In 2017, the FIR Programme developed a suite of marketing materials to better promote the Programme and these have been well received. The new marketing materials include:

- Double-sided A4 Programme flyer
- Gatefold FIR Programme flyer
- Commitment icon for email signatures
- Ambassador icon for email signatures
- Website sliders to increase the visibility across the School



FIR Toolkit

The FIR Programme developed new materials resources to help upskill the industry on FIR issues. By the end of March 2018, the newest additions to the Resource Library include four new case studies from Danny Sullivan and from projects-specific interventions at the TFL Tottenham Hale Station Upgrade (HOTCHEIF).

To further build upon the FIR Toolkit, we developed two new e-learning modules titled 'Leading People, Inclusively' and 'FIR Programme Train the Trainer'. Over the next year, as part of our commitment to train 50 managers and leaders a year, we will roll out several in-person workshops for the industry to learn more about how to lead people inclusively, and workshops which will build a network of local and regional FIR trainers and coaches.

FIR Commitment

In October 2017, the Programme launched the FIR 'Better for Everyone' Commitment. The initial target was to have 15-20 signatories, but that target was exceeded with 36 signatories by the end of December. All signatories have been sent a FIR Commitment logo which has been placed on websites for organisations such as Network Rail, VINCI and Volker Wessels.

- Signatories to the FIR 'Better For Everyone' Commitment were: Aggregate Industries, Balfour Beatty, Balfour Beatty VINCI, BAM Construct, BAM Nuttall, J Browne, Carillion,

Annual Report

April 2017 to March 2018

CECA, CITB, EMCOR UK, ESH, GRAHAM, Hercules Site Services, ISG, Jackson Civils, Kier, Knights Brown, Lundy Projects, Marshalls, Sir Robert McAlpine, Morgan Sindall Group, Murphy, Network Rail, Osborne, Roche, John Sisk & Sons, Skanska, Danny Sullivan Group, Tobermore, VGC, VINCI Construction UK, VolkerWessels UK, Wates, Willmott Dixon, Wills and A E Yates.

A successful PR campaign was launched with a heavy social media presence and our template tweets being used and retweeted by partners including Danny Sullivan, Balfour Beatty, Graham, Hercules to name a few.

PR also extended across the media with major articles being published on the following sites:

- **Construction Manager** - <http://www.constructionmanagermagazine.com/news/balfour-beatty-among-first-back-fairness-programme/>
- **Local Authority Building & Maintenance** - <http://labmonline.co.uk/news/construction-industry-tackles-skills-shortages/>
- **Planning & Building Control Today** - <https://www.pbctoday.co.uk/news/hr-skills-news/fairness-inclusion-respect-at-the-core-of-tackling-construction-skills-shortage/37230/>
- **VGC** - <https://vgcgroup.co.uk/fir-better-for-everyone/>

Next steps

As we move into the next year, the FIR Programme will address the following topics and issues, and will:

- Continue to build and maintain a strong and consistent FIR message.
- Establish a system for better monitoring the use of specific elements of the FIR Toolkit. To do this, we will be implementing an email wall for uses of the FIR Toolkit (most notably the e-learning) to allow us to communicate with them and further promote the FIR Programme to them. Ultimately, we want to keep barriers to access and use as low as possible.
- Capture learner journeys to further inform Programme delivery.
- Better track and support the FIR learning journeys of people who engage with FIR workshops, use the FIR Toolkit and become FIR Ambassadors.
- Develop a FIR risk register.
- Refine the FIR website to make it more clear and concise.
- Ensure all FIR materials (including the website) meet WCAG AA accessibility requirements.
- Establish more robust programme management to ensure the Programme continues to be managed and delivered a quarter ahead.
- Develop an intervention to address sexual harassment in the industry.
- Successfully support CECA to deliver the FIR Awards as a part of the Inspiring Change Conference 2018.

