

SUPPLY CHAIN SUSTAINABILITY

SCHOL

Impact Report 2021

March 2021

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1. Executive summary

The past twelve months have been a very “different” and challenging time globally. The onset of the COVID-19 pandemic has been devastating socially and economically in so many ways. Our industry, after an initial closure of sites, has largely been encouraged to continue working as the year progressed, and sustainability has sharply risen on the agenda. This increased focus on sustainability is very encouraging. Whilst the environmental and social challenges we face have not reduced; in 2020, the School doubled the number of people learning through its portal, had a 25% rise in funding Partners, reduced our cost base and learnt how to deliver compelling training online. With a continuing uncertain outlook across construction in 2021, the School is in a stronger position than we were 12 months ago.

A clear message has come from the impact survey this year. The COVID enforced move to take all learning online and virtual has proved to be hugely popular with **12,026 (302% increase on last year) learners** participating in training; **101% increase in learning resources accessed** and 88% increase in e-learning downloads this year. Furthermore, looking ahead, 94% of respondents stated that they would like the School to continue with virtual face to face training, with two thirds stating that the training should be either 'all' or 'mostly' online.

These output numbers are excellent, as are the statistics showing the outcome of our learning with an **13% increase in knowledge** recorded through our corporate assessments (**12% increase in knowledge for individual assessments**). However, the real impact of the School's activities needs to be judged by the extent to which sustainability impacts are reduced, more social value is added and the extent to which our members improve their businesses. Our impact survey shows big changes in many areas, but in most cases these big changes are more the result of different working patterns created by COVID than by the training we have provided. As a result, we have seen a significant, but understandable, fall in the degree to which our members attribute these improvements in sustainability performance to the School.

This survey does reveal that the School is still identified by the supply chain as a powerful tool which allows organisations to understand the value of improving their sustainability outcomes and an enabler to embed change by encouraging business processes to be adapted to allow and embed sustainability. **68% state that the School has helped them to embed sustainability into their business processes, 59% say the School has helped them to monitor and report on sustainability impacts and 75% of respondents declare that they better understand their organisations' sustainability impacts** because of engaging with the School.

Our Partnership model remains an example of collaboration and during the year the School grew the cohort of funding Partners to 119. This was way over initial expectations from the beginning of the financial year where the School, as result of COVID thought we might lose 20% of our Partners. This additional income combined with cost savings and new ways of delivering training has filled the gap caused by the loss of £484,000 from the CITB as result of COVID related cuts to levy payments.

Impact on sustainability:

These key findings from members on sustainability performance must be viewed through a COVID lens, (that is they are much improved, but mainly a result of COVID):

- 1) **76%** reported the School has helped them to **better understand their organisation's sustainability impacts** (up 1%).
- 2) **63%** have **reduced their carbon emissions** (up 26%).
- 3) **57%** have **reduced their waste** (up 14%).
- 4) **44%** have **made improvement to air quality** (up 12%).
- 5) **37%** have **made reductions to their water consumption** (up 19%).

Impact on business performance:

Whilst the aim is to improve sustainability outcomes, these issues can only be tackled if businesses see value in doing so. Members report that the School is continuing to have a significant impact on their organisation's performance:

- 1) 50% feel that the School has helped them **reduce costs through efficiencies** (53% in 2020).
- 2) 47% feel that the School has helped them **win new business** (up 2%).
- 3) 61% feel that the School has helped them to **be more collaborative** (down 1%).
- 4) 58% feel that the School has helped them **develop better relationships with their suppliers** (61% in 2021).
- 5) 55% feel that the School has helped them **reduce reputational risks** (57% in 2020).
- 6) 72% feel that the School has enabled them to gain a **better understanding of their client's sustainability objectives** (down 2%).
- 7) 35% feel that the School has helped **them to retain talent** (37% in 2020).

Impact on business processes:

In addition to the above, to embed change amongst the membership, it is important that they adapt their business processes to enable lasting change within their organisations. Members are changing their business processes to embed sustainability thinking and the School continues to enable this change:

- 1) **68%** (up 2%) reported that the School has helped them to **embed sustainability** as part of their business processes.
- 2) **59%** reported that the School has helped them to **monitor and report sustainability impacts** (up 4%).
- 3) **76%** reported that the School has helped them to **better understand their organisation's sustainability impacts** (up 1%).

- 4) **67%** (down 1%) reported that the School has helped them to **engage business leaders** to better understand the value of sustainability.
- 5) **57%** (down 1%) reported that the School has helped them to ensure **procurement processes** now consistently drive sustainability.

School performance against KPIs – March 2020

Performance against KPI's has been very good this year and the challenges posed by the current climate has not had a negative effect on the success of the digital marketing campaigns in the previous year. Increased engagement with the membership has continued: 11,153 active individuals this year (6,006 in 2020; an 86% increase).

Key highlights for this year:

- **Active members are doing more** across the sectors, with significant increases in learning activity shown with an additional significant increase each month on resource views. There are over 11,153 active individuals (representing 3,175 active companies).
- Over **21,500 hours of virtual face to face training** have been delivered this year.
- There have been over **23,500 downloads of our e-learning modules**, both through www.supplychainschool.co.uk and the Partners' own LMS.
- There have been over **62,000 resource views** this FY (a 20% increase on last year).
- **Partner numbers have grown to 119 (from 96 at the end of last year)** with six choosing not to renew during the year. The School had planned to lose a higher percentage of Partners due to COVID however, the work around retaining Partners has been successful, supported by the addition of the Partner Relations Manager role. Two Partners have re-joined the School recently (Colas and Interserve).
- Though the number of corporate assessments and re-assessments taken have decreased, individual assessments have increased by 71% (first time assessments).

Lessons Learnt

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

1. **The need for a balanced funding model:** The impact of CITB withdrawing funds during the year highlights the need to keep a balanced funding model and grow our Partnership numbers to ensure that any single source of funding does not exceed 25%.
2. **Be agile and relevant:** The School needs to remain agile in its delivery model and content of learning and to ensure that we always remain relevant to the needs of our members and Partners.
3. **Impact.** With the change to online delivery, we need to constantly ensure the training we have is impactful.

4. **Expanding the audience reach.** This year has seen a decline in reach of organisations which is of course disappointing. Though the number of individuals has increased and shows those individuals doing more, there is still a need for engaging with new audiences and reaching out to those who have not engaged for over a year.
5. **Partners encouraging their supply chains.** Extreme supply chain pressures and new onsite working practices have made it difficult for supply chain managers to prioritise sustainability learning amongst their key suppliers.
6. **Invest in training the trainers:** The switch to virtual learning has had huge benefits with accessibility however this could not have been done without re-training our trainers in virtual delivery methods to ensure interactivity and a great learning experience.
7. **Continued investment in the learning platform:** The investments made in renewing the platform in 2019 put the School in a good position to transition to a fully online learning model. We need to invest in the continued development of this platform.
8. **Learning requires constant reminders:** The marketing team continue to work on new ideas and ways to communicate learning to our members. However, the School still sends too many emails. A big focus for the next year will be on introducing marketing automation into the customer journey which should provide a leaner, more efficient and impactful approach to engaging the membership with learning content.

2. Impact survey results

Sections two to six of this 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 financial year 2020/2021. There were 1,099 School members who responded to the Impact Survey (51% were SMEs). The survey went out to the members from December 2020 to February 2021.

This is the fourth year that the survey has been conducted and has led to interesting findings around impact, with the School now being able to benchmark these new results against the previous years. The survey addressed the School's impact on:

- Business process
- Business outcome
- Sustainable outcomes

2.1 School impact on sustainability outcomes

The survey has been designed to understand the level of change that our members have experienced over the last year, and to what extent the School's work can be "attributed" to this change. Even in a year without COVID it would be inaccurate to attribute learning through the School as the sole rationale for members' improvement in sustainability outcomes. Clearly in this COVID year many of the improved sustainability outcomes, such as reduced carbon, has been impacted significantly by changing business practices.

We use the Logic Model approach (*see appendices*) to guide our analysis of impact and as a result the questions followed a pre-defined structure:

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 from 2021 to the previous Impact Surveys, (not taking company size into account):

Figure 1. Member progress on sustainability issues

Since joining the School has your company . . .	2021 %Yes	2020 % Yes	2019 % Yes	2018 % Yes	Change (2020 vs 2021)
Reduced its total fuel usage and carbon emissions	63	37	34	37	26%
Reduced its total waste	57	43	41	40	14%
Reduced its total water consumption	37	18	16	18	19%
Improved its overall control of air quality	44	32	20	15	12%
Increased its community engagement activities	38	51	45	45	-13%
Increased the number of apprentices it employs	38	37	36	32	1%
Improved its understanding of responsible sourcing	44	56	50	49	-12%
Improved its understanding of Modern Slavery	69	69	71	63	0%
Improved its understanding of Fairness, Inclusion & Respect (FIR)	68	65	63	49	3%

This year a question set asking respondents how COVID restrictions affected their sustainability impacts on carbon, waste, water, air quality and apprentices was added. The results are listed below and start to illustrate why the membership this year have not attributed learning through the School to their sustainability impacts.

Figure 2. To what extent did members say that COVID affect their sustainability impacts

To what degree was this reduction as a result of COVID restrictions	All %	Partial %	Not at all %
Carbon	21	66	14
Waste	11	65	24
Water	26	60	14
Air quality	18	61	20
Apprentices	18	26	56

As we can see from Figure 2 the majority of members are attributing the large reductions in carbon, water, waste and improvements in air quality this year in all or in part to COVID. As a result we see in Figure 3 there is a reduction in the attribution to the School's help to members to reduce their sustainability impacts.

Figure 3. To what extent members say the School has helped them to drive this change

Attribution: Engaging in the School has helped us to . . .	Attribution: Strongly Agree / Agree				
	2021 %	2020 %	2019 %	2018 %	Change (2020 vs 2021)
Reduce our total fuel usage and carbon emissions	39	69	58	48	-30%
Reduce our total waste	41	68	65	56	-27%
Reduce our total water consumption	33	64	53	50	-31%
Improve our overall control of air quality	40	66	69	54	-26%
Increase our Community engagement activities	48	75	72	66	-27%
Increase the number of apprentices we employ	22	49	42	44	-27%
Improve our understanding of responsible sourcing	66	84	77	81	-18%
Improve our understanding of Modern Slavery	65	87	86	82	-22%
Improve our understanding of (FIR)	68	85	87	85	-17%

It is of course very pleasing to see the number of members reporting reductions in **fuel usage and carbon emissions, waste and water consumption as well as improvements in air quality**, all of which are significantly up from 2020. The Climate Action, Plant and Waste Groups continue to lead on producing content and training activities in those areas.

The trend continues with the highest percentage results for impact being attributed to the School in the areas of **Modern Slavery and FIR** (though attribution has decreased for both areas). The learning around Modern Slavery is being led by the Labour Group through the People Matter Charter where there are now 80 signatories; as well as Learning Pathways and training activities being staged. There is a large programme of training activity around FIR, which is attached to funding through CECA and CITB, with a variety of topics addressed.

This year saw a significant decrease in businesses increasing their **Community Engagement** activities, and also in understanding of **Responsible Sourcing**.

It is impossible at this stage to come to any conclusions as to how much the pandemic, or the School, has contributed to members' medium or long term sustainability impacts. This is reinforced further when looking at the shift from 'strongly agree/ agree' to 'neither agree nor disagree' and comparing it to 2020:

Figure 4. Shift in members response to attribution

Attribution: Attribution: Strongly Agree / Agree Engaging in the School has helped us to . . .	Strongly agree/ agree		Neither agree nor disagree	
	2021 %	2020 %	2021 %	2020 %
Reduce our total fuel usage and carbon emissions	39	69	48	26
Reduce our total waste	41	68	48	29
Reduce our total water consumption	33	64	52	30
Improve our overall control of air quality	40	66	49	28
Increase our Community engagement activities	48	75	45	21
Increase the number of apprentices we employ	22	49	56	42
Improve our understanding of responsible sourcing	66	84	28	15
Improve our understanding of Modern Slavery	65	87	29	11
Improve our understanding of (FIR)	68	85	27	12

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

Figure 5. School impact on sustainability issues over 4 years, SMEs – (>250 employees)

Since joining the School has your company . . .	Year	Yes %	Unsure %	No %
Reduced its fuel usage and carbon emissions	2021	63	30	7
	2020	35	26	39
	2019	30	27	43
	2018	31	39	30
Reduced its total waste	2021	57	34	9
	2020	45	21	35
	2019	40	27	34
	2018	40	35	25
Reduced its water consumption	2021	37	47	16
	2020	18	42	40
	2019	13	40	47
	2018	15	43	42
Improved its overall control of air quality	2021	44	46	9
	2020	33	21	46
	2019	21	33	47
	2018	15	49	36
Increased its community engagement activities	2021	38	28	34
	2020	48	28	25
	2019	39	39	22
	2018	44	23	33
Increased the number of apprentices it employs	2021	28	61	11
	2020	29	15	56
	2019	29	59	12
	2018	29	12	59
Improved its understanding of responsible sourcing	2021	44	34	21
	2020	59	20	21
	2019	52	27	22
	2018	50	23	27
Improved its understanding of Modern Slavery	2021	69	17	14
	2020	69	13	18
	2019	71	15	14
	2018	63	12	25
Improved its understanding of FIR	2021	68	21	11
	2020	66	18	16
	2019	64	16	21
	2018	47	25	28

Figure 6. *Attributing the School's help in reducing sustainability impacts amongst SMEs*

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

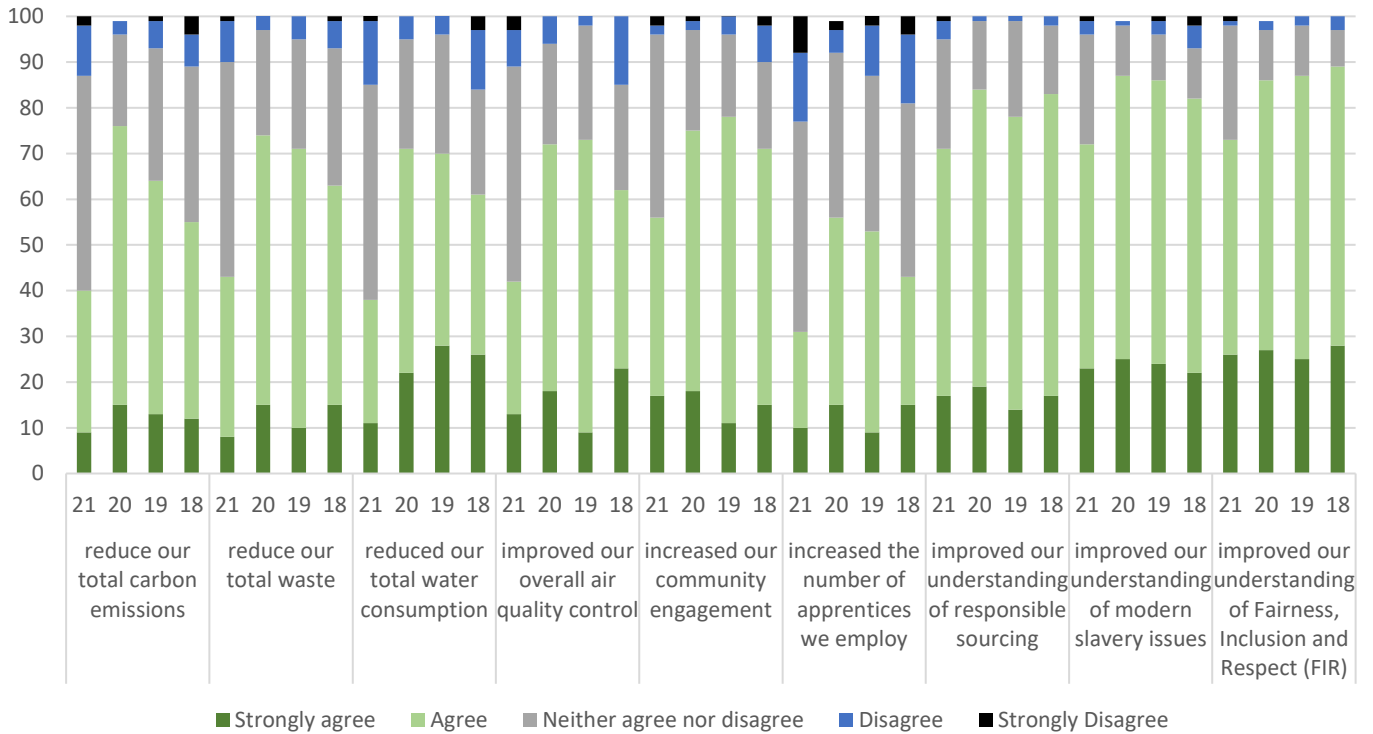


Figure 7. *Attributing the School's help in reducing sustainability impacts amongst large businesses*

