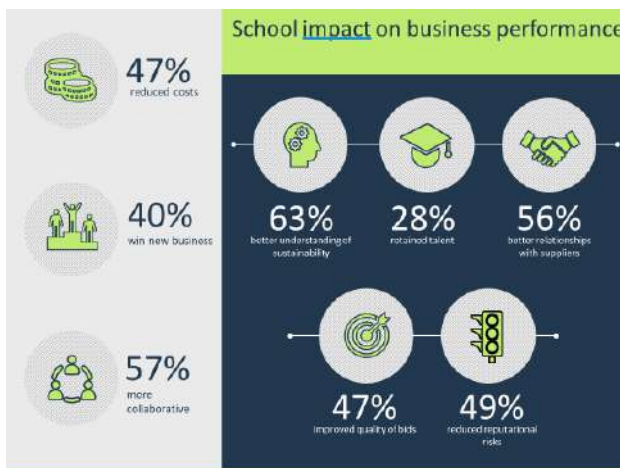
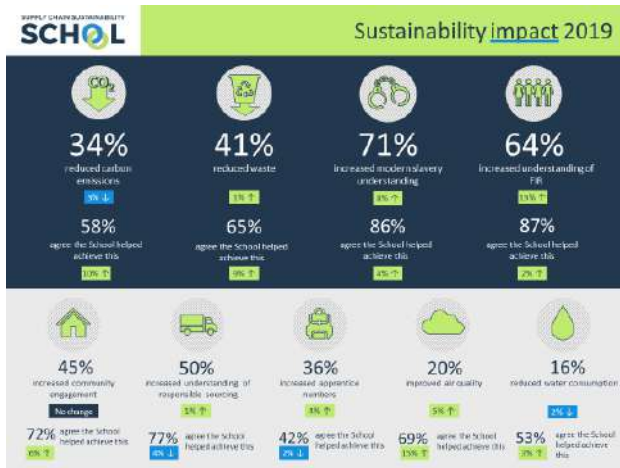


# Annual Impact & Performance Report



## Contents

Executive Summary.....	3
1. Introduction .....	6
2. Impact Survey Results .....	6
3. School Activities & Resources .....	17
4. Methodology and profile of respondents .....	21
5. School Performance: Key Performance Indicators (Outputs) .....	24
6. Knowledge Development .....	28
7. Face to face training delivery .....	32
8. Regional Development .....	36
9. Fairness, Inclusion & Respect (FIR) .....	37
12. Income and Partners .....	38
13. Costs against budget .....	40
14. Risk update.....	42
15. Appendices.....	42

## Executive Summary

[www.supplychainschool.co.uk](http://www.supplychainschool.co.uk) (The School) continues to grow year on year and now has 87 Partner organisations who support the School through funding and significant contributions of time to help us achieve our shared mission of being:

**“the world class collaboration to enable a sustainable built environment.”**

In the last year the School has delivered **5,723 individual learners** from **3,036 companies**. We call any company that has actively accessed learning online or through the **20,000 hours** of face to face training we delivered an “active member”. In 2019 we had **41% more active companies** than in 2018 and these organisations undertook more learning; with a 21% increase in the number of assessments taken and 115 more companies reaching the Gold, Silver or Bronze membership status. In total, learning through the portal was accessed 25,364 times, an annual increase of 60%.

However, it’s not about the numbers, it is about how we inspire companies to reduce their environmental and social impacts and improve the performance of their organisations. We are really pleased that 888 members responded to our Impact Survey (58% were SMEs). The results of this are set out in this report together with our annual report on how the School has performed against our specific KPIs on delivery, satisfaction and financial targets.

### Impact on sustainability:

Key findings from members:

1. In all impact areas other than Apprentices and Responsible Sourcing members report an increased attribution to the School for the improvements they are making.
2. 71% have an improved understanding of **modern slavery** issues (an increase of 8%) and 86% (a 4% increase on last year) agree that the School has helped to achieve this.
3. 63% have an improved understanding of **Fairness, Inclusion & Respect (FIR)**, a 14% increase to 2018. In addition to this 87% agree that the School has helped to achieve this.
4. 50% have an improved understanding of **responsible sourcing** and 77% agree that the School has helped to achieve this, (down 4%).
5. There has been no change overall (45%) on the understanding of **community engagement** but 72% (a 6% increase) agree that the School has helped to achieve this.
6. 41% have reduced their **waste** (up 1%) with **65%** agreeing that the School has helped them achieve this (up 9%).
7. Though not an area of significant impact, 20% have improved their **Air Quality** and seven out of 10 members who have improved air quality agree that the School has helped (up 15%).
8. Disappointingly, only 34% of members are reducing **Carbon Emissions**, (down 3%), but 58% agree the School has helped them (up 10%).
9. The School support is more effective at driving change in new and emerging sustainability issues such as modern slavery and fairness inclusion and respect.
10. In general, the results showed no significant variation between SMEs and large organisations successfully addressing sustainability impacts apart from **Community Engagement, Apprentices and Carbon**. Large-sized businesses have been more effective these areas.

### Impact on businesses:

Whilst our aim is to improve sustainability outcomes, we can only tackle these issues if businesses see value to their businesses in doing so. Our survey reveals that the School has significant business impacts:

11. 47% feel that the School has helped them **reduce costs** through efficiencies. (up 2%)
12. 40% feel that the School has helped them **win new business**. (down 3%)
13. 57% feel that the School has helped them to be **more collaborative**. (down 1%)
14. 56% feel that the School has helped develop **better relationships with suppliers**. (no change)
15. 53% feel that the School has helped them **reduce reputational risks**. (no change)
16. 28% feel that the School has helped them to **retain talent**. (up 3%)

### Impact on business processes:

If we are to embed change amongst our membership, it is important that they adapt their business processes to enable lasting change within their organisations. The survey examined five business processes that were considered essential to drive change. These were based upon the key enablers of *ISO 20400 -The Sustainable Procurement Standard*: leadership, risk, engagement, measurement and reporting. The survey results showed that the School is an enabler, particularly amongst SMEs, of engaging business leaders to better understand the value of sustainability. Most impact for all businesses, was around **better understanding their organisation's sustainability impacts**.

Key findings:

17. 70% reported the School has helped them to **better understand their organisation's sustainability impacts**. (no change)
18. 62% (up 3%) reported the School **has helped them to engage business leaders to better understand the value of sustainability**.
19. 60% (up 2%) reported the School has helped them **to embed sustainability as part of their business processes**.
20. 50% (down 2%) reported the School has helped them to **ensure procurement processes now consistently drive sustainability**.
21. 50% reported the School has helped them to **monitor and report sustainability impacts** (no change).

### School Performance against KPIs – To 31<sup>st</sup> March 2019

By investing in the marketing skills of the School team we were able to focus on putting the learning resources within the School to work. We did this by getting more people to learn through the School and getting our learners to do more. The expectation is that this should therefore further drive the impact the School is making on the supply chain.

Continuing to build upon the School's long-term financial stability, as the School is now less than two years away from the current CITB grant fund ending, we continued to build our network of Partners. There has been a focus on tailoring content across the sectors to drive the engagement which has proved successful and the target of active members has been met as a result.

Key highlights for this year:

- **Active members are doing more** across the sectors, with significant increases in learning activity shown with a significant increase each month on resource views.
- **Companies are accessing more learning within the School** and we now have 29% more members who have reached Gold, Silver or Bronze level. (Up to 508 from 393 last year).
- In the current year we have **5,723 active individuals representing 3,036 active companies**, an increase of 41% on 2017/2018.
- Over **20,000 hours of face to face training** has been delivered this year through our supplier training days and training courses.
- There have been **7,000 downloads of our e-learning modules**, both through [www.supplychainschool.co.uk](http://www.supplychainschool.co.uk) and our learning management system, Docebo.
- **1,694 skills assessments (up 28%)** and **721 re-assessments (a 49% increase)** have been taken to date.
- A third successful year of a five-year strategic relationship with CITB. All elements of delivery were successful and delivered on time and to budget.
- **Partner numbers have grown to 87 (from 70 at the end of last year)** with three choosing not to renew during the year.
- Since launch the School now has 34,000 registered individuals from over 12,000 companies.

### Lessons Learnt

In terms of delivery of the School over the year, the key lessons learnt are:

- 1) **Learning requires constant reminders:** In 2018 we invested in the marketing skills of the team, this led to significant increases in learning by more members. However, we need to get the balance right between a 'one size fits all' approach and tailored, sector-led campaigns. Members want information that is relevant to them.
- 2) **The assessment process needs a re-think:** Encouraging the use of the self-assessment tool is challenging, whilst numbers are going up there has been a need to provide a more intuitive process. We intend to launch our new sustainability maturity assessment in April 2019 to meet this need.
- 3) **Value for money and building multiple relationships within Partner Organisations is vital:** New Partners are essential to the survival of the School to keep on delivering learning to the supply chain. We need these Partners to provide funding and knowledge but also the engagement of their supply chains and wider advocacy of the issues which the School champions. To do this effectively it has been recognised we need to invest in the School team to provide the time to help Partners do these key activities effectively.
- 4) **The School platform is a complex system which requires upgrading:** The current system is not robust enough to carry the School forward with all its ambitions. As a result, a major upgrade is currently being developed. This will see the various functionalities of the School (Learning Management System; Content Management System, Event Management System and Database) migrate to cloud systems which are commonly used for those specific functions.
- 5) **Research requires significant funding streams:** The Horizon Group were given a budget of £20,000 to seed fund research. The group have struggled to spend this money and find the right research projects because the budget is far too low for most academic establishments. Research requires significant funding and it has been agreed that to make a difference in the

Horizon Group, the first steps are to identify what funding opportunities are available. This would require a dedicated resource; budget will be refocused to enable this route to happen.

## 1. Introduction

This report combines the annual Impact Survey results and analysis along with a summary of the School's KPIs and final report against targets for the financial year 2018/2019.

Sections one to five of the report focus on the impact the School has had on the supply chain. The rest of the report focuses on performance against targets and a summary of progress for the year. There were 888 School members who responded to the Impact Survey (58% were SMEs). The survey went out to the members during December 2018 and January 2019. This is the second year that the survey has run and has led to interesting results around impact with being able to benchmark these against 2018's results.

## 2. Impact Survey Results

The survey was again split into three different sections around impact and a series of questions were then asked.

The three sections addressed the School's impact on:

- business process
- business outcome
- sustainable outcomes

This is the first year that the School has been able to compare results.

### 2.1 School impact on sustainability outcomes

As with last year, when analysing the results from the survey, it is important to keep in the forefront the School vision:

(to be) **"A world class collaboration enabling a sustainable built environment"**

The survey aims to understand the extent to which the School has impacted its members' reduction of environmental impacts, and its help to improve upon the social value created.

The survey has been designed to understand the "attribution" of the School to impact. i.e., to what extent can we attribute these changes to the activities undertaken by the School?

It would be inaccurate to attribute learning through the School as the sole rationale for members' improvement in sustainability outcomes. Under the Logic Model approach (*see appendices*) the following question set followed the structure of:

*Question: Since joining the School, has your company reduced your (issue)?*

*Answer set: Yes/ No/ Unsure*

If the respondent answered 'yes', then a second question was asked around that (issue):

*Question: Engaging in the School has helped us to reduce our (issue)*

*Answer set: Strongly agree, Agree, neither agree nor disagree, Disagree, Strongly Disagree*

Figures 1 & 2 below compare the overall results to the 2018 Impact Survey, not taking company size into account:

Figure 1 & 2. School impact on sustainability issues and attribution to the School compared to 2018

Since joining the School...	2019 % Yes	2018 % Yes	Change
has your company reduced its total Fuel usage and <b>Carbon</b> emissions	34	37	-3%
has your company reduced its total <b>Waste</b>	41	40	1%
has your company reduced its total <b>Water</b> consumption	16	18	-2%
has your company improved its overall <b>Air quality</b> control	20	15	5%
has your company increased its <b>Community</b> engagement activities	45	45	0%
has your company increased the number of <b>apprentices</b> it employs	36	32	4%
has your company improved its understanding of <b>Responsible sourcing</b>	50	49	1%
has your company improved its understanding of <b>Modern slavery</b>	71	63	8%
has your company improved its understanding of <b>Fairness, Inclusion and Respect (FIR)</b>	63	49	14%

Attribution: Engaging in the School has helped us...	2019 %Strongly agree/ Agree	2018 % Strongly agree/ Agree	Change
has your company reduced its total Fuel usage and <b>Carbon</b> emissions	58	48	<b>10%</b>
has your company reduced its total <b>Waste</b>	65	56	<b>9%</b>
has your company reduced its total <b>Water</b> consumption	53	50	3%
has your company improved its overall <b>Air quality</b> control	69	54	<b>15%</b>
has your company increased its <b>Community</b> engagement activities	72	66	6%
has your company increased the number of <b>apprentices</b> it employs	42	44	-2%
has your company improved its understanding of <b>Responsible sourcing</b>	77	81	-4%
has your company improved its understanding of <b>Modern slavery</b>	86	82	4%
has your company improved its understanding of <b>Fairness, Inclusion and Respect (FIR)</b>	87	85	2%

As with last year, the topics where most impact had been made were FIR, Modern Slavery and Responsible Sourcing. The School has continued to run a lot of activity, in particular face to face training, for these topics. **What is important to note is that in all areas, apart from Apprentices and Responsible Sourcing, there have been increases in the attribution to the School as having a direct impact.** This is very pleasing to see as it demonstrates that learning through the School is enabling the supply chain to make a difference in their businesses.

