

SUPPLY CHAIN SUSTAINABILITY

# SCHOOL

## Impact Report

March 2022



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## 1. Executive summary

The past two years have been hugely challenging for the construction industry; COVID has continued to provide challenges, but pressures on the availability of labour together with material shortages and steep rises in costs has led to significant project and supply chain issues. Sustainability, and in particular Net Zero and Social Value, have sharply risen to the top of the agenda, further highlighted by COP 26 and changes in public procurement requirements.

The impact survey **had 1,148 responses this year, of which 55% were SME's** the highest number of responses recorded since the survey started. Engagement figures are also up significantly with **16,802 (+51%) individuals from 4,220 companies (+33%) learning through the School**. There have been **95,999 resource views in 2021/22 compared to 62,000 in the previous year: a 55% increase**.

The shift to virtual training has not affected the quality of the learning delivered and indeed quality ratings for our training remain very high with 95% rating the training received as good or excellent. **In fact, e-learning and virtual training workshops were the top requested method of learning.**

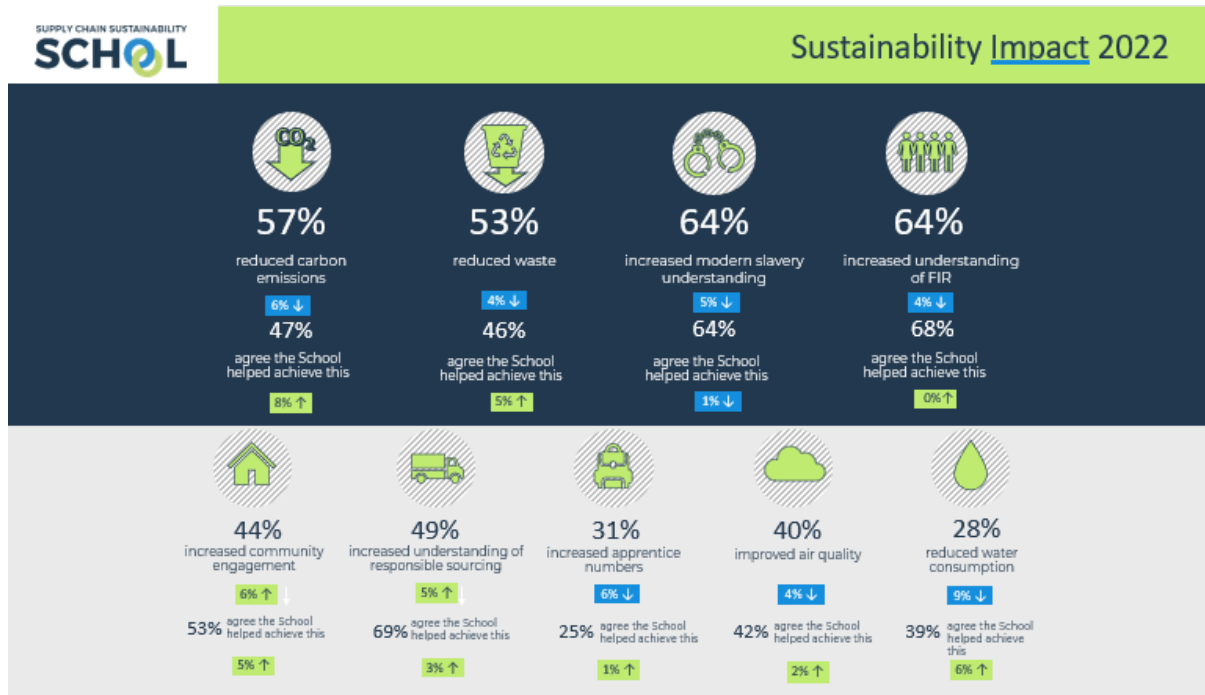
Looking at where the memberships interest lies, **92% of members said that they were interested in sustainability issues**, followed by management skills (44%), procurement (41%), digital (25%), offsite (24%), lean (22%) and FIR (21%). **Carbon, Sustainability Strategy and Sustainable Procurement are the top three subjects** that our members want more training on, similar to last year.

The extent to which **members are reducing their sustainability impacts has fallen by an average of 5% this year**. This is a complex issue as Covid had a significant effect last year. However, the extent to which our members are saying that **the School has helped them to reduce their sustainability impacts has increased by an average of 5%**.

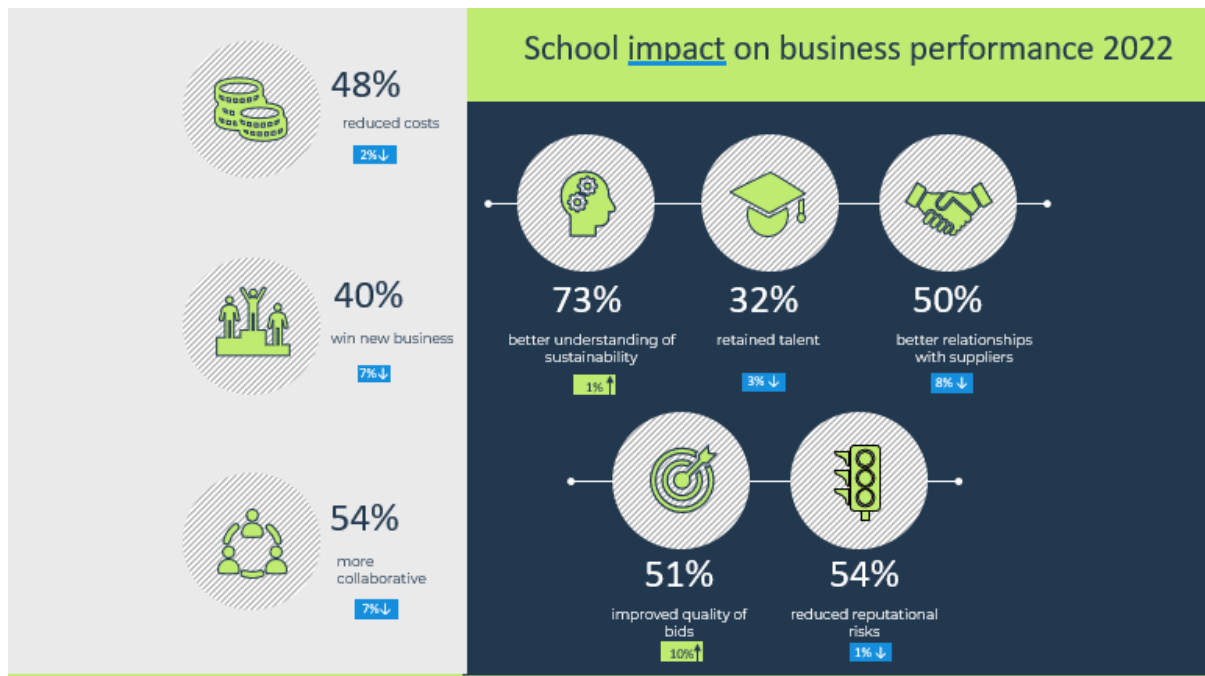
**57% of companies report reductions in carbon emissions**, but there is a lower figure for SMEs. It is encouraging therefore that **over 1,029 companies have signed up to use the Carbon Calculator**.

Partner recruitment has been very successful with, **55 new Partners for the financial year against a target of 20**. The School now has 171 Partners. We continue to have a **repeat rate of Partners of over 95%**, this is critical for the long-term success of the School.

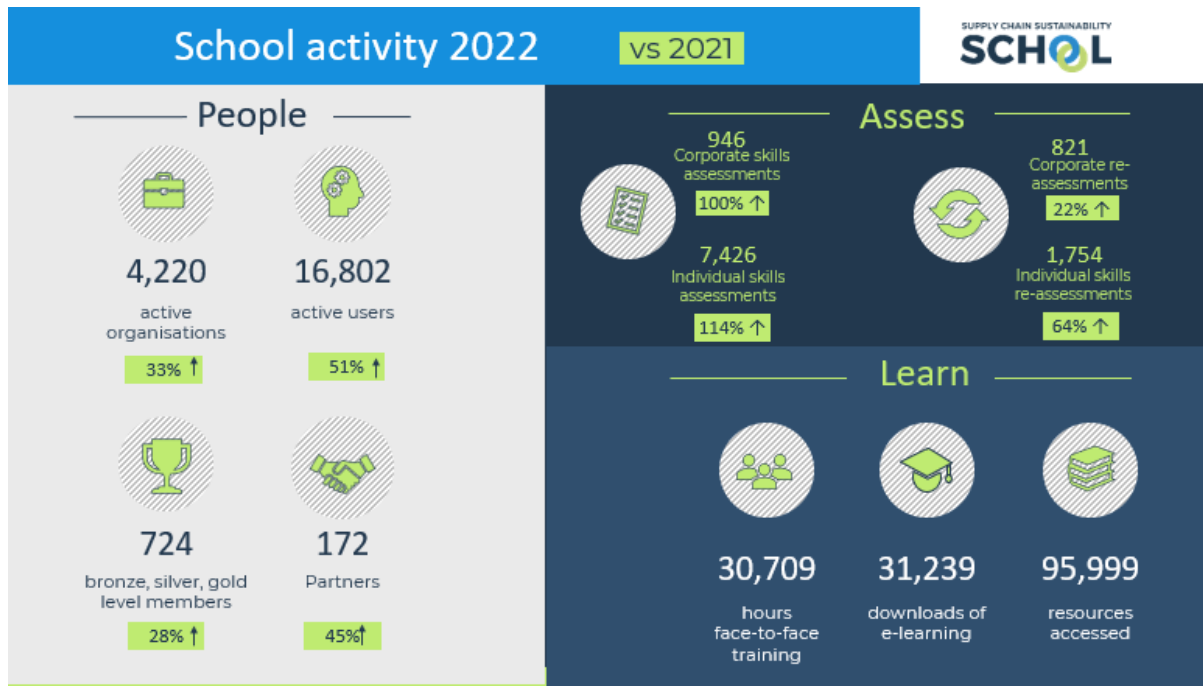
Impact on sustainability:



Impact on business performance & processes:



School performance against KPIs – March 2022



**Lessons Learnt**

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

1. **Be agile and relevant:** The School needs to remain agile in its delivery model and learning content and to ensure that we always remain relevant to the needs of our members and Partners.
2. **Impact:** With the change to online delivery, we need to constantly ensure that the training we have is impactful. This is not always easy to achieve and needs constant monitoring.
3. **Learning journeys:** The introduction of the automated educational series has had terrific results. We have always known that to keep high levels of engagement means constantly reminding members to learn and offering them bite sized chunks of learning regularly. For example, in October 2021 a **carbon educational series** was launched for a period of 6 weeks. During and post campaign, the increase in featured resources accessed were huge, ranging from increases of 204% up to 5833%. The featured resources in total were accessed 978 times three days after the emails were sent. The conversion rate of members clicking to access the resource were consistent across all emails, ranging from 20.88% to 24.93%.
4. **If not now when?** The large growth in Partners reflects net zero and social value reaching senior boards and company leadership. We need to continue to capitalise on this to allow the School to have a great impact and engagement with industry.

5. **Continued investment in the learning platform:** The investments made over the past few years have enhanced the School but the appetite to continually better functionality is huge and more engagement by Partners and members means more sophisticated functionality is key.
6. **Interactivity:** As the past two years have shown, the switch to virtual learning has had huge benefits for accessibility and has impacted learning numbers however it remains a challenge to ensure that attendees engage in the workshops and interactive exercises.
7. **Growth in content:** The amount of new content on the School stemming from the various groups has grown significantly, alongside other resources. Ensuring that the members can find the information in just two clicks is imperative. The CMS (content management system) is being developed to provide a clearer menu, and landing pages, allowing the membership to get to the learning they need in a more succinct manner.
8. **Collaboration is key:** The work of 4 major partners coming together and deciding to lead the agenda regarding the Carbon Calculator has had significant results. We don't always need full agreement, better sometimes to work with a dedicated few and let others follow.

## 2. Impact survey results

Sections two to six of this report focus on the impact the School has had on the supply chain. The remainder of the report focuses on performance against targets and a summary of progress for the financial year 2022/2023. **There were 1,142 School members who responded to the Impact Survey (55% were SMEs).** The survey was circulated to the members from September to December 2021 to coincide with business planning and with the aim to help inform that process.

This is the fifth year that the survey has been conducted. This year's report includes trends across the five years for each sustainability impact and seeks to understand the impact COVID has had over the past two 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. It would be inaccurate to attribute learning through the School as the sole rationale for members' improvement in sustainability outcomes. The pandemic has clearly influenced the sustainability outcomes over the past two years which this report aims to draw out.

The Logic Model approach (*see appendices*) guides the 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 2022 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 . . .	2022 % Yes	2021 % Yes	2020 % Yes	2019 % Yes	2018 % Yes	Change (2021 vs 2022)
Reduced its total fuel usage and carbon emissions	57	63	37	34	37	-6%
Reduced its total waste	53	57	43	41	40	-4%
Reduced its total water consumption	28	37	18	16	18	-9%
Improved its overall control of air quality	40	44	32	20	15	-4%
Increased its community engagement activities	44	38	51	45	45	6%
Increased the number of apprentices it employs	32	38	37	36	32	-6%
Improved its understanding of responsible sourcing	49	44	56	50	49	5%
Improved its understanding of Modern Slavery	64	69	69	71	63	-5%
Improved its understanding of Fairness, Inclusion & Respect (FIR)	64	68	65	63	49	-4%

Last year an additional questions set was included after the Carbon, Waste, Water, Air Quality and Apprentices question above which asked

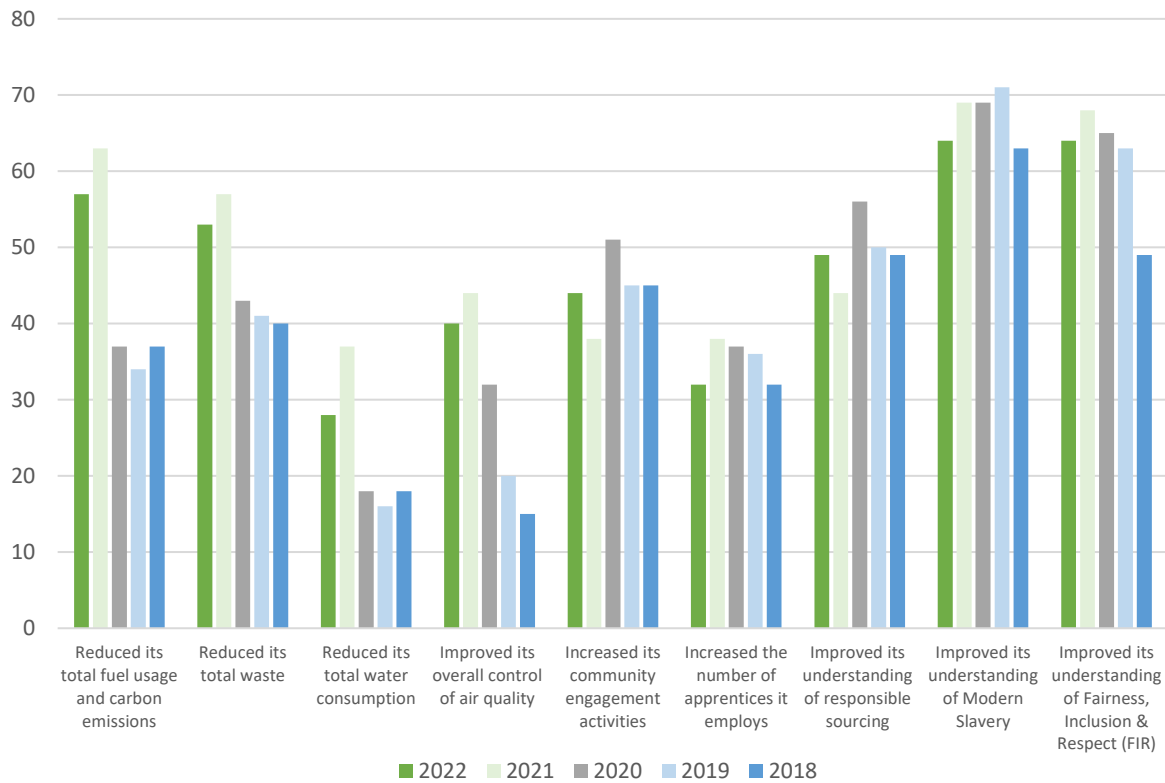
*'To what degree was this reduction a result of COVID restrictions?'*

This was not included this year and the question set went directly to the attribution to the School question set if the response was 'yes'. However a question set around the affect of COVID was included after the impacts section (results below).

Last year's report clearly illustrated the affect COVID had on organisations' sustainability impacts. What can be seen this year, when comparing to previous years' results, is that trends are either being maintained or only a slight drop is being recorded; e.g. companies stating that they have reduced their carbon emmissions has had a 6% decrease to last year. However when comparing this to the first year of the impact survey there is still a 20% increase (37% of organisations stated they were reducing their carbon in 2018). Similar can be said on water consumption, air quality and community engagement activities which also look to be returning to pre-COVID levels. The graph below illustrates this further:



Figure 2. Since joining the School; progress on sustainability impacts



There is a clear improvement across all sustainability impacts. The exception to the rule is community engagement, and apprentices being employed has remained static. COVID was a massive disruption for many businesses and comparatively, this year’s results look positive.

Figure 3 below shows if members have answered ‘yes’ to improving their sustainability impacts, how much do they attribute this to learning through the School.

The trend continues with the highest percentage results for impact being attributed to the School in the areas of **Responsible Sourcing, Modern Slavery and FIR** (though attribution has decreased since the first survey). The learning around Modern Slavery is being led by the Labour Group through the People Matter Charter where there are now 130 signatories; as well as Learning Pathways and training activities being staged. This year has also seen the launch of the **People assessment** which will further aid organisations with learning for Modern Slavery amongst other people related topics. The programme of training activity around FIR continues, (which is attached to funding through CECA and CITB), with a variety of topics addressed. The FIR programme has also launched the **Fairness, Inclusion and Respect Growth Assessment** to support employers in a structured way to develop and embed fairness, inclusion, and respect (FIR) in their company.

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					Change (2020 vs 2021)
	2022 %	2021 %	2020 %	2019 %	2018 %	
Reduce our total fuel usage and carbon emissions	47	39	69	58	48	8%
Reduce our total waste	46	41	68	65	56	5%
Reduce our total water consumption	39	33	64	53	50	6%
Improve our overall control of air quality	42	40	66	69	54	2%
Increase our Community engagement activities	53	48	75	72	66	5%
Increase the number of apprentices we employ	25	22	49	42	44	3%
Improve our understanding of responsible sourcing	69	66	84	77	81	3%
Improve our understanding of Modern Slavery	64	65	87	86	82	-1%
Improve our understanding of (FIR)	68	68	85	87	85	--

**The attribution to the School sees a stark difference to last year where there were decreases in the results when comparing to the previous year.** The impact COVID was having on business meant there was little room for the School to have any impact. This year however shows the levels of attribution increasing. This is further supported when looking at the results to the questions asked about the impact of COVID. Members were asked:

*'To what degree has COVID continued to have an impact on your sustainability outcomes in 2021? (in particular, around carbon, waste, water reduction, air quality and employment of apprentices?)'*

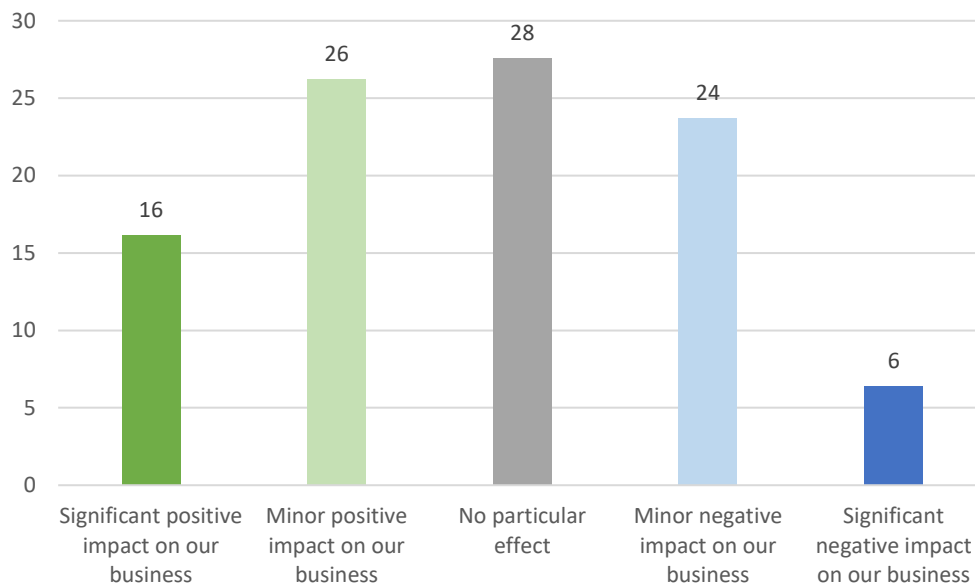
Members were also asked to rate the statement:

*'Over the past 18 months COVID is likely to have caused various issues to your business and influenced many decisions relating to your sustainability impacts.'*

*Engaging with the School has helped in resolving those issues over the last 12 months.*

Figures 4 & 5 illustrate these results. 42% state that COVID has had a positive impact (16% significant positive impact) on their sustainability outcomes. Almost a third state no particular effect and another third stating a negative impact (6% only stating a significantly negative impact).