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

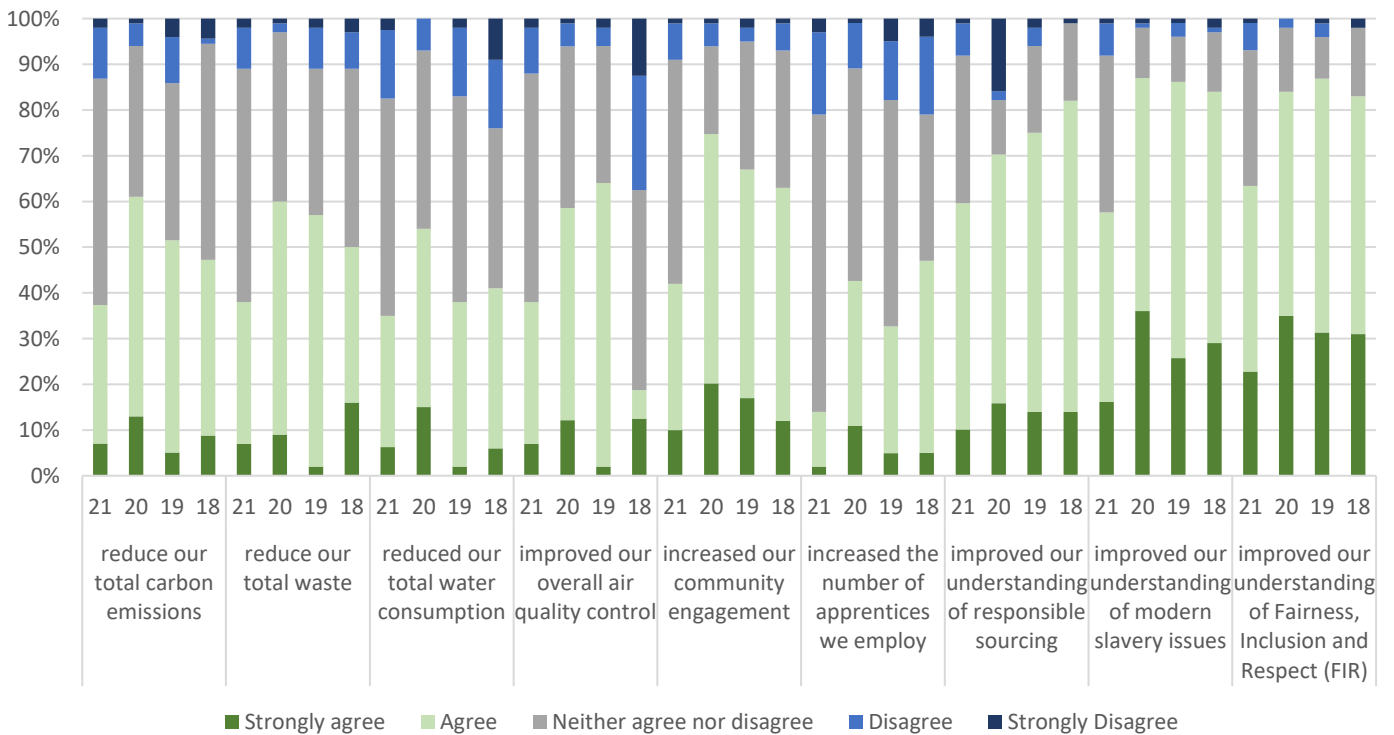


Figure 8. School impact on sustainability issues over 4 years, large businesses - (250+ employees)

Since joining the School has your company . . .	Year	Yes %	Unsure %	No %
Reduced its fuel usage and carbon emissions	2021	49	46	6
	2020	40	10	50
	2019	39	13	49
	2018	46	35	19
Reduced its total waste	2021	50	44	6
	2020	42	13	45
	2019	42	13	45
	2018	39	34	27
Reduced its water consumption	2021	36	55	9
	2020	17	20	62
	2019	20	20	60
	2018	12	45	43
Improved its overall control of air quality	2021	45	50	5
	2020	32	9	60
	2019	20	17	63
	2018	15	53	32
Increased its community engagement activities	2021	40	37	23
	2020	56	14	30
	2019	53	14	42
	2018	47	30	23
Increased the number of apprentices it employs	2021	31	57	12
	2020	48	18	34
	2019	46	19	35
	2018	37	32	31
Improved its understanding of responsible sourcing	2021	41	41	18
	2020	51	15	34
	2019	47	16	36
	2018	47	26	27
Improved its understanding of Modern Slavery	2021	65	23	11
	2020	68	9	23
	2019	71	8	21
	2018	62	23	15
Improved its understanding of FIR	2021	66	27	7
	2020	64	10	27
	2019	65	8	28
	2018	26	44	30

Key points to note:

- This year we have seen the largest decreases in sustainability impacts in the areas of **Carbon, Waste, Water and Air Quality**.
- As a result of COVID members have been clear that the School has not been the prominent reason for them reducing their sustainability impacts this year.
- As with 2020, members who are small and medium sized enterprises (**SMEs**) **report that the School helps them more than large businesses**, in the majority of sustainability impact areas.
- The last four years of the survey have shown that larger businesses feel they get most help from the School in the areas of Fairness, Inclusion & Respect and Modern Slavery.
- The area in which the School helps least is in the increasing of the the number of apprentices. Interestingly, almost double the number of SME's (31%) state that the School has helped them around taking on apprentices compared to just 14% for larger businesses.

2.2 School impact on sustainability outcomes by market

It also interesting to understand the impact on sustainability outcomes by market sector and how each market attributes this to engagement within the School. Figure 9 presents and compares the key results from across the Construction, Homes, FM, Infrastructure, Welsh, and Scottish markets. Key findings are:

- As with previous years there was marginal or no difference between markets with each impact. This year however, the Homes sector has shown a higher impact in the reduction of carbon, waste, and water impacts.
- Infrastructure had only a 9% increase in reduction of waste impacts, 6-9% lower than Construction, FM, and Homes.
- Wales & Scotland showed the largest decrease in community engagement activities and employment of apprentices.
- All markets are following the expected trends when looking at the impact of the School e.g. Modern Slavery and FIR remain high impact, even if this has slowed down this year.
- The FM sector reported the highest increase in impact on air quality.
- All markets reported a marginal increase in the understanding of FIR; though disappointingly, Infrastructure and Homes had a very small decrease in Modern Slavery impacts.

Figure 10 illustrates how each market has attributed the School helping towards making an impact (taking the results based on 'strongly agree' and 'agree').

Key points to note are:

- All markets report that the School helps the most in the areas of Responsible Sourcing, Modern Slavery & FIR, in line with the last four years.
- All markets were consistent in reporting a decrease in attribution to the School, with Wales and Scotland reporting the highest decreases across all sustainability areas.
- On average, the Construction, Homes, FM, and Infrastructure markets have reduced attribution to the School by a quarter in the areas of reducing carbon emissions, total waste and improving air quality. However, there are still 40 - 49% of organisations who 'strongly agree/ agree' that the School is helping them in these areas.
- Reducing water consumption has had the highest decrease of attribution amongst all markets.

Figure 9. School impact on sustainability issues across market sectors compared to last year

Table shows percentage of respondents saying “YES”

Since joining the School has your company . . .	Year	Const	Homes	FM	Infra	Wales	Scot
Reduced your total fuel usage and carbon emissions?	2019	32	34	44	34	34	0
	2020	37	37	39	37	39	40
	2021	63	70	68	65	68	68
	Change	26%	33%	29%	28%	29%	28%
Reduced your total waste?	2019	41	45	49	39	43	0
	2020	43	48	46	45	47	44
	2021	58	66	61	54	60	59
	Change	15%	18%	15%	9%	13%	15%
Reduced your total water consumption?	2019	17	17	23	14	17	0
	2020	18	21	22	16	16	15
	2021	37	46	42	36	40	39
	Change	19%	25%	20%	20%	24%	24%
Improved your overall air quality control?	2019	21	21	23	22	19	0
	2020	33	33	25	34	32	28
	2021	44	51	49	49	46	45
	Change	11%	18%	24%	15%	14%	17%
Increased your community engagement activities?	2019	45	48	52	48	50	0
	2020	51	52	55	58	52	51
	2021	38	37	43	47	33	33
	Change	-13%	-15%	-12%	-11%	-19%	-18%
Increased the number of apprentices you employ?	2019	36	38	29	40	40	0
	2020	37	35	35	40	38	38
	2021	29	28	26	33	25	24
	Change	-8%	-7%	-9%	-13%	-13%	-14%
Improved your understanding of responsible sourcing?	2019	51	54	52	47	51	0
	2020	54	52	53	55	54	51
	2021	45	49	41	44	45	43
	Change	-9%	-3%	-12%	-11%	-9%	-8%
Improved your understanding of modern slavery issues?	2019	66	69	73	70	74	0
	2020	69	67	68	72	70	66
	2021	70	69	71	70	70	66
	Change	1%	-2%	3%	-2%	0%	0%
Improved your understanding of FIR?	2019	72	59	58	72	66	0
	2020	65	60	65	70	65	65
	2021	68	63	70	72	67	66
	Change	3%	3%	5%	2%	2%	1%

Figure 10. Attributing the Supply Chain Sustainability School's help in reducing sustainability impacts by market (strongly agree/ agree)

Engaging in the School has helped us...	Year	Const	Homes	FM	Infra	Wales	Scot
Reduce our total carbon emissions	2019	59	51	65	61	51	--
	2020	69	64	65	70	64	67
	2021	40	42	46	43	35	33
	Decrease	-29%	-22%	-19%	-27%	-29%	-34%
Reduce our total waste	2019	65	60	64	66	54	--
	2020	68	62	63	71	63	68
	2021	41	40	41	46	39	38
	Decrease	-27%	-22%	-22%	-25%	-24%	-30%
Reduced our water consumption	2019	55	44	64	53	33	--
	2020	64	68	71	64	59	60
	2021	34	27	32	33	26	24
	Decrease	-30%	-41%	-39%	-31%	-33%	-36%
Improve our air quality control	2019	72	66	71	69	60	--
	2020	67	75	69	66	62	67
	2021	41	44	47	42	35	34
	Decrease	-26%	-31%	-22%	-24%	-27%	-33%
Increase our community engagement	2019	69	73	70	75	67	--
	2020	74	72	70	78	74	78
	2021	48	48	47	51	44	46
	Decrease	-26%	-24%	-23%	-27%	-30%	-32%
Increase the number of apprentices we employ	2019	43	44	29	39	34	--
	2020	49	46	36	51	44	50
	2021	22	26	17	22	13	16
	Decrease	-27%	-20%	-19%	-29%	-31%	-34%
Improve our understanding of responsible sourcing	2019	76	72	73	74	70	--
	2020	83	80	88	83	79	82
	2021	66	56	73	70	64	63
	Decrease	-17%	-24%	-15%	-13%	-15%	-19%
Improve our understanding of modern slavery issues	2019	86	86	88	88	85	--
	2020	87	90	88	88	89	84
	2021	65	64	74	74	73	64
	Decrease	-22%	-26%	-14%	-14%	-16%	-20%
Improve our understanding of FIR	2019	86	87	86	88	85	--
	2020	85	87	84	88	84	84
	2021	68	60	70	72	65	66
	Decrease	-17%	-27%	-14%	-16%	-19%	-18%

2.3 School impact on embedding Offsite

This is the second year that the Impact Survey included questions around the impact the School has had on businesses embedding offsite processes and techniques into their organisation. A total of 74 members responded 'yes' that they were an 'active member' of the offsite topic area of the School.

Out of those respondents, they were then asked to state their primary business function. The figure below illustrates this:

Figure 11. The organisation's primary business function

Primary business function	No.
Assembly	20
Design	13
Manufacturing	31
Logistics	10

A set of questions were then asked to understand what impact learning through the School has had. The tables below display the response:

Figure 12. Process improvement since joining the School

Since joining the School has your organisation improved your . . .	Year	Yes %	No %
Design process in the last 12 months	2020	37	9
	2021	54	11
	Change	17	2
Manufacturing process in the last 12 months	2020	37	1
	2021	44	11
	Change	7	10
Logistics process in the last 12 months	2020	7	45
	2021	58	21
	Change	51	24
Assembly process in the last 12 months	2020	33	3
	2021	49	17
	Change	16	14

These results are pleasing as they clearly illustrate an increase in all areas, with a significant increase in logistics. However, similarly to the sustainability impacts, the attribution to the School has decreased.

Figure 13. Attribution to the School for process improvement

Engaging in the School has helped us to improve our . . .	Year	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly disagree
Design process	2020	25	42	33	0	0
	2021	13	33	46	3	5
	Change	-12	-9	-13	-3	-5
Manufacturing process	2020	15	40	45	0	0
	2021	9	44	34	6	6
	Change	-6	-4	-11	-6	-6
Logistics process	2020	16	52	32	0	0
	2021	12	33	43	10	2
	Change	-4	-19	-11	-10	-2
Assembly process	2020	14	50	36	0	0
	2021	20	34	31	6	9
	Change	-6	-16	-5	-6	-9

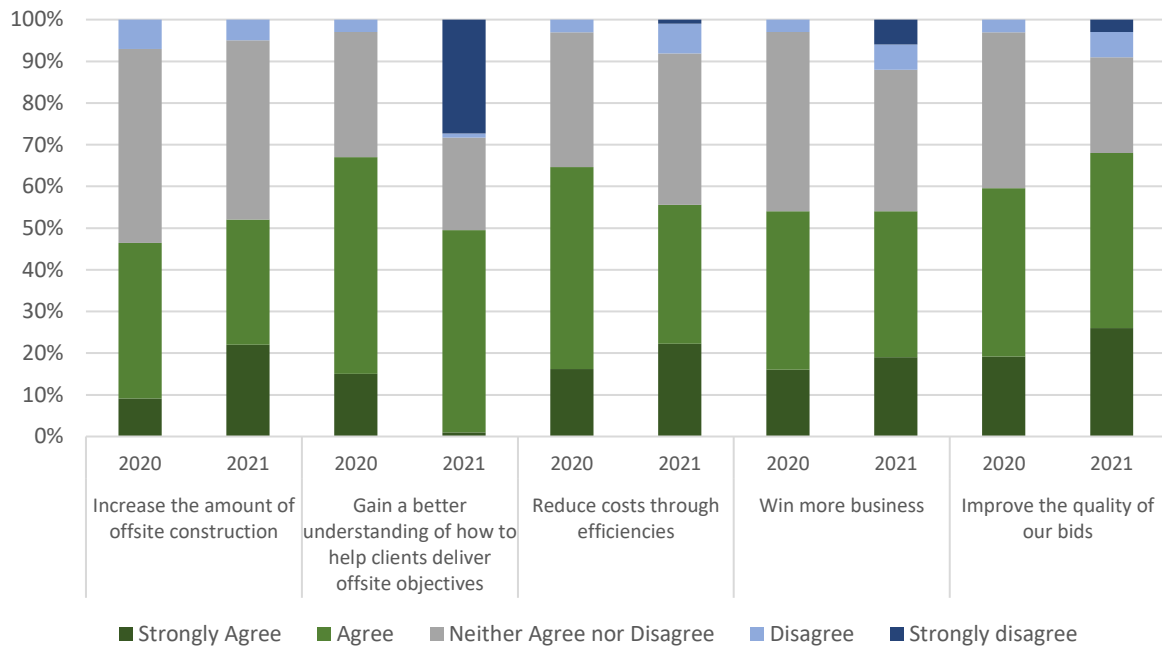
There has been a wealth of new content produced in the Offsite School in the form of e-learning and workshops over the past 18 months. Indeed, there are 899 active companies and 3,370 active individuals (since the beginning of the FY), a 6% increase on last year. However, as last year, the respondent data set is small, so it is difficult to gauge a real understanding of how the School is impacting those who have accessed offsite material. The figures highlight that many organisations and individuals have accessed offsite related material and there have been over 1,100 attendees at offsite related training further supporting this.

The key findings are:

- Over half, (an increase of 13%) of members agree that learning through the School has increased the amount of offsite construction that their business does.
- 49% (67% last year) of members agree that learning through the School has helped them to understand how to help their clients deliver offsite objectives.
- 55% (10% less than 2020) of members agree that learning through the School has helped to reduce costs through efficiencies.
- 54% (the same as last year) of members agree that learning through the School has enabled them to win more business.
- 68% (an 8% increase on 2020) of members agree that learning through the School has improved the quality of their bids.

Figure 14 below shows the results in more detail.

Figure 14. Impact School is having on business outcomes for those engaged in Offsite learning (the greener in the bar the better) . . .



2.4 School impact on business outcomes

The School is also keen to understand and evidence what impact improving sustainability knowledge has on an organisation’s overall business performance. Members were therefore asked to rate how:

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

1. Gain a better understanding of how we can help our clients deliver their sustainability objectives.
2. Reduce costs through efficiencies.
3. Win more business.
4. Improve the quality of our bids.
5. Be more collaborative.
6. Gain better relationships with our suppliers.
7. Retain talent.
8. Reduce reputational risk to our organisation.

Summary of findings for all business size are:

- **Even with such an uncertain and challenging year the School remains a tool to help businesses and is clearly a valuable resource to many.** There have been no significant changes to the business outcome statements which should be considered a positive in the current climate, and in the main, the results are higher than 2018 and 2019.
- 72% feel that the School has enabled them to **gain a better understanding of their client’s sustainability objectives** (down just 2%).

- Half of respondents feel that the School has helped them **reduce costs** through efficiencies (down 3%).
- 47% feel that the School has helped them **win new business** (up 2%).
- This year saw the largest drop in ratings was on whether the School has helped them improve the **quality of their new business bids** (41% which is down 13%).
- 61% feel that the School has helped them be **more collaborative** (down 1%).
- 58% feel that the School has helped them develop **better relationships with their suppliers** (down 3%).
- 35% feel that the School has helped them to **retain talent** (down 2%).
- 55% feel that the School has helped them **reduce reputational risks** (down 2%).

