

SUPPLY CHAIN SUSTAINABILITY

SCHOOL

Impact Report

2020

March 2020

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1. Executive summary

As we complete this report the world is a very different place to when we embarked upon our annual survey of members just over 8 weeks ago. The supplychainschool.co.uk, which we will refer to as "the School" throughout this report, has, from 16th March, moved all our face to face activities online to include training, supplier days and our leadership groups until at least September 2020. As a cloud-based online learning platform we are in a good position to adapt to this, so whilst in the short-term we can make these changes, we need to be aware that many of our members and Partners will be struggling simply to survive. This will impact our revenues and the appetite of our members to learn more, but as we come out of this medical crisis the world will still be faced with the sustainability crisis and we have to ensure that we are in position to provide the support which our industry needs.

We are in a good place to do this. During 2019, the School grew our collaboration of funding Partners to 96 and we secured new 3-year funding streams from the CITB to address digital, procurement and offsite skills. These are core "enabling skills" which will allow us to build more sustainable buildings and infrastructure; this is in line with our vision to be:

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

Since 1st April 2019 **learning through the portal was accessed 40,025 times by 6,006 individual learners from 3,148 companies**. That is a small increase of 4% in the number of companies benefitting from the portal, but a big increase of **5% in the number of individuals (5,723 In 2018)** learning through the School and a **58% increase in resource access**. The launch of our new portal in October has significantly helped this and has been enthusiastically received by members. With all our activity now moving online, the platform should provide a good return on the investment in this digital technology.

These numbers are pleasing but are a measure of activity and not the impact of the School. We are really pleased that 1,102 members responded to our Impact Survey (59% were SMEs). The results of this are set out in this report together with our annual report on how the School has performed against our specific KPIs on delivery, satisfaction and financial targets.

Impact on sustainability:

Key findings from members:

- 1) **75% reported the School has helped them to better understand their organisation's sustainability impacts** (up 5%).
- 2) **37% have reduced their carbon emissions** (up 3%) and 69% of these state that the School has helped them to do so (up 11%).
- 3) **43% have reduced their waste** (up 2%) and 68% of these state that the School has helped them to do so (up 3%).
- 4) **32% have made improvement to air quality** (up 12%) and 66% of these state that the School has helped them to do so (down 3%).
- 5) **Over 80% of members state that the School has Increased their understanding of responsible sourcing, modern slavery and fairness, inclusion and respect.**

Whilst our aim is to improve sustainability outcomes, we can only tackle these issues if businesses see value to their businesses in doing so. Our survey reveals that the School has had significant increases across all business outcome statements which is very positive.

- 1) 53% feel that the School has helped them **reduce costs through efficiencies** (up 6%).
- 2) 45% feel that the School has helped them **win new business** (up 5%).
- 3) 62% feel that the School has helped them to **be more collaborative** (up 5%).
- 4) 61% feel that the School has helped them **develop better relationships with their suppliers** (up 5%).
- 5) 57% feel that the School has helped them **reduce reputational risks** (up 4%).
- 6) 54% feel that the School has helped them **improve the quality of their new business bids** (up 7%).
- 7) 74% feel that the School has enabled them to gain a **better understanding of their client's sustainability objectives** (up 7%).
- 8) 37% feel that the School has helped **them to retain talent** (up 9%).

Impact on business processes:

If we are to embed change amongst our membership, it is important that they adapt their business processes to enable lasting change within their organisations. Like the impact the School has had on business performance, our survey reveals that our members are changing their business processes to embed sustainability thinking:

- 1) **66%** (up 6%) reported that the School has helped them to **embed sustainability** as part of their business processes.
- 2) **55%** reported that the School has helped them to **monitor and report sustainability impacts** (up 5%).
- 3) **75%** reported that the School has helped them to **better understand their organisation's sustainability impacts** (up 5%).
- 4) **68%** (up 6%) reported that the School has helped them to **engage business leaders** to better understand the value of sustainability.
- 5) **58%** (up 8%) reported that the School has helped them to ensure **procurement processes** now consistently drive sustainability.

School performance against KPIs – March 2020

The School team have built upon the focus on helping our members to access more learning online. There have been very successful digital campaigns which, in turn, have resulted in a 58% increase in resources accessed. Couple this with a dramatic increase in individual assessments with the team now becoming more efficient at getting our members to do more. The next task is to encourage those who are not learning through the School to start accessing the wealth of industry specific knowledge available, whilst maintaining the good work already done.

Key highlights for this year:

- **Active members are doing more** across the sectors, with significant increases in learning activity shown with a significant increase each month on resource views.
- **Companies are accessing more learning within the School** and we now have 29% more members who have reached Gold, Silver or Bronze level. (Up to 508 from 393 last year).
- Over **15,000 hours of face to face training** have been delivered this year through our supplier training days and training courses.
- There have been over **12,500 downloads of our e-learning modules**, both through www.supplychainschool.co.uk and our old learning management system, Docebo.
- Another successful year of a five-year strategic relationship with CITB. All elements of delivery were successful and delivered on time and to budget.
- **Partner numbers have grown to 96 (from 87 at the end of last year)** with seven choosing not to renew during the year. It is to be expected that Partner numbers will fluctuate the more of them that the School has. The investment in the Partner Relationship Manager should stabilise this.
- Since launch, the School now has **37,856 registered individuals, from over 13,500 companies**, who have accessed learning online or attended one of the face to face workshops or supplier briefings.

Lessons Learnt

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

1. **Learning requires constant reminders:** The marketing team continue to work on new ideas and ways to communicate learning to our members. This year has seen a significant increase in learning access which is, in part, down to how we communicate with our members. This is a mixture of 'School wide' communications as well as specific campaigns to certain audiences.
2. **Accessibility of learning.** The launch of the new platform has illustrated how important it is that the learning which the School provides is not only bite-sized, but also easily accessed. Since the launch the activity within the School really has exploded. Keep it simple but well thought out: the structure of the School allows learners to find what they are looking for in a matter of clicks.

3. **Partners encouraging their supply chains.** Without the voice of the Partners, the ability to urge the supply chain into acting is diluted. Whilst waiting for the launch of the new platform Partners were not pushing their suppliers to take a skills assessment, resulting in a decrease in assessments taken at company level, yet when we look at an individual assessments, we see that they have jumped significantly.
4. **Engage and embed.** The figures this year suggest that those members who are engaged are also doing more. In addition to this, more members have multiple users on their accounts which is very positive as this shows the School is being further embedded within businesses. However, the next stage is to start building on the number of engaged members whilst maintaining the level of activity amongst existing members.
5. **New tools needs follow up to ensure engagement.** This year has seen some important new resources in the form of tools such as the People Matter Charter and the Carbon Reporting Tool. Both these initiatives have taken the last year to develop, test and launch. It is important that it is recognised that these tools and resources will only help to develop the supply chain if we continue to allocate resources to promote, communicate and encourage their take up. There also needs to be a process by which organisations are held to account and asked what changes they have made as a result of using the tools.

2. Impact survey results

Sections two to six of this report focus on the impact the School has had on the supply chain. The rest of the report focuses on performance against targets and a summary of progress for the financial year 2019/2020. There were 1,012 School members who responded to the Impact Survey (59% were SMEs). The survey went out to the members during December 2019 to February 2020.

This is the third year that the survey has been conducted and has led to interesting findings around impact with the School now being able to benchmark these new results against the previous 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, however, be inaccurate to attribute learning through the School as the sole rationale for members' improvement in sustainability outcomes. We use the Logic Model approach (*see appendices*) to guide our analysis of impact and as a result the questions followed a pre-defined structure:

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

Answer set: Yes/ No/ Unsure

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

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

Answer set: Strongly agree, Agree, Neither agree nor disagree, Disagree, Strongly disagree

Figures 1 & 2 below compare the overall results from 2020 to the 2018 and 2019 Impact Surveys, not taking company size into account:

Figure 1. Member progress on sustainability issues

Since joining the School has your company . . .	2020 % Yes	2019 % Yes	2018 % Yes	Change (2019 vs 2020)
Reduced its total fuel usage and carbon emissions	37	34	37	3%
Reduced its total waste	43	41	40	2%
Reduced its total water consumption	18	16	18	2%
Improved its overall control of air quality	32	20	15	12%
Increased its community engagement activities	51	45	45	6%
Increased the number of apprentices it employs	37	36	32	1%
Improved its understanding of responsible sourcing	56	50	49	6%
Improved its understanding of Modern Slavery	69	71	63	-2%
Improved its understanding of Fairness, Inclusion & Respect (FIR)	65	63	49	2%

Figure 2. 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			
	2020 %	2019 %	2018 %	Change (2020 vs 2019)
Reduce our total fuel usage and carbon emissions	69	58	48	11%
Reduce our total waste	68	65	56	3%
Reduce our total water consumption	64	53	50	11%
Improve our overall control of air quality	66	69	54	-3%
Increase our Community engagement activities	75	72	66	3%
Increase the number of apprentices we employ	49	42	44	7%
Improve our understanding of responsible sourcing	84	77	81	7%
Improve our understanding of Modern Slavery	87	86	82	1%
Improve our understanding of (FIR)	85	87	85	-2%

It is pleasing to see an 11% increase in attribution to the School for companies reducing their **fuel usage and carbon emissions** as this was an area of concern from the last Impact Survey. However,

this is still an area which needs vast improvement. There was a slight increase (3%) in companies reporting that they have reduced their fuel usage and carbon emissions in 2020 but with just 4 out of 10 members reporting reduction in carbon over the year we clearly need to do more. As a result, the School is continuing to invest in the Climate Action Group (Carbon Special Interest Group) which has produced a Carbon Measurement Tool. This will be rolled out over the next year and we hope to see this resource have a positive impact on the supply chain.