**Carbon, Air Quality and Waste have seen the highest increases of change as a result of engaging with the School.** This could directly correlate to the fact that the School ran a lot focused activities over the last year on these topics from dedicated email campaigns to the supply chain; focused, issue led supply chain training days, a dedicated Category Group (Plant) which has focused on Air Quality and providing definitive resources in this area, including elearning and Toolbox Talks.

The following tables and graphs aim to highlight any significant change and understand any emerging trends based on company size.

Figure 3. School impact on sustainability issues compared to 2018, employees' size 1 - 250

1 – 250	2019			2018			
Question: Since joining the School . . .	Yes	Unsure	No	Yes	Unsure	No	Change
has your company reduced your total fuel usage and carbon emissions?	30%	27%	43%	31%	39%	30%	-1%
has your company reduced your total waste?	40%	27%	34%	40%	35%	25%	0%
has your company reduced your total water consumption?	13%	40%	47%	15%	43%	42%	-2%
has your company improved your overall air quality control?	21%	33%	47%	15%	49%	36%	6%
has your company increased your community engagement activities?	39%	39%	22%	44%	23%	33%	-5%
has your company increased the number of apprentices you employ?	29%	59%	12%	29%	12%	59%	0%
has your company improved your understanding of responsible sourcing (e.g. timber chain of custody)?	52%	27%	22%	50%	23%	27%	2%
has your company improved your understanding of modern slavery issues?	71%	15%	14%	63%	12%	25%	8%
has your company improved your understanding of Fairness, Inclusion and Respect (FIR)?	64%	16%	21%	47%	25%	28%	17%

Figure 4. Attributing the Supply Chain Sustainability School's help in reducing sustainability impacts, employee size 1 - 250 compared to 2018

Engaging with the School has helped us (the greener in the bar the better) ...

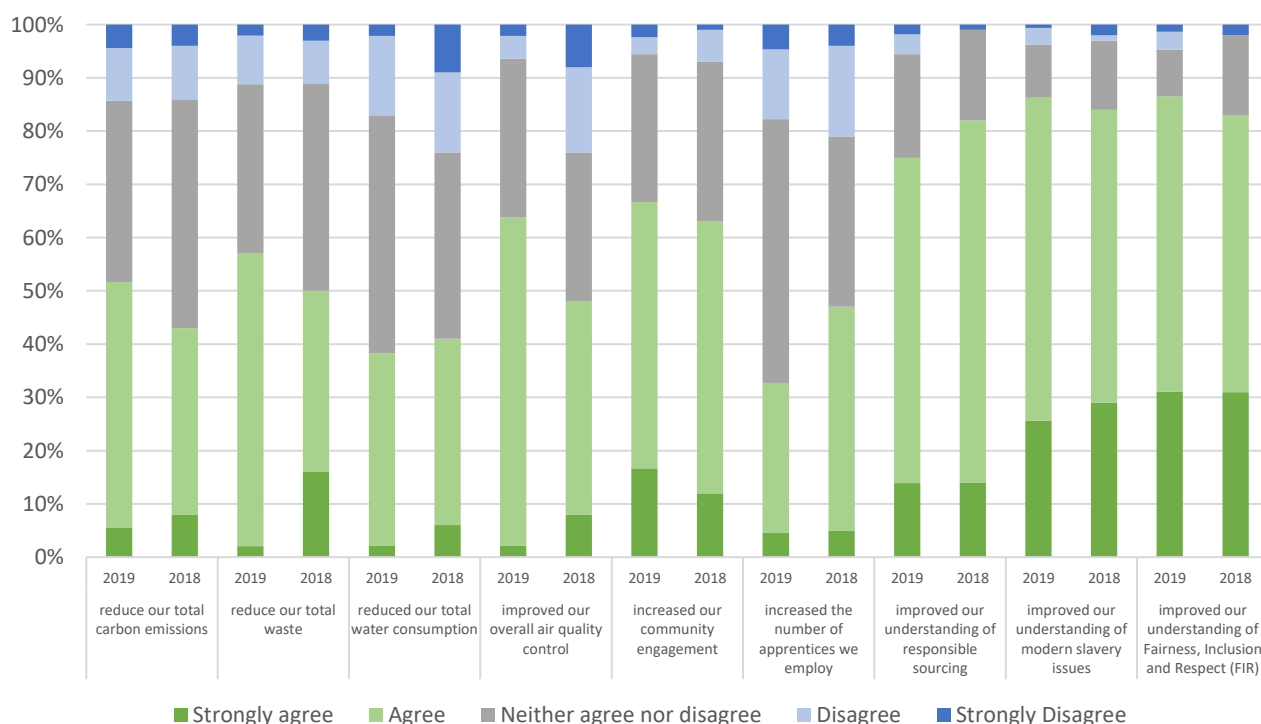
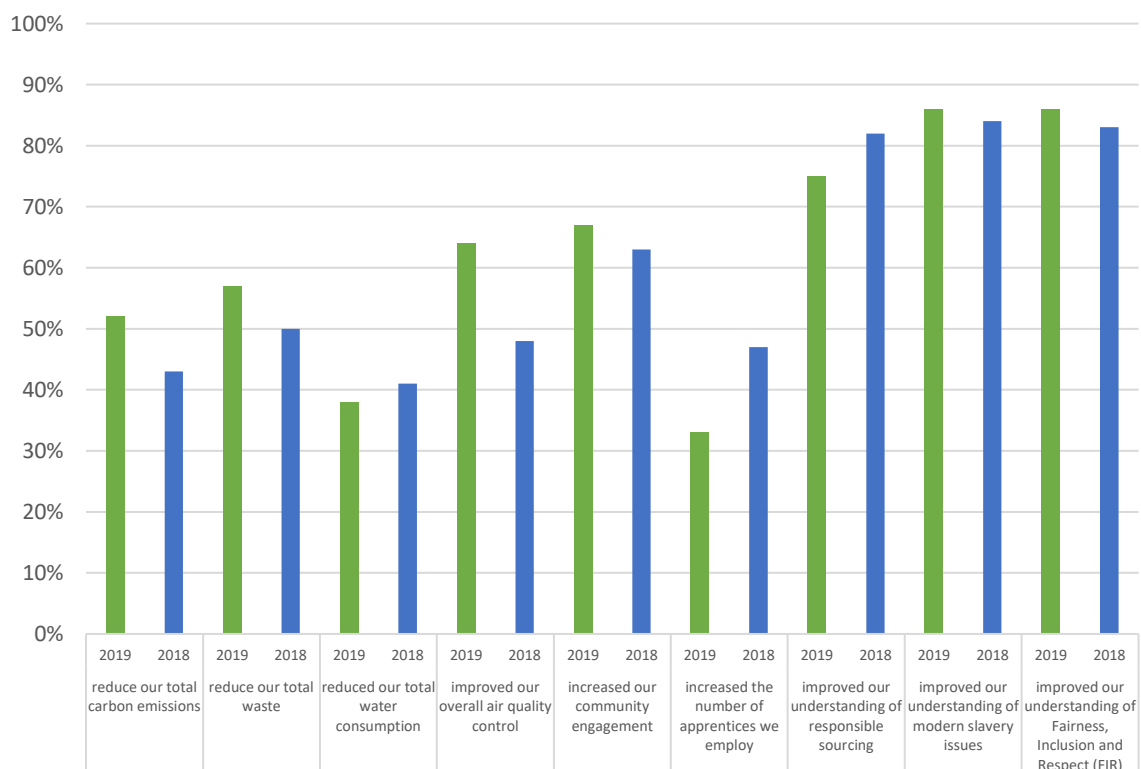




Figure 5. School impact on sustainability issues compared to 2018, employees' size 250+

250+	2019			2018			
Question: Since joining the School . . .	Yes	Unsure	No	Yes	Unsure	No	Change
has your company reduced your total fuel usage and carbon emissions?	39%	13%	49%	46%	35%	19%	-7%
has your company reduced your total waste?	42%	13%	45%	39%	34%	27%	3%
has your company reduced your total water consumption?	20%	20%	60%	12%	45%	43%	8%
has your company improved your overall air quality control?	20%	17%	63%	15%	53%	32%	5%
has your company increased your community engagement activities?	53%	14%	42%	47%	30%	23%	6%
has your company increased the number of apprentices you employ?	46%	19%	35%	37%	32%	31%	9%
has your company improved your understanding of responsible sourcing (e.g. timber chain of custody)?	47%	16%	36%	47%	26%	27%	0%
has your company improved your understanding of modern slavery issues?	71%	8%	21%	62%	23%	15%	9%
has your company improved your understanding of Fairness, Inclusion and Respect (FIR)?	65%	8%	28%	26%	44%	30%	39%

Figure 6. Attributing the Supply Chain Sustainability School's help in reducing sustainability impacts compared to 2018, employee size 250+



Key points to note:

- Given the need for us all to tackle carbon it is really disappointing that fewer companies are actually reporting a reduction in their carbon. A number of the School's leadership groups have put more emphasis into carbon over the year and clearly we need to renew our efforts in this area and do more to inspire members to tackle carbon.
- The area of most significant change for small businesses has been in FIR (a 17% increase in understanding). The programme has given focus to engaging with SMEs over the past year.
- For SMEs the areas where impact has decreased are in Carbon, Water and Community Engagement.
- For large businesses, attribution to the School in all areas increased apart from Water, Apprentices and Responsible Sourcing.
- Though a significant impact area for large businesses, the School has not focused activity on Water. This would suggest the reason for a decrease in attribution to the School.
- Whilst we have high figures for improved understanding of both FIR and Modern Slavery, as a result of the School, it would be wrong to assume that action has been taken e.g. developing a Modern Slavery statement. Next year we should examine the actions that organisations are taking.
- With the introduction of the apprentice levy it is perhaps unsurprising that 14% fewer large businesses believe the School's resources are helping them increase the number of apprentices they take on. This is clearly a complex and well funded area, that the School highlights to smaller businesses but does little to influence larger organisations.
- There has been a significant increase in attribution to the School on Air Quality, significantly for larger businesses. The School has recognised that Air Quality is increasingly a industry focus and has responded with new materials produced on Air Quality; a Toolbox Talk released in December 2018 and a the topic remains a focus within the Plant Category Group.

## 2.2 School impact on sustainability outcomes by market

It was felt important this year to start reporting on the impact on sustainability outcomes by market sector. The following highlights key findings from the Construction, Homes, FM, Infrastructure and Welsh markets. The School has been engaging with the Scottish market over the last 12 months, however this will not be reported on this year as it is too immature to gauge a meaningful response. Key findings are:

- There is marginal or no difference between markets with each impact.
- All markets are following trends when looking at the impact of the School e.g. Modern Slavery and FIR remain high impact.
- The highest impact made in Construction and Infrastructure was around the understanding of FIR.
- For the Homes, FM and Welsh markets, the highest impact was on understanding of Modern Slavery.
- Reduction of water remained the lowest impact for all markets.

Figures 7 to 11 show the detail for each market.

Figure 7. School impact on sustainability issues across market sectors

Table shows percentage of respondents saying “YES”

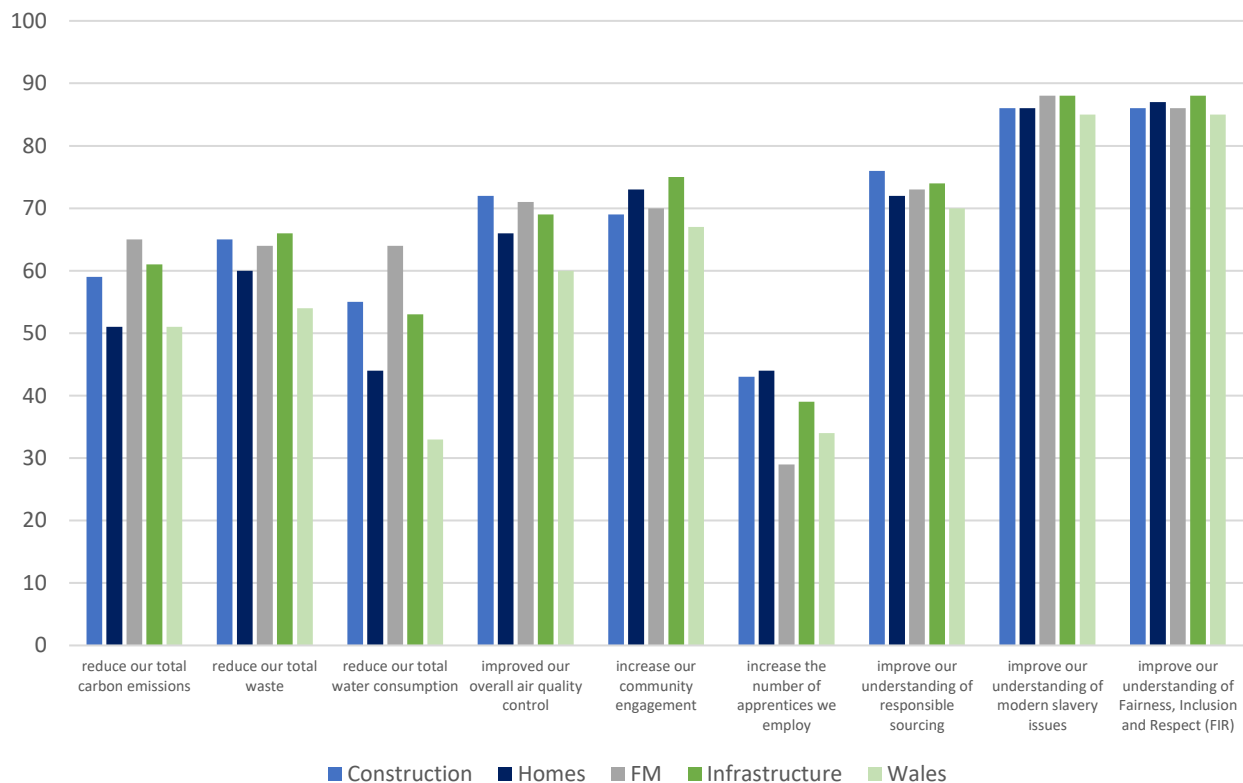
Question: Since joining the School . . .	Construction	Homes	FM	Infra	Wales
has your company reduced your total fuel usage and carbon emissions?	32%	34%	44%	34%	34%
has your company reduced your total waste?	41%	45%	49%	39%	43%
has your company reduced your total water consumption?	17%	17%	23%	14%	17%
has your company improved your overall air quality control?	21%	21%	23%	22%	19%
has your company increased your community engagement activities?	45%	48%	52%	48%	50%
has your company increased the number of apprentices you employ?	36%	38%	29%	40%	40%
has your company improved your understanding of responsible sourcing (e.g. timber chain of custody)?	51%	54%	52%	47%	51%
has your company improved your understanding of modern slavery issues?	66%	69%	73%	70%	74%
has your company improved your understanding of Fairness, Inclusion and Respect (FIR)?	72%	59%	58%	72%	66%