Figure 15. Overall results 2021: The Impact the School has on members:

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

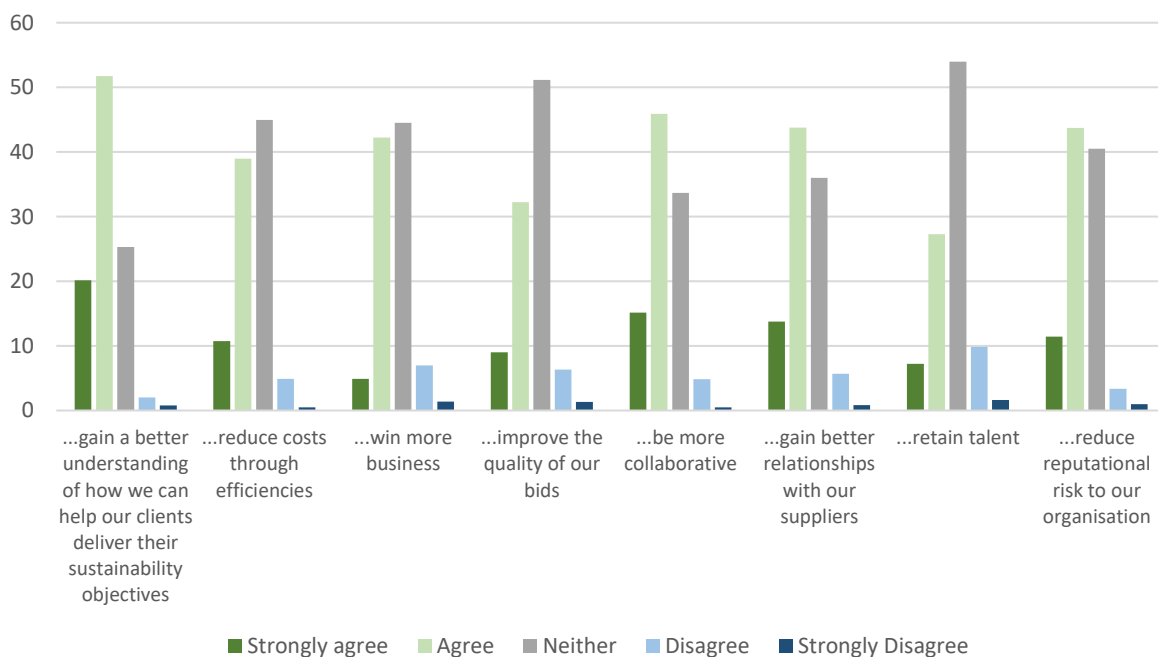


Figure 16 illustrates the comparison to the last three years by business size. Areas with a key difference are around 'winning more business' with a lower %age of SME's agreeing with this. Interestingly, only a quarter of SME's stated that the quality of their bids was improved by engaging with the School, whereas over half of larger businesses (54%) agree that the School does help them with this.

There were also significant differences with larger business indicating that the School helps with collaboration (68%) and gain better relationships with their suppliers (61%).

Figure 16. Overall results: Impact around Business Impact, by employee size and vs last three years:

Engaging with the School has helped us to . . .	No. of Emp	2021	2020	2019	2018	Variance (21 vs 20)
...gain a better understanding of how we can help our clients deliver their sustainability objectives	1 – 250	72	75	68	70	-3%
	250+	71	72	66	77	-1%
...reduce costs through efficiencies	1 – 250	49	54	49	51	-5%
	250+	50	52	43	33	-2%
...win more business	1 – 250	42	40	40	42	2%
	250+	50	52	40	45	-2%
...improve the quality of our bids	1 – 250	26	49	44	48	-23%
	250+	54	60	51	56	-6%
...be more collaborative	1 – 250	55	58	51	51	-3%
	250+	68	68	65	69	0%
...gain better relationships with our suppliers	1 – 250	54	57	51	50	-3%
	250+	61	66	63	64	-5%
...retain talent	1 – 250	32	37	26	24	-5%
	250+	37	36	30	27	1%
...reduce reputational risk to our organisation	1 – 250	54	56	47	49	-2%
	250+	56	59	53	59	-3%

2.4 School impact on business processes

If change is to be embedded in organisations, it is important that business processes are adapted to enable lasting change. The 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 Impact 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. 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.*

Summary of findings for all business size:

- There have been small increases across the board in the main for impact of the School on business processes. **As with the response to the business outcome statements, this should very much be seen as a positive in this climate.**
- **67%** (68% in 2020) reported that the School has helped them to **engage business leaders** to better understand the value of sustainability.
- **76%** (75% in 2020) reported that the School has helped them to **better understand their organisation's sustainability impacts.**
- **68%** (up 2%) reported that the School has helped them to **embed sustainability** as part of their business processes.
- **57%** (down 1%) reported that the School has helped them to ensure **procurement processes** now consistently drive sustainability.
- **59%** (up 4%) reported that the School has helped them to **monitor and report sustainability impacts.**

The below illustrates these results by business size.

Figure 17. Response by company size on School impact on business over three years

Engaging with the School has helped us to ...	% Strongly Agree/ Agree					
	No. of Emp	2021	2020	2019	2018	Variance
engage business leaders to better understand the value of sustainability	1 – 250	64	65	62	57	-1%
	250+	70	71	61	60	-1%
better understand our organisations sustainability impacts	1 – 250	76	63	70	68	7%
	250+	76	75	71	72	1%
embed sustainability as part of our business processes	1 – 250	68	65	60	61	3%
	250+	69	66	62	54	3%
monitor and report our sustainability impacts	1 – 250	59	55	50	50	4%
	250+	61	55	49	50	6%
ensure our procurement processes now consistently drive sustainability	1 – 250	58	56	51	52	2%
	250+	56	60	50	53	-4%

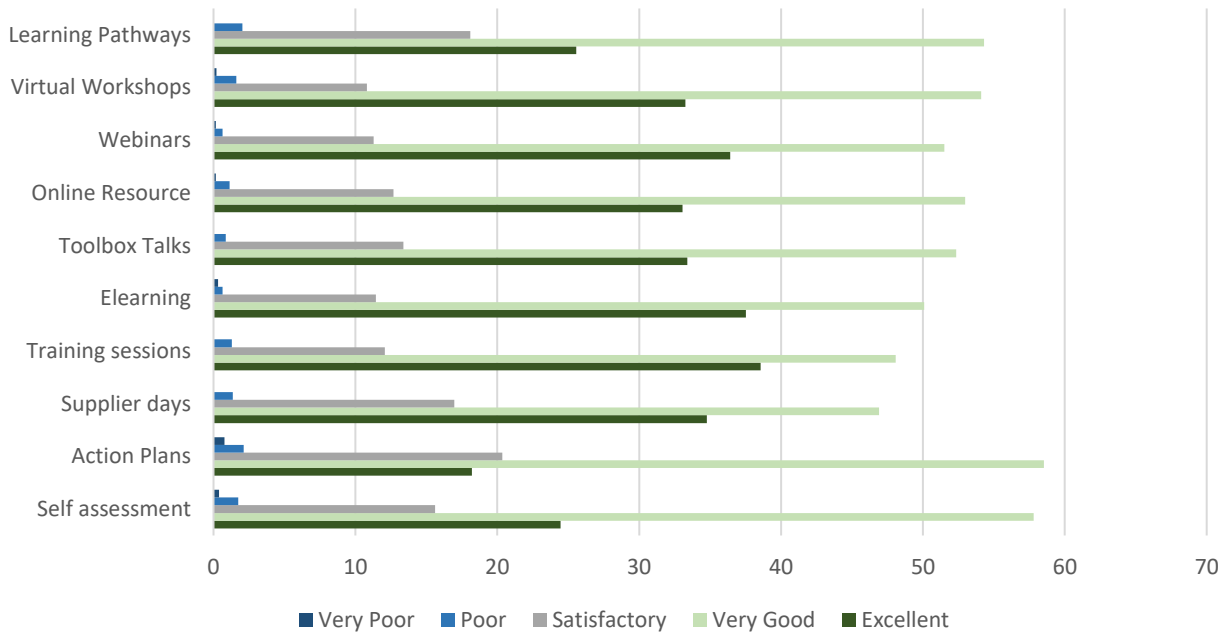
As in previous years, it should still be assumed that the School remains an enabler to embed sustainability for both SMEs and large organisations. In fact, this year has seen a more significant jump in impact on "monitoring and reporting sustainability impacts", with larger businesses. The Climate Action Group has run a lot of activity across the year around the use of the Carbon Tool, in particular amongst the Partners, which may have influenced this.

3. School activities & resources

3.1 Quality of the support provided

The impact survey included questions around the quality of the support provided. Figure 18 illustrates the results:

Figure 18. 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. This has been ever more important this year as all learning has been taken online. Every activity/ aspect had an increase in 'excellent' or 'good' ratings. This increase will be down to various improvements made in the School, which were launched in October 2019:

- The learning management system was enhanced (now Moodle based) and the assessment tool simplified and based on a maturity matrix format to allow members to understand next steps for learning engagement.
- The web platform is much easier to navigate whether it be to book onto a training activity; search for a particular resource; or find out more about topics such as Carbon; FM; Offsite etc.
- 2020 also saw the launch of the Learning Pathways, an exciting new feature of the School, which allows members to allocate specific resources to a specific audience and track their progress through the awarding of badges and downloadable reports.
- The development of the face to face online learning ensured that the offering was still as engaging and interactive where possible. Different formats have been developed and refined as the year progressed ranging from short introductory lunch and learns; to interactive workshop sessions for up to 20 learners; and larger sessions (Business Bytes) which explore

a particular challenge the Industry is facing; or focuses on a topic with multiple speakers from the built environment.

- New ways of getting learning across to members such as the launch of the 'On Demand' page, or staged recorded sessions so members are able to view learning they may have missed live.

Further detail for each aspect is given in Figure 19.

Figure 19. Rate your experience of each activity / aspect of the School (vs 2020) Excellent & Good

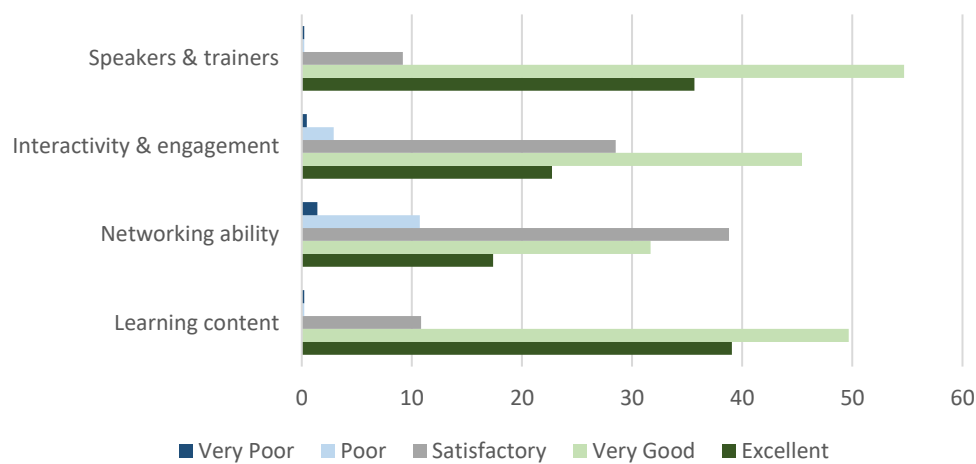
Activity	Year	Excellent/ Good %
Self-assessment	2021	82
	2020	74
	Change	8
Action Plans	2021	77
	2020	66
	Change	11
Supplier days	2021	82
	2020	78
	Change	4
Training sessions	2021	87
	2020	81
	Change	6
Elearning	2021	88
	2020	81
	Change	7
Toolbox Talks	2021	86
	2020	75
	Change	11
Online Resource	2021	86
	2020	81
	Change	5
Webinars	2021	88
	2020	71
	Change	17
Virtual Workshops	2021	87
	2020	n/a
	Change	--
Learning Pathways	2021	80
	2020	n/a
	Change	--

The e-learning and webinars had the highest rating at 88% (rated excellent / good), followed by training sessions and virtual workshops at 87%. This is very pleasing as a lot of effort and dedication has been committed to ensure that the face to face training staged kept the quality of the in person training. The increase in ratings for online resources is pleasing (86%, up 5% this year), in particular as there has been a 56% increase in resource access (inc elearning) this year.

3.2 Type of the support provided

As all learning was taken online in March, an extra set of questions was included around the type of virtual support the School is providing. Out of those who responded, 60% stated that they attended a virtual training session.

Figure 20. How did you find our virtual training?



The results are really pleasing and illustrate that the quality and standard of the virtual offering is high.

Members were also asked about the length of time for the various different types of virtual training. It is difficult to get a balance right as if the learning was face to face the use of breaks and networking allow people to refresh and therefore be more likely learn for longer. Figure 21 relates to the online workshops; in general the School has got this balance right; (between 2 to 3 hours). Figure 22 could relate to either a lunch and learn (introductory session) or a business bytes (multiple speakers, exploring a specific challenge or topic). These sessions are trickier to get the balance right, as the comments made support; up to 2 hours but no more is right, however there were many comments made that it could depend on the subject matter.

Figure 21. How long do you feel our virtual workshops should be? (Up to 24 attendees)

Time	1 hour	2 hours	2 - 3 hours	4 hours
%age	40	45	14	1

Comments:

- Depends on the subject matter and cannot be time restricted.

- *Max 2 hours or shorter.*
- *Depends on content.*
- *1-2 hours.*
- *these must be interactive & combine a suitable mix of activities & breaks.*
- *Should suit the subject but 2 hours a time enough and could have parts 1 and 2.*
- *2 hours without a break is acceptable - breaks needed thereafter.*

Figure 22. How long do you feel our webinars should be? (Up to 350 attendees)

Time	30 mins	1 hour	2 hours	3 hours
%age	23	57	18	1

Comments:

- *Cannot be defined. Depends on subject.*
- *Max 2 hours or shorter.*
- *Up to two hours with breaks.*
- *It depends on the subject matter.*
- *Cannot be prescriptive here. It depends on topic.*
- *Between 1 to 2 hours.*
- *Depending on scope of topic max 1 hr 30min.*

Members were also asked if there was anything they particularly liked about the virtual training. A range of comments are below:

- *The range of topics and use of tools to encourage engagement throughout has been beneficial.*
- *The concise nature of the content and being able to ask questions.*
- *The relevancy of day-to-day issues we face in the manufacturing industry needs improving.*
- *Excellent subject matter and presentation*
- *The events I have attended have always been excellent - high quality and knowledgeable speakers, approachable, well-structured, and engaging events. The support team (Marketing etc) are also helpful.*
- *The School has provided an invaluable resource to us during the last 12 months thank you.*
- *Easy to use and lots of different ways to learn and engage means that the journey is enjoyable. Need to find a better way to engage with users as we were registered for many years before becoming active and now, I see the benefits.*
- *This should remain a staple for any supplier engagement due to improved impact on carbon, time, and cost.*
- *Delivery of the sessions is of a very high quality by experts in their fields. Also, they introduce participants to Apps that they might not have heard of or used before in a learning environment. There is no doubt at all that the School is providing very important learning opportunities.*
- *Providing the sessions virtually mean that they are more accessible and easier to fit in around other work commitments.*

- *Very engaging, great, and relevant topics, lunch and learn and business bite (sic) format is excellent and fits in well to work commitments. Good notification of what is up and coming by email- always timely.*
- *It may inhibit networking and shared thinking, but it does enable continuous learning. I find them a positive experience.*
- *It has been good excellent new FIR material. It is given greater access to more of our people who may not have travelled to a workshop to take part and (the substantial global IT footprint aside) been great for our Carbon Footprint.*

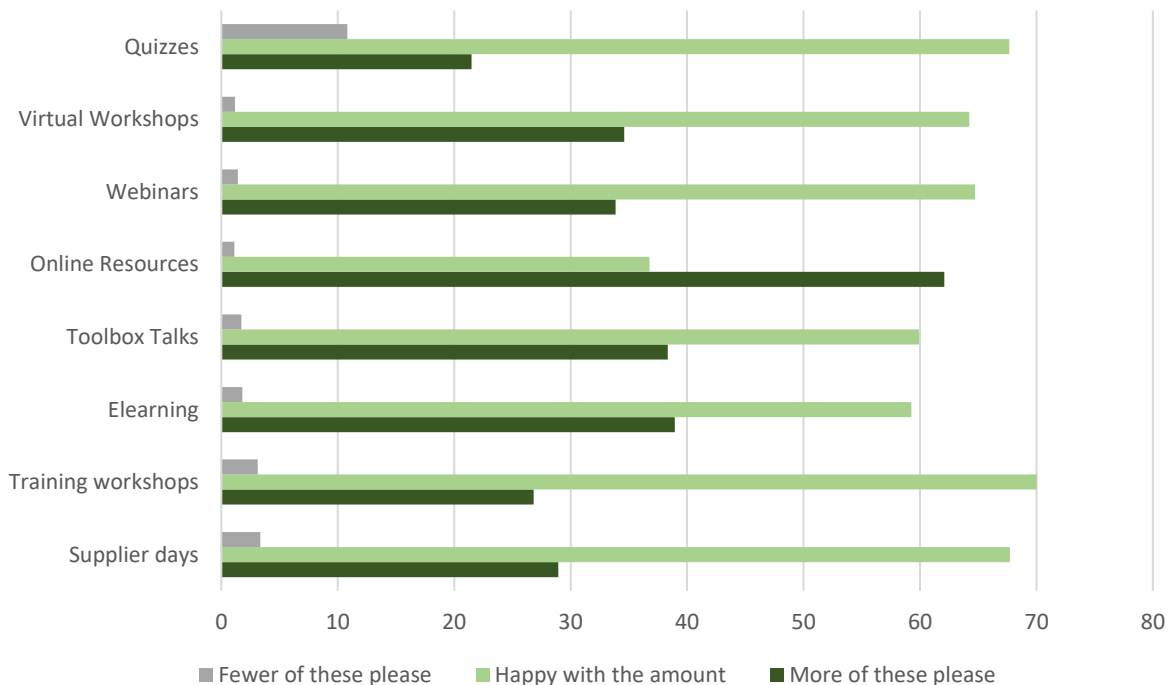
3.3 Future support

Respondents were asked if there were any resources that the School offers, that they would like to see more of. The details of this are illustrated in Figure 23.