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 by 2% for FIR). There have been significantly less face to face training workshops on **Modern Slavery** this FY (8 in 2020 compared to 18 in 2019) so it can therefore be surmised that the online learning is working particularly well in this area.

Water consumption reduction remains a weak area of impact, though interestingly had one of the highest increases in attribution. So, those business stating that they were reducing their water consumption were also saying that this was very much helped by learning through the School (64% agree / strongly agree).

This year also saw a growth in businesses increasing their **Community Engagement** activities, and the attribution to the School continues to rise steadily year on year.

Improvements in **Air Quality** control saw a large increase in impact for both large and small organisations which is good news, though there was a 3% decrease in attribution to the School compared to last year. The Plant Category Group has been developing a set of common guidelines over the past year which have been produced as a collaborative effort by a number of Partners. There are also plans for further tools such as a maturity matrix for contractors to benchmark themselves against and demonstrate to their clients and peers what actions they are taking to reduce air quality emissions. This will be produced over the next year which the supply chain should benefit from and will hopefully have an effect on the attribution results for 2021.

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

Figure 3. School impact on sustainability issues over 3 years, SMEs – (>250 employees)

Since joining the School has you company . . .	2020			2019			2018			Change (19 vs. 20)
	Yes	Unsure	No	Yes	Unsure	No	Yes	Unsure	No	
Reduced its fuel usage and carbon emissions	35	26	39	30	27	43	31	39	30	5%
Reduced its total waste	45	21	35	40	27	34	40	35	25	5%
Reduced its water consumption	18	42	40	13	40	47	15	43	42	5%
Improved its overall control of air quality	33	21	46	21	33	47	15	49	36	12%
Increased its community engagement activities	48	28	25	39	39	22	44	23	33	9%
Increased the number of apprentices it employs	29	15	56	29	59	12	29	12	59	0%
Improved its understanding of responsible sourcing	59	20	21	52	27	22	50	23	27	7%
Improved its understanding of Modern Slavery	69	13	18	71	15	14	63	12	25	-2%
Improved its understanding of FIR	66	18	16	64	16	21	47	25	28	2%

Figure 4. 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) . . .

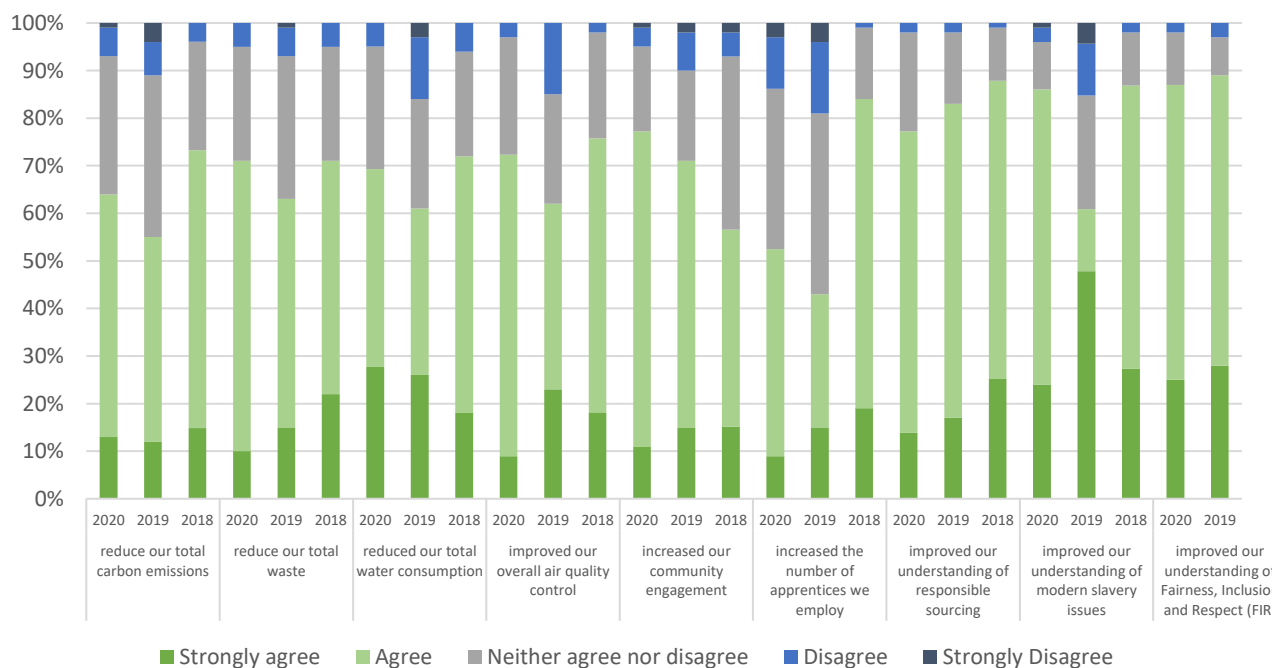


Figure 5. School impact on sustainability issues over 3 years, large businesses - (250+ employees)

Large businesses Since joining the School . . .	2020			2019			2018			Change (19 vs. 20)
	Yes	Unsure	No	Yes	Unsure	No	Yes	Unsure	No	
Reduced its fuel usage and carbon emissions	40	10	50	39	13	49	46	35	19	1%
Reduced its total waste	42	13	45	42	13	45	39	34	27	0%
Reduced its water consumption	17	20	62	20	20	60	12	45	43	-3%
Improved its overall control of air quality	32	9	60	20	17	63	15	53	32	12%
Increased its community engagement activities	56	14	30	53	14	42	47	30	23	3%
Increased the number of apprentices it employs	48	18	34	46	19	35	37	32	31	2%
Improved its understanding of responsible sourcing	51	15	34	47	16	36	47	26	27	4%
Improved its understanding of Modern Slavery	68	9	23	71	8	21	62	23	15	-3%
Improved its understanding of FIR	64	10	27	65	8	28	26	44	30	-1%

Figure 6. 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) . . .