Figures 8 and 9 illustrate how each market has attributed the School to helping towards making an impact (taking the results based on ‘strongly agree’ and ‘agree’). Key points to note are:

- The attribution to the School for FIR and Modern Slavery are high and indeed there is virtually no difference between markets on this attribution.
- The FM market have a high attribution on Water compared to the other markets.
- In contrast, the FM market has the lowest attribution to the School with Apprentices compared to the other markets.
- Air Quality, Community Engagement and Responsible Sourcing all have a similar rating of attribution from all markets and are illustrated as the next set of areas where the School has helped the most.
- There does not appear to be any significant difference in trends when looking at individual markets compared to the School as a whole.
- The Infrastructure, Construction and FM markets feel the School has helped them to reduce their total Carbon emissions.

Figure 8. Attributing the Supply Chain Sustainability School's help in reducing sustainability impacts market comparison (Strongly agree/ agree)

Engaging with the School has helped us...



The results are presented in the below table.

Figure 9. Attributing the Supply Chain Sustainability School's help in reducing sustainability impacts by market

Attribution: Engaging in the School has helped us...	Construction Strongly Agree/ Agree	Homes Strongly Agree/ Agree	FM Strongly Agree/ Agree	Infra Strongly Agree/ Agree	Wales Strongly Agree/ Agree
reduce our total carbon emissions	59%	51%	65%	61%	51%
reduce our total waste	65%	60%	64%	66%	54%
reduced our total water consumption	55%	44%	64%	53%	33%
improved our overall air quality control	72%	66%	71%	69%	60%
increased our community engagement	69%	73%	70%	75%	67%
increased the number of apprentices we employ	43%	44%	29%	39%	34%
improved our understanding of responsible sourcing	76%	72%	73%	74%	70%
improved our understanding of modern slavery issues	86%	86%	88%	88%	85%
improved our understanding of Fairness, Inclusion and Respect (FIR)	86%	87%	86%	88%	85%

## 2.3 School Impact on business outcomes

### Summary of findings:

- 47% feel that the School has helped them **reduce costs** through efficiencies (up 2%).
- 40% feel that the School has helped them **win new business** (down 3%).
- 57% feel that the School has helped them to be **more collaborative** (down 1%).
- 56% feel that the School has helped them develop **better relationships with their suppliers** (no change).
- 53% feel that the School has helped them **reduce reputational risks** (no change).
- 47% feel that the School has helped them improve the **quality of their new business bids** (down 5%).
- 67% feel that the School has enabled them to **gain a better understanding of their client’s sustainability objectives** (down 6%).
- 28% feel that the School has helped them to **retain talent** (up 3%).

Though the School sets out to improve sustainability outcomes, it is also keen to understand and evidence what impact improving sustainability knowledge has on an organisation’s overall business performance. Table 10 illustrates the comparison to 2018. Though there is no significant movement, it is disappointing to see a slight decrease against some areas. The only area where this could be contested would be on larger businesses and **gaining an understanding of how we can help our clients deliver their sustainability objectives**. Counteracting that argument would be to focus on the fact that though the School can be used and accessed by the entire value chain, the drive is to upskill SMEs.

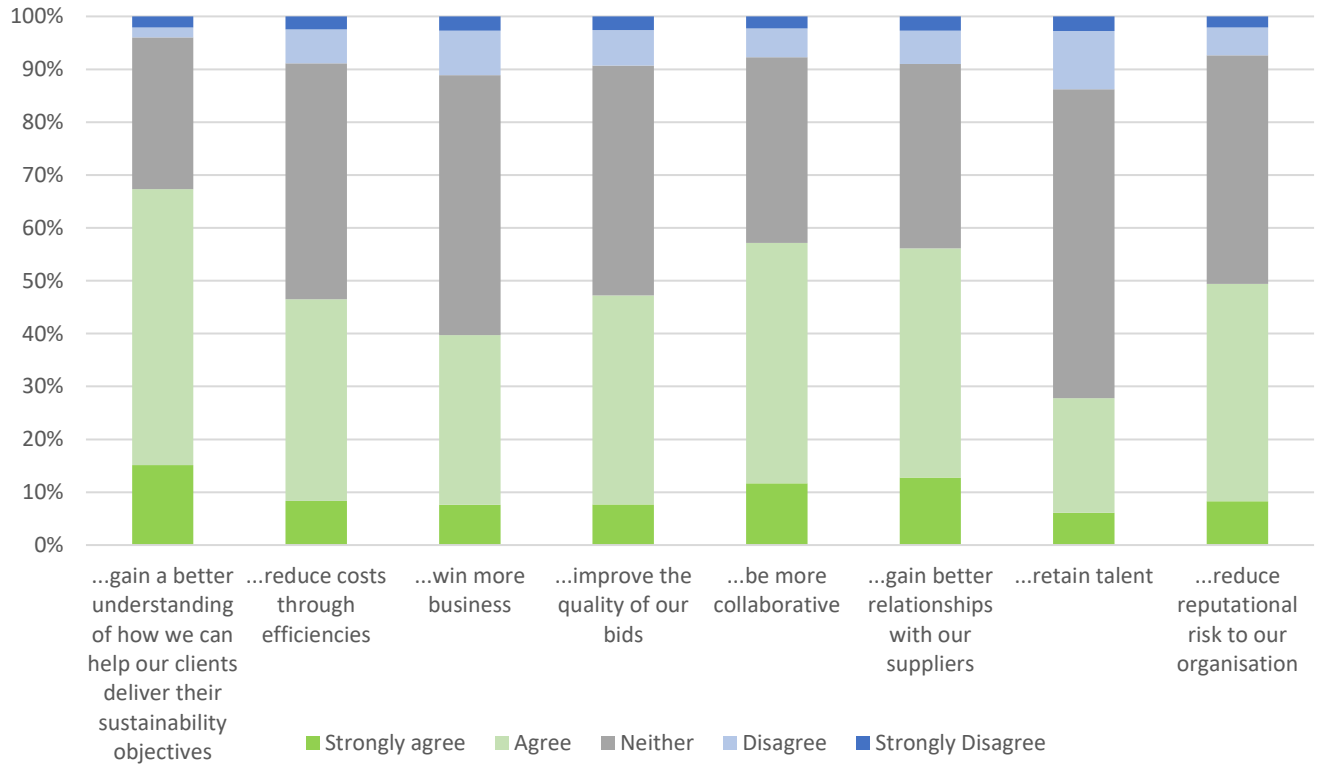
Figure 10. Overall results: Impact around Business Impact, by employee size and vs 2018:

Question	No. of Employee	2019 Strongly Agree/ Agree	2018 Strongly Agree/ Agree	Variance
Engaging with the School has helped us to . . .				
...gain a better understanding of how we can help our clients deliver their sustainability objectives	1 – 250	68%	70%	-2%
	250+	66%	77%	-11%
...reduce costs through efficiencies	1 – 250	49%	51%	-3%
	250+	43%	33%	5%
...win more business	1 – 250	40%	42%	-2%
	250+	40%	45%	-5%
...improve the quality of our bids	1 – 250	44%	48%	-4%
	250+	51%	56%	-5%
...be more collaborative	1 – 250	51%	51%	0%
	250+	65%	69%	-4%
...gain better relationships with our suppliers	1 – 250	51%	50%	1%
	250+	63%	64%	-1%
...retain talent	1 – 250	26%	24%	2%
	250+	30%	27%	3%
...reduce reputational risk to our organisation	1 – 250	47%	49%	-2%
	250+	53%	59%	-6%

The overall results for this year are detailed in the graph below. Echoing last year’s results, retaining talent stands out as an area where respondents seemed unsure either way on how the School has had an impact, **but this is the area with an increase, though marginal.**

Figure 11. Overall results 2019: Impact around Business Impact:

Engaging in the School has helped us... (Green is good)



As last year, the most notable area of impact on business outcome was around **agreement that the School has enabled organisations to gain a better understanding of their client’s sustainability objectives (67% strongly agreed or agreed)**. However, large business reported a decrease in this area.

In most other areas, SMEs and large organisations had similar opinions or responses on how the School was helping them. **Reducing costs through efficiencies** for larger business had less of an impact than smaller business, though this was an area where there was more of an increase reported (5%).

## 2.4 School Impact on members' business processes

### Summary of findings:

- **70%** reported the School has helped them to **better understand their organisation's sustainability impacts** (no change).
- **62%** (up 3%) reported the School has helped them to **engage business leaders** to better understand the value of sustainability.
- **60%** (up 2%) reported the School has helped them to **embed sustainability** as part of their business processes.
- **50%** (down 2%) reported the School has helped them to ensure **procurement processes** now consistently drive sustainability.
- **50%** reported the School has helped them to **monitor and report sustainability impacts** (no change).

If change is to be embedded in organisations, it is important that business processes are adapted to enable lasting change within their organisations. The key business processes considered essential to drive change are based upon the key enablers of leadership, risk, engagement, measurement and reporting that are embedded in ISO20400: The Sustainable Procurement Standard.

Our survey seeks to explore how members are ensuring sustainability is embedded into these business processes. If we are successful, we can dramatically improve the potential for reduced sustainability impacts and improved business performance.

The answers to this section of the survey helped the School to understand the maturity of sustainability management amongst our membership. Members were asked to rate how:

*“Engaging in the School has helped them to...”*

- *Engage business leaders to better understand the value of sustainability*
- *Better understand our organisation's sustainability impacts*
- *Embed sustainability as part of our business processes*
- *Monitor and report our sustainability impacts*
- *Ensure our procurement processes now consistently drive sustainability*

The below illustrates these results. **There has been marginal change from last year and these results are detailed below** (also showing comparison by employee size). As last year, overall, the results suggest the School has had most impact in helping membership with *better understanding their organisation's sustainability impacts*, for both size of business.

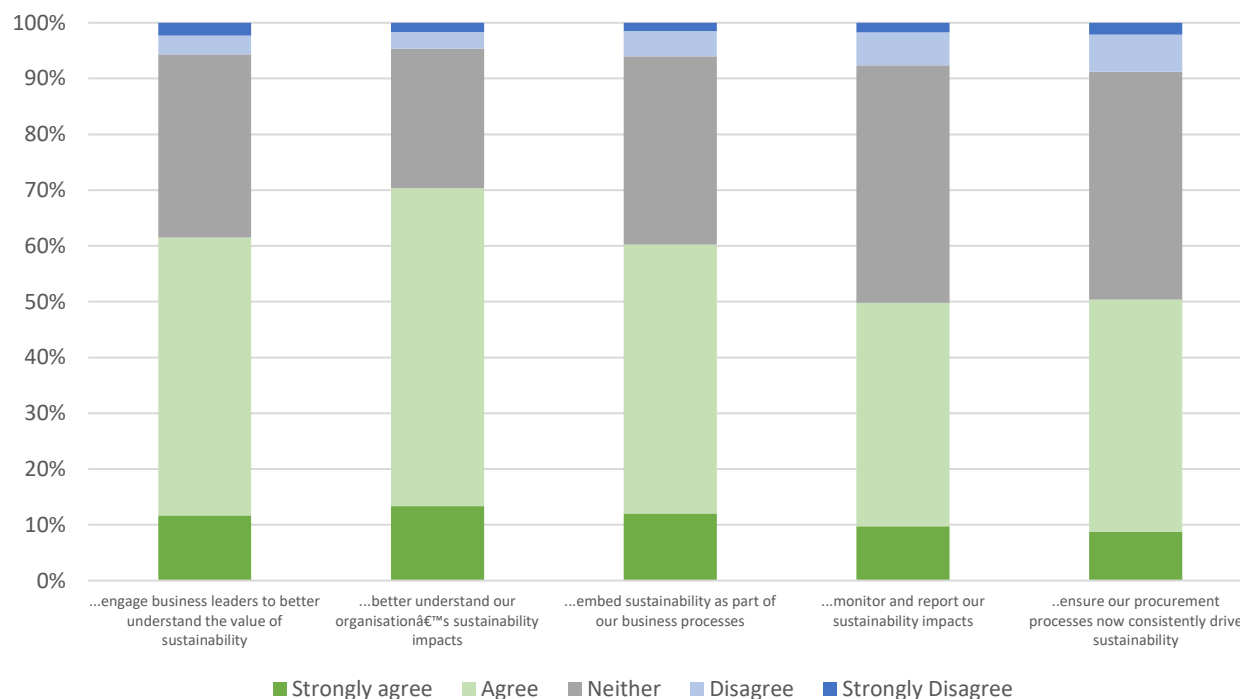
*‘Engaging business leaders to better understand the value of sustainability’* had an 5% increase for SME's which is good to see – the message is getting to the top. What is particularly interesting is that large businesses report an 8% increase to last year on *‘Embed sustainability as part of our business processes’* (62%).