There is a significant number of members who want more online resources, with 69% stating 'more of this please'. This was by far the highest result; followed by elearning (39%) and Sustainability Shorts (previously called Toolbox Talks) at 38%. Training workshops was highest rated for 'Happy with the amount', followed by quizzes and supplier days.

The results show that there is a good balance of different types of learning, with only marginal scores for 'less of these' for each type.

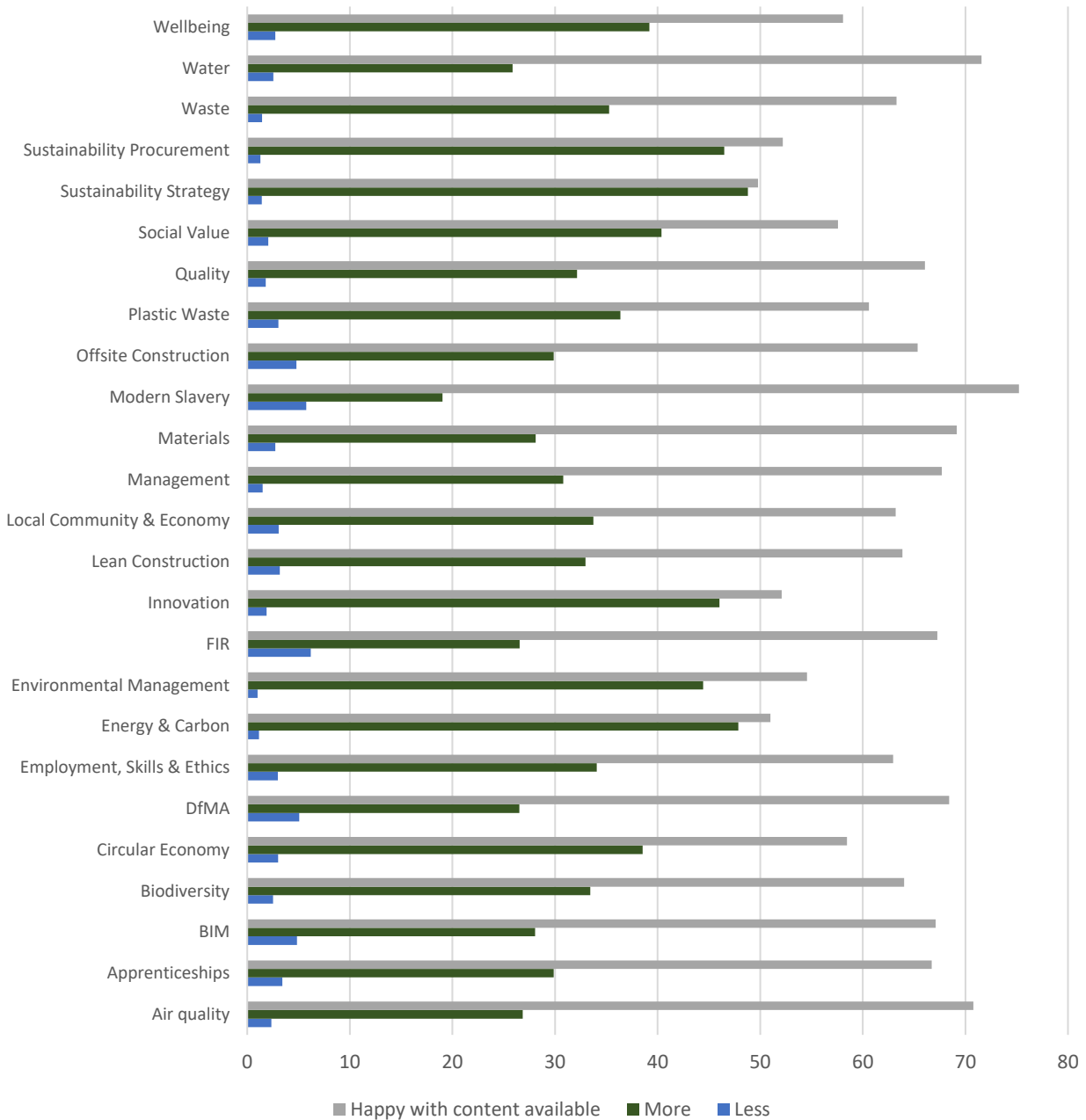
Figure 23. Are there any resources the School offers that you would like to see more of?



The survey also included a question around topics / areas which the respondents would like to learn more about (Figure 24). The feedback from this question helps to inform the School on any areas of

key focus. The last three years have seen the most popular topics as: sustainable procurement, innovation, sustainability strategy, environmental management, social value, plastic waste, energy & carbon and this year there is an increase in wellbeing. This very much reflects the business plan for the next FY, following consultation with the Partners.

Figure 24. Are there topics/issues you would like to learn more about?



4. Methodology and profile of respondents

Summary of findings:

- There were 1,099 responses to the survey of whom 51% were from SMEs.
- 99% said that they were interested in sustainability issues, with 58% (down 1% from 2020) being interested in management skills, 33% (up 4% from last year) interested in Offsite, 34% (36% in 2020) Interested In BIM and 31% (27% In 2020) interested in lean construction.
- The profile split, 9 out of 10 respondents are active in construction, just over a quarter work in housebuilding and FM and 44% are in Infrastructure, has remained the same for the lifetime of the survey.
- 93% of respondents work in England, whilst approximately half also work in Scotland (48%) and Wales (50%). There are also a quarter who work In Northern Ireland.
- Respondents were drawn from across the supply chain including clients, contractors, suppliers, sub-contractors, and FM service providers.

The survey took place in December 2020 and continued until February 2021. The School membership was canvassed and there was a total of **1,099 responses**. To put this into context, the School has approximately **3,000 active member organisations**. 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, **51% 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 25.

Figure 25. Comparison of breakdown of company size:

Employee size	Membership %age	Respondent %age
1-250	85	51
250+	15	49

Members were asked which areas (by topic, see figure 26) of the School they were engaged in, which market sector they operated in and in which country (see figure 27). There was a good representation from all areas.

Respondents were also asked to identify what type of organisation they worked for, the breakdown for this is in Figure 28. The survey asked how engaged with the School the respondents are and for how long. Like previous years, **70% of respondents have been a member of the School for the past few years or more**. The breakdown is illustrated in Figure 29.

Figure 26. Areas of interest:

Department / Market	%age
Sustainability	99
Management	58
Offsite	33
BIM	34
Lean	31
Construction	87
Infrastructure	49
Facilities Management (FM)	25
Homes	27

Figure 27. Country users operate in:

Country	%age
England	93
Scotland	48
Wales	50
Northern Ireland	23

*Please note figures represented will not total 100 as members can tick multiple areas of interest.

Looking at the results of length of membership in the School and how respondents have engaged, there is a good cross section of experience with the School to give an intelligent reaction to the School’s impact on 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 could be considered redundant.

Figure 28. Breakdown of respondents by organisation type:

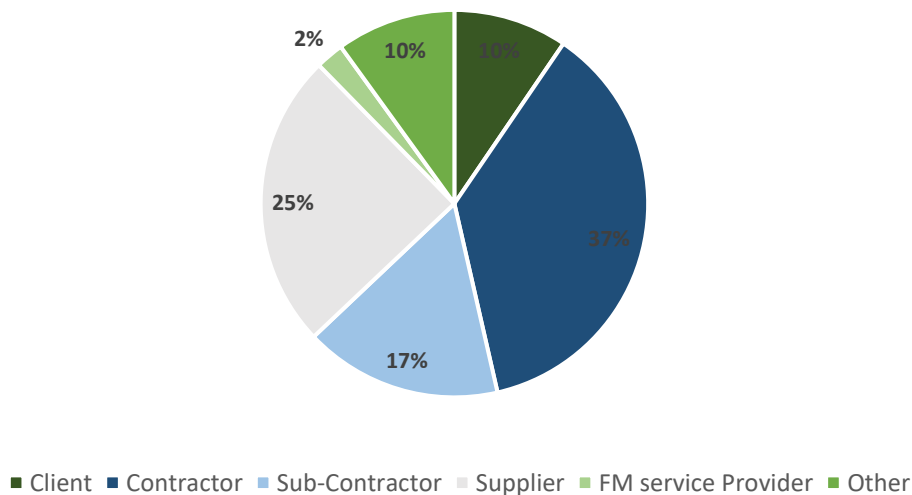
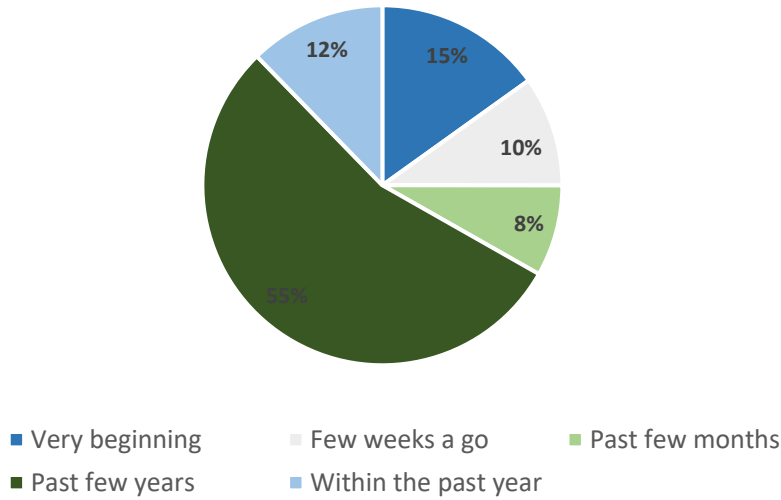


Figure 29. Breakdown of respondents by length of School membership:



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 30. The reasons are also listed as to why some users have not engaged with the School. 11% (or 116 respondents) stated that they have never engaged with the School. Figure 31 indicates reasons given. Of those who had never engaged with the School, 62 said they would engage in the School in the future. Six said no and 41 said they were unsure.

Figure 30. Breakdown of respondents by active engagement in the School:

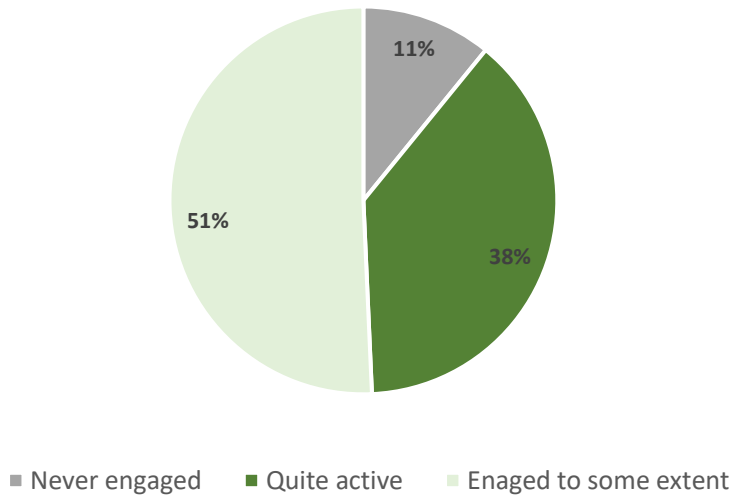
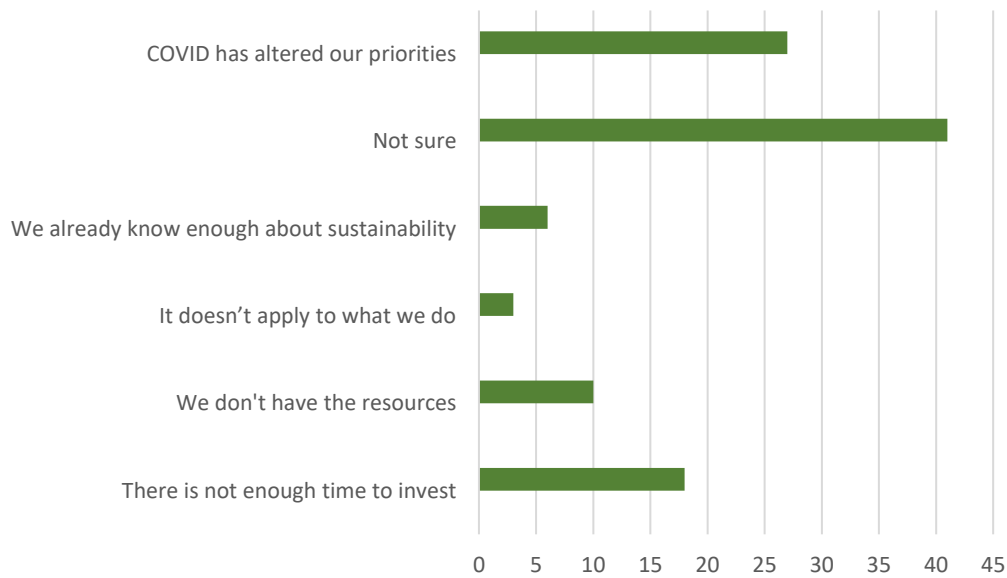


Figure 31. Reasons for not engaging with the School to date (number of actual responders):



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

- *Resource has been tough with the pandemic, but we want to engage.*
- *I have only started with this Company but was a FIR Ambassador for Carillion Rail.*
- *Have just registered and are beginning to invest in this network.*
- *Been asked to do this for Vistry - not heard of the School before.*
- *New management structure in place.*
- *Our team has expertise in this field.*
- *Waste of time.*
- *Just time constraints but would like to engage in 2021.*

1. School Key Performance Indicators (Outputs)

The School has performed incredibly well against most targets on key outputs, as illustrated below. The overnight switch to online from face-to-face learning has meant that some targets have been superseded. These are around market specific training / activity delivery as the training programme was easily delivered to all markets (or 'All School') allowing all member to join any activity. The outcome of this has been astonishing; there have been over 300 training activities delivered, attracting over 11,000 learners representing over 19,000 hours of learning. This is a 170% increase!

Figure 32. Performance against targets

	Const	FM	Homes	Infra	Offsite	Wales ¹	Scotland ¹	Entire School
Active Companies (Target) ¹	2,643 (2,600)	664 (500)	979 (850)	1,111 (850)	899 (600)	444 (550)	707 (500)	3,149 (3,200)
Active Individuals ¹	8,524	1,837	2,200	4,297	3,370	1,103	2,039	11,153
Training Activities - Business Bytes	-	-	-	-	-	-	-	33/26
Learners @events ²	-	-	-	-	-	-	-	12,026/3,065
Training activities - Workshops	-	-	-	-	-	-	-	170/89
Training activities - Lunch & Learn	-	-	-	-	-	-	-	105/41
E-learning Downloads	--	--	--	--	--	--	--	19,802/4,000
Assessments ¹ (Target Company/ Individual)	430+2,888 (400 + 2,000)	111+683 (100 + 500)	154+805 (150 + 700)	225+1,654 (150 + 1,000)	358 (150)	88+462 (50+100)	127+703 (50+200)	472+3,465 (600+2,500)
Re/assessment ¹ (Target Company/ Individual)	605+960 (700 + 550)	128+259 (150 + 200)	275+363 (300+280)	254+448 (260+350)	88 (50)	111+129 (75+50)	210+229 (35+150)	674+1,067 (800+600)
Bronze/ Silver/ Gold ¹	502/ (600)	114/(150)	210/(300)	245/(200)	N/a	N/a	N/a	565/(500)

Notes:

1. These 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.
2. Learners figures were correct as of 31st March 2021.

5.1 Supply Chain Engagement: Active members

There have been just over **62,000 resource views in 2020/21 compared to just over 40,000 in the previous year: a 56% increase overall**. The School marketing team continued to build on the drive around engaging members to learn online and not just engage in the School via training activities. It is very pleasing to see that the delivery team have continued this momentum (in 2019 there were 25,00 recourse views) and have once again risen the bar. The next financial year will be a real test as

it could be said that some of the demand in online learning has been due to many employees being furloughed and then being encouraged to learn during that period. The counter argument though is that many businesses are in survival mode in the current climate thereby cementing the value that employers, industry and individuals alike see in engaging in the School in some way, even during these very challenging times.