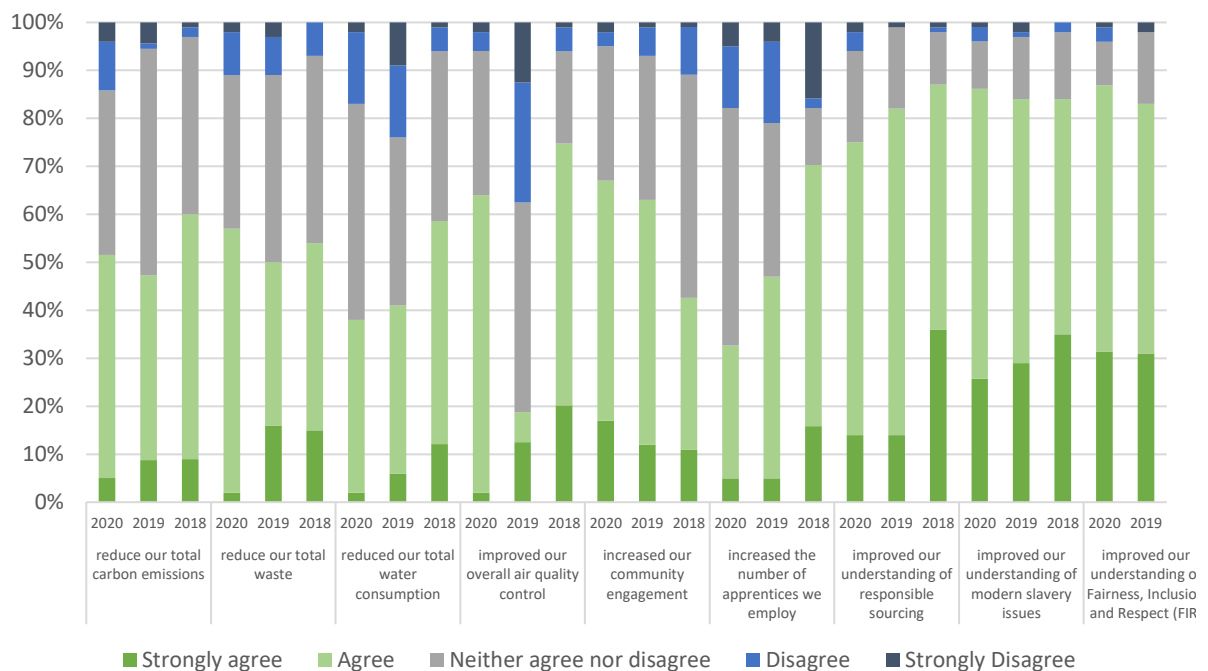
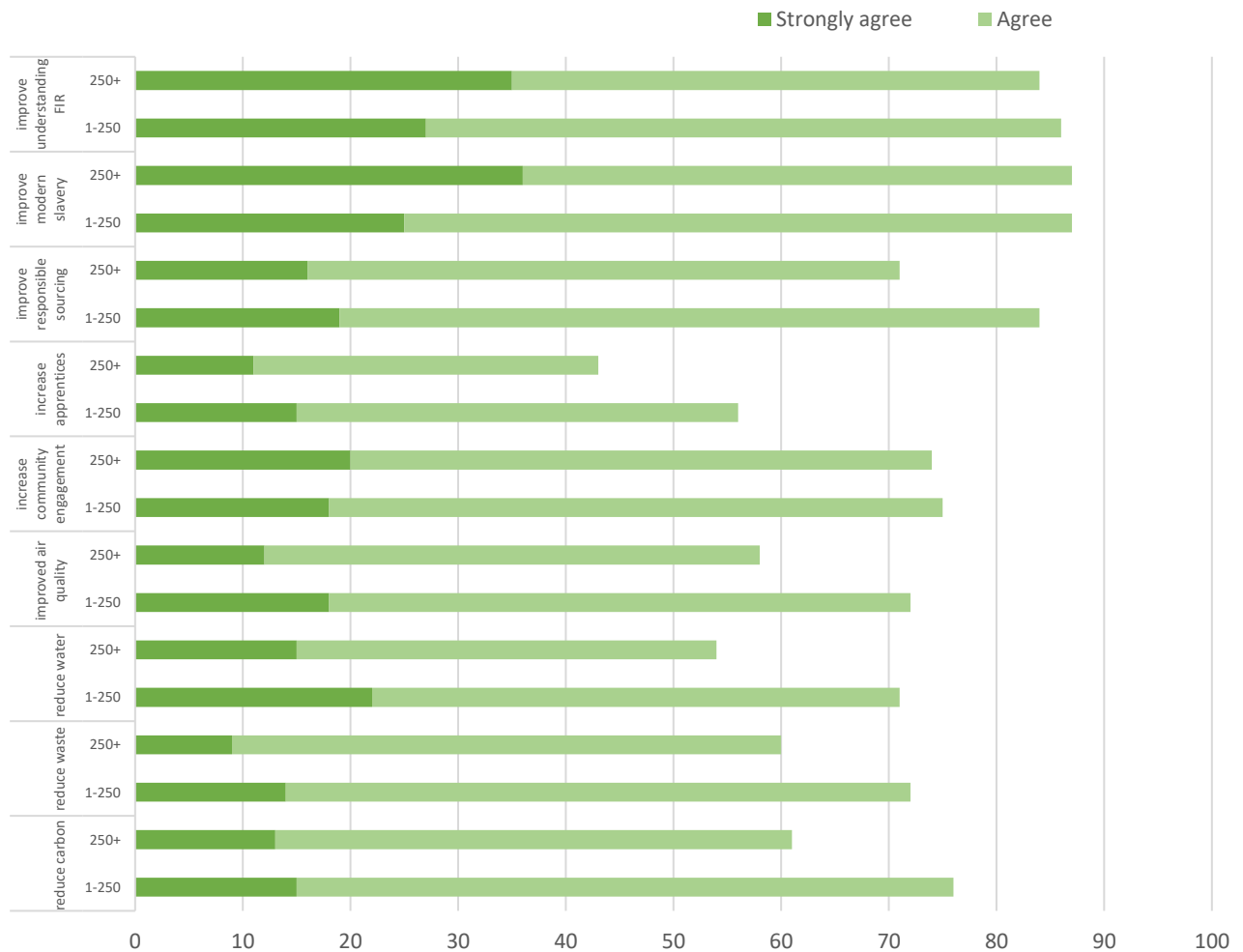


Figure 7. Comparing the attribution to the School in reducing sustainability impacts by company size (2020)



Key points to note:

- Across all impact measures, members who are small and medium sized enterprises (**SMEs**) **report that the School helps them more than large businesses**, who typically have their own environmental managers or departments. However it is interesting that the gap is typically around 10% for social issues, whilst carbon has a 15% differential.
- The area in which the School helps least is in the increasing of the the number of apprentices. Indeed less than 45% of large business stated that the School was helpful in this area. Impact around **apprenticeships** numbers remains low for all sizes of organisation.
- Our extra focus on **carbon** (through the Climate Action Group) and **air quality** (through the Plant Group) has led to more members, small and large, saying that the School has been more helpful in addressing these issues. The area of most significant change for small and large businesses has been around **Air Quality** with a 12% increase in improvement in overall Air Quality control. Attribution to the School remains high at 72% for SMEs (the same as last year). This is less amongst larger business, with 59% attributing it to the School. This is the second year running that Air Quality has seen a significant change in impact.

- Last year's results saw decreases in impact for the topics of **Carbon, Water and Community Engagement**. However, this year all these areas have seen an increase for small businesses yet less so for the larger organisations.

2.2 School impact on sustainability outcomes by market

As with last year, it is interesting to understand the impact on sustainability outcomes by market sector and how each market attributes this to engagement within the School. Figure 8 presents and compares the key results from across the Construction, Homes, FM, Infrastructure, Welsh and, for the first time, Scottish markets. Key findings are:

- Last year there was marginal or no difference between markets with each impact. This year however, the infrastructure sector has shown a higher impact in Responsible Sourcing and Community Engagement activities.
- The FM sector saw the least impact with several areas decreasing marginally. Although, there was a 6% increase (compared to 2019) in the number of apprentices employed. The FM sector also reported a 7% increase in the understanding of FIR. **It is disappointing to see that, comparatively to the other markets, the FM sector** has not moved much in attribution to the School apart from the area of Responsible Sourcing.
- 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.
- In the Scottish sector the results were being reported for the first time and, pleasingly the results are in line with the other sectors.
- Construction and Wales saw the largest increase in impact for reducing fuel usage and carbon emissions.
- Impacts around water consumption had the highest increase in the Homes sector.

Figure 8. School impact on sustainability issues across market sectors compared to last year

Table shows percentage of respondents saying "YES"

Question: Since joining the School has your company . . .	Year	Const	Homes	FM	Infra	Wales	Scot
Reduced your total fuel usage and carbon emissions?	2019	32	34	44	34	34	0
	2020	37	37	39	37	39	40
	Change	5%	3%	-5%	3%	5%	N/a
Reduced your total waste?	2019	41	45	49	39	43	0
	2020	43	48	46	45	47	44
	Change	2%	3%	-3%	6%	4%	N/a
Reduced your total water consumption?	2019	17	17	23	14	17	0
	2020	18	21	22	16	16	15
	Change	1%	4%	1%	2%	-1%	N/a
Improved your overall air quality control?	2019	21	21	23	22	19	0
	2020	33	33	25	34	32	28
	Change	12%	12%	2%	12%	13%	N/a
Increased your community engagement activities?	2019	45	48	52	48	50	0
	2020	51	52	55	58	52	51
	Change	6%	4%	3%	10%	2%	N/a
Increased the number of apprentices you employ?	2019	36	38	29	40	40	0
	2020	37	35	35	40	38	38
	Change	1%	-3%	6%	0%	-2%	N/a
Improved your understanding of responsible sourcing?	2019	51	54	52	47	51	0
	2020	54	52	53	55	54	51
	Change	3%	-2%	1%	8%	3%	N/a
Improved your understanding of modern slavery issues?	2019	66	69	73	70	74	0
	2020	69	67	68	72	70	66
	Change	3%	-2%	-5%	2%	-4%	N/a
Improved your understanding of FIR?	2019	72	59	58	72	66	0
	2020	65	60	65	70	65	65
	Change	-7%	1%	7%	-2%	-1%	N/a

Figures 9 and 10 illustrate 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, bar FM, had a significant increase in attribution to the School around reducing total Carbon Emissions. A lot has been done around Carbon this year and more is to come over the next 12 months.
- Homes (24%) and Wales (26%) markets had large increases in attribution to the School in reducing total water consumption.
- The largest increases in attribution to the School for increasing the number of apprentices employed are in Infrastructure and Wales.
- Scotland was reporting for the first time this year, so does not have any specific trends but is in line percentage wise with the other markets.
- The area of responsible sourcing had the highest increases in attribution in Infrastructure (15%), and Wales and Scotland (both at 9%). FM followed with 8%.
- The attribution to the School for FIR and Modern Slavery remain the highest and there is virtually no difference between markets on this attribution. The only point to note is that they have a very marginal increase (with some marginal decrease).