*Figure 4. To what degree has COVID continued to have an impact on your sustainability outcomes in 2021? (%)*



*Figure 5. Over the past 18 months COVID is likely to have caused various issues to your business and influenced many decisions relating to your sustainability impacts.*

Engaging with the School has helped in resolving those issues over the last 12 months.				
Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
5%	25%	61%	7%	2%

**A third of respondents feel the School has helped to resolve issues which is a positive result.** The majority cannot pinpoint the School in particular as having helped and only 9% disagree. The following tables and graphs aim to highlight any significant change and understand any emerging trends based on company size.

Figure 6. School impact on sustainability issues over 5 years SMEs – (>250 emp)

Since joining the School has your company ...	Year	Yes %	Unsure %	No %
<b>Reduced its fuel usage and carbon emissions</b>	2022	48	31	12
	2021	63	30	7
	2020	35	26	39
	2019	30	27	43
	2018	31	39	30
<b>Reduced its total waste</b>	2022	49	35	13
	2021	57	34	9
	2020	45	21	35
	2019	40	27	34
	2018	40	35	25
<b>Reduced its water consumption</b>	2022	23	49	23
	2021	37	47	16
	2020	18	42	40
	2019	13	40	47
	2018	15	43	42
<b>Improved its overall control of air quality</b>	2022	36	49	23
	2021	44	46	9
	2020	33	21	46
	2019	21	33	47
	2018	15	49	36
<b>Increased its community engagement activities</b>	2022	36	28	28
	2021	38	28	34
	2020	48	28	25
	2019	39	39	22
	2018	44	23	33
<b>Increased the number of apprentices it employs</b>	2022	21	63	5
	2021	28	61	11
	2020	29	15	56
	2019	29	59	12
	2018	29	12	59
<b>Improved its understanding of responsible sourcing</b>	2022	49	31	20
	2021	44	34	21
	2020	59	20	21
	2019	52	27	22
	2018	50	23	27
<b>Improved its understanding of Modern Slavery</b>	2022	62	20	16
	2021	69	17	14
	2020	69	13	18
	2019	71	15	14
	2018	63	12	25
<b>Improved its understanding of FIR</b>	2022	60	24	13
	2021	68	21	11
	2020	66	18	16
	2019	64	16	21
	2018	47	25	28

Figure 7. 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) . . .

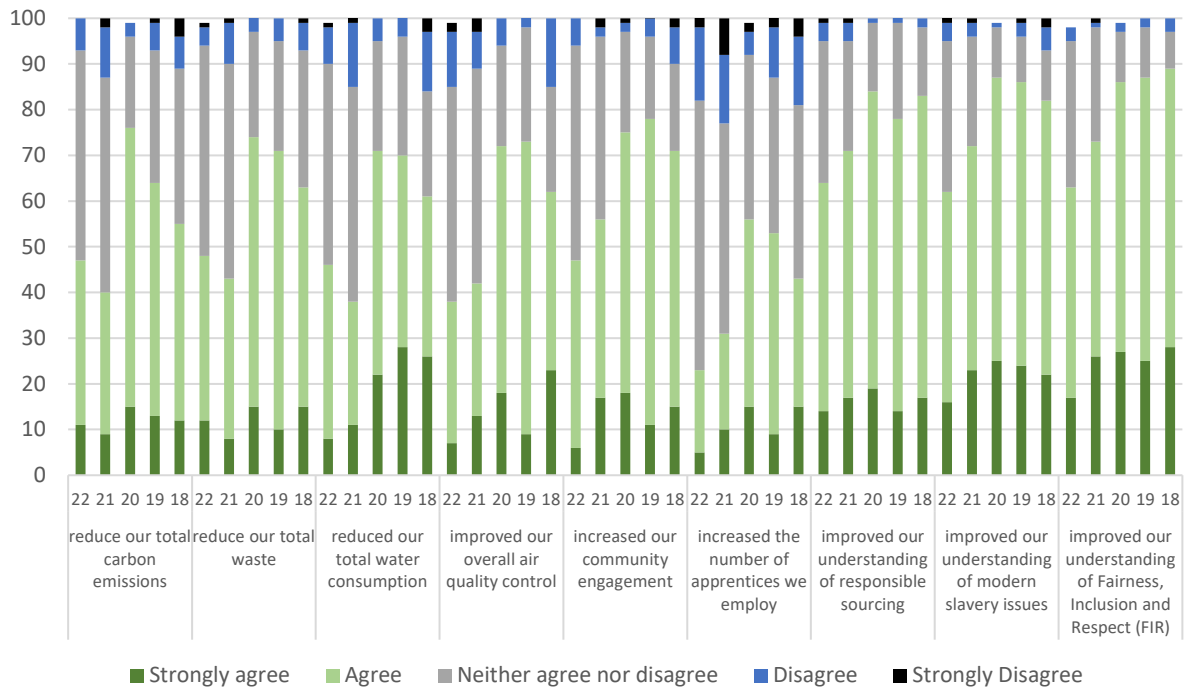


Figure 8. Attributing the School's help in reducing sustainability impacts amongst large businesses

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

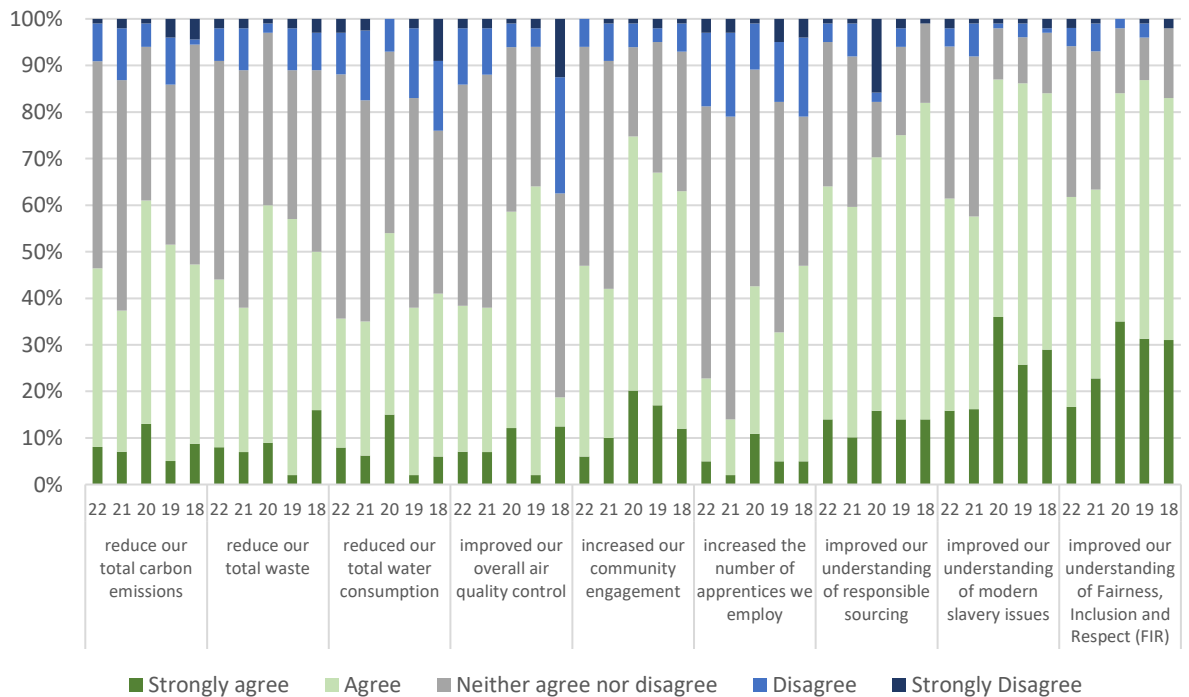


Figure 9. School impact on sustainability over 5 years, large businesses - (250+)

Since joining the School has your company . .	Year	Yes %	Unsure %	No %
<b>Reduced its fuel usage and carbon emissions</b>	2022	68	24	7
	2021	49	46	6
	2020	40	10	50
	2019	39	13	49
	2018	46	35	19
<b>Reduced its total waste</b>	2022	58	33	9
	2021	50	44	6
	2020	42	13	45
	2019	42	13	45
	2018	39	34	27
<b>Reduced its water consumption</b>	2022	34	16	50
	2021	36	55	9
	2020	17	20	62
	2019	20	20	60
	2018	12	45	43
<b>Improved its overall control of air quality</b>	2022	45	49	6
	2021	45	50	5
	2020	32	9	60
	2019	20	17	63
	2018	15	53	32
<b>Increased its community engagement activities</b>	2022	53	31	17
	2021	40	37	23
	2020	56	14	30
	2019	53	14	42
	2018	47	30	23
<b>Increased the number of apprentices it employs</b>	2022	45	50	5
	2021	31	57	12
	2020	48	18	34
	2019	46	19	35
	2018	37	32	31
<b>Improved its understanding of responsible sourcing</b>	2022	49	38	13
	2021	41	41	18
	2020	51	15	34
	2019	47	16	36
	2018	47	26	27
<b>Improved its understanding of Modern Slavery</b>	2022	66	23	11
	2021	65	23	11
	2020	68	9	23
	2019	71	8	21
	2018	62	23	15
<b>Improved its understanding of FIR</b>	2022	68	24	8
	2021	66	27	7
	2020	64	10	27
	2019	65	8	28
	2018	26	44	30

Key points to note:

- A higher proportion of larger businesses are reporting reductions in **Carbon, Waste and increased Community Engagement activities** than the previous years which is very positive.
- In addition to the above, there are significant increases to last year for every sustainability impact for large businesses (apart from water which dropped 2%, Air Quality remained the same).
- **Disappointingly, SMEs are not showing this uplift** and there is between a 2% - 15% decrease against the sustainability impacts apart from Responsible Sourcing. The highest decreases were on **carbon (-15%), water (-14%), air quality (-8%) and waste (-8%)**. This is, of course, concerning and the School invests heavily in tools and guidance for smaller organisations to help them with their sustainability impacts. Examples of this are tools such as the Carbon Calculator, the People Assessment, the Fairness, Inclusion & Respect Growth Assessment. The Waste Group has launched the Materials Exchange Platform and there will be guidance specific to SMEs being produced around social value coming soon.
- As with previous years, smaller business (**SMEs**) **report that the School helps them more than large businesses**, in the majority of sustainability impact areas.
- Even with the disruption that COVID has caused to the industry over the past two years, a higher percentage of all members are reporting a positive change to their sustainability outcomes since 5 years ago.
- 42% of members are reporting that COVID has had a positive impact on their sustainability outcomes.
- 30% of members are reporting that the School is **helping in resolving issues caused by COVID** over the last 12 months.
- The last five years of the survey have shown that businesses feel they get most help from the School in the areas of Fairness, Inclusion & Respect and Modern Slavery.

## 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 10 presents and compares the key results from across the Construction, Homes, FM, Infrastructure, Welsh, and Scottish markets. Key findings are:

- When **comparing against all respondents**, the Homes (68%), FM (66%) and Scottish (65%) markets have shown a higher percentage reporting a **reduction in carbon**.
- A similar report to above around the **reduction of waste** shows that the **Homes and FM markets** are reporting a higher percentage than the other markets. For the **Infrastructure market**, improving **air quality** reports the highest increase.
- The largest increase across all markets was in **employing apprentices** with increases between 7% to 13%. Similarly with **increasing community engagement activities** which saw increases between 4% and 12%.
- 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.

Figure 11 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 reported increases in the main amongst the sustainability impacts apart from **modern slavery and Fairness, Inclusion & Respect**.
- One of the largest increases in attribution was in **water** which saw a 14% increase in the FM sector, 13% increase in Scotland, 12% increase in Infrastructure and 11% in Wales.
- **Waste** also saw a high increase in FM and Homes (9% & 10% respectively).
- **The Scottish and Welsh markets** saw significant increases around **carbon**. This is interesting to note as there has been a packed training agenda across the year around carbon, as well as the launch of the Carbon Calculator.
- Interestingly, the largest increase in attribution was in the **FM market which saw a 22% increase in employing more apprentices**. Infrastructure (10%), Scotland (11%) and Wales (9%) also saw increases.
- All markets report that the School helps the most in the areas of Responsible Sourcing, Modern Slavery & FIR, in line with the last five years. However, Modern Slavery and FIR have seen small decreases in attribution this year.



Figure 10. Change in members sustainability impacts across market sectors

Table shows percentage of respondents saying “YES”

Since joining the School has your company . . .	Year	Const- ruction	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
	2022	59	68	66	60	64	65
	<b>Change</b>	<b>-4%</b>	<b>-2%</b>	<b>-2%</b>	<b>-5%</b>	<b>-4%</b>	<b>-3%</b>
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
	2022	54	65	66	57	57	56
	<b>Change</b>	<b>-4%</b>	<b>-1%</b>	<b>5%</b>	<b>3%</b>	<b>-3%</b>	<b>-3%</b>
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
	2022	29	38	41	28	30	30
	<b>Change</b>	<b>-8%</b>	<b>-8%</b>	<b>-1%</b>	<b>-8%</b>	<b>-10%</b>	<b>-9%</b>
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
	2022	42	45	46	48	45	45
	<b>Change</b>	<b>-2%</b>	<b>-6%</b>	<b>-3%</b>	<b>-1%</b>	<b>-1%</b>	<b>0%</b>
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
	2022	45	48	54	51	45	45
	<b>Change</b>	<b>7%</b>	<b>11%</b>	<b>11%</b>	<b>4%</b>	<b>12%</b>	<b>12%</b>
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
	2022	36	41	38	43	36	34
	<b>Change</b>	<b>7%</b>	<b>13%</b>	<b>12%</b>	<b>10%</b>	<b>11%</b>	<b>10%</b>
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
	2022	50	51	47	49	36	49
	<b>Change</b>	<b>%</b>	<b>-3%</b>	<b>-12%</b>	<b>-11%</b>	<b>-9%</b>	<b>-8%</b>
Improved your understanding of modern	2019	66	69	73	70	74	0
	2020	69	67	68	72	70	66
	2021	70	69	71	70	70	66

Since joining the School has your company . . .	Year	Const- ruction	Homes	FM	Infra	Wales	Scot
slavery issues?	2022	65	62	69	68	51	69
	<b>Change</b>	<b>1%</b>	<b>-2%</b>	<b>3%</b>	<b>-2%</b>	<b>0%</b>	<b>0%</b>
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
	2022	65	66	66	70	70	68
	<b>Change</b>	<b>3%</b>	<b>3%</b>	<b>5%</b>	<b>2%</b>	<b>2%</b>	<b>1%</b>

Figure 11. Members **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
	2022	49	46	51	51	48	46
	<b>Decrease</b>	<b>9%</b>	<b>4%</b>	<b>5%</b>	<b>8%</b>	<b>13%</b>	<b>13%</b>
Reduce our total waste	2019	65	60	64	66	54	--
	2020	68	62	63	71	63	68
	2021	41	40	41	46	39	38
	2022	48	49	51	46	45	44
	<b>Decrease</b>	<b>7%</b>	<b>9%</b>	<b>10%</b>	<b>0%</b>	<b>6%</b>	<b>6%</b>
Reduced our water consumption	2019	55	44	64	53	33	--
	2020	64	68	71	64	59	60
	2021	34	27	32	33	26	24
	2022	41	34	46	45	37	37
	<b>Decrease</b>	<b>7%</b>	<b>7%</b>	<b>14%</b>	<b>12%</b>	<b>11%</b>	<b>13%</b>
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
	2022	43	41	55	45	39	38
	<b>Decrease</b>	<b>2%</b>	<b>-3%</b>	<b>8%</b>	<b>3%</b>	<b>4%</b>	<b>4%</b>
Increase our community engagement	2019	69	73	70	75	67	--
	2020	74	72	70	78	74	78
	2021	48	48	47	51	44	46
	2022	57	51	54	55	50	50
	<b>Decrease</b>	<b>9%</b>	<b>3%</b>	<b>7%</b>	<b>4%</b>	<b>6%</b>	<b>4%</b>
Increase the number of	2019	43	44	29	39	34	--
	2020	49	46	36	51	44	50

Engaging in the School has helped us...	Year	Const	Homes	FM	Infra	Wales	Scot
apprentices we employ	2021	22	26	17	22	13	16
	2022	26	29	39	32	22	27
	Decrease	<b>4%</b>	<b>3%</b>	<b>22%</b>	<b>10%</b>	<b>9%</b>	<b>11%</b>
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
	2022	69	59	71	73	68	68
	Decrease	<b>3%</b>	<b>3%</b>	<b>-2%</b>	<b>3%</b>	<b>4%</b>	<b>5%</b>
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
	2022	65	53	69	69	69	62
	Decrease	<b>0%</b>	<b>-11%</b>	<b>-5%</b>	<b>-5%</b>	<b>-4%</b>	<b>-2%</b>
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
	2022	68	57	73	71	63	65
	Decrease	<b>0%</b>	<b>-3%</b>	<b>3%</b>	<b>-1%</b>	<b>-2%</b>	<b>-1%</b>

## 2.3 School impact on embedding Offsite

The Offsite section of the School has been steadily increasing in members and there are currently 1,084 (899 last year) active member organisations and 4,356 (3,370 last year) active individuals since the beginning of the FY.

However, as with previous years, 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.

This is the third 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 77 members responded 'yes' that they were an 'active member' of the offsite topic area of the School (74 in the previous year).

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

Figure 12. The organisation's primary business function

Primary business function	No.
Assembly	20
Design	16
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 13. 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
	2022	47	16
	<b>Change</b>	<b>-7</b>	<b>5</b>
Manufacturing process in the last 12 months	2020	37	1
	2021	44	11
	2022	36	21
	<b>Change</b>	<b>-8</b>	<b>10</b>
Logistics process in the last 12 months	2020	7	45
	2021	58	21
	2022	38	20
	<b>Change</b>	<b>-20</b>	<b>-1</b>
Assembly process in the last 12 months	2020	33	3
	2021	49	17
	2022	33	20
	<b>Change</b>	<b>-16</b>	<b>3</b>

These results are disappointing as the School has staged a packed programme of training this financial year. However, that training has focused on specific job types e.g., site managers, architects, project managers. The above results may not be representative of this as when looking at the feedback for training activities that fall under offsite, 71% stated that they would be 'very likely' or 'likely' making a change. In addition to this there have been 793 downloads of offsite specific e-learning modules; 4,616 offsite specific resources accessed and 1,227 attendees to offsite specific training activities. There have also been 595 offsite assessments and re-assessments (company and individual) taken this financial year.

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
<b>Design process</b>	2021	13	33	46	3	5
	2022	10	39	48	3	0
	<b>Change</b>	<b>-3</b>	<b>+6</b>	<b>-2</b>	<b>0</b>	<b>--</b>
<b>Manufacturing process</b>	2021	9	44	34	6	6
	2022	8	38	50	4	0
	<b>Change</b>	<b>-1</b>	<b>-6</b>	<b>+16</b>	<b>-2</b>	<b>--</b>
<b>Logistics process</b>	2021	12	33	43	10	2
	2022	10	24	59	7	0
	<b>Change</b>	<b>-2</b>	<b>-9</b>	<b>-16</b>	<b>-3</b>	<b>--</b>
<b>Assembly process</b>	2021	20	34	31	6	9
	2022	8	36	56	0	0
	<b>Change</b>	<b>-12</b>	<b>2</b>	<b>25</b>	<b>--</b>	<b>--</b>

The figures above highlight that many organisations and individuals have accessed offsite related material and training.