Figure 12. Response by company size on School impact on business processes compared to 2018

Question	No. of Employee	2019 Strongly Agree/ Agree	2018 Strongly Agree/ Agree	Variance
Engaging with the School has helped us to . . .				
	...engage business leaders to better understand the value of sustainability	1 – 250	62%	57%
	250+	61%	60%	1%
... better understand our organisations sustainability impacts	1 – 250	70%	68%	2%
	250+	71%	72%	-1%
... embed sustainability as part of our business processes	1 – 250	60%	61%	-1%
	250+	62%	54%	8%
... monitor and report our sustainability impacts	1 – 250	50%	50%	0%
	250+	49%	50%	-1%
... ensure our procurement processes now consistently drive sustainability	1 – 250	51%	52%	-1%
	250+	50%	53%	-3%

Figure 13. Overall results: Impact around Business Process:

Engaging with the School has helped us... (Green is good)



It should still be assumed that the School remains an enabler to embed sustainability for both SMEs and large organisations. As last year, the area where the School has had less impact is on 'monitoring and reporting sustainability impacts' and 'ensuring procurement processes consistently drive sustainability'. This would suggest **that organisations are still at the start of the journey to embed change**. Monitoring the maturity of these two results over the next few years will be interesting.



### 3. School Activities & Resources

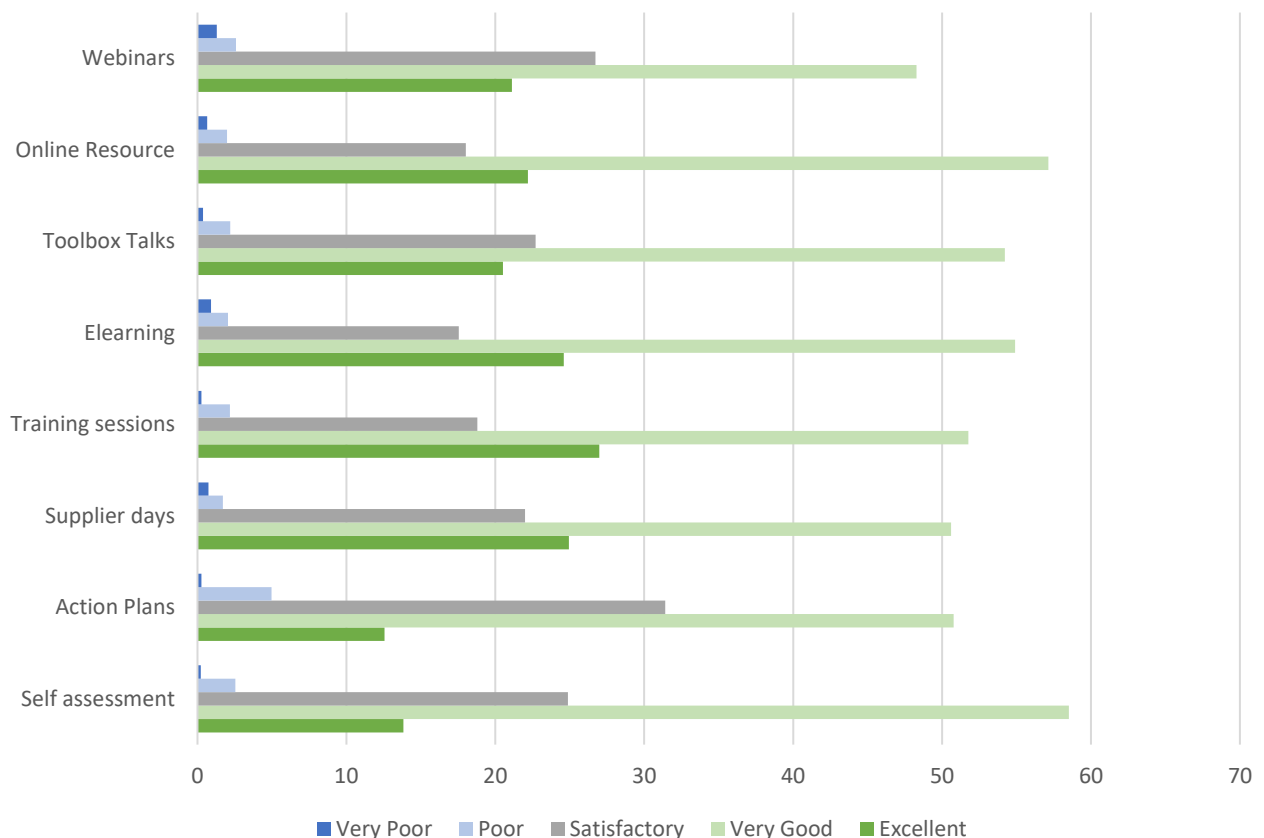
#### Summary of findings:

- The School is maintaining quality standards across all resources with no notable differences to 2018.
- Face to face training and e-learning received the highest ratings of experience, both receiving ratings for excellent and good of 79% respectively.
- Webinars have been trialled in the School for the first time this year and 69% of responders rated rating them as excellent or good.
- As last year, the action plans and self-assessment had the lowest ratings. The School has responded by developing a new format of tool in the style of a Sustainability Maturity Matrix to address this.
- Key topics that members would like to learn about remained as sustainable procurement, sustainability strategy, social value and innovation, with the addition of plastic waste. A Waste Group has just been formed in the School to look at what resource and common messaging can be provided to the supply chain around the topics of waste which will include plastic waste.

#### 3.1 Quality of the support provided

The impact survey included questions around the quality of the support provided. Figure 14 illustrates the results:

Figure 14. Ratings of experience for each type of learning aspect



There was a very positive response to all the different tools and activities for learning within the School. There is no notable difference to 2018. Further detail for each aspect is given in Figure 15.

*Figure 15. Rate your experience of each activity / aspect of the School*

Activities	Excellent	Good	Satisfactory	Poor	Very Poor
Self-Assessment	14%	59%	25%	3%	0%
Action Plan	13%	51%	41%	5%	0%
Supplier Days	25%	51%	22%	2%	1%
Training Sessions	27%	52%	19%	2%	1%
e-Learning Modules	25%	55%	18%	2%	1%
Toolbox Talks	21%	54%	23%	2%	0%
Online (videos, tools, web links)	22%	57%	18%	2%	1%
Webinars	21%	48%	27%	3%	1%

The **training sessions and e-learning had the highest rating**, followed by supplier days. Both types of resource remain popular ways to learn within the school with e-learning downloads over 6,000.

This year there has been a drive to encourage members to engage more with the online resources. This has proved very successful and it is pleasing to see high ratings on these resources. A common piece of feedback to resources is links breaking. The School now has a full time Knowledge Manager who has implemented a process to ensure broken links are kept to a minimum.

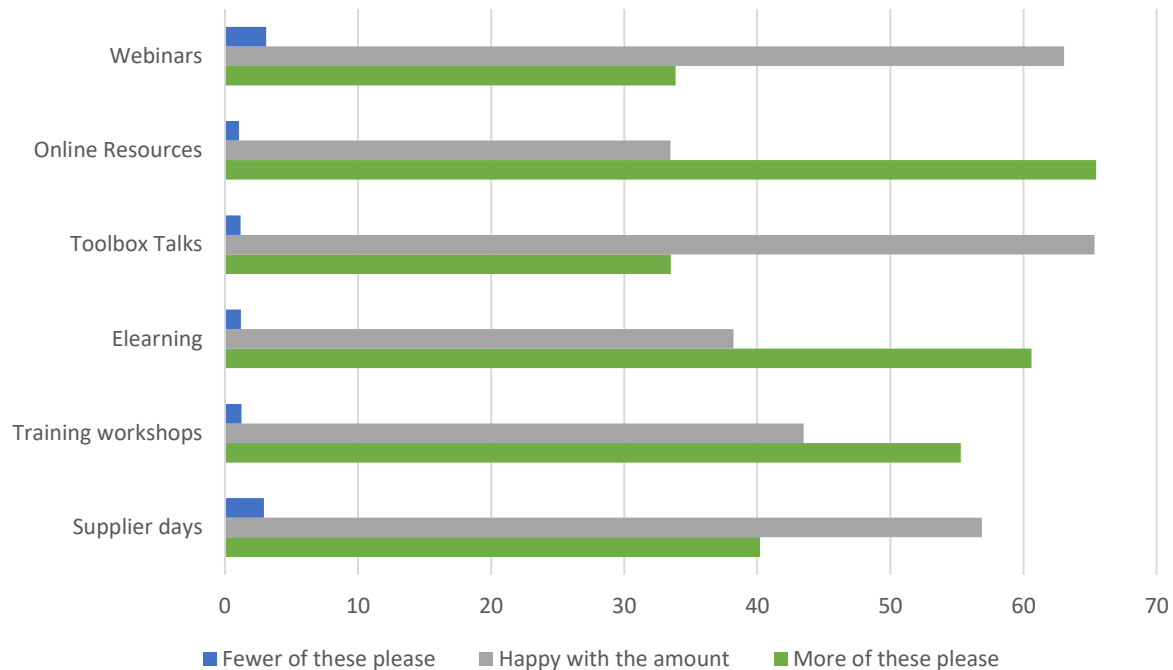
The action planning and self assessment process received the highest negative feedback, as last year, though there is still a reasonable percentage rating the tool as excellent or good (72% for self assessment and 63% for action plans). However, the School has responded to the feedback of the members on the action planning process and over the last twelve months have developed a Sustainability Maturity Matrix approach to action planning. This format will allow members to clearly see 'what they need to do next' in various topics to become more sustainable in their processes and practices.

### 3.2 Future support

Respondents were asked if there were any resources that the School offers, they would like to see more of. The details of this are illustrated in Figure 16.

What is pleasing to note is that the highest response is for more online resources. Looking at the results, in all other areas it could be assumed that the balance is right for supplier days, webinars and Toolbox Talks. Supporting the statements above, face to face training and elearning are the most popular ways to learn amongst members.

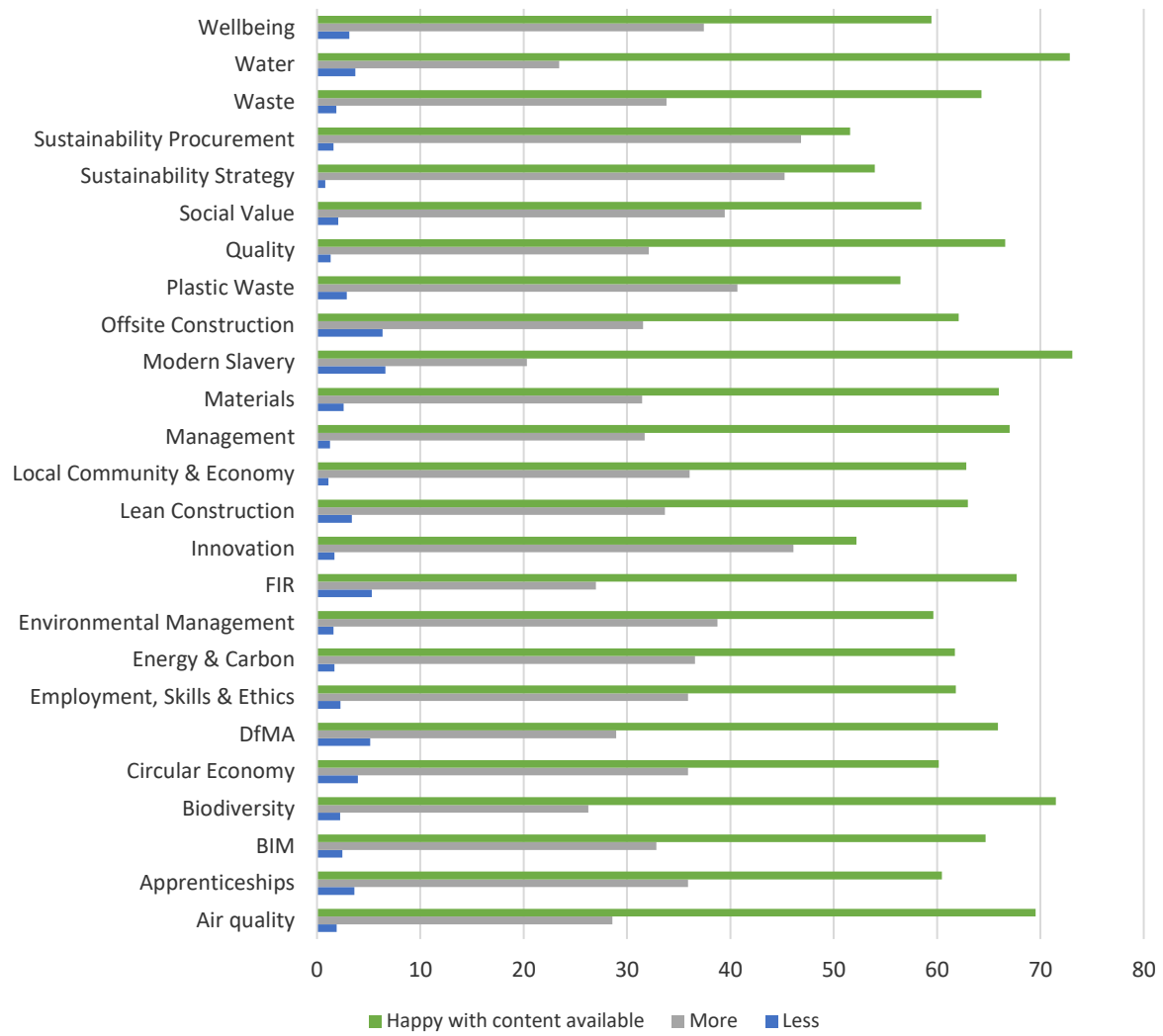
Figure 16. Are there any resources the School offers that you would like to see more of?