Figure 9. *Attributing the School's help in reducing sustainability impacts market comparison (Strongly agree/ agree)*

Engaging with the School has helped us...

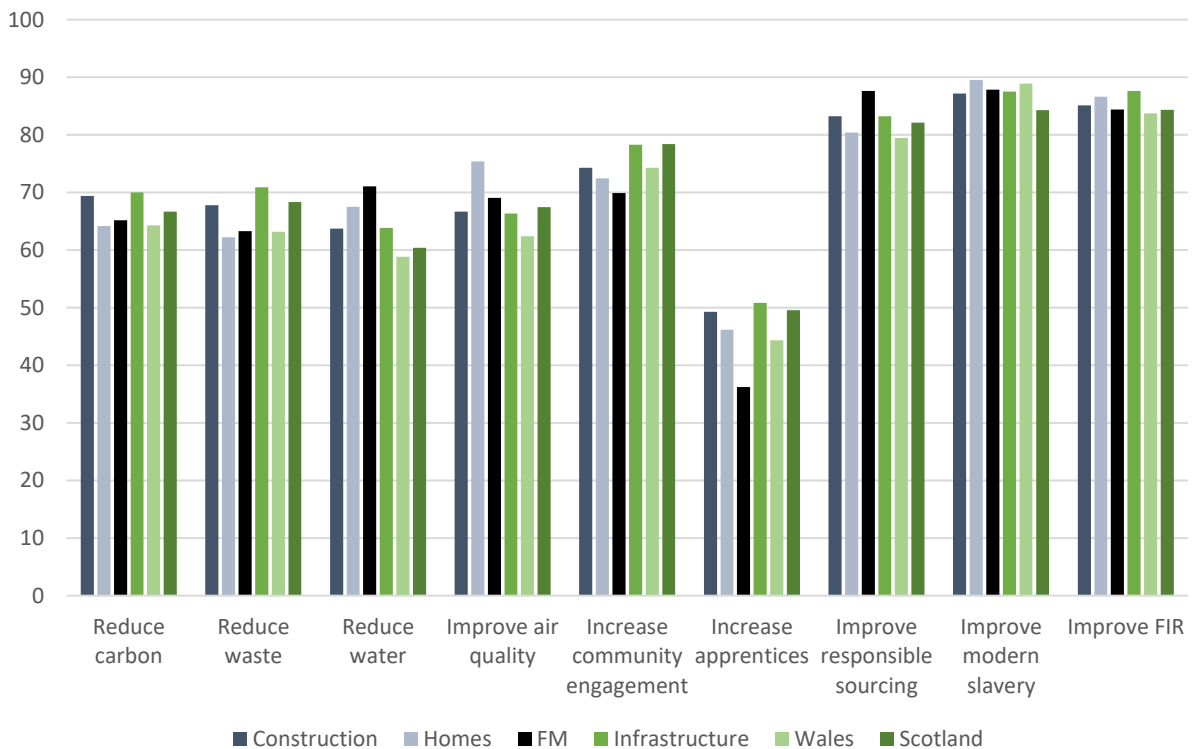


Figure 10. Attributing the Supply Chain Sustainability School's help in reducing sustainability impacts by market

Engaging in the School has helped us...	Year	Const.	Homes	FM	Infra	Wales	Scotland
Reduce our total carbon emissions	2019	59	51	65	61	51	--
	2020	69	64	65	70	64	67
	Increase	10%	13%	0%	9%	13%	--
Reduce our total waste	2019	65	60	64	66	54	--
	2020	68	62	63	71	63	68
	Increase	3%	2%	-1%	5%	9%	--
Reduced our water consumption	2019	55	44	64	53	33	--
	2020	64	68	71	64	59	60
	Increase	9%	24%	7%	11%	26%	--
Improve our air quality control	2019	72	66	71	69	60	--
	2020	67	75	69	66	62	67
	Increase	-5%	9%	3%	3%	2%	--
Increase our community engagement	2019	69	73	70	75	67	--
	2020	74	72	70	78	74	78
	Increase	5%	-1%	0%	3%	7%	--
Increase the number of apprentices we employ	2019	43	44	29	39	34	--
	2020	49	46	36	51	44	50
	Increase	6%	2%	7%	12%	10%	--
Improve our understanding of responsible sourcing	2019	76	72	73	74	70	--
	2020	83	80	88	83	79	82
	Increase	7%	8%	15%	9%	9%	--
Improve our understanding of modern slavery issues	2019	86	86	88	88	85	--
	2020	87	90	88	88	89	84
	Increase	1%	4%	0%	0%	4%	--
Improve our understanding of FIR	2019	86	87	86	88	85	--
	2020	85	87	84	88	84	84
	Increase	-1%	0%	-2%	0%	-1%	--

2.3 School impact on embedding Offsite

2020 was the first year that the Impact Survey included questions around that impact that the School has had on businesses embedding offsite processes and techniques into their organisation. A total of 68 members responded 'yes' that they were an 'active member' of the offsite topic area of the School. This represents only about 10% of the overall number of members who have been active in the Offsite School over the year. This is a disappointingly low response to our survey when compared to the 30% across the fully list of active members.

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

Figure 11. The organisation's primary business function

Primary business function	No.
Assembly	21
Design	15
Manufacturing	17
Logistics	15

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

Figure 12. Process improvement since joining the School

Since joining the School has your organisation improved your. . .	Yes %	No %	Not relevant %
Design process in the last 12 months	37	9	54
Manufacturing process in the last 12 months	37	1	61
Logistics process in the last 12 months	7	45	48
Assembly process in the last 12 months	33	3	64

Figure 13. Attribution to the School for process improvement

Engaging in the School has helped us to improve our . . .	Strongly Agree %	Agree %	Neither Agree nor Disagree %	Disagree %	Strongly disagree %
Design process	25	42	33	0	0
Manufacturing process	15	40	45	0	0
Logistics process	16	52	32	0	0
Assembly process	14	50	36	0	0

Though the respondent data set is small, it is still pleasing to see that there is a clear message that the School is helping those businesses to make improvements. The survey also sought to understand what effect the learning was having on business outcomes in relation to Offsite practices.

The key findings are:

- 46% of members agree that learning through the School has increased the amount of offsite construction that their business does.
- 67% of members agree that learning through the School has helped them to understand how to help their clients deliver offsite objectives.
- 65% of members agree that learning through the School has helped to reduce costs through efficiencies.
- 54% of members agree that learning through the School has enabled them to win more business.
- 60% of members agree that learning through the School has improved the quality of their bids.

There are many new materials being developed currently in this area, including six classroom-type courses and eight e-learning modules, as well as a full review of the School's current resources around offsite and a refresh where needed. This new and refreshed content should help the School members to further their understanding of the efficiencies Offsite can bring and the business case for doing so.

The table below shows the results in more detail.

Figure 14. Impact School is having on business outcomes for those engaged in Offsite learning

Engaging in the School has helped us to . . .	Strongly Agree %	Agree %	Neither Agree nor Disagree %	Disagree %	Strongly disagree %
Increase the amount of offsite construction	9	37	46	7	0
Gain a better understanding of how to help clients deliver offsite objectives	15	52	30	3	0
Reduce costs through efficiencies	16	48	32	3	0
Win more business	16	38	43	3	0
Improve the quality of our bids	19	40	37	3	0

2.4 School impact on business outcomes

Summary of findings for all business size are:

- There have been increases across all business outcome statements which is very positive. Last year saw primarily no change and a few decreases so this is a positive outcome for year three. The business outcome with the largest overall increase was around **Retaining Talent**.
- 53% feel that the School has helped them **reduce costs** through efficiencies (up 6%).
- 45% feel that the School has helped them **win new business** (up 5%).
- 62% feel that the School has helped them be **more collaborative** (up 5%).
- 61% feel that the School has helped them develop **better relationships with their suppliers** (up 5%).
- 57% feel that the School has helped them **reduce reputational risks** (up 4%).
- 54% feel that the School has helped them improve the **quality of their new business bids** (up 7%).
- 74% feel that the School has enabled them to **gain a better understanding of their client's sustainability objectives** (up 7%).
- 37% feel that the School has helped them to **retain talent** (up 9%).