## 2.4 School impact on embedding Procurement

This year saw the School launch a training programme ‘Performance through Procurement’, funded by CITB. This training is aimed at procurement professionals and non-procurement professionals who are responsible for buying as part of their job. There were 679 respondents to the question set around Procurement (though not all of them answered every question). Respondents were asked: ‘*Since joining the School, has your company benefited from better performance through procurement?*’ illustrated below:

Figure 14. Have companies benefited from the Performance through Procurement programme?

	Yes %	No %
Since joining the School, has your company benefited from better performance through procurement?	55	45

Further questions were then asked as summarised below, to understand if engaging in the School has helped on some core procurement processes.

Figure 15. How the School has helped with some core procurement processes

% Engaging in the School has helped...	Strongly Agree	Agree	Neither Agree nor disagree	Disagree	Strongly Disagree
Us to develop our approach to better Procurement in our business?	4	34	56	5	1
improve procurement skills of individuals with purchasing responsibility	4	26	60	6	3
our suppliers & sub-contractors have a better understanding of procurement and collaboration	3	24	63	8	1
to improve our performance through procurement	10	59	31	0	0

The key findings are:

- 69% felt that the School had helped to improve performance through procurement.
- 38% felt that the School had helped to develop their approach to procurement.
- 30% felt the School had improved the procurement skills of individuals with purchasing responsibility.

- 30% felt that their suppliers and sub-contractors have a better understanding of procurement and collaboration.

These are pleasing figures for the first year of the delivery stage of the training activities programme as it provides a benchmark. Next year the same questions will be canvassed so it will be interesting to see if there is any improvement on these figures.

A total of 39 training activities took place this financial year: one launch event in April 2021, a conference in March 2022, 9 webinars and 28 workshops. A total of 1,129 people have attended these sessions.

In addition to the above there have been 1,647 downloads of the programme's e-learning modules; and 5,392 procurement resources accessed which are marked as specific to the programme.

There have also been 227 company assessments and re-assessments and 958 individual assessments and re-assessments taken this financial year showing a strong appetite for members to better their procurement practices.

Below is a range of comments made:

**Please explain the key benefits that your company has received because of using the Schools Procurement content:**

- *A better idea of what we should look for and how to assess suppliers and products. In many ways our hands are tied due to specification work, but we know what to look for.*
- *A better knowledge of the theory.*
- *A better understanding of what best practice looks like.*
- *A streamlined, more efficient process for selecting suppliers and negotiating contracts.*
- *Adapting both a short and long-term strategy.*
- *By assessing suppliers' services by more than their price, i.e., reducing waste and better logistics management.*
- *Clear and Transparent. Best and more efficient way to install our services to address and monitor all issues, to improve.*
- *Clearer alignment and understanding between parties. Less transactional processes.*
- *Common understanding of what good procurement looks like.*
- *Difficult to quantify but we have seen massive carbon savings through working with responsible innovative suppliers. There is no direct link with*

*the School however the improved knowledge that enabled us to understand the benefits from using these suppliers can in part be explained by interaction with the School over the years.*

- *Helps to support the procurement team on strategies.*

## 2.5 School impact on embedding Digital technology

This year also saw the School launch of the Digital programme, again funded by CITB. This training is aimed at any business who wants to understand and adopt digitalisation. Respondents were asked several questions about their digital adoption. There were 655 respondents to the question set (however not all respondents answered all the questions). Figure 16 & 17 illustrates the results:

*Figure 16. Have companies benefited from the Digital training programme*

	Yes %	No %
Are you currently investing in digital technologies?	60	20
Since joining the School, has your company benefited from its investment in digital technologies?	24	28

*Figure 17. Have companies benefited from the Digital training programme*

% Engaging in the School has helped us . . .	Strongly Agree	Agree	Neither Agree nor disagree	Disagree	Strongly Disagree
develop our approach to the use of digital technologies in our business	3	18	61	16	2
to accelerate our use of digital products and solutions	2	12	71	12	3
to invest in digital technologies	2	11	70	14	3

The key findings are:

- **60% are currently investing in digital technologies** and **21% strongly agree / agree** that engaging with the School has **helped to develop their**



**approach to the use of digital technologies** and **14% strongly agree / agree** that the School **has helped businesses to invest in digital technologies.**

- **Nearly a quarter of respondents** feel that since joining the School their company has **benefited from its investment in digital technologies.**
- **14% strongly agree / agree** that by engaging in the School this has **accelerated the use of digital products and solutions.**

There has been a training programme taking place across the year with 891 attendees. The programme kicked off with a launch event, followed by 11 Lunch & Learns (webinars) and 18 workshops which focused on topics from 'an introduction to digital', 'implications of cyber security' to 'digital competencies'.

There has also been 1,347 downloads of the digital e-learning modules and 3,222 digital specific resources. In addition to this there is a training needs analysis which has had 1,167 completions this year and a Digital Maturity assessment which has had 45 completions. This engagement shows the appetite for learning about digital and indeed there are 564 active organisations and 4,766 active individuals within the School. Below is a range of comments made:

**Please explain the key benefits that your company has received because of using the Schools Digital content:**

- *A better knowledge of the theory.*
- *A good level of base knowledge now of what the subject of digital encompasses.*
- *Access to information easily in one place.*
- *Broader understanding of sector and peer progress leading to collaboration and innovation in digital.*
- *Gave us the impetus and insight into how we to develop our digital offering.*
- *Highlighting the importance of BIM and need for investment in this area.*
- *I can now advise and anticipate new developments - however Covid has delayed investments.*
- *It has given us more expansive language to engage a wider audience and help them understand what digitisation and digitalisation mean for them.*
- *It has helped us to increase our knowledge about the digital technologies that are available in the marketplace.*

- *Operational efficiency and productivity improved. Issues are identified earlier because they are more transparent.*
- *The understanding of the terminology and the application of the digital structures that help the company meet client requirements.*

## 2.6 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 sizes are:

- The survey reveals that whilst driving reduced sustainability impacts, the School's help and advice has, over the last 5 years consistently, helped businesses to access improved business outcomes.
- COVID did not affect the opinion that the School is a valuable resource to all businesses, and this remains true again this year with 73% reporting that the School helps to gain a better understanding of how they can help clients deliver their sustainability objectives.
- Nearly half (48%) of respondents felt that the School has helped them **reduce costs** through efficiencies (down 2%).
- 40% feel that the School has helped them **win new business** (down 7%). This could be due to other factors however as this has been a challenging couple of years for the construction industry, with further economic challenges on the horizon.
- Interestingly this year saw a significant increase in ratings on whether the School has helped them improve the **quality of their new business bids**. **This year 51% strongly agreed or agreed** compared to 41% in 2021 (which was a 13% decrease to 2020). This was driven by the SMEs (as can be seen below).

- Disappointingly, only 54% (61% last year) feel that the School has helped them be **more collaborative**. This reduction was really driven by the larger businesses.
- 50% (- 8%) feel that the School has helped them develop **better relationships with their suppliers**
- 32% feel that the School has helped them to **retain talent** (- 3%).
- 54% feel that the School has helped them **reduce reputational risks** (- 1%).

Figure 18. Overall results 2022: The Impact the School has on members:  
Engaging in the School has helped us... (Green is good)

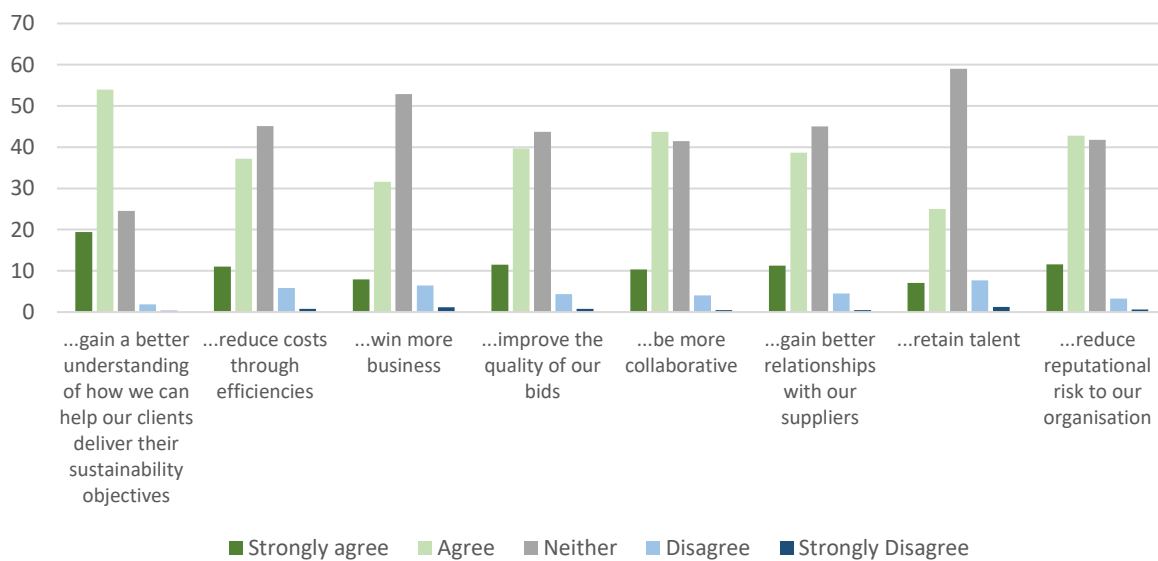


Figure 18 illustrates the comparison to the last five years by business size. Overall larger businesses reported decreases in ‘being more collaborative’ with a 15% decrease to last year. Larger business of also reported decreases in ‘reducing costs through efficiencies’, ‘winning more business’, ‘gaining better relationships with our suppliers’ and ‘improving the quality of bids’ – each of these areas saw a decrease between 5% and 9%.

As with previous years, there has been no significant change amongst SMEs on the various outcomes. However, there has been a 25% increase in SMEs and ‘improving the quality of their bids’. The area around ‘retaining talent’ remains the lowest area of impact for both small and larger business. All sizes of business report the highest area of impact to be around ‘gaining a better understanding of how we can help our clients deliver their sustainability objectives’.

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

Engaging with the School has helped us to . . . (strongly agree/ agree)	No. of Emp	2022	2021	2020	2019	2018	Variance (22 vs 21)
...gain a better understanding of how we can help our clients deliver their sustainability objectives	1 – 250	71	72	75	68	70	-1%
	250+	76	71	72	66	77	5%
...reduce costs through efficiencies	1 – 250	51	49	54	49	51	2%
	250+	45	50	52	43	33	-5%
...win more business	1 – 250	40	42	40	40	42	-2%
	250+	41	50	52	40	45	-9%
...improve the quality of our bids	1 – 250	51	26	49	44	48	25%
	250+	49	54	60	51	56	-5%
...be more collaborative	1 – 250	54	55	58	51	51	-1%
	250+	53	68	68	65	69	-15%
...gain better relationships with our suppliers	1 – 250	48	54	57	51	50	-6%
	250+	52	61	66	63	64	-9%
...retain talent	1 – 250	33	32	37	26	24	1%
	250+	31	37	36	30	27	6%
...reduce reputational risk to our organisation	1 – 250	54	54	56	47	49	0%
	250+	54	56	59	53	59	-2%

## 2.7 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 which are embedded in ISO 20400: The Sustainable Procurement Standard. 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 sizes:

- There have been very small decreases in impact of the School on business processes apart from the ability to engage business leaders which has reduced by 7%. This could possibly be because business leaders now see sustainability as high on their agenda, so the influence is not necessarily coming from the School but from global pressures.
- **65%** (72% in 2022) reported that the School has helped them to **engage business leaders** to better understand the value of sustainability.
- **75%** (76% in 2022) reported that the School has helped them to **better understand their organisation's sustainability impacts**.
- **66%** (- 2%) reported that the School has helped them to **embed sustainability** as part of their business processes.
- **54%** (- 3%) reported that the School has helped them to ensure **procurement processes** now consistently drive sustainability.
- **57%** (- 2%) reported that the School has helped them to **monitor and report sustainability impacts**.

The below illustrates these results by business size.

Figure 20 Response by company size on School impact on business over 3 years

Engaging with the School has helped us to . . .	No. of Emp	% Strongly Agree/ Agree					Variance (22 vs 21)
		2022	2021	2020	2019	2018	
engage business leaders to better understand the value of sustainability	1 – 250	62	64	65	62	57	-2%
	250+	69	70	71	61	60	-1%
better understand our organisations sustainability impacts	1 – 250	73	76	63	70	68	-3%
	250+	74	76	75	71	72	-2%
embed sustainability as part of our business processes	1 – 250	63	68	65	60	61	-5%
	250+	70	69	66	62	54	1%
monitor and report our sustainability impacts	1 – 250	57	59	55	50	50	-2%
	250+	56	61	55	49	50	-5%
ensure our procurement processes now consistently drive sustainability	1 – 250	54	58	56	51	52	-4%
	250+	56	56	60	50	53	0%

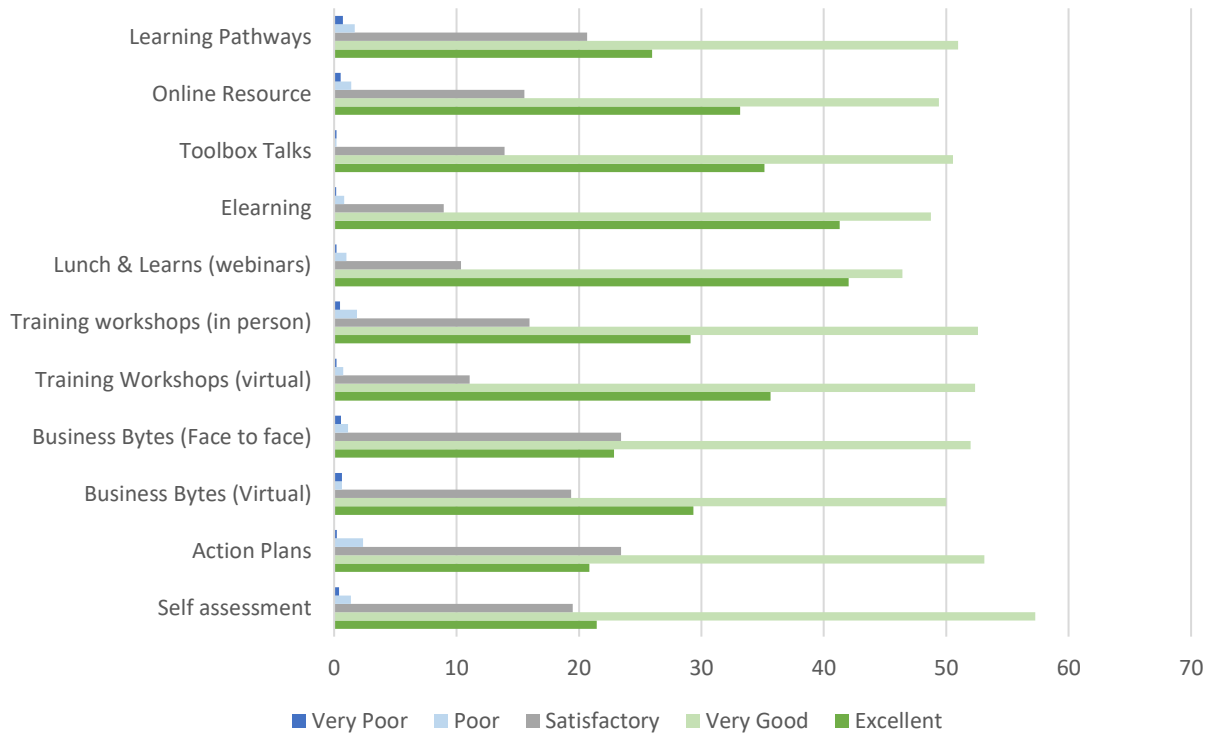
As in previous years, it should still be assumed that the School remains an enabler to embed sustainability for both SMEs and large organisations. There are incremental changes across the board, but the fact remains that the highest responses for all sizes of business have been around understanding organisational sustainability impacts, embedding sustainability into business processes and engaging business leaders in understanding the value of sustainability.

### 3. School activities & resources

#### 3.1 Quality of the support provided

The impact survey included questions around the quality of the support provided. Figure 21 illustrates the results:

*Figure 21. 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. The past two years have seen the School only deliver learning online. Various steps to ensure continuous improvement of the training offering and learning within the School takes place:

- The training delivery team meet every two weeks and a standing agenda item is to review the feedback on training activities (workshops, lunch & lerans and business bytes) to ensure that any common themes are addressed and reviewed.
- The subject matter is reviewed constantly ensuring that popular topics are re-run and emerging topics are covered.
- The practical elements of running training such as timing and interactivity tools used are reviewed constantly. Ideas and experiences around different formats to improve interactivity are also shared and trialled.

- There is a significant platform development budget which is used throughout the year to make effective adjustments to the various functionalities that members use.

Further detail for each aspect is given in Figure 22.

*Figure 22. Rate your experience of each activity / aspect of the School (vs 2021)  
Excellent & Good*

Activity	Year	Excellent/ Good %
Self-assessment	2022	79
	2021	82
	2020	74
	Change (to 2021)	<b>-3%</b>
Action Plans	2022	74
	2021	77
	2020	66
	Change (to 2021)	<b>-3%</b>
Business Bytes (face to face)	2022	75
	2021	--
	2020	78
	Change	n/a
Business Bytes (virtual)	2022	79
	2021	82
	2020	--
	Change	<b>-3%</b>
Training Workshops (face to face)	2022	82
	2021	--
	2020	81
	Change	n/a
Training Workshops (virtual)	2022	88
	2021	87
	2020	--
	Change (to 2021)	<b>+1%</b>
E-learning	2022	90
	2021	88
	2020	81
	Change (to 2021)	<b>+2%</b>
Toolbox Talks	2022	86
	2021	86
	2020	75
	Change (to 2021)	<b>0%</b>
Online Resource	2022	83
	2021	86



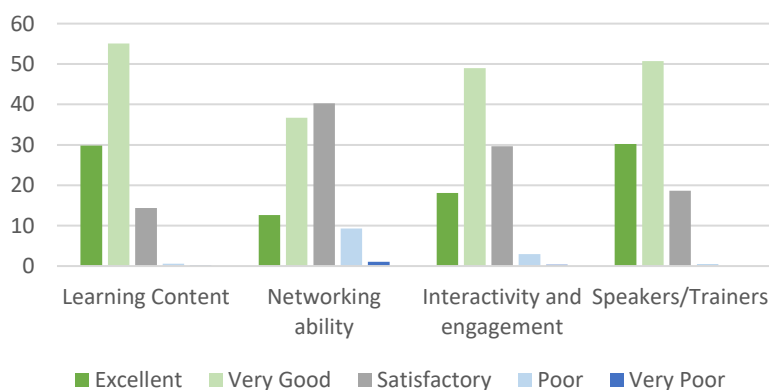
Activity	Year	Excellent/ Good %
	2020	81
	Change (to 2021)	<b>-3%</b>
Lunch & Learns	2022	88
	2021	88
	2020	71
	Change (to 2021)	<b>0%</b>
Learning Pathways	2022	77
	2021	80
	2020	n/a
	Change (to 2021)	<b>-3%</b>

This year the training activities were split out further (face to face and online) on the three types of training activity run. The **e-learning and virtual training workshops had the highest rating, closely followed by the toolbox talks**. There were some incremental changes to last year but nothing of significance. Next year there are going to be some significant improvements on the Learning Pathways and how members are able to choose and access them; and the company assessments in Sustainability, Offsite and Lean are going to be turned into capability assessments which will allow companies to have a clearer idea of what actions they need to take to increase their organisational capability.

### 3.2 Type of the support provided

As last year, a set of questions was included around the virtual support the School provides. The graph below illustrates how the members are rating the training activities overall.

Figure 23. 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. It is not surprising that networking ability had the highest response for poor / very poor.

Members were also asked about the length of time for the various different types of virtual training. It is really difficult to get the balance right as, if the learning was face to face, the use of breaks and networking would allow people to refresh and therefore be more likely learn for longer. Figure 24 - 26 illustrate the feedback on the three different formats of training activity:

*Figure 24. How long do you feel our virtual workshops should be?*

Time	1 hour	2 hours	2 - 3 hours	4 hours
%age	45	38	16	2

*Figure 25. How long do you feel our Lunch & Learns should be?*

Time	30 mins	1 hour	2 hours	3 hours
%age	41	54	5	1

*Figure 26. How long do you feel our Business Bytes should be?*

Time	1 hour	2 hours	2.5 hours	3 hours
%age	43	33	12	13

The School delivery team need to work on the different offerings further. It is clear that the Lunch & Learns are pitched at the correct time. However, it is felt that for workshops, (due to their format which is a focused approach to learning interactively), one hour is not enough time and three hours is enough to cover the content required. The Business Bytes usually have a range of speakers so fitting this into an hour is not feasible.