Figure 33. Comparison of resource views 2021 vs previous years

Month	2021	2020	2019	2018	Change 2020 to 2021
April	4,507	1,249	1,453	970	261%
May	3,954	1,883	1,800	1,433	109%
June	3,184	1,722	2,070	1,241	85%
July	3,581	3,138	2,272	1,552	14%
August	4,136	2,529	2,635	1,265	64%
September	4,866	2,812	2,324	1,266	73%
October	5,805	2,995	2,715	1,737	94%
November	6,612	2,962	2,605	1,428	123%
December	5,434	2,563	1,721	1,623	112%
January	6,770	8,338	1,821	1,292	-19%
February	8,787	6,556	2,563	1,002	34%
March	8,712	3,278	1,385	1,063	166%

The huge increase in activity has been very interesting to monitor over the year. The first part of the year was an unknown as to whether there was an appetite, and indeed ability, to learn through very unsettling times. As the year has progressed the learner figures have continued to rise steadily. Sustainability has shot to the forefront of the political and global agenda, and perhaps this has impacted the School figures. What is compelling is that though the number of active individuals has increased at a high pace, the number of active organisations has not. There has been a 77% increase in active individuals; however, there is no increase in number of active organisations to last year. There are more individuals doing more, but from the same cohort of organisations. A potential reason for this is that Partners have been unable to reach out to their supply chains to encourage the use of the School due to the challenging times; not just the pandemic but other challenges such as reverse VAT amongst other issues.

The definition of an active member is any organisation that accesses learning within the School (attends a training event, accesses any of the resources, assesses) within a 12-month period. For the purposes of the School and the KPIs set – this is looked at from 1st April. Once an organisation has become active, even if the individuals on that account are accessing hundreds of resources, it can only be counted once.

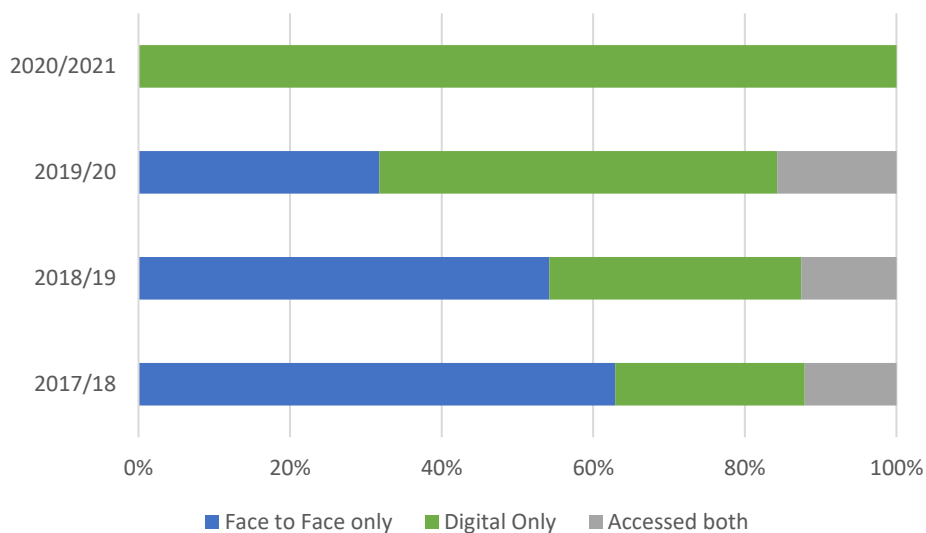
Figure 34. Active members by sector comparison 2020 vs 2021

Active Companies	%age increase	2021 (Apr – present)	2020 (Apr – March)	2021 Target
School Overall	1%	3,175	3,148	3,000
Construction	3%	2,643	2,556	2,600
FM	10%	664	600	500
Homes	16%	979	842	850
Infrastructure	38%	1,111	807	850
Offsite	15%	899	785	600
Wales	24%	444	357	550
Scotland	-13%	707	812	500

It should be noted that though there is no increase in overall reach to active organisations, all markets/ sectors (apart from Scotland and Construction) have had an increase in the number of active organisations which is good news; and all have achieved target, apart from Wales.

Over the past few years, the School has been encouraging members to learn through the School online and not just attend face to face training activities. This campaign was going well as the below graph illustrates:

Figure 35. How members have engaged with the School



Obviously, the entire learning offering has since become 100% digital, so it is interesting to understand in what way members are engaging with the online learning. The table below illustrates this:

Figure 36. How members have engaged with the School In 2021

Interaction with School	%
Accessed resource only	47%
Attended training activity only	31%
Accessed resource & attended training activity	22%
Attended training activity	38%
Viewed resource first	62%

Most members have engaged with the School by accessing a resource first and then booking themselves onto a virtual / face to face training activity. Only a third of members who have engaged with the School this year have only attended a training activity. This is pleasing as the focus is always to drive members to continue to learn in a variety of ways.

There are also several Partners who have the School e-learning modules hosted on their own LMS. The below table illustrates how many Partners and how many further resource completions have been made this year:

Figure 37. Partners hosting School elearning and access figures

Organisation	2020/21 Completions
Aggregate Industries	156
Balfour Beatty	631
Barratt	29
Bouygues	47
Costain	2,143
Lovell	160
Morgan Sindall Fit Out	139
Redrow	56
Skanska	367
Total	3,728

5.2 Supply Chain Engagement: assessments

This year has proved challenging in terms of encouraging the supply chain to complete self-assessments and to re-assess. The overall target has not been met this year for corporate assessments, though in the main they have by market/ sector. Individual assessments, however, have continued to be popular, and all targets have been achieved. **We should note that the new platform is set up to drive users to individual learning as opposed to corporate learning.** The Schools position, as before, is that all learning is good, and the table below illustrates this by the number of individual assessments.

Figure 38. Assessments by sector comparison 2021 vs 2020

Assessment (individual)	Change corporate	Change individual	2021 (April – present)	2020 (April – March)	2021 Target
School Overall	-42%	+60%	472 (3,465)	807 (2,171)	600 (2,500)
Construction	-40%	+75%	430 (2,888)	723 (1,651)	400 (2,000)
FM	-53%	+51%	111 (683)	235 (454)	100 (500)
Homes	-48%	+47%	154 (805)	298 (549)	150 (700)
Infrastructure	-15%	+131%	225 (1,654)	264 (717)	150 (1,000)
Offsite	-27%	+84%	41 (317)	56 (172)	150
Wales	-39%	+96%	88 (462)	144 (236)	50 (100)
Scotland	-60%	+19%	127 (703)	317 (593)	50 (200)

Similar figures can be seen with corporate re-assessments, though the decrease in yearly comparison is not as high (bar Scotland). The individual re-assessments have a much higher percentage increase overall. Those who are assessing are still coming back to re-assess, highlighting continued engagement.

Figure 39. Table showing re-assessments completed to date vs 2020

Re-assessment (individual)	Change corporate	Change individual	2021 (April – present)	2020 (April – March)	2021 Target
School Overall	-4%	+135%	674 (1,067)	704 (453)	800 (600)
Construction	-9%	+181%	605 (960)	666 (341)	700 (550)
FM	-9%	+151%	128 (259)	116 (103)	150 (200)
Homes	-6%	+157%	275 (363)	294 (141)	300 (280)
Infrastructure	-0.3%	+213%	254 (448)	255 (143)	260 (350)
Offsite	-9%	+148%	21 (67)	23 (27)	50

Wales	2%	+279%	111 (129)	109 (34)	75 (50)
Scotland	-11%	+97%	210 (229)	234 (116)	35 (150)

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. Below is a summary of developments and outputs for 2020:

Plant Group:

The Plant Group developed the [Plant Commitment Charter](#) in early 2020. By signing the Charter, an organisation is making an outward statement that it takes air quality and carbon emissions seriously and is actively working on reducing them as quickly as possible when it buys or hires plant. There are now 18 signatories.

The Commitment Charter is based on the [Minimum Standards Paper](#) which sets out the minimum levels that engine emissions standards should be for acting on air quality. This was reviewed by the group this year. As part of the review, 24 Plant OEM businesses were interviewed during December 2020 and January 2021, (e.g. JCB, Komatsu, Hitachi, Kohler, Wacker Neuson, MHM Group, SMT Volvo, Kubota) to find out what the current and future OEM's plans are for low and zero emissions plant. These findings are being used to update the Minimum Standards and provide valuable market insight.

To support contractors undertaking projects within towns and cities, the School developed an interactive [Clean Air Zone map](#), available on the website. The user can search which UK towns and cities have a clean air zone, either now or planned, and what the conditions of it are. The Group will keep the map up to date.

Labour Group:

The focus for this year was to increase signatories for the People Matter Charter, increase awareness, develop more materials, and automate the roadmap developed to support the charters implementation.

Due to adjustments in budgets we had to reassess our priorities and agreed as a group that increasing the signatory base and automating the roadmap was our priority.

At time of the writing of this report we have attained 80 signatories to the charter against our target of 100. This has been achieved, in the main, during a year of lockdown so a great achievement by the group.

The roadmap is in development with the aim that it will be ready to test by the end of this financial year.

In 2021/22 the focus is again to increase the signatory base and to ensure that all signatories are using the online resources which will allow Partners to acquire data relating to the maturity of the supply chain in relation to the key themes. The priority areas for the focus of the group include:

- 1) Skills & Training
- 2) Wellbeing
- 3) Modern Slavery & Ethical Sourcing
- 4) Employment Standards

Waste & Resource Group:

The Waste Group developed and launched the Materials Exchange Platforms (MEPs) interactive mapping project. The interactive “MEP map” shows locations and key contact information for MEPs in the UK. MEPs are defined as real or virtual locations / organisations that will receive and redeploy unwanted but usable stock from the built environment value chain. The map is a highly popular resource with over 1,000 hits already recorded. However, the task of finding suitable homes for unwanted or unused materials continues to be a challenging one. The group will continue to encourage more engagement in using and adding to the map.

A Plastic Packaging Waste Baseline Survey of School/UKGBC and Zero Waste Scotland’s Partners’ practices was undertaken. The results help in establishing a baseline for plastics packaging materials use and waste, providing the School and its stakeholders with vital information to inform future activities and prepare for the Plastic Packaging Tax. The survey was completed by 101 organisations including a third of School Partners.

Thanks to funding from Zero Waste Scotland, Bellway Homes, Barratt Developments and Taylor Wimpey, a trial project focusing on packaging material sources within the Housebuilding market was delivered. Using methodology and a unique database provided by packaging specialist Valpak, the trial sought to develop detailed understanding of the volumes, tonnages and sources of packaging generated by a collated “top 58” list of suppliers to the Homes market. The resulting information will form the basis for constructive dialogue with suppliers and manufacturers, aimed at reducing packaging, increasing recycled content, and investigating alternative means to deliver materials safely and securely to site.

Priorities for action in FY 2021-22 are:

- Responding and communicating to Partners on updates including impending Government announcements on the plastic packaging tax, circular economy package, increased producer responsibility.
- Developing and delivering hints, tips, and recommended processes for designing out waste.

6.2 Special Interest Groups (SIGs)

There were two SIGs that have run this year.

Wellbeing Group

The Wellbeing SIG set out to investigate the business case for investing in wellbeing in the built environment and to produce learning materials for the School. The group convened Partners from the construction, infrastructure, facilities management, and homes sectors so the perspectives shared represented much of the built environment value chain. In February 2021, the Group successfully launched its final output ([a visualisation and report](#)) at an online event that brought together speakers from WGBC, UKGBC, Grosvenor and Airlite. The anticipated delivery of the final output was delayed due to the pandemic which placed strain on resourcing and participation of the SIG members. Ultimately the quality of the output was greater for the delay, as we were able to keep it current and reflect the changed operating context over the past 12 months. The plans for Wellbeing at the School are to continue to provide a programme of learning activity as the topic remains important and a priority for the industry.

Carbon: Climate Action Group

The group have continued to encourage the use of the Carbon Tool. There are 60 Partners and over 129 suppliers involved, many of whom have registered with the Tool and are reporting data. Work continues to grow this number.

There has been a major overhaul of the e-learning on carbon available in the School; there are now four modules that cover Carbon and Climate Change; Carbon Foot-printing and Measurement; Carbon Reporting; and Carbon Reduction, Offsetting and Net Zero. The content is now up-to-date, and the subject matter is broken down into more easily digestible chunks.

Future plans include:

- Continue to gain more supplier / contractor registrations and reporting to the Tool – we want to scale this massively.
- Engage more Partners on joining the School to support this – and get them actively engaging their suppliers / contractors.
- Rolling out the Learning Pathway for Carbon.
- School participation at COP26 in Glasgow, as well as other events and engagement in the run up to and during COP26.

6.3 New content: Sustainability Shorts & E-learning

There has been a variety of new content made available on the School in the form of a sustainability short, several e-learning modules and a new case study led course. Much of this new content has been developed as part of the funded projects.

1. Sustainability strategy - Sustainability Short

A 5-minute animated module that explains what a sustainability strategy is, who it is for and what should be included within it.

2. Scienced based targets - Sustainability Short

Following on from the strategy animation this module explains the principles of science-based targets and the steps a business needs to take to develop their own carbon reduction targets.

3. Business ethics - Sustainability Short

Business ethics are central to how we run our organisations. But what do we mean by the term business ethics and what practical steps should we take to address ethics within our business?

The **FIR programme** has developed the below e-learning:

4. Understanding Invisible Disabilities

This course will build on any existing knowledge or experience on invisible disabilities and give you a broad understanding of invisible disabilities. It aims to help line managers, supervisors, team leaders and HR professionals support existing employees and new applicants with an invisible disability.

5. Managing Challenging Conversations

This module focuses on challenging conversations from a Fairness, Inclusion and Respect perspective rather than performance issues. It is aimed at anyone that manages people, directs others, or engages with stakeholders within the construction and built environment arena. It will also be beneficial to employee representatives, FIR ambassadors and HR professionals.

6. Race and Intercultural Competence – Parts 1 + 2

This 2-part course will equip teams to work more collaboratively by building employees' confidence to engage with people of different cultural backgrounds.

The **Procurement programme** has produced the following e-learning:

7. Intro into Procurement

To help you to understand the basic principles and skills of procurement.

8. Supplier Relationship Management

Understanding how to prioritise, develop and nurture supplier relationships to deliver optimum value for all parties.

9. Managing Performance

Understanding the principles of setting and managing Key Performance Indicators in a contract and how technology can be used to inform best practice.

10. Cost & Value Subcontracts

This module explores the evaluation techniques, forms of contract and processes to deliver best whole life value when procuring sub-contracts.

11. Cost & Value Plant and Materials

This module explores the evaluation techniques, forms of contract and processes to deliver best whole life value when procuring materials.

12. Collaborative Construction Procurement

Introduction to the principles and benefits of collaborative procurement.

13. Supporting and Creating a Collaborative Culture

Understanding how to build a collaborative team and processes to manage costs, programme, and risks.

14. Choosing and Using the Right Contracts and Digital Technology

Understand the forms of contract that can be used to deliver collaborative procurement and the use of digital technology to manage the benefits.

The **Digital programme** has developed the following e-learning and case study led learning course:

15. Business case for Digital

Aimed at people in the construction industry who recognise that their businesses and, indeed, their own job functions are likely to change with digital technology.

16. Digital Leadership

This e-learning module is to identify the necessary leadership skills and competencies which are essential to successful digital transformation.

17. Technology Adoption

This e-learning module will look at ways in which digital technologies can assist every stage of a project's lifecycle, from design, optioneering and planning, through procurement, during manufacture and construction and finally in the building's operational phase and beyond.

18. Cyber security

The aims of this e-learning module are to identify the necessary skills and competencies around cyber security which are essential to successful - and safe - digital transformation.

19. Digital Leadership Teaching Case workshop

Using the Harvard Business School's teaching case methodology, these real-world cases provide learning for the whole industry on how best to lead digital projects in projects, contractors, and their supply chains.

7. Virtual face to face training delivery

A key activity in the School is the face-to-face training which became fully virtual this year. To date this year there have been 3,955 learners at Business Bytes; 3,688 learners at workshops and 4,383 learners at Lunch & Learns. This is the equivalent of **21,513 hours of learning**. This figure includes the hours of learning from the FIR programme.

7.1 Rating of training activities

Though we ask the members to rate the different training activities via the impact report, the School also ensures that every activity which 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:** 95% of employers will rate the training quality as good or excellent
- **Relevance:** 90% of employers will rate the training received as relevant to their needs
- **Impact:** 75% of employers agree training will change the way they do business

The below illustrates the results.

Figure 40. Ratings of the different training activities

Target and measure	All	Lunch & Learn	Workshop	Business Bytes	2020 All
95% of employers will rate the training quality as good or excellent	95%	95%	96%	94%	95%
90% of employers will rate the training received as relevant to their needs	90%	91%	89%	89%	92%
75% of employers agree training will change the way they do business	85%	86%	88%	80%	87%

Figure 41. Overview of training activities by month

Month	Lunch & Learns	Workshops	Business Bytes	Total learners
April	2	18	1	392
May	6	5	3	895
June	6	7	1	807
July	9	11	3	839
August	13	5	3	935
September	8	17	0	517
October	7	25	3	1,313
November	5	21	6	1,381
December	2	6	0	218
January 2021	3	10	4	1,637
February	9	16	2	1,382
March*	11	28	2	1,864

*There are still 17 training activities yet to take place at the time of writing the report

8. Market & Regional Development

8.1 Wales

The School in Wales has made significant inroads into building and strengthening relationships with key individuals and teams within the Welsh Government and 'at arms-length' influencing and policy groups.