The survey also included a question around topics / areas the respondents would like to learn more about (Figure 17). The feedback from this question helps to inform the School on any areas of key focus. 2018 saw the most popular topics as: sustainable procurement, innovation, sustainability strategy, environmental management and social value. For 2019, sustainable strategy, sustainable procurement, social value and innovation remain popular with plastic waste additionally being rated highly as a topic members want to learn more about.

What is clear from the results is that the School looks to have struck the right balance in terms of the amount of resource available on each topic area. Figure 20 below illustrates the results.

Figure 17. Are there topics/ issues you would like to learn more about?



## 4. Methodology and profile of respondents

### Summary of findings:

- There were 888 responses to the survey of whom 58% were from SMEs.
- 100% said that they were interested in sustainability issues, with 43% being interested in Management Skills, 23% interested in Offsite and 23% interested in Lean.
- 9 out of 10 respondents are active in construction, a quarter work in housebuilding, just under half are in Infrastructure and just under a quarter serve the FM market. This is a similar split to 2018.
- 92% of respondents work in England, whilst approximately half also work in Scotland (50%) and Wales (53%).
- Respondents were drawn from across the supply chain including; clients, contractors, suppliers and sub-contractors.

The survey took place in December 2018 and continued until the end of January 2019. The School membership was canvassed and there was a total of **888 responses**. To put into context, the School had approximately **just under 3,000 active member organisations in 2018**. The survey was conducted electronically via a survey software. It is important to understand the profile of those responding and a key question is if there is a difference in the impact the School makes to a small and medium enterprise (SME) or large organisations.

Based on company size, **58% of the respondents are SMEs**. Therefore, it is reasonable to state that the representation of the respondents was adequate. The breakdown of both respondents and School membership is shown in Figure 18.

Figure 18. Comparison of breakdown of company size:

Employee size	Membership %age	Respondent %age
1-250	47%	58%
250+	53%	42%

Members were also asked which areas (by topic, see figure 19) of the School they were engaged in, which market sector they operated in and in which country (see figure 20). There was a good representation from all areas.

Figure 19. Areas of interest:

Department / Market	%age
Sustainability	100%
Management	43%
Offsite	23%
BIM	25%
Lean	18%
Construction	90%
Infrastructure	42%
Facilities Management (FM)	23%
Homes	25%

Figure 20. Country users operate in:

Country	%age
England	93%
Scotland	50%
Wales	53%

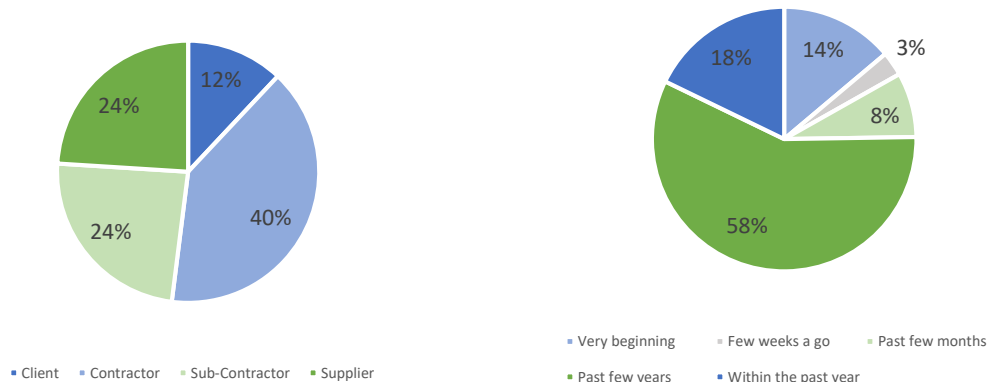
\*Please note: figures represented will not total 100% as Members can tick multiple areas of interest

Respondents were also asked to identify what type of organisation they worked for, the breakdown for this is in Figure 21. It is also pertinent to look at how engaged with the School the respondents

are and for how long. It is pleasing to see that **72% of respondents have been a member of the School for the past few years or more.** The breakdown is illustrated in Figure 22.

Looking at the results of length of membership in the School and how they have engaged with the School, there is a good cross section of experience with the School to give an intelligent reaction to how the School has impacted those organisations to date. If most respondents had not been part of the School for a reasonable amount of time; or had not engaged with the School in any way, the results would have been redundant.

*Figure 21 & 22. Breakdown of respondents by organisation type and length of School membership:*



Members were also asked if they, or anyone within their organisation, actively engage with the School (with examples given logged in, assessed, accessed resources, attended events). See Figure 23. The reasons are also listed as to why some users have not engaged with the School. 11% (or 97 respondents) stated that they have never engaged with the School. Figure 24 indicates reasons given. Of those who had never engaged with the School, 42% said they would engage in the School in the future. 4% said no and 45% said they were unsure.

*Figure 23. Breakdown of respondents by active engagement in the School:*

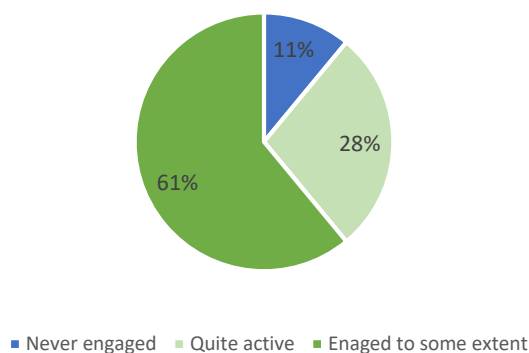
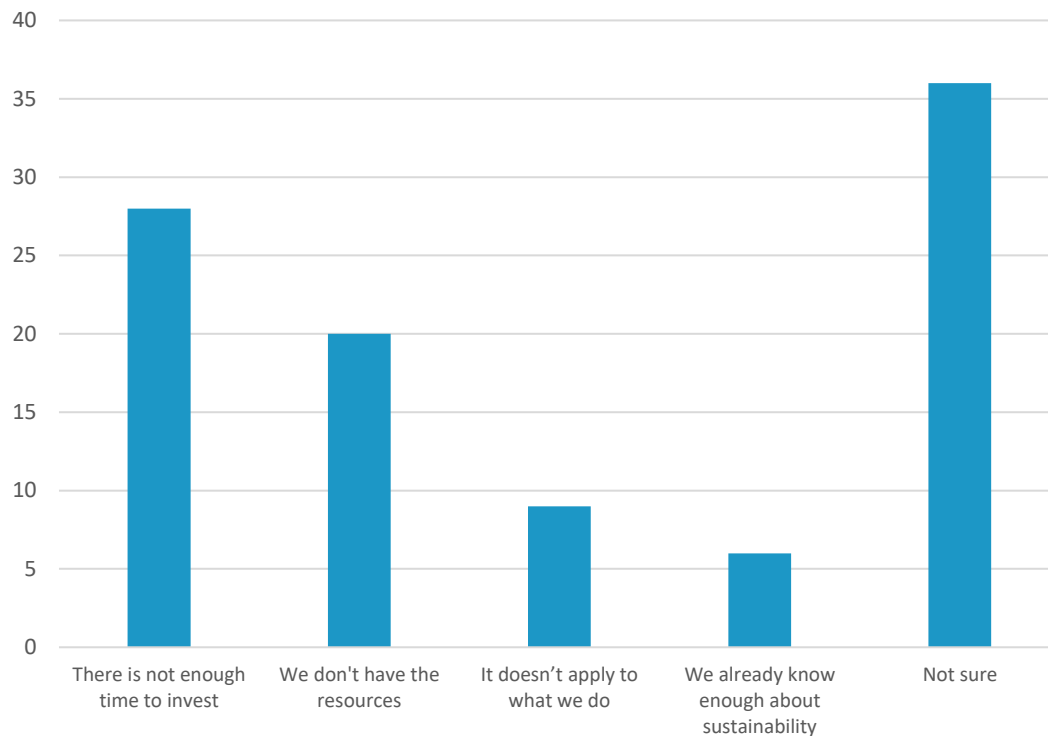


Figure 24. Reasons for not engaging with the School to date (number of actual responders):



A selection of 'other' comments given are listed below:

- *We plan to do more this year and value the resources offered.*
- *Our attempts at the questionnaires come back as NA. Further allocation of time is tight.*
- *It's on my list.*
- *Designated person has since left company with no handover. Will be activating again soon.*
- *Plan to re-engage more actively this year to benefit from the School's workshops.*
- *We would like to engage and be an active member.*
- *Attention brought about School by new employee. Still looking to see which resources would be most useful to us.*
- *Just registered.*
- *Didn't know how.*
- *Locations are usually too far away from Manchester / Scotland.*
- *New product supply company.*
- *FORS requirement, we are ISO9001 and 14001 accredited and have a wall full of certificates and accreditations. We actively try hard to adhere to all rules, regulations and legislation.*

## 5. School Performance: Key Performance Indicators (Outputs)

The School has performed well against its targets on key outputs, as illustrated below. There has been 3,924 learners' through the School to date, the equivalent of 20,149 hours. **This is a 44% increase of hours of learning delivered last year.**

Figure 25. Performance against targets

	Const	FM	Homes	Infra (Materials)	Offsite	Wales*	Entire School
Active Companies	2,551/ (2,000)	512/ (500)	919/ (700)	697/ (750)	693/ (500)	993/ (500)	3,036/3,000
Supplier days	2/2	2/2	n/a	3/3	3/3	(3/3)	12/12
Regional Sub-contractor events	4/4	2/2	8/8	2/3	3/6	n/a	23/23
Learners @events	756/400	509/300	840/400	468/500	766/300	667/ (400)	3,924/2,200
Training Workshops	18/10	10/10	11/10	12/10	10/14	(11/10)	75/54
E-learning Downloads	--	--	--	--	--	--	7,176/1,500
E-learning (new)	n/a	2/2	n/a	n/a	n/a	1/1	3/3
Assessments	823/ (800)	172/ (250)	439/ (400)	337/ (375)	119/ (150) BIM: 36 Mgmt: 105	153/200	1,694/1,500
Re/assessments	439/ (400)	73/ (100)	180/ (300)	108/ (174)	34/ (50) BIM: 1 Mgmt: 12	56/100	721/500
Bronze/ Silver/ Gold	386/ (400)	86/ (40)	159/ (300)	164/ (100)	n/a	n/a	508/500

**Please note:**

1. **These figures were correct at the time of writing (25<sup>th</sup> March) the report.**
2. \*Wales School events are part of the sector business plans where applicable.
3. \*\* Bracketed figures indicate potential for double counting against the entire school target. For example, a company can be active in more than 1 market sector but would only count once towards the overall target.

### 5.1 Supply Chain Engagement: Active members

A significant amount of work has taken place over the last year to engage with and encourage members to use the online resources. The drive is around getting members to learn using the School resources and not just engage in the School via workshops and training days. These are, of course vital, and as we know from the impact survey, very popular amongst members, however being able to give the supply chain the relevant resources are also an important part of encouraging continued learning.



This focus has been driven by the communications strategy to members and has proved successful. The strategy is to focus each month on a topic for each sector (Construction, Infrastructure, FM, Homes, Offsite, Wales and Scotland). Each sector is then sent a series of resources which relate to the topic. The topics are chosen by key drivers in that market. The below table shows total resource views by month. What is interesting to note is in the months of December and January there was more of a focus on encouraging members to complete the impact survey. This is reflected in a drop of resources being accessed. This shows how successful the communications are. This also highlights that, to engage the members, they need to be constantly reminded and given the resources which are relevant to them.

However, there has been feedback from members that too many emails were being received and the School team are adjusting campaigns accordingly to find the right balance.