The marketing and projects delivery team are doing more to ensure that interactivity engages the audience but also that communication on learning outcomes and what to expect from each session is communicated well.

Many comments did state that timing was very much linked to the level the training was pitched at and also the amount of content covered, however it is really important that members understand what they are attending and not just to expect a short overview style session (which is what the Lunch & Learn sessions are more aimed at).

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

- *They were very easy to access and use and very informative.*
- *Quality and knowledge of presenters.*
- *Think the content is well thought out & on point for the construction industry. We dip in & out as a supplier for the FM Industry & some construction companies.*
- *Could benefit from more examples and/or case studies (commercial sensitivities allowing of course).*
- *Well led and full of understandable information and practical actions.*
- *Find it hard to dedicate time for workshops unless lunchtime. Anything more than a dedicated hour isn't often achievable.*
- *Trainers are engaging and use multiple media methods to engage with audience.*
- *Really like the quality of the trainers, their knowledge and ability to engage with participants.*
- *As with all virtual training it has its place, but actual face to face workshops always better because you can see everyone in the room and the interaction is better.*

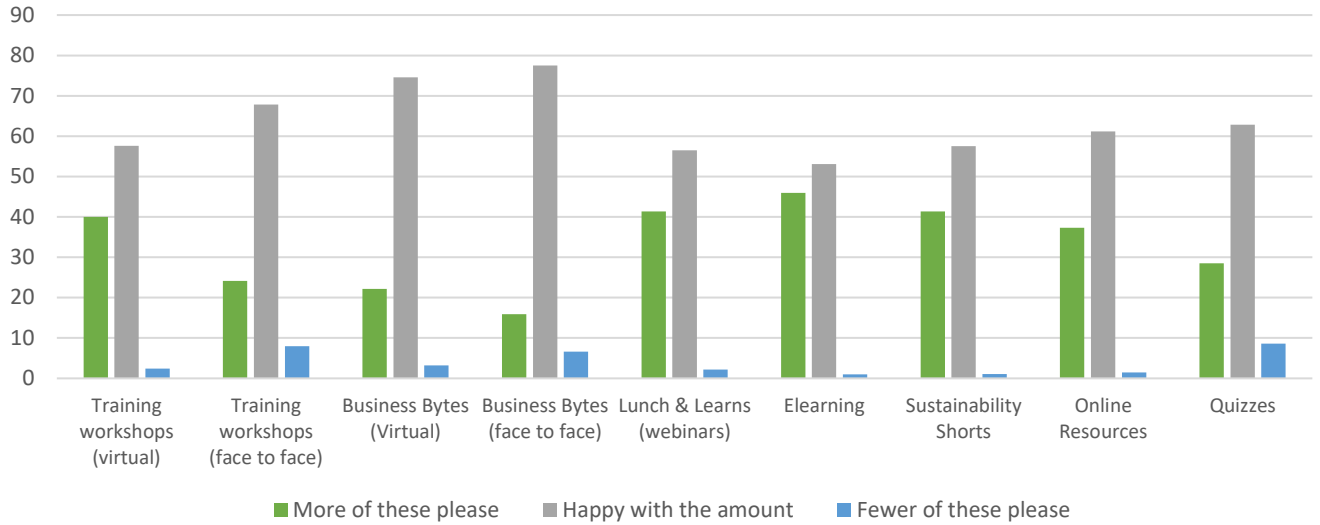
### **3.3 Future support**

Respondents were asked if there were any resources, that they would like to see more of. The details of this are illustrated in Figure 27.

The e-learning (46%), Lunch & Learns (41%), training workshops (virtual) (40%) and Sustainability Shorts (41%) were the top requested way of learning, very similar to last year. Interestingly, face to face workshops only had 25% of respondents requesting more of them. Similarly only 16% of respondents want more face to face business bytes which was the lowest %age for all types of support. The next financial year will see the return of a small number of face to face events, however the virtual offering is clearly supported by the membership.

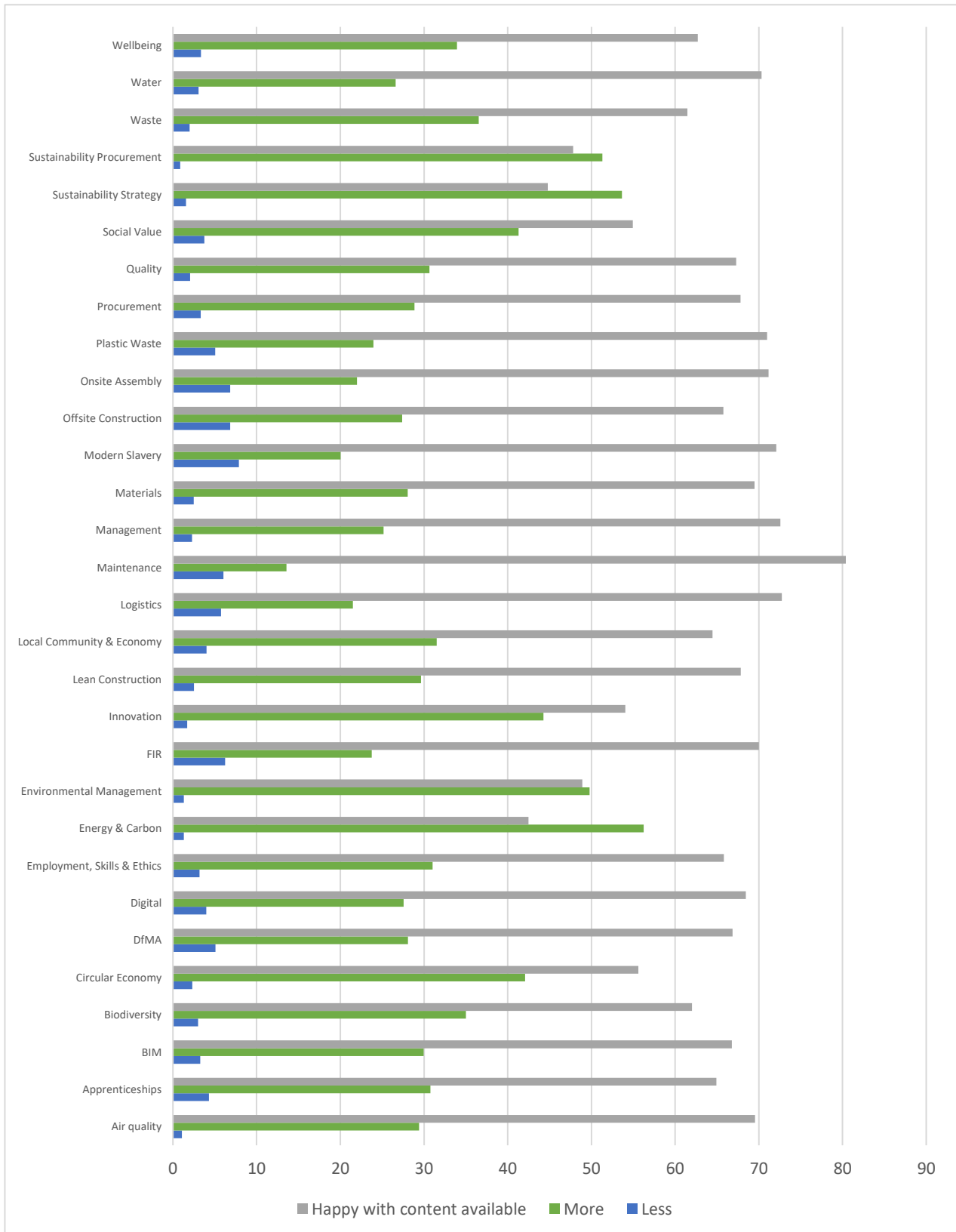
The results show that there is a good balance of the different types of learning.

Figure 27. 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 28). 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 be: sustainable procurement, innovation, sustainability strategy, environmental management, social value, plastic waste and energy & carbon. This very much reflects the business plan for the next FY, following consultation with the Partners.

Figure 28. Are there topics/issues you would like to learn more about?



## 4. Methodology and profile of respondents

### Summary of findings:

- There were 1,148 responses to the survey of whom 55% were from SMEs.
- 92% said that they were interested in sustainability, with 44% being interested in management, 24% interested in offsite, 25% interested in digital, 41% interested in procurement, 25% interested in lean construction and 22% interested in FIR.
- The profile split was, 81% are active in construction, just under a quarter work in homebuilding, 18% in FM and 39% are in infrastructure.
- 94% of respondents work in England, whilst almost half also work in Scotland (45%) and Wales (48%). There are also 21% 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 September 2021 and continued until December 2021. The School membership was canvassed and there was a total of **1,148 responses**. To put this into context, the School has approximately **4,000 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, **55% 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 below.

*Figure 29. Comparison of breakdown of company size:*

Employee size	Membership	Respondent
<b>1-250</b>	85%	51%
<b>250+</b>	15%	49%

Members were asked which areas (by topic, see figure 30) of the School they were engaged in, which market sector they operated in and in which country (see figure 31). 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 32. The survey asked how engaged with the School the respondents were 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 33.

Figure 30. Areas of interest:

Department / Market	%age
Sustainability	92
Management	44
Offsite	24
Digital	25
Lean	25
FIR	22
Procurement	41
Construction	81
Infrastructure	39
Facilities Management	18
Homes	24

Figure 31. Country users operate in:

Country	%age
England	94
Scotland	45
Wales	48
Northern Ireland	21

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

Looking at the results for length of membership with 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 32. Breakdown of respondents by organisation type:

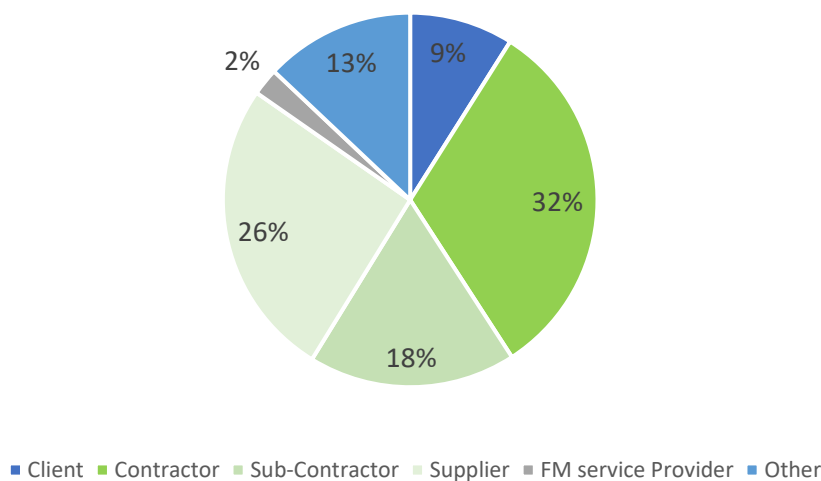
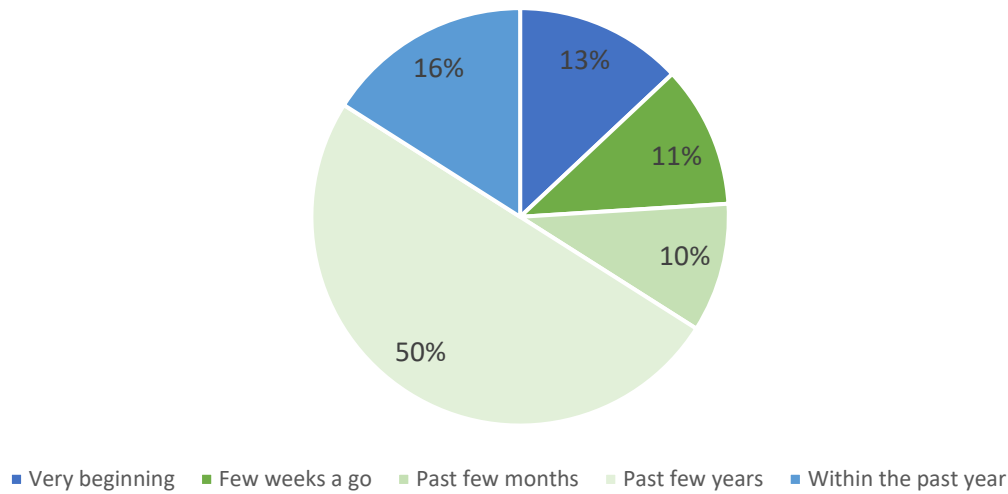


Figure 33. Breakdown of respondents by length of School membership:



Members were also asked if they, or anyone within their organisation, actively engage with the School (with examples given as logged in, assessed, accessed resources, attended events). See Figure 34. The reasons are also listed as to why some users have not engaged with the School. 12% (or 144 respondents) stated that they have never engaged with the School. Figure 35 indicates reasons given. Of those who had never engaged with the School, 71 said they would engage in the School in the future. Seven said no and 60 said they were unsure.

Figure 34. Breakdown of respondents by active engagement in the School:

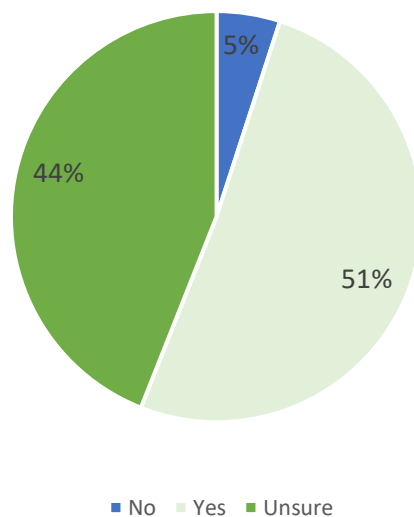
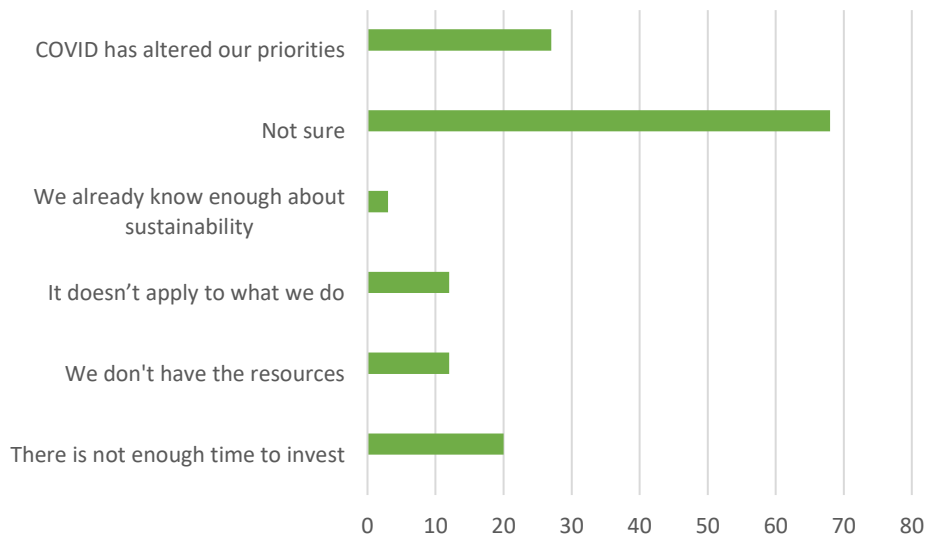




Figure 35. Reasons for not engaging with the School to date (no. of actual responders):



## 5. School Key Performance Indicators (Outputs)

The School has performed incredibly well against most of our key output targets, as illustrated below. These targets were in fact achieved at the beginning of the last quarter which is great news. It is really pleasing to see that, for the first time, the School has exceeded the active members (company) target by 26%. The marketing team have focused on various improvements, such as an automated series of communication and new and refreshed email templates amongst other things. These are detailed in the appendices in the marketing report.

Figure 36. Performance against targets (target in brackets)

	Const	FM	Homes	Infra	Offsite	Wales <sup>1</sup>	Scot <sup>1</sup>	FIR	Digital	Proc	Entire School
Active Companies (Target) <sup>1</sup>	3,846 (2,860)	879 (550)	1,262 (1,000)	1,426 (1,500)	1,084 (750)	564 (400)	813 (450)	584	564	1,459	4,220 (3,235)
Active Individuals <sup>1</sup>	12,977	2,857	3,642	6,480	4,356	1,643	2,450				16,802 (12,600)
Business Bytes	-	-	-	-	-	-	-	-	-	-	34 (29)
Workshops	-	-	-	-	-	-	-	-	-	-	264 (89)
Lunch & Learns	-	-	-	-	-	-	-	-	-	-	167 (164)
Learners @Training <sup>2</sup>	-	-	-	-	-	-	-	-	-	-	19,938 (14,880)
E-learning Downloads	--	--	--	--	2,604 (2,000)	--	--	--	1,347	1,647	31,239 (8,000)
FIR Ambassador								727(600)			727 (600)
Assessment <sup>1</sup> (Target) Company + Individual	874+ 6,289	231+1,668 (150)	323+2,008	420+3,394 (200 +1,500)	42+391 (340)	217+951 (60)	264+1,155 (120+240)	--	40+1,013 (500)	191+834 (250)	946+7,426 (600+ 3,000)
Re-assessment <sup>1</sup> (Target) Company + Individual	821+ 1,754	191+385 (80)	345+496	301+735 (550+900)	28+134 (120)	181+253 (60)	256+333 (120+240)				821+1,754 (700 +1,000)
Bronze/ Silver/ Gold <sup>1</sup>	663 (600)	148 (250)	261 (300)	N/a	N/a	N/a	206 (150)				724/ (600)

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. Figures up to date to end of 31<sup>st</sup> March 2022.

## 5.1 Supply Chain Engagement: Active members

There have been **95,999 resource views in 2021/22 compared to 62,000 in the previous year: a 55% increase.** The School marketing team continue to build 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 once again this year. Last year this report quoted *'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.'* This is clearly **not** the case as targets have been overachieved and we are seeing a clear, steady rise in engagement.

Figure 37. Comparison of resource views 2022 vs previous years

Month	2022	2021	2020	2019	2018	Change 2021 to 2022
April	7,321	4,507	1,249	1,453	970	261%
May	6,083	3,954	1,883	1,800	1,433	109%
June	7,425	3,184	1,722	2,070	1,241	85%
July	7,848	3,581	3,138	2,272	1,552	14%
August	7,910	4,136	2,529	2,635	1,265	64%
September	7,769	4,866	2,812	2,324	1,266	73%
October	8,894	5,805	2,995	2,715	1,737	94%
November	10,143	6,612	2,962	2,605	1,428	123%
December	6,217	5,434	2,563	1,721	1,623	112%
January	8,803	6,770	8,338	1,821	1,292	30%
February	8,832	8,787	6,556	2,563	1,002	34%
March	10,783	8,712	3,278	1,385	1,063	24%

The continued increase in activity has been very satisfying to monitor over the year. The new initiatives that the marketing team have embarked upon have been hugely successful (automated educational series). That coupled with focused marketing campaigns e.g., around COP 26, (clear to see if looking at November), has resulted in constant messaging to the members to learn and engage. There is also the fact that sustainability is now top of the agenda for most businesses.

Since April 2021 there are 4,220 active organisations. For many years the School struggled to break over 3,000 so this is a great result. Active individuals are also impressive with 16,802 active individuals since April (11,153 active individuals in 2021).

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 – 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 38. Active members by sector comparison 2021 vs 2022

Active Companies	%age increase	2022 (Apr – present)	2021 (Apr – Mar)	2020 (Apr – Mar)	2021 Target
School Overall	33%	4,220	3,175	3,148	3,000
Construction	46%	3,846	2,643	2,556	2,600
FM	32%	879	664	600	500
Homes	29%	1,262	979	842	850
Infrastructure	28%	1,426	1,111	807	850
Offsite	21%	1,084	899	785	600
Wales	27%	564	444	357	550
Scotland	15%	813	707	812	500

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 39. Partners hosting School e-learning and access figures

Organisation	2021/22 Completions
Balfour Beatty	326
BAM	181
Barratt	3
EMCOR	74
Laing O'Rourke	314
Lovell (Morgan Sindall)	19
NG Bailey	222
Redrow	94
Skanska	53
Willmott Dixon	14
<b>Total</b>	<b>1,300</b>

## 5.2 Supply Chain Engagement: assessments

This year has seen an increase in the number of corporate assessments which is very pleasing as since the switch to the new platform, the focus had shifted to individual learning. The delivery team have been working hard to encourage members to take on company as well as individual assessments. The tables below illustrate these results and there have been increases for both assessments and re-assessments across all markets. The only market where the target will not get hit is in infrastructure and for re-assessments. However, overall targets have been met.