Following a successful Partner round table with the Deputy Minister for the economy, the School is now embedded in the Welsh Government led Construction Forum and the spin off groups focusing on carbon reduction and skills. Added to this, following on from an event with the Future Generations Commissioner we have developed a stronger relationship with, and enabled, our Partners to interact more clearly with this body.

The School, via its Chair, Wyn Prichard, has also become a partner to a major project focused on retrofitting the social housing stock of Wales. It is expected that further opportunities for engagement and delivery will come on stream as the project progresses. Carbon reduction has become the key driver of the sustainability strategy for the coming year as well as the topic of Modern Methods of Construction (MMC).

There is a significant push from the Welsh Government for the School to help promote and showcase Wales-based companies producing sustainable materials for the construction market. Loosely entitled 'Supply Chain Resilience' the drive from the Welsh Government is to identify and engage with home-grown leaders in the field of sustainability.

8.2 Scotland

The activities of the Scottish Leadership Group have resulted in there being 300 active members based in Scotland, of which 179 are priority suppliers. It is also noted a large increase in learners attending training activities – driven by the whole School's training offer now being freely and openly accessible online. Previously, Scottish delegates had a barrier in terms of travel time and cost to attend many training events.

The Scottish market continued to be served by specific activities aligned to key areas of interest or common sustainability risks. Training activities on Designing out Waste, and the Circular Economy were well attended. The School expanded its collaboration with Zero Waste Scotland to address waste reduction / elimination. Organisations such as Lenseat, SEPA and Scottish Water joined a Low Carbon Infrastructure event to present regulatory drivers, transformation strategies, energy, and environmental solutions to accelerate decarbonisation and achieve Scotland's aim to be net-zero by 2045.

New Partners joining the Scottish Leadership Group were Scottish Water, Siemens Mobility, SP Energy Networks and SSE.

8.3 Construction

The Construction Leadership Group has grown significantly this year, with 48 contractors, clients and suppliers now represented on the group. The group is on target to achieve its KPI around supply chain engagement, with 2,559 active companies mid March, against a target of 2,600.

The launch of the learning pathways is significant, with many Partners planning to roll these out to their high risk / high impact supply chain. One main contractor has already run modern slavery workshops (led by the School) for the supply chain and plans to launch learning pathways for attendees to complete as a follow on from the workshop.

In addition, the learning pathways have helped engage Learning and Development / HR teams from many Partner organisations, who are keen to start to roll out learning pathways for groups of colleagues from different disciplines. In parallel, a growing number of Partners are building the

School e-learning modules, sustainability shorts and toolbox talks into their own professional development plans.

Key priorities for 2021-2022 are to drive and capture impact in the supply chain, collaborate through ‘Performance through Procurement’, collaborate to cut carbon, engage more clients and designers and to maximise partner value and engagement with the School. Key priority topics include energy and carbon, social value, waste and resource efficiency, air quality, FIR, and wellbeing.

8.4 FM

FM as an industry has spent a significant part of the current year addressing pressing challenges of securing, then opening, furloughed sites whilst maintaining a wide range of critical assets for clients. The Group thus focused considerable attention throughout the year on sharing knowledge on approaches to addressing the constraints and challenges, as well as some new opportunities created by the lockdown experience. Specific issues included wellbeing, practicalities of site set up, thoughts on what training the School should be providing in the circumstances, and how the FM Group’s School team can best support Partners in the circumstances.

Throughout the year, School Partners Vinci Facilities, CBRE and ENGIE along with the School’s FM lead have contributed to a forthcoming RICS code of practice publication, “Responsible business – a global framework for real estate management”. RICS is a new stakeholder group for the FM Group so this is a particularly welcome opportunity. The School’s FM lead also contributed to The World Green Business Council’s ground-breaking Health & Wellbeing Framework.

The FM Group’s priorities have been agreed for the coming year. In terms of Carbon agenda and “saving the gains” in resource efficiency, carbon reduction etc, the School and its Partners will need to address this theme further in future as it seems clear that home-based and more flexible working practices are likely to continue in some degree for the foreseeable future. Social Value is another increasingly central topic, particularly in the light of recent changes in reporting requirements and client expectations for those supplying the Public Sector.

8.5 Homes

Despite a turbulent year for homebuilders due to COVID-19, four new Partners (Persimmon, Countryside, Efficiency North, and McCarthy & Stone) have joined the School, with McCarthy & Stone being the first developer and manager of retirement communities. **9 of the top 10 UK homebuilders are now represented through the Homes Leadership Group.**

Future Homes Standard and Net Zero Carbon, The Environment Bill, the UK Government’s 10 Point Plan, packaging waste producer responsibilities and the new plastics packaging tax are key drivers for the sustainability agenda in the homes market.

Seven homebuilder partners have been active in the Climate Action Group to help drive carbon reduction through the supply chain. In 2021-22 they plan to continue to harness their combined influence on the supply chain, framing this as an opportunity to create operational value, and actively recommend supply chain to use the carbon reporting tool with a target of 75 key homes suppliers / sub-contractors to be using the tool in 2021.

The Supply Chain Sustainability School has secured a place on the Future Homes Task Force as a Skills Partner to help deliver the future learning. Plans are in place to deliver a Business Bytes in April / May 2021 in partnership with the Future Homes Task Force. Ideally the School will become the key platform to disseminate key learnings from the Task Force to the supply chain.

Key priorities for the Homes group in 2021-2022 are to continue to drive engagement and training with priority suppliers (particularly with groundworkers – common learning pathways will be developed and cascaded to the supply chain), collaborate to cut carbon, maximise Partner value and engagement with the School (with a particular emphasis on engaging Partners' own workforce to use the School's resources to develop their own sustainability knowledge and competence), collaborate through the Performance through Procurement project to improve procurement approaches across the housing supply chain and to build on the result of the packaging waste pilot.

8.6 Infrastructure

The main objective for this year was to engage Partners in a way that ensured they learned something and could take away practical actions from the meetings as well as inputting to the general direction of the School.

Infrastructure Group meetings are well attended with between 30-50 participants in our virtual meetings. Each meeting has featured high level presentations by client Partners to enable contractor and supplier Partners to develop a better understanding of trends and future requirements around sustainability. We have also arranged for expert speakers on specific subjects such as social value.

The Infrastructure Group has gathered ideas that can potentially benefit the whole School. Following a presentation from Highways England, Partners are exploring the idea of collaborating around supply chain mapping which has attracted interest from other sector groups. There was also a debate about social value leading to the potential formation of a group to understand how the School can help to respond to the growing requirements from the public sector following the government procurement policy PPN 06/20, this proposition has traction with other groups, particularly FM. Wellbeing has also been raised as an important opportunity and the group is supportive of continuing leading-edge work in this area, including work on how to measure wellbeing.

The group plan to continue to solicit high level speakers from Partner organisations, particularly clients, to share initiatives with the rest of the School and to adopt or adapt initiatives from other

areas. To explore how the work of the waste, labour and climate action groups can be promoted through the Infrastructure Group.

8.7 Lean Construction

Lean: Driving operational efficiency in Construction

To enable a more sustainable built environment, our industry needs to build more with less resources. Improving our operational processes, drives efficiencies, saves time, reduces waste, improves quality and the customer experience. Lean construction techniques provide an important set of tools to achieving these outcomes. Lean Construction has been one of the topics that the School has provided training and learning resources on for over 3 years.

During 2020 the School has been working to bring some leadership to the work that School does in this area and is therefore setting up a Leadership Group of Partners who are interested in; operational excellence, process improvement and Lean Construction, or simply building better. Partners are invited to nominate managers and leaders in their organisation who would like to work collaboratively to improve operational efficiency. Attendees could be: Business Improvement Managers, Operational Directors, Head of Innovation, Lean Construction Practitioners etc. Through 2021 a full programme of 10 lean workshops and 10 webinars focused on lean will be delivered by the School team working closely with Lean Construction International.

8.8 Offsite

Offsite: Promoting the use of modern methods of construction

Offsite and modern methods of construction have been much in the news across our industry over the last 12 months and this has helped to boost engagement and learning with 1,123 learners from 845 active companies this year. These learners have viewed our offsite focused e-learning 2,053 times and have been able to choose from the 14 workshops, 2 business bytes and 10 lunch n learn sessions that we have run. For 2021/2 our key priorities remain:

1. Engaging the supply chain.
2. Educating the supply chain.
3. Develop collaborative activities with leading trade and professional groups.
4. Monitoring the impact of our offsite learning.

In addition, in the year ahead the group will be:

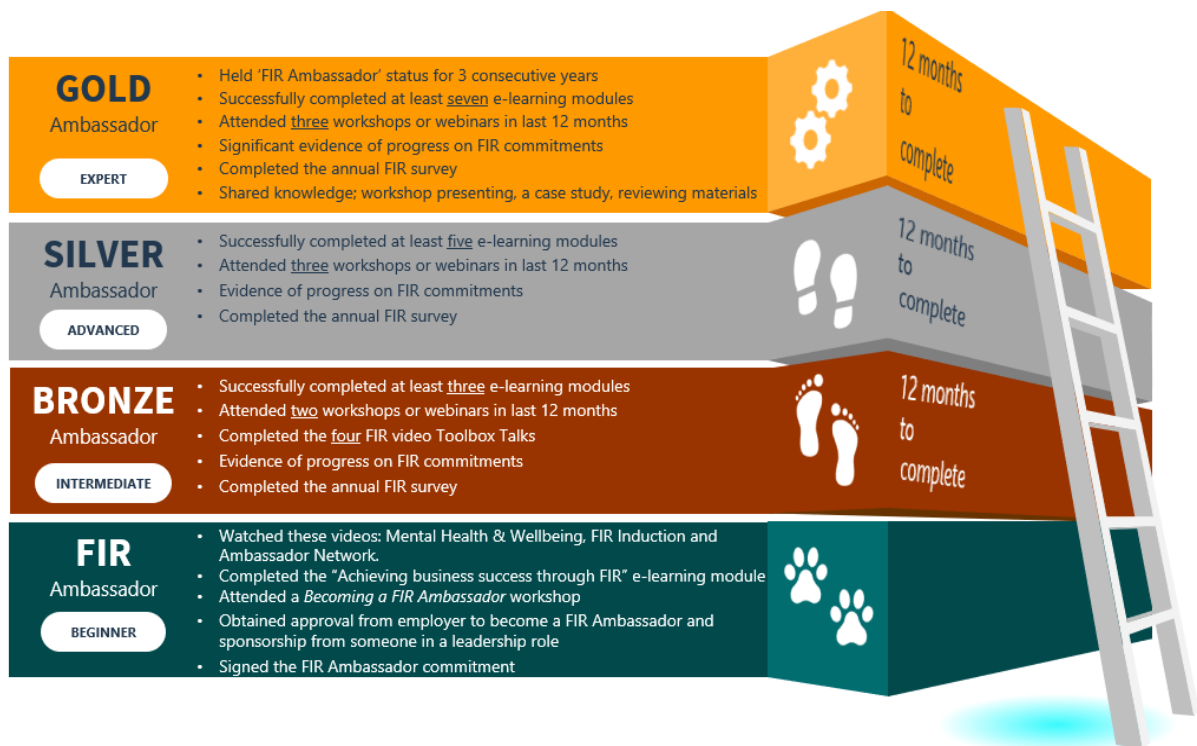
1. Developing the DfMA overlay to RIBA Plan of Work 2020.
2. Review and development of Offsite assessment.
3. Aligning learning to Construction Playbook and Procuring for Value.
4. Smart Construction Network - The School is one of the founding members of the SCN an alliance with 15+ centres of excellence at universities and research centres across the UK.

9. Funded Projects

9.1 Fairness, Inclusion & Respect (FIR)

Overview

The Fairness, Inclusion & Respect (FIR) programme continues to break record numbers against the programme targets. Overall number of learners achieved to date through attending a workshop, a webinar or completing a e-learning module is currently 6,469 (vs. target of 5,000) representing 2,240 companies. We continue to push the programme through its marketing campaigns and different marketing platforms to reach an astounding 27,673 unique visitors (target 18,000). There are 456 active FIR ambassadors (target 500) who are required to complete a learning pathway (1 e-module and 3 videos) to gain a Bronze level status. Below illustrates the FIR ambassador journey:



Future Funding proposals

The following proposal has been submitted to CITB to be considered, outlining key activities and deliverables for FIR from 1st April 2021:

Engaging the industry:

Engage 3,000 unique users to the FIR Toolkit and resources and 500 construction businesses of which 60% will be SMEs to learn more about FIR. This will be achieved through the annual Inspiring Change Conference and Award, website, PR, along with general marketing and comms.

Upskilling the industry:

54 virtual workshops, masterclasses and webinars will be staged with at least 1,000 learners. Update 5 of the FIR e-learning modules and ensure over 1,500 downloads.

Expanding the Ambassador programme:

To maintain a network of 500 FIR Ambassadors by continuing to train and upskill this network with the aim to add a further 100 ambassadors over the year. Development of web-enable the tracking of what ambassadors do to embed FIR into their businesses, helping to ensure that only ambassadors who are actively engaging their businesses and working to embed FIR practices in their businesses can continue to call themselves ambassadors. We will also develop a recognition system to reward those going above and beyond and create learning pathways for ambassadors to reach bronze, silver, and gold status (as shown above).

Aligning the BeFaIR framework and FIR Growth Matrix:

The proposal is that the two models become one, with a self-assessment version being freely available for industry on www.supplychainschool.co.uk. This will provide a consistent and freely available means to enable SMEs to assess their knowledge of FIR issues. Where 3rd party accreditation is required, (either through customer requests or company desire), this would be delivered via CITB's independent assessors. These assessors would assess against the new single matrix.

Diversity Monitoring Tool

We will develop and make freely available a tool for construction companies to report their diversity breakdown in a common and consistent way to their clients and contractors. This will provide a consistent methodology to the industry and invaluable information on the levels of diversity in the sector.

Monitoring Impact

We will continue our annual FIR impact survey. This is usually completed by over 500 employees in the sector and provides data and insight into the effectiveness of the programme and more widely on the changes in attitudes to diversity in the industry.

The programme of activity listed above is ambitious, but in terms of the scale of the problem we are trying to address is modest. We have industry match funding guaranteed to the sum of £115,000 in cash and on top of this there will be significant in-kind match during the year which we anticipate being in the region of £50,000 making the total match in excess £165,000, about 50% of the total funding required.

Funding currently confirmed or requested for the programme is set out below:

1. Supply Chain School Industry Partners - £40,000 (confirmed)
2. Client Partners: Network Rail, HS2 and Highways England - £75,000 (confirmed)
3. CITB - £200,000

Total funding required £315,000.

9.2 RDP

Highways England's Regional Delivery Partnership (RDP) is an £8.7bn major roads improvement programme, delivered through a series of schemes across England over 5 years. The RDP is working with the Supply Chain Sustainability School to provide free training, skills, knowledge development and collaborative opportunities to all suppliers and sub-contractors involved in the supply chain.

The RDP programme is being actively supported by the following Delivery Integration Partners (DIPs): Balfour Beatty, BAM Nuttall, Costain, Galliford Try, Graham, Kier, Osborne, NMCN, Skanska, Vinci and Volkerfitzpatrick.

The real significance of RDP is that we have found a new business model that unlocks additional funding from Partners at a project level and enables us to engage better with the supply chains to major projects. This example brings in £55k per annum and is a model that can be replicated to other major projects. For their funding they get a supplier development programme that includes:

- Engagement - through a series of training activities addressing several sustainability topics
- Education - through bespoke Learning pathways and training courses
- Accountability - through including the Sustainability Tool as part of the package Partners can measure sustainability performance and show the improvements made because of the development programme. This is key as it is the first time the School has been able to potentially show the link between learning and performance

9.3 Digital Construction

With the return of the CITB funding we are now finalising all the material and tools be made available on the new webpage. Over the last year we have developed:

- **4x e-learning modules: Business case for Digital, Digital Leadership, Digital Adoption, Cyber security.** These modules have been designed to increase quality of digital leadership training materials, for Leaders to have a better understanding of why to implement digital strategies.
- **10 x Digital bytes videos:** 5D & 6D BIM Models, Virtual and Augmented Reality, Telematics, Cloud Technologies via 5G, Wearable Tech: Proxy sensors, Productivity sensors, Robotics, Embedded sensors, Machine Learning BOTS machine learning/Parametric design, Blockchain, 3D printing. For Leaders to have a better understanding of digital technologies.
- **A Digital Maturity Matrix:** Industry has a consistent way to benchmark digital maturity.
- **A Digital training needs assessment:** A consistent way to identify digital leadership training needs.
- **University College London (UCL) teaching cases x 2:** Researched the level of digital investment by Tideway and Skanska and developed teaching cases, using the Harvard Case Teaching methodology, that are now publically available to allow business leaders and academics to learn and teach about digital leadership. This was trialled with 6 workshops In September 2020.

There will be a virtual launch event to showcase all the materials developed with a panel discussion in the morning and workshop taster sessions in the afternoon on **29th April 2021.**

Future project delivery

Our focus over the next 2 years is to reach 765 construction employers, 50% of whom will be SME, 1,050 different construction leaders and managers employed by construction companies across Great Britain who will have received training either virtually or through e-learning.

The School will also offer 26 x Virtual training sessions, 26 x Webinars and 4 x Digital conferences. We have built these into a Downloading a Digital Mindset programme.