Figure 26. Comparison of resource views 2018 vs 2019

Month	2017/ 2018	2018/ 2019	Monthly % increase
April	970	1,453	50%
May	1,433	1,800	26%
June	1,241	2,070	67%
July	1,552	2,272	46%
August	1,265	2,635	108%
September	1,266	2,324	84%
October	1,737	2,715	56%
November	1,428	2,605	82%
December	1,623	1,721	6%
January	1,292	1,821	41%
February	1,002	2,563	155%
March	1,063	1,385	30%

## 5.2 Supply Chain Engagement: self-assessments & re-assessments

Encouraging the supply chain to complete self-assessments and re-assess also has an element of an underlying constant message. What has also proved successful this year, and enabled targets across all sectors to therefore be met, was getting the supply chain to complete the assessments as part of attending a training day or workshop. Though targets have been met, there were decreases in number of assessments across some sectors (specifically Construction, Homes and FM) when comparing to last year. This is detailed below. However, what is interesting is that Construction had a 48% increase in re-assessments. The figures from Homes is explained as last year there was a specific Partner who drove their supply chain to complete assessments. This shows the importance and value which Partners communicating the use and benefits of the School to their supply chain has.

As mentioned earlier in this report, feedback has also been taken on board by the School and to change the format of the self-assessment tool. The tool has been developed over the last year will take the format of a maturity matrix. This allows organisations to understand where they are and where they need to be. The same process of an action plan being produced will happen.

Within the School, the BIM and Lean assessments have also moved to maturity matrix approach. Five statements are presented to the user and they choose the one that most accurately reflects them.

This format is a maturity matrix-based assessment and has a self-rating of one to five against a series of questions. The School currently has an assessment for (at corporate and individual level):

- Each Issue – Sustainability, Offsite, Lean, BIM and Management
- Each Sector – FM, Homes, Infrastructure and Construction
- Each country – England, Scotland Wales

The School went out to the members and Partners with a proposal to move to a maturity approach across the School and use the action planning process to select resources that are linked to issues, sectors, countries and trade categories. This would allow for a simpler and shorter process for the user, as well as allowing the School to increase the number of issues and for a greater prominence to be given to new and emerging issues.

The matrix has been through a robust process of peer review from industry experts to ensure that the levels and descriptions are correct. The feedback has been collated and considered.

The sustainability topics have also been reviewed to ensure they were still fit for purpose. There are now 17 topics which are:

- |   |   |
|---|---|
| 1. <i>Sustainability strategy</i>       | 10. <i>Fairness Inclusion and Respect</i> |
| 2. <i>Sustainable procurement</i>       | 11. <i>Modern Slavery</i>                 |
| 3. <i>Environmental Management</i>      | 12. <i>Ethics</i>                         |
| 4. <i>Waste and Resource Efficiency</i> | 13. <i>Employment</i>                     |
| 5. <i>Energy and Carbon</i>             | 14. <i>Training &amp; skills</i>          |
| 6. <i>Water</i>                         | 15. <i>Communities</i>                    |
| 7. <i>Air quality</i>                   | 16. <i>Spend</i>                          |
| 8. <i>Biodiversity</i>                  | 17. <i>Wellbeing</i>                      |
| 9. <i>Materials</i>                     |   |

The tables below compare results for assessments and self-assessments to the previous year.

Figure 27. Assessments by sector comparison 2018/19 vs 2017/18

Assessment	2018/19 (Apr – present)	Change	2017/18 (Apr – Mar)	2018/19 Target
<b>School Overall</b>	<b>1,694</b>	<b>28%</b>	<b>1,324</b>	<b>1,500</b>
Construction	823	-12%	942	600
FM	172	-29%	244	250
Homes	439	-13%	506	250

Infrastructure	337	0%	334	375
Offsite	119	80%	66	250
Wales	153	--	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.

**Note 2:** The assessments (and re-assessments below) in Wales show a big comparison this year because the figure is based on just those who have completed a Wales assessment. 2018 figure showed any organisation who had completed an assessment and selected Wales as a market.

*Figure 28. Table showing re-assessments completed to date vs 2017/18*

Re-assessment	2018 – present (Apr – present)	%age increase	2017/ 2018 (Apr – Mar)	2018/2019 Target
<b>School Overall</b>	<b>721</b>	<b>49%</b>	<b>485</b>	<b>500</b>
Construction	568	48%	385	300
FM	73	-26%	99	100
Homes	180	-34%	271	100
Infrastructure	108	-32%	158	100
Offsite	34	466%	6	125
Wales	56	--	219	100

Engaging members and encouraging activity within the School means that active member targets have been exceeded. The below figure compares results to last year:

*Figure 29. Active members by sector comparison 2017/18 vs 2016/17*

Active Companies	2018 (Apr – present)	%age increase	2017 (Apr – Mar)	2018 Target
<b>School Overall</b>	<b>3,036</b>	<b>41%</b>	<b>2,148</b>	<b>3,000</b>
Construction	2,551	38%	1,847	2,000
FM	512	36%	330	500
Homes	919	48%	620	750
Infrastructure	697	66%	419	750
Offsite	693	65%	420	500
Wales	993	192%	339	500

## 6. Knowledge Development

### 6.1 Category Groups

The Category Groups continue to provide focused value for Partners as well as developing new knowledge for the School. The third Category Group on Waste is in the infancy stages. Below is a summary of developments and outputs so far:

#### *Plant Group:*

- **Minimum standards** – The group has produced a commitment paper, including guidance on alternative fuels, designed to encourage Partners to commit to engine standards and performance in all small and operated plant in order to address the air quality policy requirements that are being implemented by cities and projects. In order to support these commitments, minimum engine standards have been identified that are currently in the market place to address these commitments. There has been considerable engagement and contribution from the Plant Hire Partners and Fuels Partners in developing this commitment paper and guidance, coupled with good engagement with the plant manufacturers / OEMs
- **Plant Supplier Day** – there was a plant supplier day on the 22<sup>nd</sup> March designed to take the supply chain school members through the minimum standards, highlight future trends and address issues, such as plant operator behaviours, in order to address air quality problems.
- **E Learning** – a new Plant air quality e-learning module has been produced and will be available at the end of the financial year
- **Future plans** – the group are currently developing a communications strategy to implement and embed the commitment and concentrating on how operator behaviours can be influenced to improve issues with air quality and efficiency when using plant.

#### *Labour Group:*

- **8 commitments** – The labour group have undertaken an analysis of the labour requirements with key clients and legislation within the construction industry. As a result of this analysis, the group has agreed on 8 commitments that are now being developed into a labour charter.
- **Stakeholder consultation** – there is now a plan for these commitments and charter to be passed by several identified stakeholders in order to determine how easy and what challenges will be experienced in implementing these requirements
- **Partner Signatories** – the school will be engaging Partners in order to gain signatories for these commitments going forward.
- **Future Plans** – The group will be producing a communications strategy as well as a workshop that is designed to help organisations implement these requirements.

#### *Waste Group:*

- **Planning** – The waste group met for the first time in early March (with 35 individuals from Partner organisations attending) to discuss key priorities in terms of: issues and any subgroups that might be needed, materials and waste streams, measurement, stakeholders, new Partners, learning outcomes and outputs.
- **Future Plans** – Consolidate the input from the group into a set of meaningful and achievable activities / objectives for the Group.

## 6.2 E-learning & Toolbox Development

There have been **five new e-learning modules produced this year**. The Introduction to Sustainable Construction and Sustainable Timber modules were produced as a result of the past modules requiring a complete update. The other modules were produced as outputs to the FM, Plant and Wales business plans.

### *Circular Economy Indicators*

The Circular Economy Metrics e-learning module is an intermediate level module which provides a means of measuring circular economy performance in construction using indicators developed by the Ellen McArthur Foundation and Granta consulting. It provides:

- A brief introduction on the principles and benefits of adopting a circular economy approach.
- An overview of BS8001 and the EU's Circular Economy Package.
- What circular economy metrics and indicators are.
- How measuring and reporting progress can benefit business and industry.

The metrics outlined in this e-learning enables industry to; benchmark construction materials and products, compare design alternatives, introduce measures into specification and procurement, expand life cycle assessment analysis and enable further collaboration within the supply chain. To pass the module, learners must complete a ten-question quiz and achieve an 80% pass rate.

### *Sustainable Construction*

The sustainable construction e-learning module provides learners with an initial introduction into what sustainability is and why it is a key issue for the construction sector. The module starts at first principles by explaining the Brundtland 1987 definition of sustainability and the social, economic and environmental pillars that underpin sustainable thinking. The module then goes on to explain what the (new) 17 sustainability issues are within the Supply Chain School are, before going on to introduce the learner to the concept of prioritising efforts to maximise the positive impacts of being more sustainable to their business. The module finishes with some top tips that the learner can implement now to make their business more sustainable.

### *Sustainable Timber*

The sustainable timber e-learning module provides learners an introduction into the key sustainability issues associated with sourcing timber. It provides an overview of the key differences between forest certification and timber chain of custody and the key sustainability standards for timber: FSC, PEFC and Grown in Britain. The module also provides real world justification for the sourcing of timber in the construction sector through videos from Grown in Britain, Arnold Laver and Vastern Timber.

### *Responsible Waste Management*

The responsible waste management is an introductory level module primarily aimed at managers in the FM Sector to enable them to improve their knowledge and understanding on waste management. It provides a brief introduction on the principles of waste management, touching on key concepts such as the waste hierarchy, the key legislative requirements associated with waste, waste classification, duty of care, waste transfer notes (including differences between non-hazardous and hazardous waste) and a brief summary of future trends with reference to the circular economy. A fundamental part of the module is the provision of downloadable pdf documents which give guidance on how to complete waste transfer notes correctly. To pass the module learners must complete a 15-question quiz and achieve an 80% pass rate.

### *Plant & Air Quality*

The plant and air quality e-learning module provides learners with an introduction to what air quality is, why air quality is an issue for the operators of plant and equipment, what can be done to

reduce air quality at each stage of a construction project and the benefits of improved air quality on construction sites. The module provides learners with practical advice on the identification and interpretation of vehicle engine identification plates and, importantly, how improving on-site air quality can be of benefit to their business. The module also provides video case studies from several of the School's partners to explain why air quality is an issue for them and the need for collaboration across the supply chain to reduce air emissions across the whole construction sector. To complete the module users must complete a 15-question quiz.

#### *Welsh Wellbeing of Future Generations Act*

The School has developed an e-learning module which introduces the Welsh Wellbeing of Future Generations Act to the construction sector. The module provides a construction specific explanation of the act and its 7 wellbeing goals and the 5 ways of working. The module then explains how the construction sector can help public sector organisations deliver on their wellbeing objectives and how the act can provide tangible benefits for business. The module also contains some guidance on how the act can help your business run better. To complete the module the learner must pass a 15-question quiz.

#### **Four toolbox talks have also been produced this quarter:**

##### *Biodiversity*

The biodiversity tool box talk has been designed to be a first port of call for site workers to learn about biodiversity. It introduces the concept of biodiversity conservation, and the push for construction projects to achieve "net gain" in biodiversity. The talk also provides a brief summary of some of the key protected species that construction workers are more likely to encounter on site, and a brief summary of some of the more common invasive species which can cause significant problems if left unchecked.

##### *Community Liaison*

The community liaison tool box talk provides an introduction for site workers on how best to deal with members of the general public, especially if they become angry or confrontational. It provides some handy do's and don'ts for construction workers to follow in a variety of situations to foster better relationships between workers and the communities they work in.

##### *Water*

The water toolbox talk provides an introduction for people working in the construction industry on the key issues associated with water consumption and the sustainability benefits which can be achieved if water consumption is reduced. The talk introduces the concept of not using potable drinking water for all uses, and the development of a water hierarchy, which, as a priority, questions the need to use water at all, through to adopting new technologies to reduce water consumption.

##### *Air Quality*

The air quality toolbox talk has been developed to introduce site workers to the key issues associated with air quality on construction sites. This issue is rising in importance with decision makers, especially when it comes to the health impacts associated with oxides of nitrogen and particulate matter, notably produced by diesel engines. The talk introduces what these pollutants are, the key health impacts associated with them and, most importantly what site workers can do to reduce emissions and minimise air quality issues on construction sites.

### **6.3 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.

Quarterly meetings focus on a selected theme, or a sub-set within a theme, for example; over the past year meetings topics have included Supply Chain Traceability, Circular Economy, Measurement of Social Value, Evaluating the relationship between project sustainability performance and collective organisational values. The next meeting on 1<sup>st</sup> April will be focussed on Natural Capital and Total Capital Accounting.

We have also facilitated two Digital Ledger Technology/ Blockchain School Events and have worked with School Partners and Academic Partners to identify potential master's level research projects and then match students to those projects. We are also maintaining a library of potential research projects to enable the group to bid for relevant research funding when available and, looking forward, hope to improve our links with Innovate UK to help identify wider research funding opportunities.

#### 6.4 Special Interest Groups (SIGs)

There was just one SIG which ran this year around Procurement.

Procurement professionals are the gatekeepers of any new standards or initiatives coming from the School or anywhere else. The School Board approved a Special Interest Group to create a suite of existing School resources that would enable procurement professionals to improve their sustainability skills by using a unique window on the resources in the School. This was also considered to be a trailblazer project to understand if a similar approach would work for other professions.

96 people from Partner organisations that have been involved with the School were identified with procurement or commercial job titles. They were all contacted and 38 responded positively. A group was formed, chaired by Dale Turner, Procurement Director, Skanska and facilitated by Shaun McCarthy, Director, Action Sustainability. A wide range of resources were reviewed by the group and narrowed down to a suite of resources, mostly e-learning. These were grouped in a logical learning journey for procurement people. CIPS were invited to join the group from the outset with a view to collaboration. They attended 3 out of 4 meetings. The resources were also grouped under the CIPS procurement "wheel" with a view to using the wheel to guide users to resources at different stages of the procurement process. In the final meeting, CPS refused to allow the School to use the wheel because their priority is to guide members to their training, which is chargeable, whereas the School resources are free. We continue to attempt to engage with CIPS. In the meantime, we will use the procurement process and wheel described in ISO 20400 as the basis for arranging the resources.