*Figure 40. Company assessments by sector comparison 2022 vs 2021 (bracketed figures are individuals)*

Assessment (individual)	Change corporate	Change individual	2022 (Apr- Mar)	2021 (April – Mar)	2022 Target
<b>School Overall</b>	<b>+100%</b>	<b>+114%</b>	<b>946 (7,426)</b>	<b>472 (3,465)</b>	<b>600 (3,000)</b>
Construction	+103%	+117%	874 (6,289)	430 (2,888)	--
FM	+108%	+144%	231 (1,668)	111 (683)	150
Homes	+109%	+149%	323 (2,008)	154 (805)	--
Infrastructure	+87%	+105%	420 (3,394)	225 (1,654)	200 (1,500)
Offsite	+2%	+23%	42 (391)	41 (317)	340 total
Wales	+146%	+105%	217 (951)	88 (462)	60 (60)
Scotland	+111%	+380%	264 (1,155)	125 (303)	120 (240)
Digital	--	--	40 (1,013)	--	500
Procurement	--	--	191 (834)	--	250

Figure 41. Table showing re-assessments completed to date vs 2021

Assessment (individual)	Change corporate	Change individual	2022 (Apr- Mar)	2021 (April – Mar)	2022 Target
<b>School Overall</b>	<b>22%</b>	<b>+64%</b>	<b>821 (1,754)</b>	<b>674 (1,067)</b>	<b>700 (1,000)</b>
Construction	23%	+63%	743 (1,568)	605 (960)	--
FM	49%	+49%	191 (385)	128 (259)	80 total
Homes	25%	+37%	345 (496)	275 (363)	--
Infrastructure	19%	+64%	301 (735)	254 (448)	550 (900)
Offsite	33%	+100%	28 (134)	21 (67)	120
Wales	63%	+96%	181 (253)	111 (129)	60 total
Scotland	22%	+45%	256 (333)	210 (229)	120 (240)
Digital	--	--	5 (154)	--	--
Procurement	--	--	36 (124)	--	--

## 6. Knowledge development

### 6.1 Other 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 2021:

#### Plant Group:

During the last year the Plant Group has overhauled and revised the Minimum Standards to a v2.0. This evolution is now more comprehensive and detailed in capturing the differences in the plant hire and use market and how we can go about reducing emissions. Alongside this we have also revised the process for becoming a Plant Charter Signatory. Having been in place for a year, the Group agreed it was necessary, and time, to make the Charter more robust such that organisations wishing to declare their ambitions to reduce air quality and carbon emissions now need to provide evidence to back up their claims. Several organisations are going through the process of applying to be a Signatory and will be awarded a Bronze, Silver or Gold status in due course. There are currently 21 signatories to the original version of the Plant charter and 3 signatories to the revised Charter. If your organisation wants to be a Signatory to the Charter to

demonstrate your commitment to reducing emissions, get in touch with james@actionsustainability.com.

Our current and future work includes developing a cost & carbon calculator to support organisations wishing to compare plant options in terms of hire price, operational costs, and carbon emissions. We are also developing learning content on how to set up a low carbon site, from the point of view of plant, welfare, and equipment.

### Labour Group:

In 2021/22 the group improved the People Matter Charter commitment process. A learning pathway, online assessment and commitment resource have been set up allowing anyone who is interested in committing to the People Matter Charter. This contributed to the increase in the number of signatories from 80 at the end of 2020/21 to 131. This is an increase of 64%. Of the 131 signatories, 58 companies committed via the new online functionality. In addition to streamlining the process the group can now also collect data on how people are assessing themselves against the 8 key elements of the People Matter Charter.

The group has also produced a guidance document for “right to work” which is in final design stage and will be issued in April and have also two recorded webinars looking at Wages and Apprenticeships.

In 2022/23 the focus is to move to all signatories to renew their commitment. The group are targeting resources and support in key areas. Namely:

- ✓ Engagement with schools and colleges
- ✓ Increasing awareness of employment standards in our industry.

### Waste & Resource Group:

The Group has continued to grow in popularity, with over 65 School Partners now engaged. Regular attendance and input from exceptionally talented practitioners across the whole School Partnership has enabled some exceptional content to be developed. This includes:

- Completion with the support of Bellway Homes, Taylor Wimpey, Barratts and Valpak of the first phase of analysis on packaging flows into School Partner sites.
- A brand-new web based composite resource to help users easily access content dedicated to reducing whole lifecycle waste from construction projects.
- Preparing Partners and Members for the imminent challenges of the Plastic Packaging Tax and Extended Producer Responsibility.

- Development of the Schools Materials Exchange Platform searchable “MEP Map”.

Work on all these projects will continue in the new financial year. Additionally, there is a need to seize the initiative on packaging and single use plastics, working with new sectors. Utilities will be the first sector targeted, with tailored workshop content being developed to support this initiative. Greater attention must be given to understanding and reducing the carbon impacts of waste, the impact of the digital agenda, as well as opportunities to deliver social value by working more closely with third sector organisations. The Group will also continue to seek practical case studies, building on excellent progress this year in showcasing examples of innovation and resource efficiency being achieved by Partners and leading School members.

### Wellbeing Group:

The School’s Wellbeing Special Interest Group reconvened in April 2021 to set some new objectives for this cross-sector group, which includes representatives from FM, Homes, Construction, and Infrastructure Partners. Led by Andrew Day, Sustainability Director at Telford Homes, the Partners defined two desired outputs and set up corresponding working groups to explore:

- **A Wellbeing survey tool**, that could be rolled out internally by organisations to take a measure of their employees’ wellbeing. This workstream is now focusing on developing an automated Wellbeing Workplace Questionnaire, in collaboration with Eileen Donnelly and the What Works Centre for Wellbeing. This tool will be an industry first and will gather anonymised data to allow threshold-generation. It will be delivered later in 2022 hosted on the School platform.
- Creating a **Wellbeing Sustainability Short** to act as an introduction to the topic. This short, animated video looks at Wellbeing through the elements of Physical, Mental and Financial, and how to create balance between all three, and will be published to the School library in March 2022.

Additionally, following a discussion among Partners, the Wellbeing Group has recently run two specific webinars on Peer Support Networks – one on how to set one up and one on how to optimise the networks you may already have implemented.

### Carbon: Climate Action Group:

The Climate Action Group published a revised Carbon Calculator v2.0 in August 2021. It is now easier to use and gives a bigger range of metrics against which to report, whilst still allowing a light touch approach for those new to annual,



organisational-level carbon reporting. There are continual updates to enhance the Calculator, both as a reporting supplier, or as a 'receiving' Partner / client.

At the beginning of March there were:

- 139 Partner Accounts set up, with 13 Partners engaging with their supply chain.
- 1,029 individual supplier companies registered, of which 357 are reporting data into the Calculator: and
- 403 supplier organisations trained on the Calculators

This usage is growing all the time.

Monthly webinars continue to run for Partners to understand what is required of them, and separately for suppliers to understand what is needed to report. Next steps are to continue engaging Partners, suppliers, and others in collaborating (e.g. joining the UKGBS Contractors' Forum to give updates), as well as continuously refining the Calculator.

If you want to get involved contact [james@actionsustainability.com](mailto:james@actionsustainability.com) and [stef@actionsustainability.com](mailto:stef@actionsustainability.com)

### Social Value Group:

The Social Value Group has been set up with an interest from 90+ Partners from the School. Based on the Partner priorities, three workstreams were formed that covered: Knowledge Library, Guidance for SMEs, and Review / Report of Tool Providers.

Within the **Knowledge Library**, various resources like case studies, best practices and frameworks have been added. **Guidance for SMEs** – the focus group discussions with SMEs and Partners including interviews have been concluded and the draft report will be completed for consultation with Partners. The **Tool Providers Report** identifies eight tool providers which have been shortlisted and the parameters have been circulated with a 90% response rate so far. The report will be consolidated and will be available in April/May. An updated e-learning module on Introduction to Social Value is available on the School platform.

A new workshop – Embedding Social Value in the Supply Chain/Procurement is under review and will be added to the partner catalogue in the next update. The social value webpage on the School will be aligned with PPN 06/20 themes. The Social Value briefing paper will also be reviewed and updated with consultation from the Partners. Within other resource development, a Social Value sustainability short is also being considered for the coming financial year.

## Retrofit:

Sustainably delivered retrofit projects will be a significant driver in helping the UK to realise its decarbonisation targets over the next decade and provide more comfortable and cost-effective homes for many.

There is now a significant focus on retrofit - particularly in the Social Housing sector - and the supply chain and our Partners will need to align their skills knowledge to fit with the growing demand.

As a result, and following consultation with Partners, the School has set up a 'Retrofit Group'.

So far, we have held two sessions which have been attended by over 20 Partners alongside manufacturers (Vailiant, Grundfos and Mitsubishi) and key Trade Associations such as BESA. We now have a Partner - Greater Manchester Housing Providers - that can help the group to understand the challenges and needs of the social housing sector, too. The plan for the coming year is devise an engagement strategy and to begin delivering online and one to many learning to the wider supply chain.

Retrofit, with its growing demand, is set to be a key market for the supply chain and this group's role is to highlight this opportunity and to provide the learning and training opportunities to the wider supply chain.

## Interiors:

Fitting out homes, offices and workspaces is an area which has significant sustainability impacts, with many of our members and Partners working in this area so the School reached out to the Finishes and Interiors Sector (FIS) trading association with who we share many members.

Our outreach was timely as FIS were considering their approach to giving members sustainability advice. Rather than replicate each other's work, FIS and the School decided to host a joint sustainability group for the interiors sector. The group has now met on four occasions and the outcome of this is that a small but growing number of the FIS membership are now learning through the School. Both the School and FIS have set up dedicated landing pages for sustainability issues in the interiors sector.

## 6.2 New content: Sustainability Shorts & E-learning

There has been a variety of new content made available on the School this year. The e-learning modules on Carbon were completely overhauled and split into four different modules resulting in two new e-learning. The Wellbeing group produced the Sustainability Short on Physical, Mental and Financial Wellbeing.

### 1. Carbon Footprinting & Measurement- e-learning

In this module we discuss why and how you should measure your carbon footprint. This is the second part in a series of 4 modules on measuring and reducing your carbon impact.

### 2. Carbon Reduction, Offsetting & Net Zero- e-learning

In this module we explore carbon reduction strategies including carbon offsets and Net Zero. This is the final part in a series of 4 modules on measuring and reducing your carbon impact.

### 3. Wellbeing sustainability short

This short, animated video looks at Wellbeing through the elements of Physical, Mental and Financial, and how to create balance between all three.

## 7. Virtual / face-to-face training delivery

This year has once again seen an increase in the number of learners attending virtual training activities. Though, as feedback stated earlier in this report, this format of training does miss out the networking opportunities for members and work is constantly needed to ensure that the training is compelling and engaging, the virtual format has allowed so many more individuals to join the training activities. There are also of course the environmental benefits of virtual training as the carbon footprint is hugely reduced from delegates not travelling to face-to-face activities.

To date this year there have been 3,337 learners at Business Bytes; 4,956 learners at workshops and 11,645 learners at Lunch & Learns. This is the equivalent of **30,709 hours of learning**. This figure includes the hours of learning from the FIR, Digital and Procurement programmes.

### 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 42. Ratings of the different training activities

Target and measure	All	Lunch & Learn	Workshop	Business Bytes	2021 All
95% of employers will rate the training quality as good or excellent	95%	96%	95%	95%	95%
90% of employers will rate the training received as relevant to their needs	89%	89%	91%	89%	90%
75% of employers agree training will change the way they do business	83%	82%	88%	83%	85%

Figure 43. Overview of training activities by month

Month	Lunch & Learns	Workshops	Business Bytes	Total learners
April	6	18	4	1,346
May	8	25	3	1,592
June	13	21	3	1,525
July	12	24	1	1,267
August	11	8	1	1,414
September	13	33	6	1,716
October	17	17	4	1,428
November	19	24	2	1,912
December	12	11	1	879
January 2022	21	19	2	2,530
February	23	28	1	2,790
March	19	35	6	2,035

## **8. Market & Regional Development**

### **8.1 Wales**

The Wales Group has interests which are common to many School Partners - such as carbon, social value etc. - combined with others which are more specific to the group, such as Welsh legislation. The group is further influenced by the significant representation of partners from the public sector.

The group has seen guest speakers from Welsh Government during the previous year and we hope that can continue. We are also planning a conference around the public sector partners in which they will explain the constraints under which they operate (public scrutiny and accountability) to help the private sector partners better engage with them. We will also be looking at sustainable procurement, with some Partners currently taking part in research with the School. We are also planning a Business Bytes event around the circular economy with Celsa UK, one of the biggest suppliers of recycled steel in the UK.

We communicate every month with the Group in the form of a newsletter containing press articles of interest to our Welsh audience, together with an 'editorial' piece from us.

### **8.2 Scotland**

The Scotland Leadership Group consists of key client Partners such as SSE, Scottish Water, SGN and SP Energy Networks (a division of Scottish Power), major contractors (including Balfour Beatty, BAM, Robertson, Kier, Morgan Sindall), and several manufacturers, materials, and service suppliers (Marshalls, Elliott UK, VGC).

The School has delivered supply chain webinars on use of Timber in Offsite Construction, Designing & Embedding Resilience in Infrastructure Projects, and Low Carbon Regeneration. Guest experts/presenters included the New Model Institute for Technology and Engineering (NMITE), Nature Scot, Clyde Gateway, and Scottish Water.

The School is actively supporting the Circular Economy in Scotland through a project with Shaw Contract to achieve a sustainable, viable circular economy model for carpet tile manufacture, installation, and re-use/end of life material recovery.

Top 5 learning priorities for coming year are Carbon, Sustainability Strategy, Sustainable Procurement, Social Value and Circular Economy. These issues are fundamental to the 2022/2023 business and training plan for Scotland.

In Scotland, the School will increase the use of carbon reporting tool to measure / report on embodied and supply chain carbon. It will further standardise

engagement and activation of the shared pool of priority suppliers and run “Welcome to the School” online clinics for new members so they understand the range of benefits available, and activities being delivered.

### **8.3 Construction**

The key outputs for the Construction group this year were:

- Development and launch of the sustainability beginner level learning pathways for Groundworkers in Construction, endorsed by 23 Construction Partners.
- Development of and sharing / showcasing case studies on topics such as social value, cutting carbon cutting costs and HVO fuels.
- 90% of construction partners active in the School’s new social value group
- 85% of construction partners active in the Climate Action Group and working collaboratively to drive carbon reductions through the supply chain.

Future plans include:

Collaborate to cut carbon by working with the School via the Climate Action Group, aiming for 80% of construction Partners to be actively recommending the Carbon Calculator to their supply chain.

Partners to harness their combined influence on the supply chain to drive impact: rollout of groundworker learning pathways, promotion of existing learning pathways / e-learning / toolbox talks, capture case studies and increase number of active members.

If additional budget is made available, the group is keen to develop a new, cross industry supply chain member group. It would provide an opportunity for the members to act as a critical friend to the School, driving improvements.

### **8.4 Facilities Management**

FM Service providers have been required to take a frontline role over the last year in ensuring a safe built environment for employees and service users. The work and progress of the FM Leadership Group has undoubtedly reflected this priority, with group members finding themselves extremely busy with their day jobs of providing a safe and productive working environment for all concerned. In these challenging circumstances the move towards a “whole School” events strategy has proven beneficial, with FM Partners able to bring their unrivalled workplace support expertise and perspective to the year’s curriculum. This culminated in a highly successful fourth FM Conference, which was co-hosted with the School’s Digital Leadership team.

Addressing the sustainability impacts of partial or full migration back to offices and shared workspaces will continue to be a priority. The coming year will therefore bring new challenges in supporting clients’ needs. This will include conventional and cyber-security, readiness for a low and zero carbon future,

addressing the impacts of the Environment Bill 2021 around waste, resource efficiency and packaging reduction, fair treatment of employees and subcontracted labour, and delivering social value. There will be a push to deliver more collaborative activity between the School's FM Partners, with procurement and supplier development a point of focus.

## 8.5 Homes

The key outputs for the Homes group this year were:

- Development and launch of the sustainability beginner level learning pathways for Groundworkers in Homes.
- 6 new Partners including Crest Nicholson, Keepmoat, London Square and Greater Manchester Housing Providers (representing 24 housing providers)
- Collaboration with the Future Homes Hub as a skills partner on the Future Homes Task Force and ongoing engagement with the Future Homes Hub.
- Popular Business bytes and Lunch n learns on topics including delivering net zero in homes, Environment Bill, TCFD, Future Homes Standard, transition to HVO and 'reduce the rubble'.

Future plans include continuing to collaborate with Future Homes Hub and support the hub in engaging and upskilling the supply chain. Partners will harness their combined influence on the supply chain to drive impact: rollout of groundworker learning pathways, promotion of existing learning pathways / e-learning / toolbox talks, capture case studies and increase number of active members.

If additional budget is made available, the group is also keen to work with the Climate Action group to develop a resource for the supply chain on the developers' carbon strategies and to develop new learning or resources on climate risk/opportunities and approaches to adaptation.

## 8.6 Infrastructure

The infrastructure group is one of the biggest in the School with 40-50 Partners regularly attending the meetings. Each meeting aspires to provide value to Partners by inviting guest speakers, usually from a senior level in client Partners to present their latest developments and their future demands around sustainability. The debates that have followed have led the group to set up focused sub-groups to take positive action to drive the agenda forward. The clients carbon group has commissioned a report detailing the Net Zero policies of 20 major clients to help smaller businesses to understand what is required of them in one document. It is anticipated this will lead to further work to align clients' strategies, benefiting the whole industry. The social value group was formed to help to facilitate a response to ever growing demand from clients. The

group is working on a guide for SMEs and an independent review of the various measurement tools emerging in the market.

Going forward the group plans to disseminate the work of the two sub-groups and to continue to engage high level speakers at meetings to help set the agenda and support smaller businesses in the supply chain.

## **8.7 Lean Construction**

We are indebted to the collaboration with BBI international who have been School Partners for over two years. Mark Worrall, their MD, has chaired and with a revitalised membership to our Lean Group we have had the intellectual horsepower to develop the School's activities in this topic. All the work of the group is captured in the cloud on a Miro board here.

A subtle change of name for the group, adding in the phrase 'operational efficiency' has moved us away from the narrow focus of lean to the wider topic of driving improvements. Over the course of the year, we have engaged and trained 1,140 people from 250 organisations in lean issues.

The team are also seeing more interest on the CITB Lean Foundation Level courses that were developed by the School in 2018 in collaboration with the Lean Construction Institute. These courses are funded directly for levy registered organisations.

Finally, the School has been working with the Construction Leadership Council Productivity Taskforce to develop an introductory course for managers and leaders, we hope to be able to offer this to members from April 2022.

## **8.8 Offsite**

The increasing interest in offsite and modern methods of construction has led to 1,026 companies actively learning about offsite through the School this year. This represents about 25% of our total active membership. Our investment in new e-learning resulted in over 2,600 downloads of those modules and our virtually face to face training remains popular with over 600 people attending these sessions in 2021.

In addition, we worked with RIBA to write and launch the DFMA overlay to the RIBA plan of work - a highly influential guidance document for designers and architects. We have also launched ten video case studies of some of the best offsite projects of the year. Between all this activity we also updated our offsite training needs assessment, comprehensively reviewed, and updated the offsite resource library, signed an MOU with the Offsite Alliance, and continue our close working relationship with Build Offsite and the Smart Construction Network.



## 9. Funded Projects

### 9.1 Fairness, Inclusion & Respect (FIR)

#### Overview

The Construction Leadership Council (CLC) has adopted the FIR programme as a key strand of the industry Skill Strategy for 2025. As a result, they endorse the programme, provide high level leadership, and have set the programme targets for engagement up until 2025.