9.4 Performance through Procurement

The Procurement through Performance project, now that funding has resumed, is on track to deliver:

- **8 x elearning modules** focusing on the following: Introduction to Procurement, Cost & Value Based Procurement (Subcontracts and a module on Materials & Plant), Managing Performance Through Procurement, Supplier Relationship Management & Collaborative Procurement (1,2 & 3).
- **8 x short courses** which reflect the above topics.
- Development of an **online learning library**
- **Supplier performance dashboard:** Industry has a consistent way to benchmark supply chain performance; 11 projects will pilot the use of the Tool
- **Training needs assessment:** A consistent way to identify procurement training needs.

Future project delivery

The focus over the next two years will be to deliver a programme of activity which will see 1,000 managers attend procurement webinars and conferences; 400 construction sector learners attend 28 supply chain performance improvement training activities, and 200 construction sector procurement staff participate in 14 instructor led training courses.

The programme is also recruiting 11 projects from the Supply Chain Partners to drive increased performance through the adoption of better procurement and supply chain management practices and improved collaboration.

Collaborative Partnership

Following on from meetings with CITB, Nottingham Trent University, CECA, and the School we have agreed the three procurement projects will be collaborating to create a single eco-system of procurement skills and development. This would include:

- A single online portal for accessing training tools, toolkits and online and face to face training.
- A collaborative engagement strategy. Shared governance of the collaboration overarching three projects.
- Working with and sharing the publicly available lean construction training materials and tools developed by LCI-UK through their CITB funding.

10. Income and Partners

The School's budget started off the financial year set at £2.2M. However, because of the pandemic, the funding from CITB was stopped. This obviously had a huge impact and coupled with the higher risk around Partners not renewing during the year, the School Directors and Board took action to plan for a major shortfall this year. A drastic cost cutting exercise was agreed and a risk plan to allow for a further 20% of Partner funding to potentially be lost throughout the year was put in place. An

income diversification strategy has been successful at bring in new income.

As the year progressed, the Partner retention plan was successful and extra income has been generated from over achievement of new Partners joining the School as well as new streams of income being explored. New projects such as RDP and client funding for the FIR programme have shown the success of these new Income streams and the aim is to continue with this in the future.

In addition to this the latter part of the year has seen some CITB funding returning as the new financial year is starting which is good news.

The table below illustrates the figures.

Figure 42. Actual income 2021 (compared to 2020)

Income by source	Last FY	This FY	
Partner income	905,555	1,019,292	
CITB Core Grant	448,500	352,436	
FIR Grants	189,986	94,427	
FIR Client Sponsorship	--	38,791	
Digital Skills	46,488	65,309	
Procurement	106,824	119,615	
Offsite	75,601	--	
Client Sponsorship (RDP)	--	25,000	
Australia	5,000	13,672	
Total income	1,877,954	1,728,542	-7.95%

Partner recruitment has been very successful with, 31 new Partners for the financial year against a target of 12. The School now has 119 Partners.

Figure 43. 119 School Partners plus CITB as of March 2021



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

- 2016/17:** Sodexo, PHS
- 2017/18:** Centrica, Carillion, St Gobain
- 2018/19:** Abellio, Covance, Interserve (re-joined 2021), Fusion, Travis Perkins
- 2019/20:** Sapphire Utility Solutions, BRE, Prater, Colas (re-joined 2021), Tobermore, Stroma, Go Ahead Group
- 2020/21:** Lundy Projects, McAvoy, Inland Homes, ECA, Marshalls, Jackson Civils

11. Costs against budget

The School has performed well against the revised budget this year. The graph and tables below illustrate expenditure by activity in 2020/21 and compares this to 2019/20:

Figure 44. School expenditure by activity compared to last FY

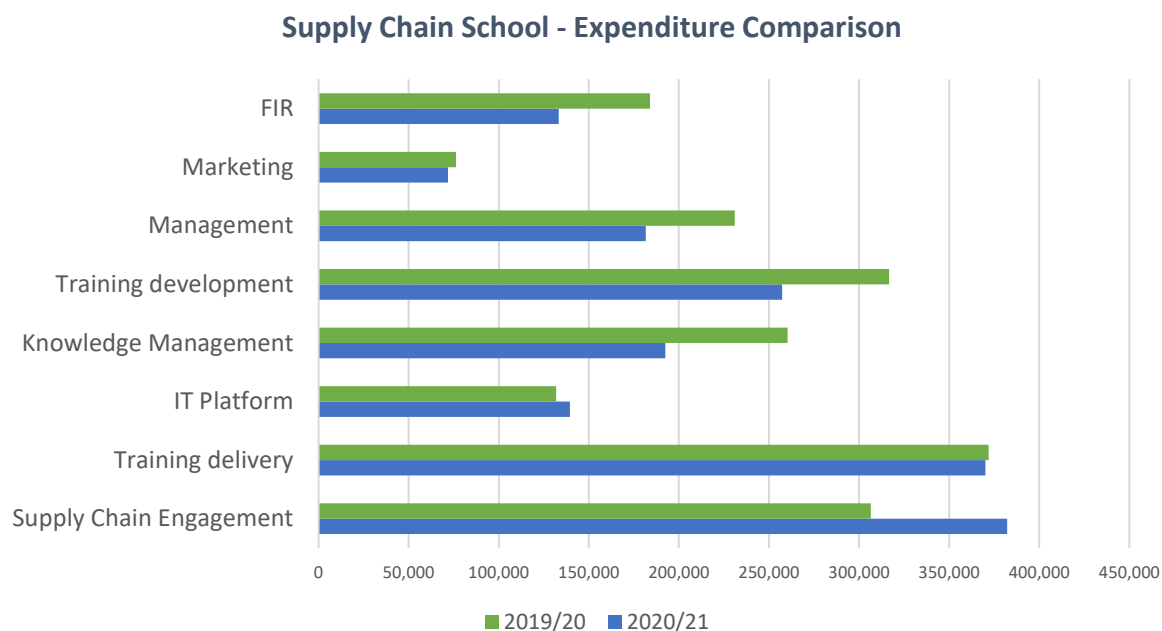


Figure 45. Detailed School expenditure

Type	Activity	Detail	Total
Supply Chain Engagement	Sector Group Management	382,220	382,220
Training Delivery	Workshops @£1,500 x 125 (Training Delivery)	187,500	370,166
	Lunch & Learns @ £950 x 87	82,650	
	Business Bytes @ £3K x 33	99,000	
	Cost of printing, other £591	1,016	
IT Platform	IT platform maintenance and management	39,049	139,522
	Investment in IT platform development	100,473	
Knowledge Management	Knowledge Manager, subject matter experts + costs from P&L	51,517	192,517
	CPD licence	6,000	
	Special Interest Groups (Wellbeing)	15,000	
	Category Groups (Plant, Waste, Labour, Carbon)	120,000	
Training Development	E-learning review, E-learning subcontractors	72,408	257,332
	Digital workstream	65,309	
	Procurement workstream	119,615	
Management	Management, Director & Chair	178,000	181,694
	Travel & expenses	3,694	
Marketing & BD	Marketing & PR	14,561	71,873
	Cost of webinar subs etc	6,366	
	Business Development	50,946	
FIR	FIR	133,218	133,218
TOTAL			1,728,542

12. Risk update

The main risk this year to the School was the affect the pandemic had on the immediate day to day running of the School from the delivery of the training programme to the various CITB funded projects cessation. The immediate response of the School was to turn all training into a virtual delivery model. The Board took on developing a scenario approach to the delivery of the business plan. This meant that:

- A Partner retention plan was instigated immediately. This involved a close monitoring of when Partner fees were due, keeping in close contact with the Partner key contacts as well as account departments; as well as highlighting potential risks on payments.
- The budget was amended in terms of income to reflect a higher Partner cancellation rate (usually 5% but taken to 20%). This was monitored monthly throughout the year.
- Once the situation came alight with the ceasing of CITB funding, several budget scenarios were developed which considered different variations of funding being claimed for the delivery of work already undertaken.
- All costs underwent an exercise by which if they did not meet a criterion of 'must' spend e.g., cost of delivery of training they were put on hold e.g., development of the New Horizon Group. Other costs such as travel, and venue costs were also stopped immediately.
- There was also the development of alternative funding options by considering areas such as: increasing new Partners; keeping a close relationship with CITB; developing other sponsorship offers; developing regional offer. Including the Partner retention plan these areas have had significant success as can be seen in the income breakdown. The only area where there has been slow progress has been with the regional development.

The risk register has been reviewed and updated by the Victoria Hughes, VINCI Facilities and Hilary Hurrey, 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 risks were highlighted as **red/ high risk**:

- Construction Industry downturn due to unforeseen circumstances (e.g., Coronavirus) or worst case stops growing, and the number of Partners is affected.
- Delivery risk: The Coronavirus limits our ability to deliver face to face training and to engage suppliers through Supplier Days and Conferences.

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

- The web and LMS developers cease trading
- Cyber security, website goes down
- SCSS - Ability to attract and keep talent (AS)
- Existing organisations widen their scope to cover skills in the construction supply chain (e.g. CIPS, UKGBC, BUILD UK, CIOB, CCS, BRE, other trade federations etc).

13. Appendices

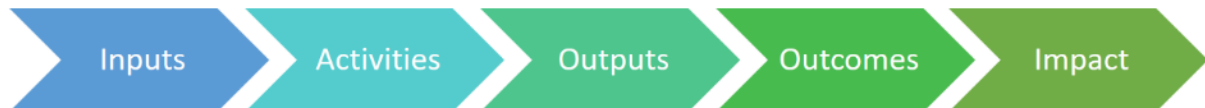
13.1 Survey Approach and Design

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.

13.2 Case Studies

To find the list of latest Case Studies please [click here](#).

13.3 Marketing Strategy & Communications Report

Website

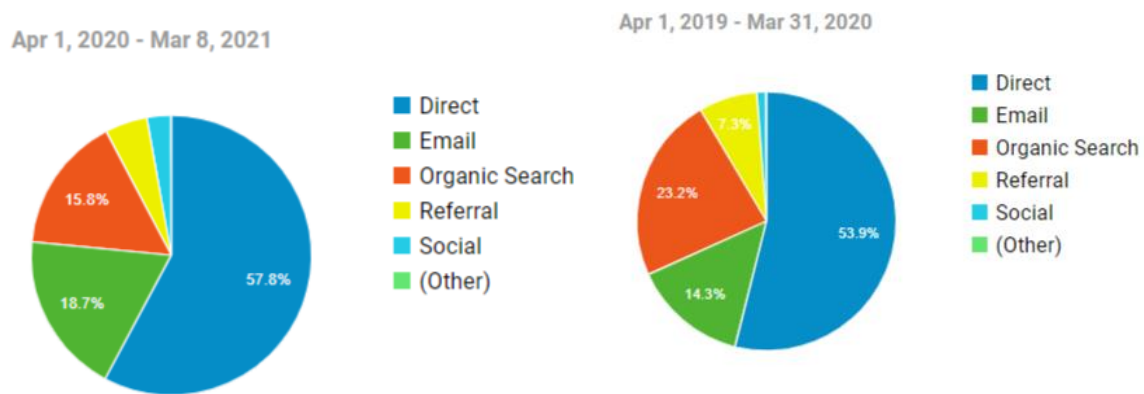
The School's displayed huge growth in 2020-21, acquiring 46.51% additional users to the website versus 2019, of which 82.8% of visitors had never visited before. Sessions were also up 47% YoY, suggesting that visitors were exploring more of the School’s site in 2020 than in 2019. Page views were up 51.54% YoY, indicating that the visitors were more engaged with the School in 2020.



Users were also spending longer on the school’s website in 2020, as the average session duration was up 13.31% YoY. This suggests that members found the School’s content more interesting this year, also evident through a slightly lower bounce rate YoY (- 5.67%).

As expected, most people visit the School's site via Desktop (87.87%), followed by mobile (10.4%) and tablet (1.73%). Most users were from the UK (57.94%) and the US (15.56%). The School this year has also had a larger increase of international users, specifically the Netherlands (6.39%), Finland (6.34%) and Austria (3.13%). Perhaps due to all training sessions taking place online and more resources available.

Most of the School's web traffic came from people directly typing the URL into a search bar this year (57.8% 2020 vs. 53.9% 2019), perhaps showing how well established the School has become. Secondly, email marketing has been a bigger influence this year, proven by the increase of users accessing the School's site via email at 18.7% vs 14.3% in 2019. It is also worth noting that social media posts have been a bigger motivator this year, driving 2.8% visitors vs. only 1.1% in 2019. The marketing team plan to focus further on the social strategy this next financial year.



In terms of topics, the FIR programme was the most successful, seeing a huge uplift of visitor traffic at a +111% YoY increase. The other trending topics of 2020 were Offsite (+39.35% YoY), Social Value (+73% YoY), Sustainability (+41.43% YoY), Modern Slavery (+76.31% YoY) and Carbon (+136.38% YoY).

The most popular markets this year were Construction (+66.62% YoY), FM (+91.37% YoY), Infrastructure (+48.48% YoY), Homes (+140.5% YoY) and Wales (+37.29% YoY).

Media coverage

The School has received several articles and media mentions in industry related publications and websites. Please refer to the table below. Several mentions were because of targeted press releases on the topics such as Highways England RDP, Smart Construction Network, and the FM Conference.

There has also been a larger number of members and Partners publishing articles highlighting their affiliation with the School and how this has supported their wider sustainability strategy.

Moving forward, the School looks to increase the number of press releases distributed to the media, as well as leverage Partners to support, ensuring a have consistent messages across all channels.

Figure 46. Media coverage

Publication	Title	Date	URL
Regional Rail Revival	Supplier Opportunities - Downer Industry Supply Brief Webinar	16-Apr-20	https://regionallrailrevival.vic.gov.au/geelong/supplier-opportunities
UAL website	Sustainability In Action	08-May-20	https://www.arts.ac.uk/about-ual/sustainability/sustainability-in-action
Poweritest compliance services (part of VINCI facilities)	Supply Chain (Webpage)	03-Jun-20	https://www.poweritest.co.uk/opportunities/supply-chain/
Coventry & Warwickshire Local Enterprise Partnership (CWLEP) Growth Hub	Work With Us Wednesdays - Upskill With Supply Chain Sustainability School (WEBINAR)	16-Jun-20	https://www.cwgrowthhub.co.uk/event/work-us-wednesdays-upskill-supply-chain-sustainability-school-webinar
Supplier Development Programme	Event Listing For Sustainable Urban Regeneration In Aberdeen City And Shire: Plans, Opportunities, Challenges	24-Jun-20	https://www.sdpScotland.co.uk/events/sustainable-urban-regeneration-in-aberdeen-city-and-shire-plans-opportunities-challenges-1037/
Construction Enquirer	Supply Chain Sustainability School Gold For Blu-3	25-Jun-20	https://www.constructionenquirer.com/2020/06/25/supply-chain-sustainability-school-gold-for-blu-3/
World Best News	60 Supply Chain Youtube Channels To Follow In 2020	29-Jun-20	https://worldbestnews.info/60-supply-chain-youtube-channels-to-follow-in-2020/
Construction Index	Flannery First To Sign Sustainability School's Plant Charter	29-Jun-20	https://www.theconstructionindex.co.uk/news/view/flannery-first-to-sign-sustainability-schools-plant-charter
Content with Media podcast	What Is The New 'Sustainability Led Plant Charter' All About?	09-Jul-20	https://www.anchor.fm/contentwithmedia/episodes/What-is-the-new-Sustainability-led-Plant-Charter-all-about----Its-time-to-educate-ourselves-at-the-Sustainability-Supply-Chain-School-with-expert-James-Cadman-from-Action-Sustainability-eggqv0
Supply Management (CIPS)	How To Measure Sustainability Progress	27-Jul-20	https://www.cips.org/supply-management/opinion/2020/july/how-to-measure-sustainability-progress/
Project Scotland	Supply Chain Sustainability School Marks Partner Milestone	05-Aug-20	https://projectscot.com/2020/08/supply-chain-sustainability-school-marks-partner-milestone/
Edie	Scope 3 And The Supply Chain: How Businesses Are Taking Sustainability Leadership To A New Frontier Subheading: Starting The Transition	05-Aug-20	https://www.edie.net/library/Supply-chain-emissions--The-next-frontier-of-sustainable-business-leadership/6982
Supply Chain Development Ltd website	Articles And Publications	05-Aug-20	https://www.supplychainfuture.co.uk/articles-and-publications/
Construction News	Supply Chain Excellence: Finalists	17-Aug-20	https://www.constructionnews.co.uk/events/cn-awards/supply-chain-excellence-finalists-4-17-08-2020/
Offchan	HS2 Webinar: Work With Us Wednesdays – Upskill With Supply Chain Sustainability School	17-Aug-20	https://offchan.com/hs2-webinar-work-with-us-wednesdays-upskill-with-supply-chain-sustainability-school
Insider Media Limited	Iod Names New Leadership Team	18-Aug-20	https://www.insidermedia.com/news/midlands/iod-names-new-leadership-team
Sunbelt Rentals Sunfest	Sustainability School: Shaping The Future Of Sustainable Construction	20-Aug-20	https://www.sunbeltrentals.co.uk/sunfest/
ISCA	Not Everyone Wants to Save The Planet, And I'm Okay with That.	27-Aug-20	https://www.isca.org.au/News-and-Media/Not-Everyone-Wants-to-Save-the-Planet,-and-I%E2%80%99m-Ok
Keller website	Keller Awarded SCSS Silver Level Accreditation	27-Aug-20	https://www.keller.co.uk/news/keller-awarded-scss-silver-level-accreditation
Alinea website	Offsite For Everyone	07-Sep-20	https://www.alineacostconsulting.com/news/citb-funded-supply-chain-school/