8. Income and Partners

The School’s budget for 2017/18 rose from £1.13M to an actual budget of £1.23M. This was made up of a blend of Partner and CITB funding. This year funding was made up of £500,000 from CITB and £705,000 from existing and new Partners. There was then further income for the Horizon group of £30,000 and c£5,000 from Australian licence fees for the use of the School brand and software.

Figure 11: Actual income 2017

Actual income	Amount
CITB grant	500,000
Existing Partners – joined prior to 1st April 2016	648,421
New Partners recruited in 2016/17	41,371
Wales - funders NPTC	15,000
Horizon Group research	30,000
Australia licence (estimate, due to invoice in March)	5,000
Total income	£1,239,792
Total costs	£1,232,357
Surplus to c/f	£7,435

The Partners to the School are made up of 58 contractors and suppliers and 12 client organisations. New this year are; Buckingham, Canary Wharf Group, Carmichael, Elliott, Fortel, Hercules, Jackson Civils, J. Coffey Construction, Morson Group, Murphy, Network Rail, NG Bailey, Sapphire Utility Solutions, Stroma, Telford Homes and Travis Perkins.

Since the beginning of the School, the following Partners have been lost:

- 2016/17:** Sodexo, PHS
- 2017/18:** Centrica, Carillion, St Gobain

Figure 12: 70 School Partners plus CITB as of March 2018



9. Costs against budget

The School has performed well against budget this year and the below illustrates the costs and how the money was being spent:

Figure 13: School spend by supplier

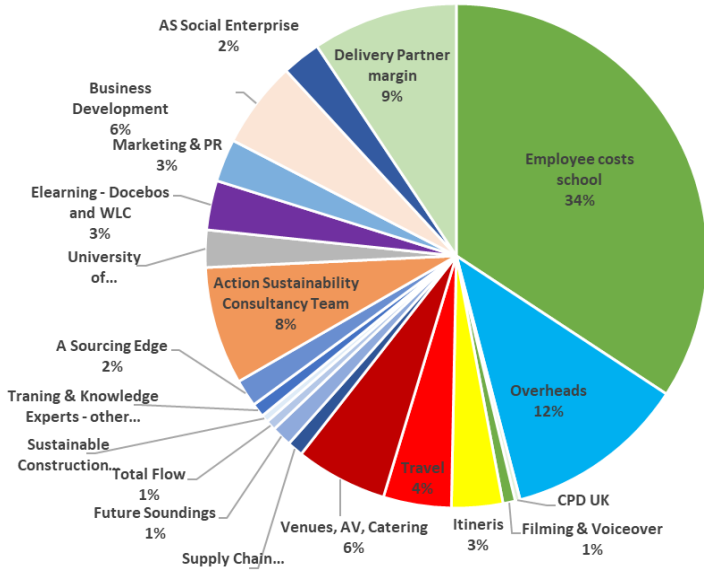


Figure 14: School spend by activity

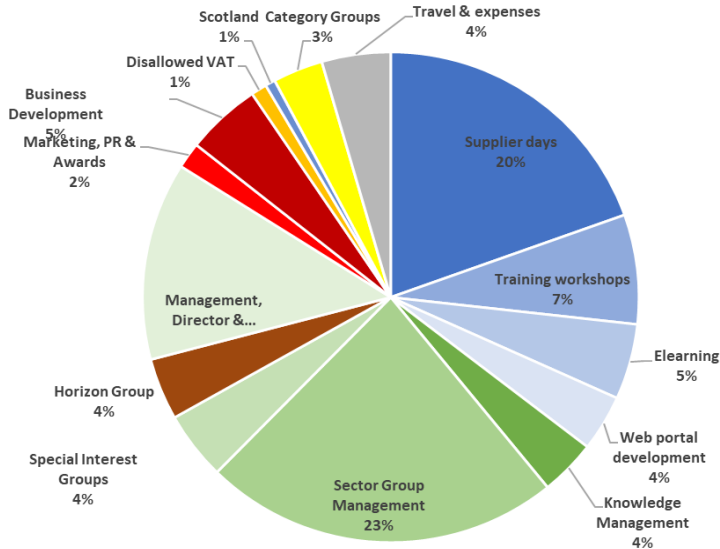


Figure 15: Detailed School spend

Type	Detail	Unit Budget/Actual	Budget	Actual	Amount	Totals
Training Delivery	Supplier days	17	11,750	11,750	£199,750	
	Training – Supply Chain & Partners	57/59	1,500	1,500	£94,500	
	8 x regional Homes events	8	5,000	5,000	£40,000	
	Green Dragons programme	1/0	20,000	0	£0	£334,250
Training Development	E-learning development	5	10,000	10,000	£50,000	
	E-learning maintenance	1	10,000	10,000	£10,000	
	Video content development	1	10,000	1,025	£1,025	£61,025
Industry engagement	Sector group officers x 6 groups	6	30,000	30,000	£180,000	
	Secretariat x 7	7	15,000	15,000	£105,000	£285,000
Knowledge Management	Special interest Groups - Mapping	1	10,000	10,000	£10,000	
	Special interest Groups - Measurement	1	10,000	5,000	£5,000	
	Special interest Groups - Social Value with Design	1	10,000	10,000	£10,000	
	Special interest Groups - development: Supply Chain Mapping	1	25,000	30,000	£30,000	
	CPD accreditations	1	10,000	4,000	£4,000	
	Knowledge Manager and specialist advice	6	6,000	6,000	£36,000	
	Horizon Group & Research budget	1	50,000	50,000	£50,000	
	Training Partner	1	10,000	5,000	£5,000	£150,000
IT	Web development costs School 3.0	1	20,000	20,000	£20,000	
	Additional web development	1	10,000	5,000	£5,000	
	BIM maturity matrix web tool	1	15,000	15,000	£15,000	
	Web maintenance and hosting	1	17,500	1,400	£1,400	
	Video content	1	10,000	10,000	£0	
	Learning Management System	1	3,000	4,000	£4,000	£45,400
Sales and Marketing	PR	1	12,000	12,000	£12,000	
	Marketing, stands, etc	1	20,000	6,000	£6,000	
	Awards etc	1	3,000	3,000	£3,000	
	Business development and funding	6	10,000	10,000	£60,000	£81,000
People & overhead	Management, Director and Chair	1	160,000	160,000	£160,000	
	Travel & expenses	1	24,000	55,000	£55,000	£215,000
Other	Category Groups (Plant & Labour)	2	41,250	40,000	£40,000	£40,000
	Scotland	1	0	8,000	£8,000	£8,000
	Unreclaimable VAT (disallowed)	1	0	12,682	£12,682	£12,682
Total						£1,232,357

10. Risk update

The risk register has been updated by the Delivery Partner team. This Risk Register was then peer reviewed by the Board and one Board Member (Shamir Ghumra, BRE) was allocated to take responsibility for reviewing this risk register regularly. A robust plan is in place to mitigate and address these risks. This plan is regularly reviewed by the School Board.

The following risks were highlighted as **red/ high risk**:

- Construction Industry downturn (Downturn in Construction Economy)
- Web developer unable to keep up with pace School requires (IT development and Maintenance capacity)
- Ability to attract talent (Capacity & Capability of the School team)

The following areas have been highlighted as **amber / medium risk**:

- The growth of the School means that it cannot keep up with the current delivery mechanism. (Capacity & Capability of the School team)
- Specific outputs not delivered so don't get paid (Shortfall in Partner funding sources)
- New market entrance result in loss of funding and lack of collaborative approach to the Supply Chain (Competition)
- Web developer ceases trading (IT development and Maintenance capacity)
- Keeping up to date with web technology overall (IT development and Maintenance capacity)
- GDPR (IT development and Maintenance capacity)
- Managing the reputation of the School & Partners (Reputation)
- The HMRC treatment of VAT on grant funding changes (VAT)

10. Appendices

10.1 Case studies

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

- [Supply Chain Sustainability School case studies](#)