Feedback from the reviews is being used to continuously improve our knowledge library. The new window on to the resources will be launched with the new School technology platform in April 2019.

It was agreed that having a group of procurement people sharing experiences regularly was beneficial, particularly with new initiatives coming through the School from the category groups so the group will continue to meet twice a year or more frequently if there are material issues to discuss.

The following partners supported this group: Aggregate Industries, Balfour Beatty, BAM, Barratt Developments, Bouygues UK, Carmichael UK, EMCOR, ENGIE, HOCHTIEF (UK), HS2, ISG, Kier, Laing O'Rourke, Marshalls, McAvoy, National Grid, Network Rail, Redrow, Robertson, SISK, Skanska, Sir Robert McAlpine, Stroma, Tarmac, United Utilities, VINCI, VolkerWessels.

## 7. Face to face training delivery

A key activity in the School is the face to face training. To date this year there have been 2,566 learners at supplier days and sub-contractor briefings and 1,358 learners receiving face to face training workshops through the School. This is the equivalent of **20,149 hours of training**.

Though we ask the members to rate the workshops and supplier days via the impact report, the School ensures that every training workshop and supplier day that takes place is rated on the three metrics below to ensure a quality assurance is maintained as well as ensuring that the training provided is of value to the organisations who take it up. The three metrics are:

- **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

The below sections will set out what has been delivered this year as well as overall satisfaction ratings.

### 7.1 Supplier training day's

There has been 35 supplier days and sub-contractor briefings take place this year with 2,566 attendees. The full list follows. These remain very popular amongst the supply chain and provide a forum to not only learn but also to knowledge share and network. All supplier days and breakfast briefings are now CPD accredited since October 2018. The ratings received this year are as below:

*Figure 30. Ratings of supplier days and sub-contractor breakfast briefings*

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	93%
	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	98%
	80% of employers will rate the training received as relevant to their needs	95%
	80% of employers agree training will change the way they do business	81%
Homes	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	92%
	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	55%
Offsite	95% of employers will rate the training quality as good or excellent	98%
	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	72%



Figure 31. Supplier days and sub-contractor breakfast briefings 2018/19

Date	Sector	Key theme	Location	Attended
<b>24 April</b>	Wales	Frameworks	Cardiff	203
<b>2 May</b>	Homes	Sub-contractor briefing	Reading	75
<b>8 May</b>	Construction	Cutting Costs through Carbon	Birmingham	120
<b>6 June</b>	Homes	Sub-contractor briefing	Homerton	47
<b>12 June</b>	Offsite	Offsite supplier day with Laing O'Rourke	Worksop	77
<b>19 June</b>	Infrastructure	Low Carbon Concrete Project Briefing	Heathrow	75
<b>21 June</b>	Scotland	Waste Management	Edinburgh	53
<b>28 June</b>	Homes	Sub-contractor briefing	London	68
<b>28 June</b>	Construction	Sub-contractor briefing	London	45
<b>4 Sept</b>	FM	Heathrow Airport supplier day	Heathrow	112
<b>5 Sept</b>	Offsite	Costain Breakfast Briefing: BIM	Reading	55
<b>6 Sept</b>	Homes	Sub-contractor briefing	Manchester	76
<b>7 Sept</b>	Offsite	Breakfast Briefing: Carbon & Waste Reduction	Hamilton	51
<b>16 Oct</b>	Scotland	Sub-contractor briefing	Glasgow	42
<b>16 Oct</b>	Offsite	Block Chain Briefing	London	45
<b>16 Oct</b>	Wales	Modern Slavery supplier day	Cardiff	27
<b>30 Oct</b>	Offsite/ Const	Offsite Construction supplier day	London	76
<b>6 Nov</b>	Wales	Sub-contractor briefing	Cardiff	86
<b>22 Nov</b>	Scotland	Sub-contractor briefing	Dundee	58
<b>29 Nov</b>	FM	Skanska Collaboration day	London	53
<b>4 Dec</b>	Homes	Sub-contractor briefing	Birmingham	101
<b>15 Jan</b>	Offsite/ Infra	Heathrow Offsite Supplier Day	Heathrow	173
<b>15 Jan</b>	Infrastructure	Electric Fleet supplier day	Peterborough	104
<b>16 Jan</b>	Construction	Sub-contractor briefing	Manchester	91
<b>29 Jan</b>	Scotland	Sub-contractor briefing	Edinburgh	38
<b>31 Jan</b>	Homes/ Wales	Sub-contractor briefing	Cardiff	113
<b>19 Feb</b>	FM	The Future Landscape of FM	Manchester	41
<b>25 Feb</b>	Infrastructure	Modern Slavery	Birmingham	30
<b>28 Feb</b>	Scotland	Sub-contractor briefing	Glasgow	55
<b>14 Mar</b>	Homes	Sub-contractor briefing	Warrington	73
<b>15 Mar</b>	Scotland	Sub-contractor briefing	Aberdeen	31
<b>19 Mar</b>	Offsite/ Wales	Introduction to DfMA	Cardiff	74
<b>21 Mar</b>	Offsite	Blockchain Sandbox Talks	London	25
<b>22 Mar</b>	Infrastructure	Plant supplier day	London	92
<b>26 Mar</b>	FM	Wellbeing in the Workplace	London	81

## 7.2 Training workshops

There have been 75 training workshops take place with 1,358 learners. There has been a range of topics delivered, however Introduction to the School and Modern Slavery remain the most popular.

Figure 32. Ratings of workshops

Sector	Target and measure	%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	90%
	75% of employers agree training will change the way they do business	86%
FM	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	95%
	80% of employers agree training will change the way they do business	96%
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	97%
	80% of employers agree training will change the way they do business	94%
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	83%
	80% of employers agree training will change the way they do business	67%
Offsite	95% of employers will rate the training quality as good or excellent	98%
	80% of employers will rate the training received as relevant to their needs	95%
	80% of employers agree training will change the way they do business	85%

Table 33. Training workshops

Date	Topic	Sector	Location	Attend
<b>4 Apr</b>	Sustainable Procurement	Construction	Derby	30
<b>5 Apr</b>	DfMA in the Homes Sector	Offsite	Manchester	21
<b>9 Apr</b>	Measuring & Managing Sustainability	Wales	Cardiff	14
<b>17 Apr</b>	Introduction to the School	Construction	Ipswich	8
<b>18 Apr</b>	Modern Slavery	FM	Barnwood	18
<b>8 May</b>	Modern Slavery	FM	Sheffield	18
<b>9 May</b>	Introduction to the School	Infrastructure	Peterborough	15
<b>16 May</b>	Introduction to the School	Offsite	London	23
<b>31 May</b>	Introduction to the School	Plant	London	8
<b>5 June</b>	Introduction to the School	Construction	Northern Ireland	16
<b>19 June</b>	Performance Measurement	Homes	Manchester	12
<b>20 June</b>	DfMA in the Rail Sector	Offsite	London	16
<b>20 June</b>	Meeting Contractor's Ethical Requirements	Infrastructure	Cambridgeshire	24
<b>22 June</b>	Social Value	Homes	London	30
<b>27 June</b>	BIM	Wales	Cardiff	40
<b>28 June</b>	Introduction to the School	Construction	London	9
<b>3 July</b>	Introduction to Modern Slavery	Construction	London	17
<b>5 July</b>	Introduction to the School	Infrastructure	Cumbria	37

Date	Topic	Sector	Location	Attend
12 July	Modern Slavery	Infrastructure	Cambridgeshire	18
17 July	Circular Economy	Wales	Cardiff	9
19 July	Carbon Foot printing	Homes	Birmingham	20
19 July	Introduction to the School	Construction	London	9
25 July	Introduction to Modern Slavery	Homes	London	9
26 July	Introduction to the School	Homes	Wakefield	6
31 July	Introduction to Modern Slavery	Homes	London	14
4 Sept	Circular Economy	Construction	London	16
6 Sept	Meeting Contractors Ethical Requirements	FM	Wetherby	24
13 Sept	Introduction to Modern Slavery	Homes	London	12
13 Sept	Introduction to Sustainable Procurement	FM	London	19
21 Sept	Introduction to DfMA/ Offsite	Offsite	London	19
25 Sept	DfMA & the M&E Sector	Offsite	Coventry	23
1 Oct	Carbon	Scotland	Hamilton	15
23 Oct	Modern Slavery	Wales	Wrexham	17
31 Oct	Modern Slavery	FM	London	33
31 Oct	Introduction to Sustainable Construction	Wales	Cardiff	21
1 Nov	APRES	Construction	London	25
6 Nov	Modern Slavery	Infrastructure	Warwick	25
7 Nov	Meeting Contractors Business Requirements	FM	Gloucester	20
7 Nov	Introduction to Sustainable Construction	Construction	Bristol	9
8 Nov	Introduction to Sustainable Construction	Construction	Exeter	8
13 Nov	Introduction to the School	Construction	London	28
20 Nov	Modern Slavery Hot spotting	Construction	London	7
23 Nov	Modern Slavery	Wales	Cardiff	14
28 Nov	Introduction to the School	Construction	London	34
28 Nov	BIM Maturity Matrix	Offsite	Bristol	15
28 Nov	Intro to FIR	Scotland	Scotland	12
29 Nov	Introduction to Modern Slavery	Construction	Bristol	23
3 Dec	BIM Implementation	Offsite	Scotland	26
5Dec	Modern Slavery	Scot/ Offsite	Hamilton	10
17 Dec	Embedding Sustainable Procurement	Construction	Midlands	11
10 Jan	Modern Slavery	Infrastructure	Birmingham	19
10 Jan	Modern Slavery	FM	Manchester	15
15 Jan	Meeting Responsible Sourcing Requirements	Infrastructure	Maple Cross	4
22 Jan	Waste	Scotland	Motherwell	15
22 Jan	DfMA in Residential	Offsite	London	53
23 Jan	Offsite Optioneering	Offsite	London	54
24 Jan	Introduction to Offsite	Offsite	Liverpool	60
28 Jan	Performance Measurement	Construction	Midlands	11
6 Feb	Responsible Sourcing	Scotland	Hamilton	6
7 Feb	Carbon in Infrastructure	Infrastructure	Peterborough	11
13 Feb	HBF Future Talent Conference	Homes	Wyboston Lakes	100
27 Feb	Social Value	FM	London	10
27 Feb	Modern Slavery, Carbon & Circular Economy	FM	London	27
28 Feb	Collaborative Working	Infrastructure	London	7
28 Feb	Circular Economy	Construction	London	21
19 Mar	Introduction to the School	Homes	Reading	4
19 Mar	Modern Slavery	Construction	Liverpool	15
26 Mar	Carbon	Infrastructure	London	18
28 Mar	Social Value	Wales	Swansea	tbc

## 8. Regional Development

### 8.1 Wales

The School in Wales has built upon the progress made last year through the development of key strategic relationships, a full event schedule and the engagement of new Partners.

The Wales School now has 993 active members (compared to 341 in 2017/18). The FIR programme has also been active with 22 new Wales-based FIR Ambassadors. The event programme has focused on a diverse range of areas from Modern Slavery and Sustainable Construction to Sustainable Timber and FIR.

On a strategic level, The School in Wales has worked hard to engage with key Frameworks (especially SEWSCAP) to engage a wider pool of companies in the supply chain. To this end we held a joint event with Sewscap in South Wales (April 2018) which was attended by over 250 organisations.

The Leadership Group has expanded with Galliford Try and Morgan Sindall joining to help drive sustainability through their Wales-based supply chains.

### 8.2 Scotland

The School has continued to grow its influence, engagement and recognition in Scotland. The Leadership Group have now met 5 times and are delivering on their agreed strategy of increasing member numbers amongst their key suppliers, as well as focussing on 5 key learning and training themes: Waste; Carbon; Responsible Sourcing; Fairness, Inclusion and Respect and Modern Slavery.

Latest figures show 265 active member companies in Scotland – markedly up from when the Leadership Group was first formed in late 2017. The School plans to maintain this rapid growth in Scotland and is targeting 400 members by end of March 2020, at least 200 of which should be key suppliers into the major contractors; Balfour Beatty, Morgan Sindall, Kier, BAM, ISG and Robertson.

13 events were run during 2018 which enabled many new companies to benefit from the School's resources and live training environments. These were a mix of workshops, breakfast briefings and clinics at Partner supplier events. Highlights were BAM presenting the ground source heating technology used in the V&A in Dundee, and Robertson discussing skills development and community engagement on their TECA project in Aberdeen.

New Partners joining the School's Leadership Group in Scotland include Zero Waste Scotland, a government funded agency, and Skanska Cementation. Guest speakers have included Multiplex, Murphy Group, CCG and Network Rail.

The School once again attended Scotland Build in Glasgow on 20<sup>th</sup> -21<sup>st</sup> March 2019, with the Sustainability Summit being chaired by Shaun McCarthy (Chair of Supply Chain School). This was a successful promotional exercise which increased membership by over 50 companies and helped establish the School as a leading collaborator across the built environment supply chain in Scotland.