**The FIR programme continues to see great engagement with 2,967 individuals (vs. target of 2,000) and 1,042 companies (vs. target of 800)** of which 695 are SME companies. Our programme of activity for the current CITB contract ends 31<sup>st</sup> December 2022 with a total of 77 virtual workshops, masterclasses and webinars having been delivered so far with 8 e-learning modules updated and made live over the coming months.

We are delighted that three of our transport clients, Network Rail, HS2 and Highways England, have entered into 3-year funding agreements where each organisation contributes an enhanced partnership fee of £25,000 a year in addition to their usual fee to further support the FIR programme. It is hoped that Transport for London will join this group and CITB have also indicated that they will look to fund the FIR programme from 2023.

During the year in addition to our usual engagement activities we have also developed the FIR Programme's digital footprint in the School. We have:

- 1) **Created Fairness, Inclusion & Respect (FIR) as a topic on the School website.** Its previous home was a subtopic under sustainability. FIR has been broken down into the following subtopics to explore the FIR Tool kit, FIR Growth Assessment, FIR Ambassadors, FIR Case studies, then into 5 key topics: Commitment, Working Practice, Employment, Site Environment and Supply Chain. The 5 key topics are the areas explored on the new the Fairness, Inclusion & Respect Growth Assessment tool now available.
- 2) **Developed and launched the online Fairness, Inclusion & Respect Growth Assessment.** The opportunity came about with the CITB product BeFaIR which was under used and could be adapted as a tool that is needed for industry and made freely available to all. With that in mind a business development tool was created for companies for both large and small to help organisations accelerate the process of developing a culture of fairness, inclusion & respect. The assessment links organisation to over 350 free construction specific Equality, Diversity, and Inclusion learning resources. We are also working in partnership with SEE Things who are the original BeFaIR assessors and newly recruited CHAS who will also operate

as 3<sup>rd</sup> Party assessors to those organisations who want to be EDI accredited. NOCN will be the quality assurer for this 3<sup>rd</sup> Party accreditation offer.

- 3) **Developed and launched the Diversity Monitoring Tool.** This was used by 88 companies and we collected and analysed diversity data on over 250,000 construction workers. This is now available 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.
- 4) **Launched the FIR Ambassador Journey** to industry at our virtual conference on 16<sup>th</sup> March 2022. This is a pathway for ambassadors to reach bronze, silver, and gold status and the School's learning management system automatically tracks learning activity and awards status levels. Over 100 people attended the virtual conference launch.

The CLC has set a target for 1,500 Ambassador by 2025, we currently have 696 active FIR ambassadors against an original target 500.

We have also been successful in winning a piece of work for CITB. From April 2022 this contract encompasses the delivery of 30 FIR workshops to engage a minimum of 450 individuals, enabling access to and completion of a minimum of 450 e-learning modules, measurement, and reporting of information to the CITB. The Onsite Experience network consists of up to 15 hubs across England and Wales.

We are also working closely with National Highways who are funding us to produce an inclusive recruitment package that will be freely available on our platform. The package is an e-learning package and support pack covering inclusive attraction and recruitment. This will be split into two sections (attraction and recruitment) which will make it more digestible for learners from companies of all sizes. To support this, an inclusive recruitment pack is to be developed which will contain templates and exemplar documents that could be used throughout the recruitment process to include job descriptions, adverts/online posts, shortlisting criteria/scorecard, exemplar questions and what to look for in answers, interview techniques, interview rating criteria and record keeping etc. We will also produce an animated video focussing on identifying and tackling inappropriate language and behaviours with a supporting guide for it to be used in a variety of settings and as a discussion aid.

## 9.2 National Highways

During 2021/2022, our collaboration with National Highways has flourished and the School now supports highways construction, maintenance and improvement supply chains across several major frameworks and projects. In addition, we provide a bespoke version of the Sustainability Tool and have developed and promoted a Supplier Development System so that current and prospective suppliers can align knowledge, behaviours, and operations to National Highways key priorities.

We are now delivering the second year of support to the Regional Delivery Partnership (RDP), who are managing major road improvement schemes under an £8.7bn framework consisting of 13 major contractors. The School provides focussed training, skills, knowledge development and networking opportunities to all suppliers and sub-contractors involved in the RDP supply chain. Annual contributions from the RDP Delivery Integration Partners (DIPs) fund this additional support for the whole supplier community.

As well as workshops and webinars, the RDP support programme includes a large virtual Meet the Buyers event, enabling main contractors to source new, innovative suppliers at both regional and local level. Over 350 1-2-1 meetings take place during this day-long event which presents a prime business development opportunity for SMEs based around the major improvement schemes.

This approach has now led to similar programmes of support for the Scheme Delivery Framework (SDF) and the Smart Motorways Programme (SMP) Alliance.

The SDF brings together 50 supply chain partners to carry out up to £3.6 billion worth of renewals to keep England's motorways and major A roads. The School is supporting the SDF suppliers and sub-contractors with training workshops to increase understanding, skills, and performance on several key sustainability issues, as well as creating maximum accessibility to online learning.

The SMP Alliance consists of Fluor, WSP, Jacobs Engineering, Costain, Balfour Beatty, and BAM Nuttall/Morgan Sindall Joint Venture to design and deliver England's smart motorway programme. The School launched a programme of targeted training and knowledge support to the SMP Alliance in January 2022.

The School continues to build supply chain capacity and knowledge for the Lower Thames Crossing (LTC). This project is the most ambitious road scheme since the M25 with two 2.5-mile tunnels and 14.5 miles of new roads connecting the tunnel to the existing road network.

In addition to the usual engagement and training activities the School has also worked with National Highways on the following:

### 1) Sustainability and Social Value Tool

During 2021 a bespoke version of the School's Sustainability Tool has enabled the National Highways RDP to collect, track and measure sustainability performance on a scheme level.

Acting on feedback from both main contractor and SME users and working with a Social Value Group within National Highways, the School will develop this Tool further during 2022 and support the roll out across the wider highways supply chain to provide a universal platform to collect and analyse social value data.

### 2) Supplier Development System

As part of its core Partnership support for National Highways, the School has worked with prime contractors and major supplier partners to develop a Supplier Development System (SDS).

This consists of a self-assessment and linked action plan to drive individual and organisation level learning, aligned to National Highways supplier development priorities:

- Health, Safety & Wellbeing
- Leadership & collaboration
- Efficiency & effectiveness
- Supply chain
- Net zero carbon & sustainability
- Social value

Suppliers complete a self-assessment then receive an action plan to help build more sustainability knowledge

### 3) National Highways Customer Service-Learning Pathway

The School has set up a specific learning pathway focussing on key customer service topics for National Highways and its wider supply chain. This contains specific, new resources and e-learning modules to educate corporate stakeholders on the needs and customer service expectations of road users.

## 9.3 Digital Construction

The Digital topic has been successful in reaching and training **1,217** (target 1,050) **leaders and managers from 694 construction companies (target 765)**. 391 of these companies are SMEs.

The Digital project is now in full delivery mode nearing to its final year (CITB contract ends 31<sup>st</sup> March 2023) with webinars and workshops available to all members. A variety of subjects have been covered through our training schedule

- *Smart contracts in construction, An ISO 19650 crash course, Digital Logistics on a Shoestring, Robot adoption and the SME challenge, Demystifying BIM, Digital Leadership in Practice* to name a few, with the support from outside organisations (e.g., Plannerly; Hawkins\Brown; Cambridge University; Reading University) bringing in their expertise to this topic.

The Digital Training Needs Assessment CITB target was 500 and we have successfully had 1,025 assessments completed. It has shown that this is a popular tool, and we predict that this figure will continue to rise. However, the Digital Organisational Maturity Assessment has had a slow start with organisations completing a company assessment. We have identified a potential blocker, in that only admin users can access their School account to complete this task. A marketing plan is in place to target admin users to complete their company assessments with the support of our digital leadership board hoping to push this target forward. We have developed a Digital Training Journey (course) that mixes case studies of technology adoption from leading projects and contractors in our sector, with the academic knowledge of UCL lecturers who form Digital Outlook to deliver this. We have broken it down into 20 hours (approx.) of digital learning:

- 5 hours of virtual classroom (workshops)
- 4 hours of CPD accredited e-learning
- 2 Harvard Business School digital leadership teaching cases
- Access to over 100 additional digital learning resources
- Individual level digital leadership skills assessment and benchmarking
- Corporate level digital maturity assessment and benchmarking
- Your own personal learning management system to keep track of all the training and certificates that you gain through the journey model

This has proven to be a popular course with our Partners to train within their organisation and their supply chain. We are planning to submit a short course standard to be a CITB eligible levy grant course in the future.

## **9.4 Performance through Procurement**

As we near the end year 2 of the procurement CITB project we have seen 1,200 procurement learning resources accessed (target 900), and 770 construction sector online assessments of procurement skills completed (target 400), with the training programme delivery on track to meet the deliverable set by the end of the contract in March 2023.

Supply Chain Improvement Programmes (SCIPS) has dominated our focus in 2021 recruiting organisations to become a SCIP. We can offer 10 selected Partners 5 workshops and 20 days of consultancy time per programme. The programme has 2 options:

- Learning Journey: Working with a cohort of 15-20 procurement and commercial professionals to improve skills and implement the learning
- Diagnostic Journey: Working with groups of buying supplying organisations to understand how productivity can be improved through better relationships.

The performance tool has now been populated with the key metrics identified by the school and the performance management steering group. These cover the base elements of productivity ranging from quality and health and safety through to more value orientated metrics such as waste, training, and retention etc. The system has been demonstrated to CITB and is ready for use. The Supply Chain Improvement Programmes will be required to use the tool to evidence the success of the programmes and allow us to evidence the savings associated with the better procurement activity. Each programme will be supported with training and guidance on how to use the tool.

We introduced our “Collaboration” piece of work to industry on November 2021 with our collaborative partners CECA and Nottingham Trent University with Morgan Sindall at the CECA 25<sup>th</sup> Anniversary conference highlighting what each partner has to offer and how we are working together. We continue to meet on a regular basis and have quarterly sessions with a 3<sup>rd</sup> party facilitator to tease out what is working and how we can work together, identifying overlaps and opportunities. The three procurement projects will be collaborating to create a single eco-system of procurement skills and development. This includes:

- 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.

## **10. Income and Partners**

The School budget this year was set at £1,989,278. The previous year had seen grant funding stopped due to the pandemic and a retention plan and income strategy in place to reduce risk as much as possible. This year, the School has been in a very different place. Grant funding resumed and the Digital, FIR and Procurement programmes had funding secured for another year.

As the year has progressed, not only has the Partner retention plan continued to be successful, but there has been outstanding over achievement and extra income generated from new Partners joining the School. In addition to this, extra income has been won from National Highways and client funding for the FIR

programme.

The funding for the Digital and Procurement programmes finishes at the end of the next financial year. This is a significant amount of income. There is an income strategy to grow the Partner income as well as grow more client / project-based income like the National Highways programme of work.

The table below illustrates the figures.

*Figure 44. Actual income 2022 (compared to 2020 & 2021)*

Income by source	2019/20	2020/21	2021/22 Budget	2021/22 Actual	Variance against budget
Partner income	905,555	1,019,292	1,179,110	1,491,809	
CITB Core Grant	448,500	352,436	0	0	
FIR Grants	189,986	94,427	149,000	149,000	
FIR Client Sponsorship	--	38,791	75,000	53,160	
Digital Skills	46,488	65,309	113,440	102,946	
Procurement	106,824	119,615	352,728	310,874	
Project Sponsorship (RDP)	175,601	25,000	100,000	74,760	
Licence, Commission & Other	5,000	13,672	20,000	45,063	
<b>Total Income</b>	<b>1,877,954</b>	<b>1,728,542</b>	<b>1,989,278</b>	<b>2,227,612</b>	<b>+12%</b>

Partner recruitment has been very successful with, 52 new Partners for the financial year against a target of 20. The School now has 169 Partners. We continue to have a repeat rate of Partners of over 95%, this is critical for the long-term success of the School.

Figure 45. 172 School Partners plus CITB as of March 2022



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

- 2016/17:** Sodexo, PHS
- 2017/18:** Centrica, Carillion, St Gobain (re-joined 2021)
- 2018/19:** Abellio, Covance, Interserve (re-joined 2021), Fusion, Travis Perkins (re-joined 2022)
- 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
- 2021/22:** Enva, Thomas Plant Hire, WP Group



## 11. Costs against budget

The School has performed well against budget this year. With additional income, this meant additional spend which took the form of additional workshop delivery; Construction News Awards, Partner API development and sub-contracting e-learning development. The graph and tables below illustrate expenditure by activity in 2021/22 and compares this to the previous year:

*Figure 46. School expenditure by activity compared to last FY*

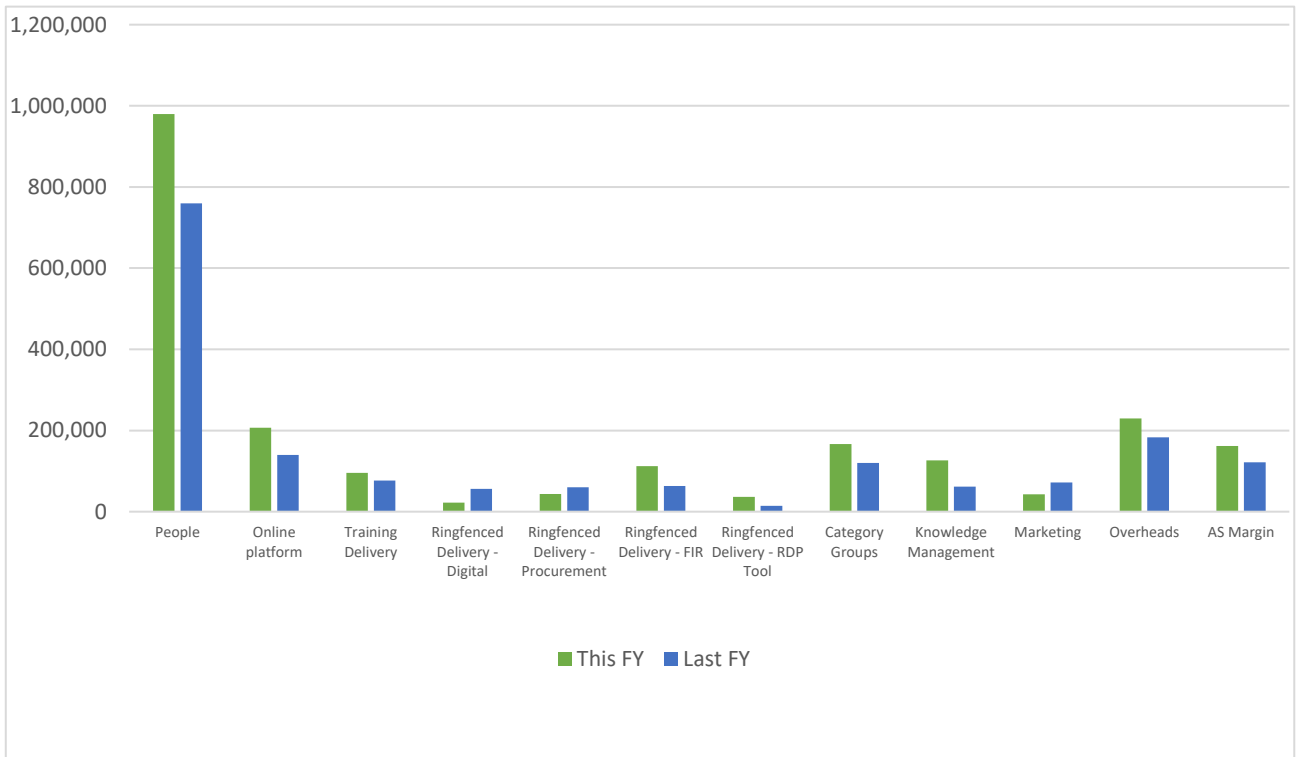


Figure 47. Detailed School expenditure

Category of spend	Detail	Budget	No.	Total	Actual	No.	Total	Variance
People costs	Direct employees (FTE)	£675,935	13.5		£894,374	15		
	Projects Studio - Scotland and Highways	£48,000	1		£64,850	1		
	FM Sector group	£19,800	0.3		£20,655	0.3		
	Welsh sector group	£18,000	0.3	<b>£761,735</b>	£0	0	<b>£979,879</b>	<b>+</b> £218,144
Online platform	Original development cost	£60,000	1		£60,000	1		
	Maintenance: Titus	£21,900	1		£21,000	1		
	Ongoing development: Titus	£40,000	1		£59,100	1		
	CMS: Strategic	£6,000	1		£9,786	1		
	Web platform Manager	£27,500	1		£54,513	1		
	Online hosting	£1,271	1	<b>£156,671</b>	£2,077	1	<b>£206,476</b>	<b>+</b> £49,805
Training delivery	Workshops x 90	£44,250	90		£77,964	157		
	Business Bytes x 20	£12,000	20		£7,000	26		
	Lunch n Learns x 120	£18,400	120	<b>£74,650</b>	£10,975	134	<b>£95,939</b>	<b>+</b> £21,289
Ring fenced delivery	FIR direct costs (includes £10k contingency)	£108,500	1		£112,143	1		
	Procurement direct costs (includes £12k contingency)	£98,500	1		£43,890	1		
	Digital direct costs (includes £6k contingency)	£52,750	1		£21,900	1		
	RDP Meet the Buyer & Tool costs	£22,000	1	<b>£281,750</b>	£36,853	1	<b>£214,786</b>	<b>-</b> £66,964
Category groups	Plant Category Group	£30,000	1		£30,000	1		
	Waste Category Group	£30,000	1		£30,000	1		
	Labour Category Group	£30,000	1		£30,000	1		
	Climate Action Group	£30,000	1		£58,000	1		
	Category Group (new) Utilities	£20,000	1		£2,220	1		
	Additional: Wellbeing	£0	0		£1,500	1		
	Additional: Social Value	£0	0	<b>£140,000</b>	£15,000	1	<b>£166,720</b>	<b>+</b> £26,720
Knowledge Mgt	Expert Advice (ad hoc)	£5,000	1		£1,834	1		
	Library Review & e-learning refresh x 25	£36,250	1		£26,509	1		
	E-learning contractor (internal)	£27,500	1		£0	1		
	E-learning contractor (external)	£39,000	13		£74,328	1		
	Filming (update video clips & e-learning)	£10,000	1		£16,930	1		
	CPD accreditation	£6,795	1	<b>£124,545</b>	£7,007	1	<b>£126,608</b>	<b>+</b> £2,063
Marketing	Marketing, Comms & PR	£24,500	1		£34,811	1		
	Marketing automation	£20,000	1	<b>£44,500</b>	£7,700	1	<b>£42,511</b>	<b>-</b> £1,989
Overheads	Office & general Overheads	£148,000	1		£173,279	1		
	CIC (2.5% of turnover)	£44,000	1		£47,934	1		
	Travel & Courier	£15,000	1		£8,406	1		
	Recruitment costs	£2,500	1	<b>£209,500</b>	In overheads	1	<b>£229,619</b>	<b>+</b> £20,119
Contingency	Contingency	£40,000	1	<b>£40,000</b>	£3,140	1	<b>£3,140</b>	<b>-</b> £36,860
				<b>Budget</b> <b>£1,833,351</b>		<b>Actual</b> <b>£2,065,678</b>	<b>+</b> £232,327	

## 12. Risk update

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 complex global supply chains. Metals and steel suppliers are currently the main issue, but any supply can be affected. Worst case is that the sector stops growing, and the number of Partners is affected.

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

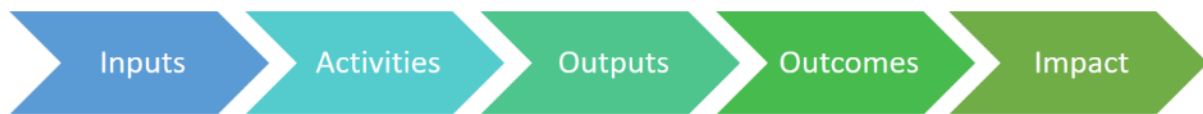
### 13.1 Survey Approach and Design

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 the School's 17 sustainability sub-topics 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](#).