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

Figure 15. Overall results 2020: The Impact the School has on members:
Engaging in the School has helped us... (Green is good)

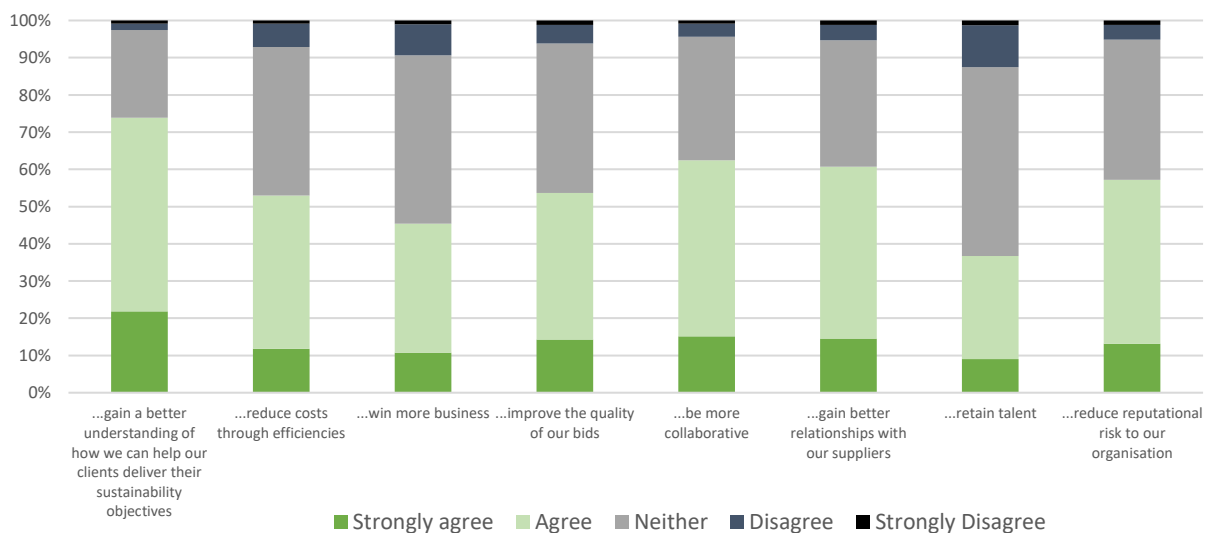


Figure 16 illustrates the comparison to the last two years. Every statement saw an increase, apart from "win more business" for SMEs.

One of the most interesting increases was around "retaining talent" amongst the smaller organisations. Last year, the comment around this impact was, *'Retaining talent stands out as an area where respondents seemed unsure either way on how the School has had an impact'*. Tying in with the fact that understanding FIR and the attribution of this to the School remains high, it could be said that we are now beginning to see the results of this amongst the supply chain. Talent retention, however, remains the lowest scoring business impact.

The highest scoring business impact is helping organisations to "deliver their clients' sustainability objectives". Essentially, the other business outcomes flow from this as it is important to have good supplier relationships and the ability to be more collaborative as a result (both of which are also high scoring in comparison). It is also really pleasing to see that "reducing costs", particularly amongst the larger organisations, has also seen increases and this represents over half the respondents.

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

Engaging with the School has helped us to . . .	% Strongly Agree/ Agree				
	No. of Emp	2020	2019	2018	Variance
...gain a better understanding of how we can help our clients deliver their sustainability objectives	1 – 250	75	68	70	7%
	250+	72	66	77	6%
...reduce costs through efficiencies	1 – 250	54	49	51	5%
	250+	52	43	33	9%
...win more business	1 – 250	40	40	42	0
	250+	52	40	45	12%
...improve the quality of our bids	1 – 250	49	44	48	5%
	250+	60	51	56	9%
...be more collaborative	1 – 250	58	51	51	7%
	250+	68	65	69	3%
...gain better relationships with our suppliers	1 – 250	57	51	50	6%
	250+	66	63	64	3%
...retain talent	1 – 250	37	26	24	11%
	250+	36	30	27	6%
...reduce reputational risk to our organisation	1 – 250	56	47	49	9%
	250+	59	53	59	6%

2.4 School impact on business processes

Summary of findings for all business size:

- Like the impact the School has had on business impacts, there have been increases across the board for impact of the School on business processes.
- **75%** (up 5%) reported that the School has helped them to **better understand their organisation's sustainability impacts**.
- **68%** (up 6%) reported that the School has helped them to **engage business leaders** to better understand the value of sustainability.
- **66%** (up 6%) reported that the School has helped them to **embed sustainability** as part of their business processes.
- **58%** (up 8%) reported that the School has helped them to ensure **procurement processes** now consistently drive sustainability.
- **55%** (up 5%) reported that the School has helped them to **monitor and report sustainability impacts**.

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

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

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

"Engaging in the School has helped them to..."

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

The below illustrates these results. When it comes to the detail on company size the only statement which does not show an increase is for SMEs showing "a better understanding of their organisation's sustainability impacts" (a 7% decrease). That is disappointing, especially as SMEs report a 5% increase in "embedding sustainability in their business processes".

"Engaging business leaders to better understand the value of sustainability" had an increase for both large and small organisations – though large organisations reported a more significant 10% increase. As with last year this is good to see – the message is getting to the top. What is particularly interesting is that 60% of large businesses (up 10%) state that "sustainability is embedded as part of our business processes". This has now risen by 18% in just 2 years.

It is also a real positive to see that there has been an increase for both large and small companies reporting that they "monitor and report our sustainability impacts" (55%). Ideally this will continue to increase steadily as this would illustrate a level of maturity amongst organisations around their sustainability impacts.

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

Engaging with the School has helped us to . . .	No. of Emp	% Strongly Agree/ Agree			
		2020	2019	2018	Variance
engage business leaders to better understand the value of sustainability	1 – 250	65	62	57	3%
	250+	71	61	60	10%
better understand our organisations sustainability impacts	1 – 250	63	70	68	-7%
	250+	75	71	72	4%
embed sustainability as part of our business processes	1 – 250	65	60	61	5%
	250+	66	62	54	4%
monitor and report our sustainability impacts	1 – 250	55	50	50	5%
	250+	55	49	50	6%
ensure our procurement processes now consistently drive sustainability	1 – 250	56	51	52	4%
	250+	60	50	53	10%

As with the previous two years, it should still be assumed that the School remains an enabler to embed sustainability for both SMEs and large organisations. Less impact has been made on "monitoring and reporting sustainability impacts" and "ensuring procurement processes consistently drive sustainability". However, these are slowly increasing.

This would suggest **that though some organisations are still at the start of the journey to embed change, many are beginning to establish a level of maturity.**

3. School activities & resources

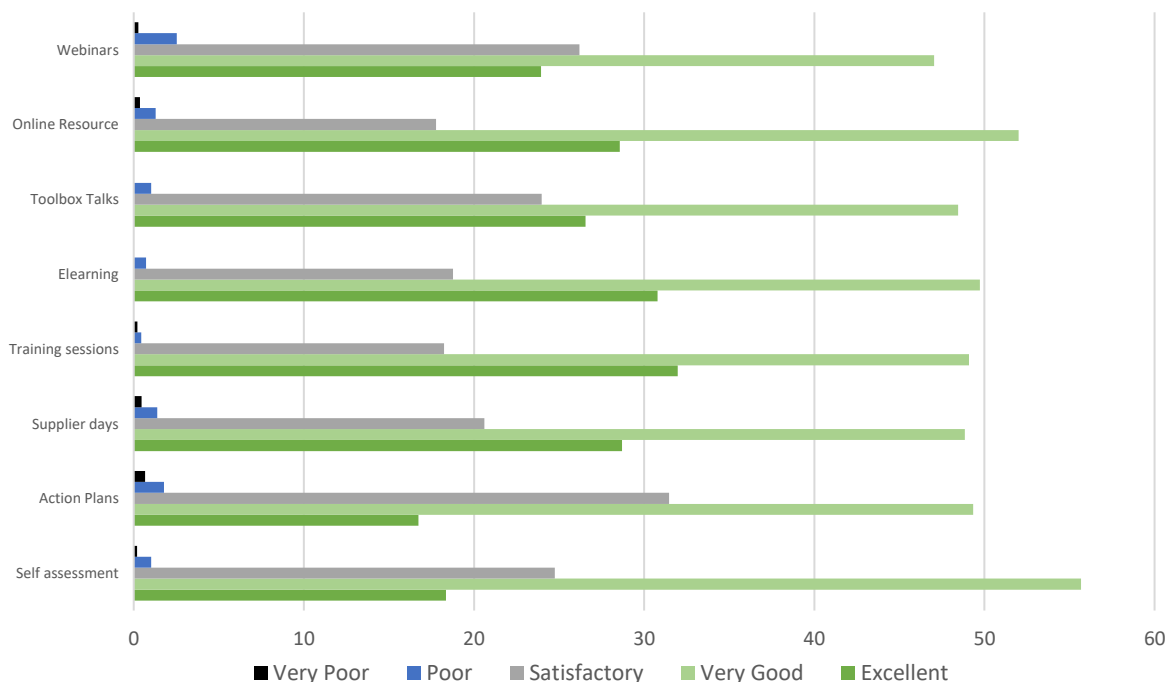
Summary of findings:

- The School is maintaining quality standards across all resources with slight increases across the board compared to last year.
- The training sessions, e-learning and online resources had the highest rating - **all at 81% (rated excellent / good)**.
- A **full webinar programme** was established in 2020 and feedback has remained high at **71% rating them as excellent / good**. This is a 3% increase to 2019. Many of these were focused on the new platform, however 2020 is already developing a more topic-based programme.
- The new format of assessment was launched in October 2019 and has been received well so far. There has been a significant increase in individuals taking assessments (noted later in the report).
- Key topics which members would like to learn about remained in line with the previous two years. They are Energy & Carbon, Environmental Management, Innovation, Sustainable Strategy (the highest scoring), Sustainable Procurement and Waste.

3.1 Quality of the support provided

The impact survey included questions around the quality of the support provided. Figure 19 illustrates the results:

Figure 18. Ratings of experience for each type of learning aspect



There was a very positive response to all the different tools and activities for learning within the School. There is no notable difference to 2019, however each aspect has increased by a couple of percent. Further detail for each is given in Figure 20.

Figure 19. Rate your experience of each activity / aspect of the School

Activities	Excellent	Good	Satisfactory	Poor	Very Poor
Self-Assessment	18	56	25	1	
Action Plan	17	49	31	2	1
Supplier Days	29	49	21	1	
Training Sessions	32	49	18		
e-Learning Modules	31	50	19	1	
Toolbox Talks	27	48	24	1	
Online (videos, tools, web links)	29	52	18	1	
Webinars	24	47	26	3	

The **training sessions, e-learning and online resources had the highest rating - all at 81% (rated excellent / good)**. This is a great result as the School team have been focusing efforts over the last 18 months to push the online learning and encourage members to access this. It is important to know that what is contained within the School is being received well by our members. Both types of resource remain popular ways to learn within the school with e-learning downloads over 12,000 (double the amount on 2019) and online resources accessed currently at just over 27,000 (in 2019 this was just under 14,500 resources accessed).

The upgraded School platform has allowed for a much more user friendly experience for our members as well as a far easier access point to all of our resources.

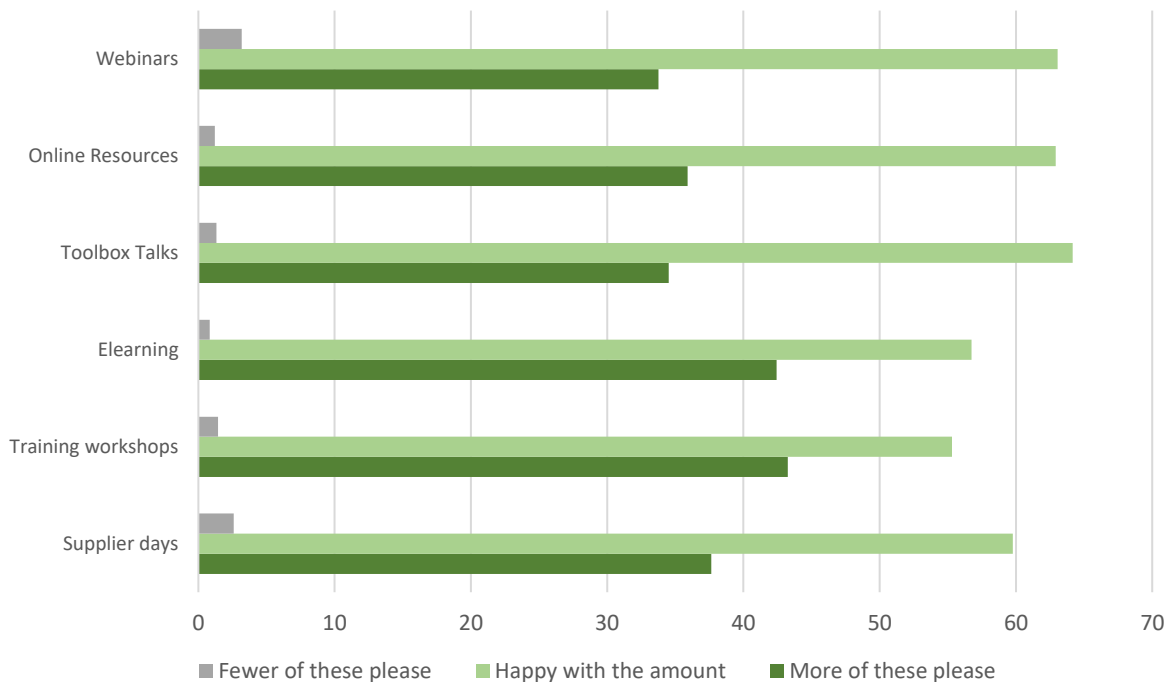
In last year's report, it was stated that the self-assessment tool was being redeveloped following feedback from our members. This was to not only simplify it but also to change the format to a maturity matrix style. This was launched in October 2019. It can be assumed that this would have an affect on the results in a positive way. Next year will allow for a more interesting look at the results relating to the self-assessment tool as there would have been more time for members to use it and progress their learning.

Respondents were asked if there were any resources that the School offers, that they would like to see more of. The details of this are illustrated in Figure 21.

Last year there was a significant number of members who wanted more online resources. This year that has switched to e-learning and training workshops having the highest scores for 'more of these please'. It is likely, as mentioned above, that due to the communication of relevant online resources far more regularly to the membership that this has had an affect. Indeed, 63% felt they were 'happy with the amount' of online resources.

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

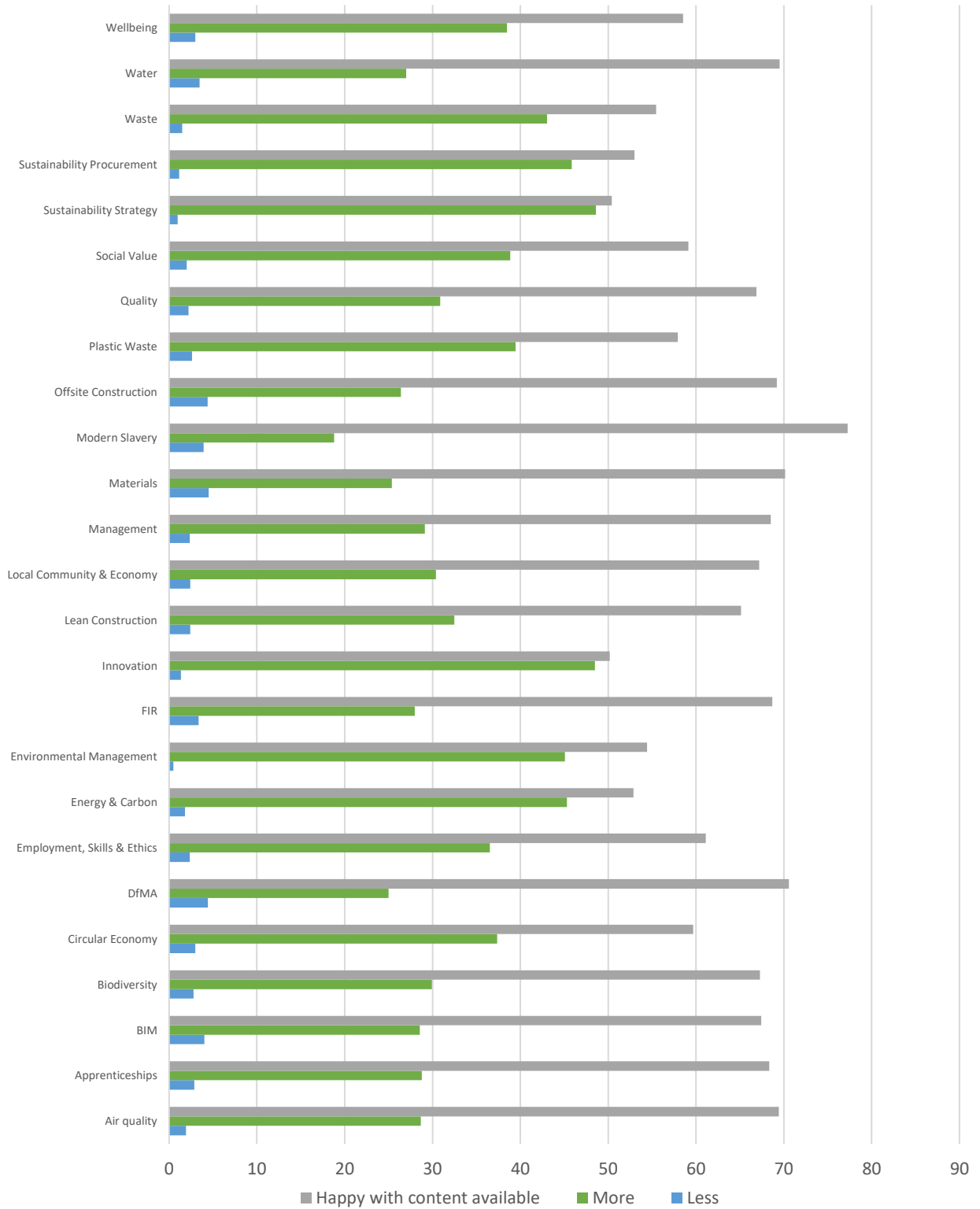
Figure 20. Are there any resources the School offers that you would like to see more of?