Publication	Title	Date	URL
Humber Training Group	Collaboration, Networks And Sharing Best Practice	16-Sep-20	http://www.humbertraininggroup.com/page13.html
BIM+	Top Contractors Set Up Surplus Materials Matching App	22-Sep-20	https://www.bimplus.co.uk/news/surplus-and-waste-materials-matching-app-launched/
Construction Index	Sustainability School Produces Materials Exchange Map	23-Sep-20	https://www.theconstructionindex.co.uk/news/view/sustainability-school-produces-materials-exchange-map
Construction Manager	Mapping Tool For Unused Construction Materials Launched	23-Sep-20	https://www.constructionmanagermagazine.com/mapping-tool-for-unused-construction-materials-launched/
Chartered Institute of Architectural Technologists (CIAT)	Mapping Tool For Unused Construction Materials Launched	23-Sep-20	https://ciat.org.uk/resource/mapping-tool-for-unused-construction-materials-launched.html
Highways Magazine	Free Inclusive Training Tools Released To Construction Industry	28-Sep-20	https://www.highwaysmagazine.co.uk/Free-inclusive-training-tools-released-to-construction-industry/8584
Roofing, Cladding & Insulation Magazine	New Fairness, Inclusion And Respect Resources Will Benefit Everyone In Construction	28-Sep-20	https://rcimag.co.uk/news/new-fairness-inclusion-and-respect-resources-will-benefit-everyone-in-construction
Edie	What Makes A Sustainability Leader? Get To Know Willmott Dixon's Award-Winning Team	02-Oct-20	https://www.edie.net/library/What-makes-a-sustainability-leader--Get-to-know-Willmott-Dixon-s-award-winning-team-feature/6987?adfsuccess=1
SustMeme	Boost For UK Construction With Launch Of Offsite For Everyone	02-Oct-20	https://sustmeme.com/2020/10/02/news-boost-for-uk-construction-with-launch-of-offsite-for-everyone/
Local Authority Building & Maintenance	Supply Chain Sustainability School To Launch Offsite For Everyone	05-Oct-20	https://labmonline.co.uk/news/supply-chain-sustainability-school-to-launch-offsite-for-everyone/
Construction Index	Housebuilders Collaborate For Packaging Research	07-Oct-20	https://www.theconstructionindex.co.uk/news/view/house-builders-collaborate-for-packaging-research
Materials Recycling World	Housebuilders Team Up To Study Packaging Waste	07-Oct-20	https://www.mrw.co.uk/news/housebuilders-team-up-to-study-packaging-waste-07-10-2020/
Housebuilder	Housebuilders And Supply Chain Sustainability School Research Packaging Waste	07-Oct-20	https://www.house-builder.co.uk/news/housebuilders-and-supply-chain-sustainability-school-research-packaging-waste/?pk_campaign=newsletter_1540
Housebuilder & Developer	Homebuilders And The Supply Chain Sustainability School Collaborate To Research Packaging Waste	08-Oct-20	https://www.hbdonline.co.uk/news/homebuilders-and-the-supply-chain-sustainability-school-collaborate-to-research-packaging-waste/
ABC Money	Can Waste-To-Energy Solutions Solve Two Problems At Once?	08-Oct-20	https://www.abcmoney.co.uk/2020/10/08/can-waste-to-energy-solutions-solve-two-problems-at-once/
Sir Robert McAlpine website	Action Sustainability Webinar: 15th October 2020	13-Oct-20	https://www.srm.com/events/heighten-transparency-in-supply-chains-now-webinar/
Edie	London Can Lead The UK's Net-Zero Ambition As A World Beating Sustainable City	27-Oct-20	https://www.edie.net/blog/London-can-lead-the-UKs-net-zero-ambition-as-a-world-beating-sustainable-city/6098824
Construction Manager	Balfour Beatty Signs Open Letter For Black Inclusion Within Business	27-Oct-20	https://www.constructionmanagermagazine.com/balfour-beatty-signs-open-letter-for-black-inclusion-within-business/
Osborne website - News	'An Introduction To Climate Change And Carbon' Workshop – A Great First Step To Zero Carbon!	28-Oct-20	https://www.osborne.co.uk/2020/10/28/an-introduction-to-climate-change-and-carbon-workshop-a-great-first-step-to-zero-carbon/
Construction News	Diversity: We are on The Precipice of Real Change	03-Nov-20	https://www.constructionnews.co.uk/agenda/opinion/industry-pulse/diversity-were-on-the-precipice-of-real-change-03-11-2020/
BDC Magazine	Smart Construction Network Launches	21-Jan-21	https://www.bdcmagazine.com/2021/01/jobs-employment/training-skills-learning/smart-construction-network-launches/
BIM+	Smart Construction Network Launches After CLC Review	21-Jan-21	https://www.bimplus.co.uk/news/rd-network-launched-help-industry-build-smarter/
Construction Manager Magazine	Centres Of Construction Innovation Tool Launched	25-Jan-21	https://www.constructionmanagermagazine.com/centres-of-construction-innovation-tool-launched/
Geospatial World.net	Smart Construction Network Launches After CLC Review	22-Jan-21	https://www.geospatialworld.net/news/smart-construction-network-launches-after-clc-review/

Publication	Title	Date	URL
Bam	Launch Of Highways England RDP Supply Chain Sustainability School	02-Feb-21	https://www.bam.com/en/press/press-releases/2021/2/launch-of-highways-england-rdp-supply-chain-sustainability-school?position=0&list=4i33hBHA7dD_89m_4igS9-362zpYPghUvVt9oUXwulc
Insider Media Limited	Firms Flock To Stonehenge Road Project	03-Feb-21	https://www.insidermedia.com/news/south-west/firms-flock-to-stonehenge-road-project
Murphy Plant	Plant Sign Up To Cleaner And Greener Charter	03-Feb-21	https://www.murphygroup.com/news/plant-sign-up-to-cleaner-and-greener-charter
Miragenews.com	Highways England Welcomes Business Sign-Up To A303 Stonehenge Scheme	03-Feb-21	https://www.miragenews.com/highways-england-welcomes-business-sign-up-to-509895/
GOV.UK	Highways England Welcomes Business Sign-Up To A303 Stonehenge Scheme	04-Feb-21	https://www.gov.uk/government/news/highways-england-welcomes-business-sign-up-to-a303-stonehenge-scheme
HighwaysIndustry.com	Amberon TM Gold Membership Of The Supply Chain Sustainability School Is Step Number Two	05-Feb-21	https://www.highwaysindustry.com/amberon-tm-gold-membership-of-the-supply-chain-sustainability-school-is-step-number-two/
Bagnalls	Bagnalls Wins New Environmental Accreditations	04-Feb-21	https://www.bagnalls.co.uk/2021/02/03/bagnalls-wins-new-environmental-accreditations/
BDC Magazine	Free Training To Help UK Businesses Secure Rail And Road Construction Contracts	09-Feb-21	https://www.bdcmagazine.com/2021/02/jobs-employment/training-skills-learning/free-training-to-help-uk-businesses-secure-rail-and-road-construction-contracts/
Rail UK	Free Training To Help UK Businesses Secure Rail And Road Construction Contracts	08-Feb-21	https://railuk.com/people/training/free-training-to-help-uk-businesses-secure-rail-and-road-construction-contracts/Twitter
pbctoday	Free Training To Help UK Businesses Secure Rail And Road Construction Contracts	09-Feb-21	https://www.pbctoday.co.uk/news/hr-skills-news/free-training-construction-contracts/88733/
Rail Business Daily	Free Training To Help UK Businesses Secure Rail And Road Construction Contracts	09-Feb-21	https://news.railbusinessdaily.com/free-training-to-help-uk-businesses-secure-rail-and-road-construction-contracts/
Construction Daily	Free Coaching To Assist Safe Rail And Highway Building Contracts	09-Feb-21	http://constructiondaily.news/free-coaching-to-assist-safe-rail-and-highway-building-contracts/
HS2	Free Training To Help UK Businesses Secure Rail And Road Construction Contracts	08-Feb-21	https://mediacentre.hs2.org.uk/news/free-training-to-help-uk-businesses-secure-rail-and-road-construction-contracts
International Rental News	Speedy COO Joins Board Of Sustainability School	09-Feb-21	https://www.internationalrentalnews.com/news/speedy-ceo-joins-board-of-sustainability-school/8010189.article
The Business Desk	Speedy COO Joins Board Of Sustainability School	10-Feb-21	https://www.thebusinessdesk.com/northwest/news/2073643-people-dte-business-advisers-phmg-pja-avison-young-speedy
Infrastructure Intelligence	Big-Hitters Team Up To Offer Free Diversity Training For Smes	10-Feb-21	http://www.infrastructure-intelligence.com/article/feb-2021/big-hitters-team-offer-free-diversity-training-smes
Tomorrow's FM	Supply Chain Sustainability School's Fm Conference	16-Feb-21	https://www.tomorrowsfm.com/events/supply-chain-sustainability-schools-fm-conference
CIPs	Construction Firms Join Forces On Supplier Training	15-Feb-21	https://www.cips.org/supply-management/news/2021/february/construction-firms-join-forces-on-supplier-training/
Facilities Management Journal	Supply Chain Sustainability School's Fm Conference 2021	17-Feb-21	https://www.fmj.co.uk/supply-chain-sustainability-schools-fm-conference-2021/
showhouse	Thakeham Becomes UK's First Housebuilder On SME Climate Hub	18-Feb-21	https://www.showhouse.co.uk/news/thakeham-becomes-uks-first-housebuilder-on-sme-climate-hub/
Ecosistent	Supply Chain Sustainability School's Fm Conference 2021	17-Feb-21	https://www.ecosistent.com/supply-chain-sustainability-schools-fm-conference-2021/
showhouse	Thakeham Becomes UK's First Housebuilder On SME Climate Hub	(no date)	https://www.showhouse.co.uk/news/thakeham-becomes-uks-first-housebuilder-on-sme-climate-hub/
Keller	Keller Awarded SCSS Gold Level Accreditation	(no date)	https://www.keller.co.uk/news/keller-awarded-scscs-gold-level-accreditation
Greenham	N/A - Sustainability Blog	(no date)	https://www.greenham.com/Sustainability
Newton Waterproofing	Sustainability Report	(no date)	https://www.newtonwaterproofing.co.uk/wp-content/uploads/2021/02/Newton-2020-Sustainability-Report-2.pdf
Soil Engineering	Because Our People Matter	(no date)	https://www.soil-engineering.co.uk/because-our-people-matter/
University of Cambridge	Locating OSM: Offsite Construction Is Firmly On The Agenda, But Where Exactly Is Offsite?	16-Feb-21	https://www.cdbb.cam.ac.uk/news/locating-osm-offsite-construction-firmly-agenda-where-exactly-offsite
pbctoday	Smart Construction Network: Business And University Collaboration	22-Feb-21	https://www.pbctoday.co.uk/news/construction-technology-news/smart-construction-network/89379/
Bouygues UK	Bouygues Construction UK Develop Our Partnership With The Supply Chain Sustainability School	01-Mar-21	https://www.bouygues-uk.com/bouygues-construction-uk-develop-our-partnership-with-the-supply-chain-sustainability-school/
Bouygues ES	Bouygues Construction UK Develop Our Partnership With The Supply Chain Sustainability School	01-Mar-21	https://www.bouygues-es.co.uk/bouygues-construction-uk-develop-our-partnership-supply-chain-sustainability-school
LinkCity (a Bouygues)	Bouygues Construction UK Develop Our Partnership With The Supply Chain Sustainability School	01-Mar-21	https://linkcity-uk.com/news/uncategorized/bouygues-construction-uk-develop-our-partnership-with-the-supply-chain-sustainability-school/

Publication	Title	Date	URL
Construction company)			

Content and Email Marketing

To increase member engagement, the marketing team executed a structured content marketing plan, targeting members who had set their preferences to specific topics. Every Monday, the team sent out a Weekly Digest Email, detailing the next three weeks of training sessions members could attend for free. Each month, members were also sent targeted market newsletters focused on the different sectors, as well as solus mailers of specific training sessions they may be interested in attending.

Figure 47. Email marketing open rates

Month	Open Rate %	CTR %	Resources 2021
April	15.84%	4.04%	3,387
May	15.78%	2.35%	3,549
June	12.03%	0.97%	2,940
July	13.2%	1.67%	3,232
August	12.17%	1.35%	3,383
September	14.24%	1.3%	4,423
October	14.78%	1.75%	5,438
November	13.96%	1.4%	6,115
December	13.32%	1.24%	4,909
January	14.44%	1.74%	5,686
February	14.64%	1.73%	7,969
March	TBC	TBC	TBC
Industry Average	22.51%	2.51%	

The top viewed resources on the School's website were often due to an email being sent directly to a member's inbox. Emails distributed on Tuesday and Wednesdays generally performed better, and emails centred solely on Fairness, Inclusion & Respect (FIR) often displayed the highest open and click-through rates across the year. This reflects the demand the School has seen for the FIR programme online.

Email open rates were lower during the summer months (June-August), which is consistent with the previous year. Clear calls to action generated high click through rates; however, there was still a struggle to reach the industry average for open and click-through rates.

In FY21-22, the School's strategy will primarily focus on email marketing, specifically email automations. These automatic emails will be timely, personalised, and hyper-relevant to the

member and as a result they will be opened and clicked more frequently and drive members to engage more with the school. Members would receive targeted recommendations for learning, to ensure what they are being sent is relevant to them. Each journey would be personalised, ensuring they receive relevant training courses based on the communication preferences they have ticked on their School account.

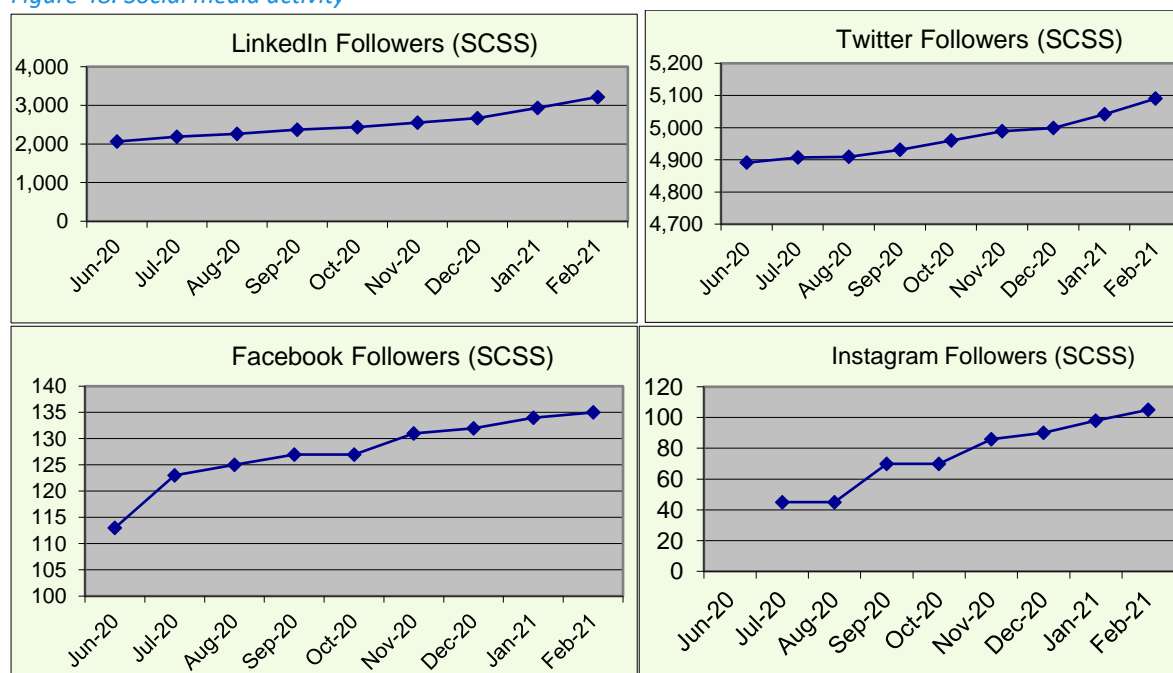
Social Media

LinkedIn and Twitter are the main platforms used to promote campaigns and virtual training sessions. All social channels continued to grow organically at a steady pace and this year, on average the School's Twitter and LinkedIn grew +0.5% MoM and +5.74% MoM, respectively.

As expected, the most engaging posts featured those where Partner organisations were tagged. The On Demand campaign which took place for a month in February 2021 did exceptionally well, resulting in the School's highest engagement post on LinkedIn @ 10.83%. Follower engagement on Twitter significantly increased in Q4 also (Jan-March) due to the Highways England RDP launch, the release of the Wellbeing in the Built Environment Report, as well as specific global awareness campaigns such as International Women's Day.

In FY21-22, the School's strategy will focus on social media marketing to drive member acquisition and keep members learning on the School. There will be a particular focus on inciting employee advocacy (empowering employees to share smart, quality content with their own social networks), as when employees share a post, it is seen as 3x more authentic, which helps the message cut through the clutter of advertising people see every day.

Figure 48. Social media activity



Ends.