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

### *Overview*

The FIR Programme has continually increased in momentum over the course of the last year. The Programme's online presence has grown and has actively grown from 234 Twitter followers in March 2018 to 505 in March 2019. Between 1<sup>st</sup> April 2018 – 15<sup>th</sup> March 2019, there have been 15,902 unique page views of which 7,437 (47%) were new users and 8,465 (53%) were returning users. In the last quarter of the year 2018, the FIR Programme conducted the third annual FIR Survey.

### *Key highlights: FIR Employer Training*

Between April 2018 and March 2019, the FIR Programme successfully delivered 60 employer and Ambassador related workshops and webinar across 25 cities across the United Kingdom. At these workshops and webinars, there were 1,182 learners (389 SME learners) from across 598 companies (265 SME companies)

To support the increase in demand, the Programme has started to build a network of expert training consultants to expand its reach. As of March 2019, there is a network of 6 trainers in England and Scotland. To increase the scope of training delivery, the Programme has also partnered with expert training providers in the delivery of the 'Leading People Inclusively' course.

The FIR Programme's SME target focuses on the successful engagement of 3,000 companies (of a total of 5,000 companies) within the 5-year programme. This has been challenging in some quarters, as the Programme has historically delivered to the supply chain of Partner organisations who are not SMEs. Whilst 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. As a result, there has been a distinct follow on supply chain and project focused workshops to better engage the supply chain. This year the FIR Programme has delivered training to supply chains working on projects with the A14, Sellafield, Hinckley Point C, M5 Oldbury Viaduct, Broadgate Framework, IP Central to name a few.

Feedback from workshops have been positive and shows that learners are consistently 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 98% of attendees.

### *FIR Ambassadors Network*

The training and onboarding of FIR Ambassadors has been a key highlight for the Programme and 435 colleagues have been trained as FIR Ambassadors as of March 2018. As we seek to increase the geographical reach of the Programme, a network of Ambassadors has been created in Wales. The FIR Ambassador LinkedIn group has steadily grown from 38 members in 2017 to 124 members in 2018.

### *Industry engagement*

Demand for Programme representation has soared, and the Programme was represented at 22 industry events conference including the Constructing Excellence North East Summit, UK Construction Week, London Build and the CITB Wales Roadshow.

### *FIR Marketing*

In 2018, the FIR Programme developed a new FIR Toolkit specific flyer to better promote the FIR Toolkit.

### FIR Toolkit

The FIR Toolkit resources are continually found amongst the top 10 within the School and are well regarded by industry. To further build upon the FIR Toolkit, a new e-learning module was developed, titled 'Recruiting People, Fairly and Inclusively' to respond to industry need. By the end of March 2019, the newest additions to the Resource Library include two new case studies from Keir Highways on the improving of their disability disclosure rates, and Bridges and the embedding of FIR across the business.

### Next steps

Next year, the FIR Programme will address the following topics and issues, and will:

- 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 clearer and more 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.
- Successfully support CECA to deliver the FIR Awards as a part of the Inspiring Change Conference 2019.
- Develop a programme of support for the FIR Ambassadors.
- Develop a FIR Ambassador network in Scotland.
- Growth the network of expert trainers.

## 12. Income and Partners

The School's budget for 2018/19 rose from £1.23m to an actual budget of £1.5m. This was made up of a blend of Partner and CITB funding. This year funding was made up of £500,000 from CITB, FIR funding of £162,000 and £823,738 from existing and new Partners. There was then further income of £12,500 from Australian licence fees for the use of the School brand and software. We have total costs of £1,520,300 therefore we have a deficit of £7,062 which is funded by Action Sustainability.

Figure 34: Actual income 2018/19

Actual income	Amount
CITB grant	500,000
CITB FIR Grant	162,000
Partners	823,738
Wales - funders NPTC	15,000
Australia licence	12,500
<b>Total income</b>	<b>£1,513,248</b>

The Partners to the School are made up of 72 contractors and suppliers and 15 client organisations. This year has seen 19 new Partners join the School; A Plant, Flannery Plant Hire, Speedy, O'Neill & Brennan, Graham Construction, Menfor Group, McGinley, Tfl, Reconomy, HE Simm, L Lynch, Zero Waste Scotland, GoAhead Group, Bovis Homes, Anglian Water, Alstom, Advante, Kilnbridge and Yorkshire Water.

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

- 2016/17:** Sodexo, PHS
- 2017/18:** Centrica, Carillion, St Gobain
- 2018/19:** Interserve, Fusion, Travis Perkins

Figure 35: 87 School Partners plus CITB as of March 2019



### 13. 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 36: School spend by supplier

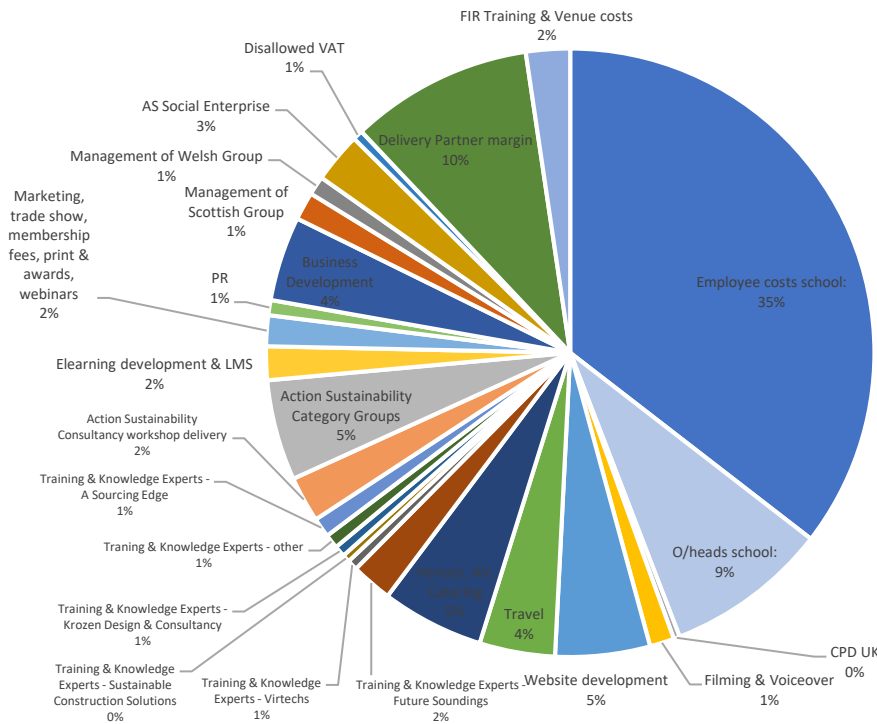


Figure 36: School spend by activity

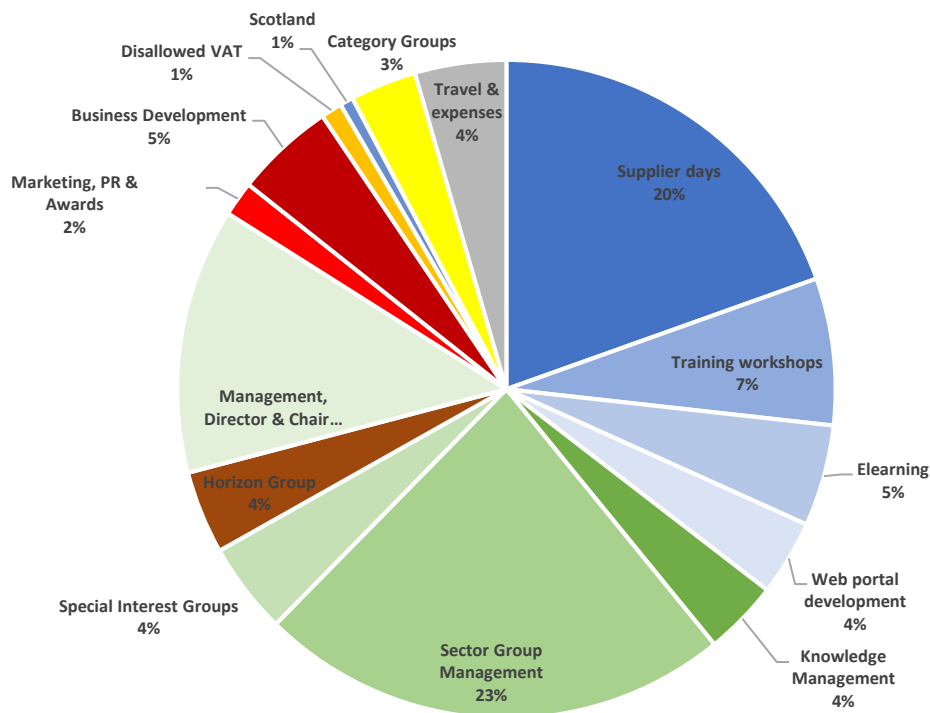




Figure 38: Detailed School spend

Type	Detail	Unit Budget/ Actual	Budget	Actual	Actual Sub-Totals
Training Delivery	Supplier days	12	144,000	£144,000	
	Training – Supply Chain & Partners	54/75	81,000	<b>£112,500</b>	
	Regional engagement events	23	115,000	£115,000	<b>£371,500</b>
Training Development	E-learning development	3	30,000	£30,000	
	E-learning maintenance & CPD	1	20,000	£20,000	
	Webinar development	1	3,000	£3,000	
	Video content development/ Testimonials	1	17,000	£17,000	
	Social Value in Infrastructure	3	4,500	£3,000	<b>£73,000</b>
Industry engagement	Sector group officers x 5 groups	5	150,000	£150,000	
	Sector Manager x 5	5	75,000	£75,000	
	Offsite Sector Manager & Officer	1	30,000	£30,000	
	Facilitation of Architects Group	1	15,000	£15,000	
	Scotland Sector Manager & Officer	1	20,000	<b>£45,000</b>	
	Support at Partner Internal Events	1	15,000	£15,000	
	Resources Group	1	9,000	£9,000	<b>£339,000</b>
Knowledge Management	Special interest Groups - Procurement	1	15,000	£15,000	
	Knowledge Manager and specialist advice	5	45,000	£45,000	
	Horizon Group	1	35,000	<b>£15,000</b>	<b>£75,000</b>
IT	Offsite Diagnostic Review	1	5,000	£5,000	
	Web development costs (School 4.0)	1	0	<b>£55,000</b>	
	Web depreciation	1	16,000	£16,000	
	Intelligent Marketing Systems	1	40,000	<b>0</b>	<b>£76,000</b>
Sales and Marketing	PR	1	12,000	£12,000	
	Awards, Exhibition space & collateral	1	10,000	£10,000	
	Business development and funding	1	45,000	£45,000	<b>£67,000</b>
People & overhead	Management, Directors and Chair	1	170,000	£170,000	
	Travel & expenses	1	60,000	£60,000	<b>£230,000</b>
Other	Category Groups (Plant & Labour)	2	80,000	£80,000	<b>£80,000</b>
	Unreclaimable (disallowed) VAT	1	20,000	<b>£12,000</b>	<b>£12,000</b>
	Australian School costs	1	-	£4,500	<b>£4,500</b>
	FIR	1	184,340	<b>£192,300</b>	<b>£192,300</b>
	Contingency		40,000	<b>0</b>	
<b>Total</b>					<b>£1,520,300</b>

\*Blue text denotes underspend. Red text denotes over spend

## 14. Risk update

The risk register has been reviewed and updated by the Anna Baker, Sir Robert McAlpine and Ian Heptonstall, Action Sustainability. A robust plan is in place to mitigate and address these risks. This plan is regularly reviewed by the School Board.

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

- Construction Industry goes into recession
- Cyber security, website goes down
- SCSS - Ability to attract and keep talent
- Specific outputs not delivered so don't get paid

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

- Reputational Risk - School does not act as a responsible business with its Partners, Members, staff and other stakeholders (e.g. – competition act, wellbeing of staff)
- The HMRC treatment of VAT on grant funding changes
- The web and LMS developers cease trading
- Inability to keep up to date and deliver training for new knowledge
- The School does not keep up to date with new, relevant knowledge
- Partners do not repeat or grow
- Keeping up to date with web technology overall
- New market entrance result in loss of funding and lack of collaborative approach to the Supply Chain.

## 15. Appendices

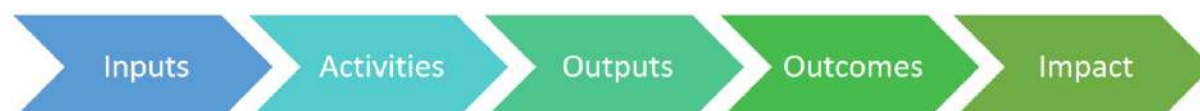
### 15.1 Survey Approach and Design

Since its launch in 2012, the Supply Chain Sustainability School has regularly reported its progress using a range of online tools and post-training questionnaires. There is a significant amount of data on our completed **activities**, the **output** from these activities and their **outcomes**, in terms of increased knowledge of the School's members.

Membership activity and output has led to an overall increase in knowledge of 17% above base levels of knowledge. In 2017 the Operations Group considered the question of what **impact** has this acquired knowledge had in addressing sustainability issues and business success of our members?

After researching best practice, the School has used the logic model approach to assessing impact. This is summarised in the illustration below.

*Logic model approach to assessing impact*



Applied to the School the **inputs** are; funding from Partners and CITB and the significant time input of Partners and members. The **activities** are the training delivered both face to face and online. The **outputs** are reported in real time on the School dashboards and relate to the number of members, learners at training sessions, e-learning downloads etc.

## 15.2 Case Studies

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

[Supply Chain Sustainability School case studies](#)