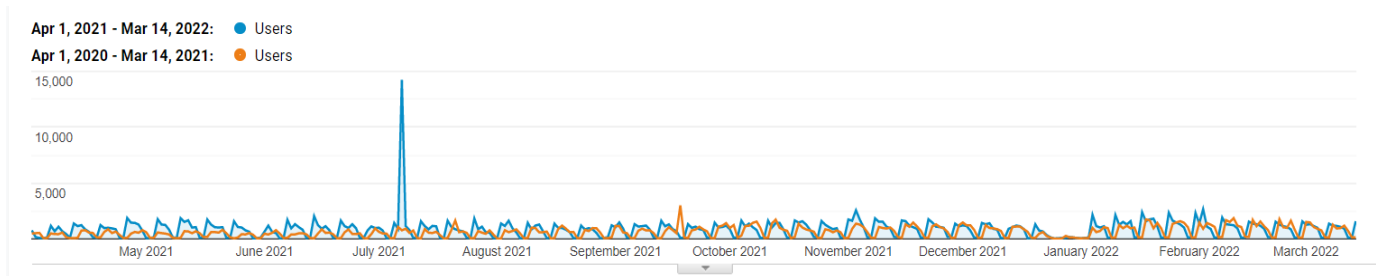
### 13.3 Marketing Strategy & Communications Report

*\*Note this report was written in advance on 14 March 2022 therefore it does not show full quarter results.*

#### 1) Website

**The School displayed huge growth in 2021-22, acquiring an additional 42,000 users** to the website versus 2020-21, of which 33% of visitors had never visited before. Sessions were also up 45% YoY, suggesting that visitors were exploring more of the School's site in 2021 than in 2020. Page views were up 39% YoY, indicating that the visitors were more engaged with the School than in 2021.

Figure 48. Users accessing the site 2022 vs 2021

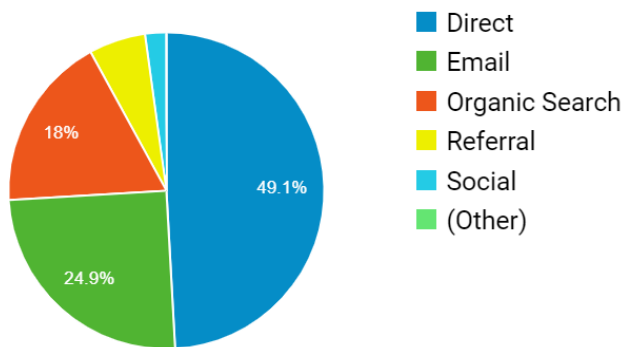


As expected, most people visit the Schoos site via Desktop (90%), followed by mobile (8.5%) and tablet (0.62%).

Most users are from the UK (59.32%), but the School is also continuing to receive international visitors, specifically users from the USA (16.61%), the Netherlands (5.28%) and Finland (5.09%). This has remained consistent YoY.

Email continues to be a powerful tool to get users to the website at 24.9%, followed by organic search (i.e., Google) which has increased to 18%, (most likely due to additional content created via blogs which are generating traffic). However, we continue to see that half of the School's web traffic is acquired from users directly typing the School's URL into a search bar or entered the saved tab at 49.1%, showing how well established the School has become.

Figure 49. How users are acquired to the School



The topics that were most popular in 2021 were Fairness, Inclusion & Respect (11k page views) and Sustainability - specifically Social Value (3k p/vs) and Modern Slavery (2.5k p/vs).

The most popular markets in 2021 continue to be Construction (3k page views), FM (1.1k p/vs) and Infrastructure (666 page views). This is a recurring theme for the School.

## 2) Media coverage

**In Q1 coverage included:**

- The School distributed press releases focused on the launch of two skills hubs Digital & Procurement. As such, the School received several articles and media mentions in industry related publications and websites, including PBC Today, BIM Today, CIPs, Highways Today and more!
- In addition, the School featured in a press release with Partner Fortel Group, supporting their 'hard hat stickers' scheme, aiming to highlight workers who have undertaken diversity training.
- Furthermore, Shaun McCarthy OBE (Chair of the School) was showcased in Civil Engineering Surveyor magazine for his cover story on 'Making a business case for sustainability'.

**In Q2, coverage included:**

- FIR survey results displaying how SCSS continue to impact a fair, inclusive, and respectful built environment.
- Launch of the carbon calculator, in partnership with the Sustainability Tool
- A partnership with Balfour Beatty on a Net Zero Survey 'Greening the Chain - Overcoming barriers for a Net Zero Supply Chain'.
- Nominations for two awards at the CN Awards 2021 – 'Outstanding Contribution to the Industry' and 'Supply Chain Excellence' with Highways England.
- 20<sup>th</sup> & 21<sup>st</sup> signatory to the Plant Charter, with SCSS leading the way for the UK's built environment to drastically reduce onsite emissions to air that are harmful to human health and the planet.
- Launch of the RIBA DFMA guidance.
- A partnership announcement with a new technology sustainability showcase – Futureworx.

**In Q3 and Q4, the School was featured in 32 articles, including:**

- Speedy CEO Russell Down, and Shaun McCarthy OBE, chair of the Supply Chain Sustainability School, at the opening of Speedy's new low carbon innovation hire centre.
- Complimentary news recognising how SCSS are "doing a great job" and "changing organisation's culture". Separate interviews featuring Wyn Prichard (NPTC), Russell Down (Speedy Hire), Graham Edgell (Morgan Sindall) and Geraint Rowland (Costain Group).
- Partnership press features with a new technology sustainability showcase – Futureworx.
- A partnership with Balfour Beatty on a Net Zero Survey 'Greening the Chain - Overcoming barriers for a Net Zero Supply Chain'.

- Podcast featuring David Emery discussing BIM and Modern Methods of Construction.
- SCSS included as a one of the "200 architects, consultants and built environment bodies demanding bold regulations and purposeful policies from world leaders at the COP26 summit."
- The School also received many articles from members of the School announcing their updated Bronze/Silver/Gold status, as well as new Partners announcing them joining the School.

Figure 50. Media coverage for 2022

Publication	Title	Date	URL
<b>Builders' Merchants News</b>	Saint-Gobain partners with Supply Chain Sustainability School to 'Make the World a Better Home'	19-Apr-21	<a href="https://www.google.com/url?rct=j&amp;sa=t&amp;url=https://www.buildersmerchantsnews.co.uk/Saint-Gobain-partners-with-Supply-Chain-Sustainability-School-to-Make-the-World-a-Better-Home/50931&amp;ct=ga&amp;cd=CAEYACoUMTU3MzlxMTY0ODk1OTc5MDA0NDQyHGRhY2YzMWRmYzc3YWViZGY6Y28udWs6ZW46R0I&amp;usg=AFQjCNHkiv1_zDqOtM7Tj2T0HJ1YA3oivg">https://www.google.com/url?rct=j&amp;sa=t&amp;url=https://www.buildersmerchantsnews.co.uk/Saint-Gobain-partners-with-Supply-Chain-Sustainability-School-to-Make-the-World-a-Better-Home/50931&amp;ct=ga&amp;cd=CAEYACoUMTU3MzlxMTY0ODk1OTc5MDA0NDQyHGRhY2YzMWRmYzc3YWViZGY6Y28udWs6ZW46R0I&amp;usg=AFQjCNHkiv1_zDqOtM7Tj2T0HJ1YA3oivg</a>
<b>Mirage News</b>	Centre for Construction Law plays a key role in launch of a construction skills hub	22-Apr-22	<a href="https://www.miragenews.com/centre-for-construction-law-plays-a-key-role-in-548223/">https://www.miragenews.com/centre-for-construction-law-plays-a-key-role-in-548223/</a>
<b>Kings College London</b>	The Centre for Construction Law plays a key role in the launch of a construction skills hub at the Supply Chain Sustainability School	22-Apr-22	<a href="https://www.kcl.ac.uk/news/the-centre-for-construction-law-plays-a-key-role-in-the-launch-of-a-construction-skills-hub?utm_source=miragenews&amp;utm_medium=mirage_news&amp;utm_campaign=news">https://www.kcl.ac.uk/news/the-centre-for-construction-law-plays-a-key-role-in-the-launch-of-a-construction-skills-hub?utm_source=miragenews&amp;utm_medium=mirage_news&amp;utm_campaign=news</a>
<b>CIPS</b>	New hub aims to 'embed better procurement' in construction	22-Apr-22	<a href="https://www.cips.org/supply-management/news/2021/april/new-hub-aims-to-embed-better-procurement-in-construction/">https://www.cips.org/supply-management/news/2021/april/new-hub-aims-to-embed-better-procurement-in-construction/</a>
<b>Highways Today</b>	UK Industry launches Skills Hub to improve supply chain procurement	24-Apr-22	<a href="https://highways.today/2021/04/24/skills-hub-procurement/">https://highways.today/2021/04/24/skills-hub-procurement/</a>
<b>Light Steel Frame Association</b>	KIER PUTS OFFSITE TECHNOLOGIES ON THE MAP	05-May-21	<a href="https://www.lsf-association.co.uk/news/light-steel-frame-news/kier-puts-offsite-technologies-on-the-map/">https://www.lsf-association.co.uk/news/light-steel-frame-news/kier-puts-offsite-technologies-on-the-map/</a>
<b>CPA Bulletin</b>	Supply Chain Sustainability School continues to positively	01-May-21	<a href="https://www.cpa.uk.net/cpa-bulletin-may-2021/">https://www.cpa.uk.net/cpa-bulletin-may-2021/</a>

Publication	Title	Date	URL
	impact a sustainable UK built environment; report finds		
<b>Construction Enquirer</b>	Hard hat stickers highlight workers with diversity training	11-May-21	<a href="https://www.constructionenquirer.com/2021/05/11/hard-hat-stickers-highlight-workers-with-diversity-training/">https://www.constructionenquirer.com/2021/05/11/hard-hat-stickers-highlight-workers-with-diversity-training/</a>
<b>Construction Manager Magazine</b>	Hard hat stickers to signal inclusion and mental health training	11-May-21	<a href="https://constructionmanagermagazine.com/hard-hat-stickers-to-signal-inclusion-and-mental-health-training/">https://constructionmanagermagazine.com/hard-hat-stickers-to-signal-inclusion-and-mental-health-training/</a>
<b>PBC Today</b>	Upskilling to accelerate digital adoption in construction	24-May-21	<a href="https://www.pbctoday.co.uk/news/hr-skills-news/digital-adoption-in-construction/93840/">https://www.pbctoday.co.uk/news/hr-skills-news/digital-adoption-in-construction/93840/</a>
<b>BIM Today - June Edition</b>	Upskilling to accelerate digital adoption in construction	01-Jun-21	<a href="https://edition.pagesuite-professional.co.uk/html5/reader/production/default.aspx?pubname=&amp;edid=2a8f6acf-862e-4277-9be8-f8aabcd61c38">https://edition.pagesuite-professional.co.uk/html5/reader/production/default.aspx?pubname=&amp;edid=2a8f6acf-862e-4277-9be8-f8aabcd61c38</a>
<b>Civil Engineering Surveyor - Cover Story</b>	Making a business case for sustainability	07-Jun-21	<a href="http://ces.pagelizard.co.uk/magazine">http://ces.pagelizard.co.uk/magazine</a>
<b>French Chamber of Great Britain</b>	Action Sustainability offers cloud-based reporting to monitor Net Zero progress	23-Jun-21	<a href="https://www.ccfgb.co.uk/publications/latest-articles/n/news/action-sustainability-offers-cloud-based-reporting-to-monitor-net-zero-progress.html">https://www.ccfgb.co.uk/publications/latest-articles/n/news/action-sustainability-offers-cloud-based-reporting-to-monitor-net-zero-progress.html</a>
<b>BDC Magazine</b>	SUPPLY CHAIN SUSTAINABILITY SCHOOL CONTINUES TO POSITIVELY IMPACT A FAIR, INCLUSIVE, AND RESPECTFUL UK BUILT ENVIRONMENT, REPORT FINDS	08-Jul-21	<a href="https://www.bdcmagazine.com/2021/07/supply-chain-sustainability-school-continues-to-positively-impact-a-fair-inclusive-and-respectful-uk-built-environment-report-finds/">https://www.bdcmagazine.com/2021/07/supply-chain-sustainability-school-continues-to-positively-impact-a-fair-inclusive-and-respectful-uk-built-environment-report-finds/</a>
<b>Specification Online</b>	Supply Chain Sustainability School impacts positively on built environment	08-Jul-21	<a href="https://specificationonline.co.uk/articles/2021-07-08/citb/supply-chain-sustainability-school-impacts-positively-on-built-environment">https://specificationonline.co.uk/articles/2021-07-08/citb/supply-chain-sustainability-school-impacts-positively-on-built-environment</a>
<b>The fifth estate</b>	10 things you need to know about your modern slavery statement	12-Aug-21	<a href="https://thefifthestate.com.au/business/government/10-things-you-need-to-know-about-your-modern-slavery-statement/">https://thefifthestate.com.au/business/government/10-things-you-need-to-know-about-your-modern-slavery-statement/</a>



Publication	Title	Date	URL
<b>Raconteur</b>	Why payment terms shouldn't be used as green incentives	12-Aug-21	<a href="https://www.raconteur.net/sustainability/why-payment-terms-shouldnt-be-used-as-green-incentives/">https://www.raconteur.net/sustainability/why-payment-terms-shouldnt-be-used-as-green-incentives/</a>
<b>Environment Agency</b>	Every day's a school day – enhancing our sustainability knowledge	25-Aug-21	<a href="https://environmentagency.blog.gov.uk/2021/08/25/every-days-a-school-day-enhancing-our-sustainability-knowledge/">https://environmentagency.blog.gov.uk/2021/08/25/every-days-a-school-day-enhancing-our-sustainability-knowledge/</a>
<b>Scottish Construction Now</b>	Gold award for Russell Roof Tiles	26-Aug-21	<a href="https://www.scottishconstructionnow.com/article/building-briefs-august-25th-1">https://www.scottishconstructionnow.com/article/building-briefs-august-25th-1</a>
<b>Roofspace Solutions</b>	Environmental Impact	26-Aug-21	<a href="https://roofspacesolutions.co.uk/about-us/environmental-impact/">https://roofspacesolutions.co.uk/about-us/environmental-impact/</a>
<b>Total Contractor</b>	Gold medal for Russell Roof Tiles	26-Aug-21	<a href="https://www.total-contractor.co.uk/gold-medal-for-russell-roof-tiles/">https://www.total-contractor.co.uk/gold-medal-for-russell-roof-tiles/</a>
<b>Barhale</b>	Barhale clinches Gold	02-Sep-21	<a href="https://www.barhale.co.uk/news/barhale-clinches-gold/">https://www.barhale.co.uk/news/barhale-clinches-gold/</a>
<b>Hillcrest Structural</b>	We are pleased to have gained our Silver badge with the Supply Chain Sustainability School		<a href="https://hillcreststructural.co.uk/we-are-pleased-to-be-awarded-our-silver-badge-for-the-scsc/">https://hillcreststructural.co.uk/we-are-pleased-to-be-awarded-our-silver-badge-for-the-scsc/</a>
<b>bbpmedia</b>	Gold Medal Winning	03-Sep-21	<a href="https://www.bbpmedia.co.uk/news/manufacturing/gold-medal-winning.html">https://www.bbpmedia.co.uk/news/manufacturing/gold-medal-winning.html</a>
<b>Facilities Management Journal</b>	Free carbon calculator is launched for supply chains	03-Sep-21	<a href="https://www.fmj.co.uk/tag/supply-chain-sustainability-school-scsc/">https://www.fmj.co.uk/tag/supply-chain-sustainability-school-scsc/</a>
<b>i-FM.net</b>	Free carbon calculator for supply chains	03-Sep-21	<a href="https://www.i-fm.net/news/free-carbon-calculator-for-supply-chains">https://www.i-fm.net/news/free-carbon-calculator-for-supply-chains</a>
<b>BIM+</b>	Carbon calculator targets supply chain sustainability	02-Sep-21	<a href="https://www.bimplus.co.uk/carbon-calculator-targets-supply-chain-sustainability/">https://www.bimplus.co.uk/carbon-calculator-targets-supply-chain-sustainability/</a>
<b>French Chamber of Great Britain</b>	Free carbon calculator for supply chains	02-Sep-21	<a href="https://www.ccfgb.co.uk/publications/latest-articles/n/news/free-carbon-calculator-for-supply-chains.html">https://www.ccfgb.co.uk/publications/latest-articles/n/news/free-carbon-calculator-for-supply-chains.html</a>
<b>marketscreener.com</b>	Think Global. Act Local. Make a difference: Balfour Beatty leading the charge against climate change	17-Sep-21	<a href="https://www.marketscreener.com/quote/stock/BALFOUR-BEATTY-PLC-4000600/news/Think-Global-Act-Local-Make-a-difference-Balfour-Beatty-leading-the-charge-against-climate-change-36449342/">https://www.marketscreener.com/quote/stock/BALFOUR-BEATTY-PLC-4000600/news/Think-Global-Act-Local-Make-a-difference-Balfour-Beatty-leading-the-charge-against-climate-change-36449342/</a>

Publication	Title	Date	URL
<b>BD Online</b>	RIBA publishes Design for Manufacture and Assembly guidance	15-Sep-21	<a href="https://www.bdonline.co.uk/news/riba-publishes-design-for-manufacture-and-assembly-guidance/5113708.article">https://www.bdonline.co.uk/news/riba-publishes-design-for-manufacture-and-assembly-guidance/5113708.article</a>
<b>PBC Today</b>	RIBA publishes latest DfMA guidance	17-Sep-21	<a href="https://www.pbctoday.co.uk/news/mmc-news/riba-dfma-guidance/99362/">https://www.pbctoday.co.uk/news/mmc-news/riba-dfma-guidance/99362/</a>
<b>businessday.ng</b>	FG to promote sustainable ethical business practices	17-Sep-21	<a href="https://businessday.ng/news/article/fg-to-promote-sustainable-ethical-business-practices/">https://businessday.ng/news/article/fg-to-promote-sustainable-ethical-business-practices/</a>
<b>PBC Today</b>	Balfour launches race to net zero carbon emissions	17-Sep-21	<a href="https://www.pbctoday.co.uk/news/energy-news/net-zero-carbon-emissions/99353/">https://www.pbctoday.co.uk/news/energy-news/net-zero-carbon-emissions/99353/</a>
<b>Construction News</b>	Balfour says lack of low-carbon materials threatens net-zero goals	20-Sep-21	<a href="https://www.constructionnews.co.uk/sustainability/lack-of-material-availability-threatening-supply-chain-net-zero-plans-20-09-2021/">https://www.constructionnews.co.uk/sustainability/lack-of-material-availability-threatening-supply-chain-net-zero-plans-20-09-2021/</a>
<b>Specification Online</b>	RIBA publishes new Design for Manufacture and Assembly guidance	20-Sep-21	<a href="https://specificationonline.co.uk/articles/2021-09-20/riba/riba-publishes-new-design-for-manufacture-and-assembly-guidance">https://specificationonline.co.uk/articles/2021-09-20/riba/riba-publishes-new-design-for-manufacture-and-assembly-guidance</a>
<b>BDC Magazine</b>	The built environment industry joins forces to improve air quality and reduce GHG emissions across the UK	21-Sep-21	<a href="https://www.bdcmagazine.com/2021/09/the-built-environment-industry-join-forces-to-improve-air-quality-and-reduce-ghg-emissions-across-the-uk/">https://www.bdcmagazine.com/2021/09/the-built-environment-industry-join-forces-to-improve-air-quality-and-reduce-ghg-emissions-across-the-uk/</a>
<b>Construction Index</b>	Latest company to try using hydrotreated vegetable oil instead of diesel oil to power its construction machinery is Kier.	21-Sep-21	<a href="https://www.theconstructionindex.co.uk/news/view/kier-tries-hvo-signs-charter">https://www.theconstructionindex.co.uk/news/view/kier-tries-hvo-signs-charter</a>
<b>Building specifier.com</b>	JOINING FORCES TO IMPROVE AIR QUALITY	21-Sep-21	<a href="https://buildingspecifier.com/joining-forces-to-improve-air-quality/">https://buildingspecifier.com/joining-forces-to-improve-air-quality/</a>
<b>Offsite Magazine</b>	New Ways of Working with MMC	September	<a href="https://issuu.com/radarcommunications/docs/offsite_mag_100pp_iss_29_digital_first_version?e=15424601/64704172">https://issuu.com/radarcommunications/docs/offsite_mag_100pp_iss_29_digital_first_version?e=15424601/64704172</a>
<b>Construction Shows</b>	The Plantworx team are collaborating with The Supply Chain Sustainability School to deliver a new technology and sustainability showcase – Futureworx	24-Sep-21	<a href="https://constructionshows.com/cea-with-the-supply-chain-sustainability-school-future-technology-event-futureworx/">https://constructionshows.com/cea-with-the-supply-chain-sustainability-school-future-technology-event-futureworx/</a>

Publication	Title	Date	URL
<b>Materials Handling World Magazine</b>	The Plantworx team are collaborating with The Supply Chain Sustainability School	27-Sep-21	<a href="https://mhwmagazine.co.uk/the-plantworx-team-are-collaborating-with-the-supply-chain-sustainability-school-to-deliver-a-new-technology-and-sustainability-showcase-futureworx.html">https://mhwmagazine.co.uk/the-plantworx-team-are-collaborating-with-the-supply-chain-sustainability-school-to-deliver-a-new-technology-and-sustainability-showcase-futureworx.html</a>
<b>SIPTech Construction</b>	Blog: Environment & Sustainability	01-Oct-21	<a href="https://www.siptechconstruction.co.uk/environment-sustainability">https://www.siptechconstruction.co.uk/environment-sustainability</a>
<b>Building Design</b>	Countdown to COP26: Maria Smith & Jerry Tate	04-Oct-21	<a href="https://www.bdonline.co.uk/briefing/countdown-to-cop26-maria-smith-and-jerry-tate/5113916.article">https://www.bdonline.co.uk/briefing/countdown-to-cop26-maria-smith-and-jerry-tate/5113916.article</a>
<b>Business News Wales</b>	Why Addressing the Need for Green Skills in Wales is Imperative	06-Oct-21	<a href="https://businessnewswales.com/why-addressing-the-need-for-green-skills-in-wales-is-imperative/">https://businessnewswales.com/why-addressing-the-need-for-green-skills-in-wales-is-imperative/</a>
<b>Architects Journal</b>	Allford: 'Support our urgent message to governments ahead of COP26'	06-Oct-21	<a href="https://www.architectsjournal.co.uk/news/allford-support-our-urgent-message-to-governments-ahead-of-cop26">https://www.architectsjournal.co.uk/news/allford-support-our-urgent-message-to-governments-ahead-of-cop26</a>
<b>Business News Wales</b>	Why Addressing the Need for Green Skills in Wales is Imperative	08-Oct-21	<a href="https://businessnewswales.com/why-addressing-the-need-for-green-skills-in-wales-is-imperative/">https://businessnewswales.com/why-addressing-the-need-for-green-skills-in-wales-is-imperative/</a>
<b>French Chamber of Great Britain - Info magazine</b>	Calculating the carbon emissions of a supply chain	27-Oct-21	<a href="https://en.calameo.com/read/0046011499255a68fafcb?page=22">https://en.calameo.com/read/0046011499255a68fafcb?page=22</a>
<b>Supply Chain Digital</b>	Supply chains crucial to net zero effort - Balfour Beatty	28-Oct-21	<a href="https://supplychaindigital.com/sustainability/supply-chains-crucial-net-zero-effort-balfour-beatty">https://supplychaindigital.com/sustainability/supply-chains-crucial-net-zero-effort-balfour-beatty</a>
<b>Scottish Construction Now</b>	Robertson Group becomes a climate positive organisation	02-Nov-21	<a href="https://www.scottishconstructionnow.com/articles/robertson-group-becomes-a-climate-positive-organisation">https://www.scottishconstructionnow.com/articles/robertson-group-becomes-a-climate-positive-organisation</a>
<b>Housing Today</b>	Industry demands 'bold' action from politicians on climate	02-Nov-21	<a href="https://www.housingtoday.co.uk/news/industry-demands-bold-action-from-politicians-on-climate/5114503.article">https://www.housingtoday.co.uk/news/industry-demands-bold-action-from-politicians-on-climate/5114503.article</a>
<b>Kent Online</b>	Lower Thames Crossing budget pledge by National Highways to benefit local businesses	05-Nov-21	<a href="https://www.kentonline.co.uk/gravesend/news/local-businesses-to-help-build-8bn-tunnel-256936/">https://www.kentonline.co.uk/gravesend/news/local-businesses-to-help-build-8bn-tunnel-256936/</a>
<b>Speedy Services</b>	SPEEDY LAUNCHES INDUSTRY FIRST LOW CARBON INNOVATIVE HIRE CENTRE	10-Nov-21	<a href="https://www.speedyservices.com/news/speedy-launches-industry-first-low-carbon-innovation-hire-centre">https://www.speedyservices.com/news/speedy-launches-industry-first-low-carbon-innovation-hire-centre</a>

Publication	Title	Date	URL
<b>Lynch</b>	SUPPORTING THE SUPPLY CHAIN SUSTAINABILITY SCHOOL PLANT CHARTER UPDATES	10-Nov-21	<a href="https://l-lynch.com/news/supply-chain-sustainability-school-plant-charter">https://l-lynch.com/news/supply-chain-sustainability-school-plant-charter</a>
<b>MK Citizen</b>	UK's first low carbon tools and equipment hire centre is launched in Milton Keynes	11-Nov-21	<a href="https://www.miltonkeynes.co.uk/business/uks-first-low-carbon-tools-and-equipment-hire-centre-is-launched-in-milton-keynes-3453900">https://www.miltonkeynes.co.uk/business/uks-first-low-carbon-tools-and-equipment-hire-centre-is-launched-in-milton-keynes-3453900</a>
<b>Buckinghamshire Live</b>	More than 100 new jobs created by innovation centre in Milton Keynes	13-Nov-21	<a href="https://www.buckinghamshirelive.com/news/buckinghamshire-news/more-100-new-jobs-created-6202538">https://www.buckinghamshirelive.com/news/buckinghamshire-news/more-100-new-jobs-created-6202538</a>
<b>Listen Notes</b>	David Emery Supply Chain Sustainability School- The Golden Thread, BIM, and Modern Methods of Construction for the SME sector	15-Nov-21	<a href="https://www.listennotes.com/podcasts/the-digital/david-emery-supply-chain-fnpleMvcdtl/">https://www.listennotes.com/podcasts/the-digital/david-emery-supply-chain-fnpleMvcdtl/</a>
<b>The Business Desk</b>	Northwest business briefs: DAM Health; HOST; Speedy; Smart IR; Sherwin-Williams	15-Nov-21	<a href="https://www.thebusinessdesk.com/northwest/news/2089079-north-west-business-briefs-dam-health-host-speedy-smart-ir">https://www.thebusinessdesk.com/northwest/news/2089079-north-west-business-briefs-dam-health-host-speedy-smart-ir</a>
<b>The Business Desk</b>	Northwest business briefs: DAM Health; HOST; Speedy; Smart IR; Sherwin-Williams	16-Nov-21	<a href="https://www.thebusinessdesk.com/northwest/news/2089079-north-west-business-briefs-dam-health-host-speedy-smart-ir">https://www.thebusinessdesk.com/northwest/news/2089079-north-west-business-briefs-dam-health-host-speedy-smart-ir</a>
<b>Shopfitters.org</b>	Free Courses And Resources From The Supply Chain Sustainability School	24-Nov-21	<a href="https://www.shopfitters.org/sustainability-school/">https://www.shopfitters.org/sustainability-school/</a>
<b>Construction Manager Magazine</b>	How construction is embracing sustainability and circularity	30-Nov-21	<a href="https://constructionmanagermagazine.com/how-construction-is-embracing-sustainability-and-circularity-2/">https://constructionmanagermagazine.com/how-construction-is-embracing-sustainability-and-circularity-2/</a>
<b>Baxall Construction</b>	Embracing a BIM culture and the proactive engagement of modern methods of construction, Baxall's commitment to sustainable construction is evident in our achievement of projects to the challenging BREEAM and Code for Sustainable Homes Standards and subsequent industry awards.	01-Dec-21	<a href="https://www.baxallconstruction.co.uk/innovation/environmental/">https://www.baxallconstruction.co.uk/innovation/environmental/</a>

Publication	Title	Date	URL
<b>Construction Update</b>	BAUER TECHNOLOGIES ACHIEVES GOLD STANDARD IN SUSTAINABILITY	15-Dec-21	<a href="https://construction-update.co.uk/2021/12/15/bauer-technologies-achieves-gold-standard-in-sustainability/">https://construction-update.co.uk/2021/12/15/bauer-technologies-achieves-gold-standard-in-sustainability/</a>
<b>Powerday</b>	GOLD SUPPLY CHAIN SUSTAINABILITY SCHOOL MEMBERSHIP HELPS POWERDAY SPREAD SUSTAINABILITY MESSAGE	16-Dec-21	<a href="https://powerday.co.uk/news/gold-supply-chain-sustainability-school-membership-helps-powerday-spread-sustainability-message/">https://powerday.co.uk/news/gold-supply-chain-sustainability-school-membership-helps-powerday-spread-sustainability-message/</a>
<b>KBB Review</b>	Moore's invests in staff training for a more sustainable future	21-Dec-21	<a href="https://www.kbbreview.com/41635/news/moores-invests-in-staff-training-for-a-more-sustainable-future/">https://www.kbbreview.com/41635/news/moores-invests-in-staff-training-for-a-more-sustainable-future/</a>
<b>Supply Chain Digital</b>	Construction supply chains building towards net zero future	11-Jan-22	<a href="https://supplychaindigital.com/sustainability/construction-supply-chains-building-towards-net-zero-future">https://supplychaindigital.com/sustainability/construction-supply-chains-building-towards-net-zero-future</a>
<b>PBC Today</b>	10 issues that will affect construction supply chains in 2022	13-Jan-22	<a href="https://www.pbctoday.co.uk/news/planning-construction-news/construction-supply-chains-in-2022/103628/">https://www.pbctoday.co.uk/news/planning-construction-news/construction-supply-chains-in-2022/103628/</a>
<b>Teichforum.org</b>	Construction supply chains move towards a net zero future	14-Jan-22	<a href="https://teichforum.org/construction-supply-chains-move-towards-a-net-zero-future/">https://teichforum.org/construction-supply-chains-move-towards-a-net-zero-future/</a>
<b>Builders' Merchants News</b>	RRT releases net-zero targets	24-Jan-22	<a href="https://www.buildersmerchantsnews.co.uk/RRT-releases-net-zero-targets-/52157">https://www.buildersmerchantsnews.co.uk/RRT-releases-net-zero-targets-/52157</a>
<b>Project Scot</b>	Roof tile manufacturer announces net zero commitment	25-Jan-22	<a href="https://projectscot.com/2022/01/roof-tile-manufacturer-announces-net-zero-commitment/">https://projectscot.com/2022/01/roof-tile-manufacturer-announces-net-zero-commitment/</a>
<b>MHW Magazine</b>	National Highways partner with Futureworx 2022 to deliver its 'Connected and Autonomous Plant (CAP)' project	25-Jan-22	<a href="https://mhwmagazine.co.uk/national-highways-partner-with-futureworx-2022-to-deliver-its-connected-and-autonomous-plant-cap-project.html">https://mhwmagazine.co.uk/national-highways-partner-with-futureworx-2022-to-deliver-its-connected-and-autonomous-plant-cap-project.html</a>
<b>Roofing Today</b>	SIG Announces Sustainability Partnership	26-Jan-22	<a href="https://www.roofingtoday.co.uk/sig-announces-sustainability-partnership/">https://www.roofingtoday.co.uk/sig-announces-sustainability-partnership/</a>
<b>Builders' Merchants News</b>	SIG UK becomes a partner of the Supply Chain Sustainability School	26-Jan-22	<a href="https://www.buildersmerchantsnews.co.uk/SIG-UK-becomes-a-partner-of-the-Supply-Chain-Sustainability-School/52175">https://www.buildersmerchantsnews.co.uk/SIG-UK-becomes-a-partner-of-the-Supply-Chain-Sustainability-School/52175</a>
<b>Health &amp; Safety Matters</b>	Issues affecting construction supply chains	26-Jan-22	<a href="https://www.hsmsearch.com/Issues-affecting-construction-supply-chains">https://www.hsmsearch.com/Issues-affecting-construction-supply-chains</a>

Publication	Title	Date	URL
(HMS Search.com)			
Reconomy	Reconomy Speaking at Supply Chain Sustainability School conference: "Exploiting digital for sustainable FM"	14-Feb-22	<a href="https://www.reconomy.com/article/reconomy-speaking-at-this-years-supply-chain-school-fm-conference-exploiting-digital-for-sustainable/">https://www.reconomy.com/article/reconomy-speaking-at-this-years-supply-chain-school-fm-conference-exploiting-digital-for-sustainable/</a>

### 3) Partnerships

The School sponsored the Sustainability Summit at London Build Expo 2021. The School team were present at the conference through multiple opportunities, including hosting a networking lunch on Wednesday 17 November, plus Action Sustainability subject-matter experts represented the School on panel discussions to discuss Modern Slavery in Construction and Social Value in Construction.

Figure 51. Images from the London Build Expo 2021



### 4) Multi-Channel Campaigns

#### COP26 Campaign

A 6-week COP26 campaign was launched on Thursday 30th September and ended on Friday 12th November. A COP26 Training Pack was developed, including carbon virtual training, learning resources and the Carbon Calculator. This was distributed to members via web, social media, and email marketing. Social media assets and copy were also sent to School Partners to share on their channels, internally and with their supply chain.

Members were highly engaged with this campaign, success measured through high page views (2.1k), resource views (3.7k) and the number of training attendees

(557 users from 345 member companies attended COP26 programme of training). Examples of Partners sharing with their supply chain include Willmott Dixon, Redrow, CITB, and Speedy.

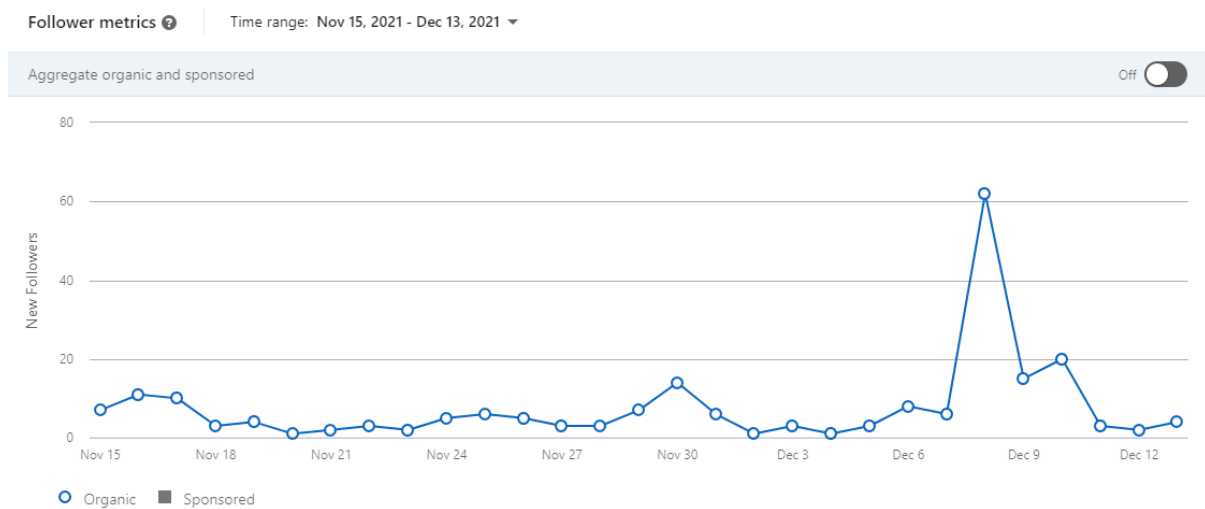
### Christmas Campaign

For the annual Christmas Campaign, the School marketing team trialed something different to previous years.

Launching for one week from 6<sup>th</sup> Dec, members could enter to win a Sustainable Christmas Hamper by following the School’s social media accounts, reading a COP26 resource and answering a ten-question quiz. The objective was to collect data, acquire more social media followers and educate people on the outcomes from COP26.

The measurement of campaign success was engagement and number of social media followers gained. With 459 entries, the COP26 resource was accessed over 200 times and the social media posts received over 2,000 impressions, 200 clicks with an increase of +933% of social followers vs. the previous day. Email was the most powerful tool with 1.5K clicks.

Figure 52. Social Media followers in November & December 2021



### 5) Content and Email Marketing

There have been some key developments within content and email marketing, including:

**Carbon Education Series (automated):** In October, the marketing team launched the first email educational series, designed to help members build learning on a particular topic via a series of emails. Carbon was the first stop on the sustainability series, as voted by the Leadership and Ops Groups. By every key metric, the carbon email automation series was a success. The average open rate across the seven total emails was 17.31%. The average click rate across the seven

emails was 2.26% with the Managing & Measuring Sustainability receiving the highest CTR the School seen in FY21 at 8.2%. For every single email, the increase in the featured resource being accessed three days after the email compared to three days before was huge. Averaging from the lowest with increase of 204% from 50 to 152 for email 1, to 1087.5% with an increase of 8 to 95 for email 6. Across an educational campaign containing six resources, this resulted in 978 resources being accessed in the three days after the emails were sent. The conversion rate of people clicking on the resource link to accessing it was consistent across all six emails, ranging from 20.88% at its lowest to 24.93% at its highest. Members clearly saw the email content as reflective to what the resource was about.

**Re-engagement Campaign (automated):** The marketing team launched two 6-week campaigns to identify users who were not active on the School and re-engage them through an email automation series. The objectives were 1) to identify users who were not active on the School and re-engage them 2) display more realistic statistics of active members on School reports 3) clean up our email database and improve our open rates 4) reduce database cost (fee per subscriber). Across the two campaigns, 11.9k contacts were unsubscribed from our email database and 15.8k members will be suspended from the School accounts. Once suspended, if a user decides to sign in again in future, their account is re-activated.

**People Matter Charter series (automated)** – Continued. A year-long email series for those who join the People Matter Charter. Its aim is to welcome, engage and retain annual signatories to the charter.

**Training Session alerts** – ‘Training Alert’ weekly email engages members to the SCSS free training sessions, generating between 450-650 clicks to the website.

**Resources alerts** – A monthly newsletter is distributed on the first Wednesday of every month and is focussed on promoting the free resources available on the School, plus updating members on what’s happening in each market. This generates between 300-1500 clicks to the School’s website per send. Q3 has proven particularly engaging with October and November newsletters receiving both a 3.6% CTR at 1500 clicks.

**FIR Ambassador alerts** – A FIR email template was redesigned in Q3 to make the email cleaner, appealing and more engaging for FIR ambassadors.

**Market updates** – A monthly news article is created for each sector featured on the School’s News Page, highlighting top stories in the media, and recommending training sessions and resources for those interested in that market.

In FY22-23, the School will be upgrading to Force24 - the UK's Fastest Growing Marketing Automation Platform. This will allow the School to gain more insight



on users visiting the website via web tracking, enabling tailored campaigns at an extremely personal level. Furthermore, campaigns will engage members in different ways through hyper-personalised dynamic content.

## 6) Social Media

Twitter is the School's platform with the most followers (5.2k), followed by LinkedIn (4.2k). However, LinkedIn is the School's most engaging platform at 727 engagement rates for July-September 2021.

Figure 53. Social Media engagement 2021/22

Platform	# Followers	# Posts	Engagement
Twitter	5.4k	697	1.2k
LinkedIn	5.2k	418	3.3k
Facebook	161	46	150

### KEY

\*Followers: The total number of followers for SCSS pages.

\*Posts: The total number of posts published to SCSS pages.

\*Engagement: The total number of likes, comments, and shares received on content associated with SCSS pages.

The most engaging posts on LinkedIn in 2021 were surrounding:

- Digital programme featured in Sir Robert McAlpine's summer newsletter (48.58% engagement)
- COP26 Christmas Quiz (13.99% & 12.96% engagement)
- Launch of Construction Focused Skills Hub for Procurement (9.96% engagement)

The most engaging posts on Twitter in 2021 were surrounding:

- 160 Partners GIF (13.64% engagement)
- COP26 Campaign (8.42% engagement)
- Careers Campaign (7.37% engagement)

The most engaging posts on Facebook in 2021 were surrounding:

- Spruce up your knowledge on ISO 19650 this lunchtime! Webinar recording promo (9 shares)
- Sustainable procurement Lunch 'n' Learn promo (1 share)
- #PlasticBagFreeDay campaign – insight into how the SCSS eliminate the amount of single use plastic they use (1 share)

Ends.