The survey also included a question around topics / areas which the respondents would like to learn more about (Figure 22). The feedback from this question helps to inform the School on any areas of key focus. 2018 saw the most popular topics as: sustainable procurement, innovation, sustainability strategy, environmental management and social value. For 2019, sustainable strategy, sustainable procurement, social value and innovation remained popular with plastic waste additionally being rated highly as a topic members want to learn more about. For 2020 the highest rated topics are **Energy & Carbon, Environmental Management, Innovation, Sustainable Strategy** (the highest scoring), **Sustainable Procurement** and **Waste**.

What is clear from the results is that the School looks to have struck the right balance in terms of the amount of resource available on each topic area. Figure 22 below illustrates the results.

Figure 21. Are there topics/ issues you would like to learn more about?



4. Methodology and profile of respondents

Summary of findings:

- There were 1,012 responses to the survey of whom 59% were from SMEs.
- 100% said that they were interested in sustainability issues, with 59% (43% In 2019) being interested in management skills, 29% (23% In 2019) interested in Offsite, 36% (25% In 2019) Interested In BIM and 27% (18% In 2019) interested in lean construction.
- Like the last two years' profile, 9 out of 10 respondents are active in construction, just over a quarter work in housebuilding and FM and 44% are in infrastructure.
- 94% of respondents work in England, whilst approximately half also work in Scotland (48%) and Wales (48%). There are also a quarter who work In Northern Ireland.
- Respondents were drawn from across the supply chain including clients, contractors, suppliers, sub-contractors and FM service providers.

The survey took place in December 2019 and continued until February 2020. The School membership was canvassed and there was a total of **1,102 responses**. To put this into context, the School has approximately **3,100 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, **59% of the respondents are SMEs**. Therefore, it is reasonable to state that the representation of the respondents was adequate. The breakdown of both respondents and School membership is shown in Figure 23.

Figure 22. Comparison of breakdown of company size:

Employee size	Membership %age	Respondent %age
1-250	15	59
250+	85	41

Members were also asked which areas (by topic, see figure 24) of the School they were engaged in, which market sector they operated in and in which country (see figure 25). There was a good representation from all areas.

There has been an increase on last year for interest/ engagement in the other parts of the School: Management (16%); Offsite (7%), BIM (11%); Lean (9%). The new platform launched In October 2019 has made it a lot easier for members to learn across the entire School. In the past it was difficult to navigate between the different learning areas. Next year, it would be hoped that there is a more significant increase in engagement in the School.

Figure 23. Areas of interest:

Department / Market	%age
Sustainability	100
Management	59
Offsite	29
BIM	36
Lean	27
Construction	90
Infrastructure	44
Facilities Management (FM)	29
Homes	28

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

Respondents were also asked to identify what type of organisation they worked for, the breakdown for this is in Figure 26. The survey also asked how engaged with the School the respondents are and for how long. Like last year, **71% of respondents have been a member of the School for the past few years or more.** The breakdown is illustrated in Figure 27.

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

Figure 25. Breakdown of respondents by organisation type:

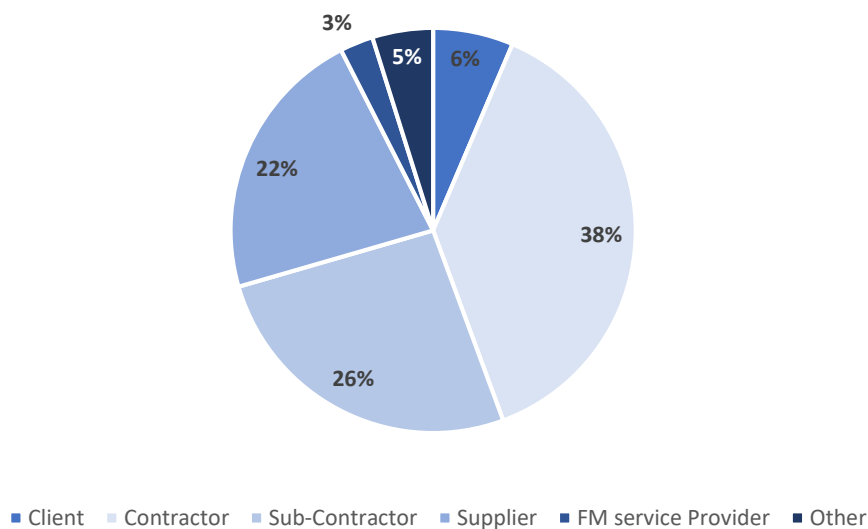
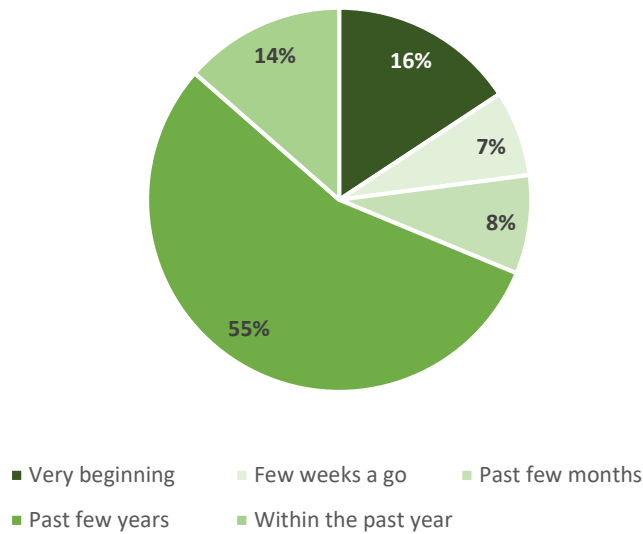


Figure 24. Country users operate in:

Country	%age
England	94
Scotland	48
Wales	48
Northern Ireland	23

Figure 26. Breakdown of respondents by length of School membership:



Members were also asked if they, or anyone within their organisation, actively engage with the School (with examples given logged in, assessed, accessed resources, attended events). See Figure 28. The reasons are also listed as to why some users have not engaged with the School. 15% (or 149 respondents) stated that they have never engaged with the School. Figure 29 indicates reasons given. Of those who had never engaged with the School, 81 said they would engage in the School in the future. 4 said no and 49 said they were unsure.

Figure 27. Breakdown of respondents by active engagement in the School:

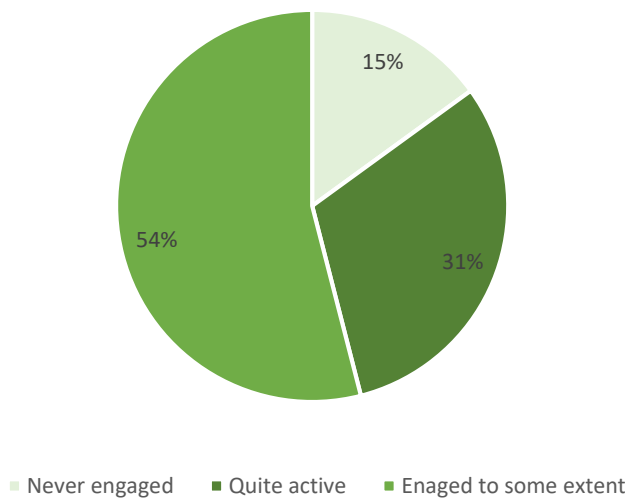
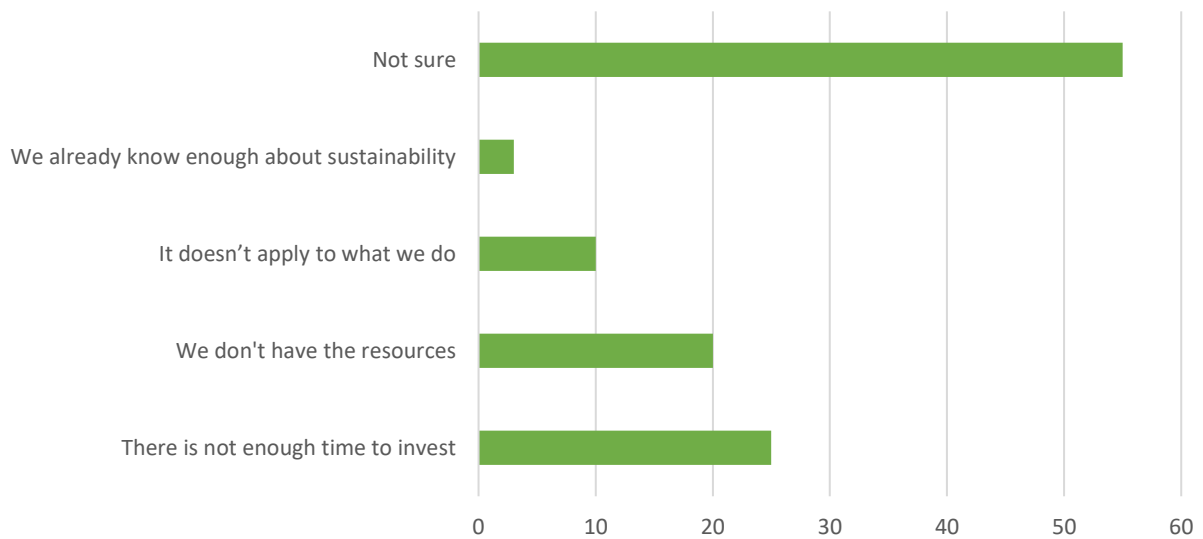


Figure 28. Reasons for not engaging with the School to date (number of actual responders):



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

- *Signed up last year, looking to be more active*
- *Only just logged on for first time*
- *We have not started yet*
- *Haven't had time yet but is on future task list*
- *We have only just signed up and joined the first event*
- *Just seen it in offsite magazine*
- *We are planning to do more CPD, but we are currently facing heavy workload*
- *Not aware of what it is or how it helps us*
- *Until we did not have the resource or spare capacity to engage. but now in 2020 we have the structure in place and hope to be engaging soon*
- *Only just understanding the resources available*

5. School Key Performance Indicators (Outputs)

The School has performed well against its targets on key outputs, as illustrated below. There has been 2,992 through the School to date (plus 625 learners through the FIR programme and 105 learners through the Offsite programme. This is the equivalent of 15,009 hours of learning. There were many events in March which were affected by the Coronavirus with lower attendances and the final events being delivered as webinars.

Figure 29. Performance against targets

	Const	FM	Homes	Infra	Offsite	Wales ¹	Scotland ¹	Entire School
Active Companies (Target) ³	2,556 (2,250)	600 (500)	842 (800)	807 (750)	785 (600)	357 (800)	812 (300)	3,148 3,200
Supplier days	1	1/1	n/a	1/3	1/3	(2 ² /3)	(1/1)	6/9 (inc People Matter launch)
Regional Sub-contractor events	6/7	1/4	4/7	3/3	3/0	(2/3)	(5/5)	21/20
Learners @events	786/470	372/480	377/420	786/725	373/525	(568)/ (400)	(307)/ (480)	2,992/3,010
Training Workshops	8/8	10/12	11/8	18/10	10/22	(10/8)	(7/7)	69/67
Webinars	9/9	4/4	5/5	n/a	n/a	n/a	n/a	21/18
E-learning Downloads	--	--	--	--	--	--	--	12,593/4,000
E-learning (new)	n/a	3/1 changed to 3 animations	n/a	n/a	3/7 8 in progress	n/a	n/a	4/8
Assessments	723+1,651 Target 800	235+454 Target 450	298+549 Target 450	264 + 717 Target 375	56+172 Target 150	144+18 Target 450	317+593 No target	807+2,025 Target 1,500
Re/assessments	666+242 Target 400	89+69 Target 250	224+88 Target 300	255+88 Target 174	23+27 Target 50	109 Target 300	234 No target	704+410 Target 850
Bronze/ Silver/ Gold	379/(500)	89/(150)	158/(300)	161/(200)	n/a	n/a	n/a	412/500

Notes:

1. Wales & Scotland School have some events that are part of the sector business plans
2. SEWSCAP event was equivalent to 2 in numbers / budget
3. Bracketed figures indicate potential for double counting against the entire school target. For example, a company can be active in more than 1 market sector but would only count once towards the overall target.

5.1 Supply Chain Engagement: Active members

Overall, there was just over **40,000 resource views in 2019/20 compared to just over 25,000 in the previous year; a 58% increase overall.** The School marketing team continued to build on the drive around engaging members to learn online and not just engage in the School via workshops and training days. The old platform had some limitations which meant that accessing the information was difficult for the user when receiving a piece of learning from communications (as opposed to

simply logging into their account). The new platform however has eradicated these problems, allowing a far more efficient and simple access for members.

The communications strategy has been further tested with new ideas being trialled (in particular, following last year’s feedback, that too many emails were being received) by the marketing team but with the overarching strategy of delivering the relevant learning to the relevant sector. The results below illustrate this, and the most powerful point to note is the launch of the new platform shows a dramatic increase in online learning.

Figure 30. Comparison of resource views 2018 vs 2019

Month	2020	2019	2018	Change 2019 to 2020
April	1,249	1,453	970	-14%
May	1,883	1,800	1,433	0.1%
June	1,722	2,070	1,241	-16%
July	3,138	2,272	1,552	27%
August	2,529	2,635	1,265	-4%
September	2,812	2,324	1,266	21%
October	2,995	2,715	1,737	10%
Launch of new site				
November	2,962	2,605	1,428	14%
December	2,563	1,721	1,623	33%
January	8,338	1,821	1,292	357%
February	6,556	2,563	1,002	156%
March *	3,278	1,385	1,063	137%

*to 19th March 2020

Engaging members and encouraging activity within the School means that overall active member (organisation) targets have been exceeded. The below figure compares results to last year. What is interesting to note is that though there has been a significant increase in resource views and in individual assessments, there has not been a significant increase in active organisations.

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

It is therefore pointing to the fact that those who are engaged in the School are doing more, so the important next steps are to engage with more organisations.

Figure 31. Active members by sector comparison 2019 vs 2020

Active Companies	%age increase	2020 (Apr – present)	2019 (Apr – March)	2020 Target
School Overall	4%	3,148	3,036	3,000
Construction	0%	2,556	2,551	2,000
FM	17%	600	512	500
Homes	8%	842	919	750
Infrastructure	15%	807	697	750
Offsite	13%	785	693	500
Wales	-178%	357	993	500
Scotland	--	812	--	300

5.2 Supply Chain Engagement: assessments

This year has proved challenging in terms of encouraging the supply chain to complete self-assessments and re-assess. Targets have not been met this year for corporate assessments.

Following discussions at leadership groups and when speaking to some Partners about their supply chain engagement, in the early part of the year many were holding off encouraging their supply chains to complete assessments. This was because many wanted to tie this in with the launch of the new School platform and assessment process. Previous experience has shown that having the Partners directly encourage their supply chains to learn and assess in the School is the most powerful catalyst to engagement. However, the change of format of the assessment has significantly driven number of assessments.

To recap, the format is a maturity matrix-based assessment and has a self-rating of one to five against a series of questions. There are now 17 topics which are:

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

Feedback to date has been positive, however this was only launched in October so allowing for a further 12 months will bring more intelligent feedback in next year's results. However, the number of individual assessments (and re-assessments) has increased and it was agreed that the School should start reporting on those numbers as well. **The new platform is set up to drive users to individual learning as opposed to corporate learning.** The Schools position is that all learning is

good, and the table below illustrates this by number of individual assessments – there has been a lot more learning and action than in previous years.

Figure 32. Assessments by sector comparison 2020 vs 2019

Assessment	Change corporate	Change (individual)	2020 (April – present)	2019 (Apr – March)	2020 Target
School Overall	-50%	--	807	1,694	1,500
Construction	-12.5%	64%	723 (1,651)	823 (1,004)	800
FM	37%	155%	235 (454)	172 (178)	450
Homes	-32%	106%	298 (549)	439 (266)	450
Infrastructure	-22%	164%	264 (717)	337 (272)	375
Offsite	-53%	93%	56 (172)	119 (89)	150
Wales	-7.5%	475%	144 (236)	153 (41)	450
Scotland	--	--	317 (593)	--	--

It is really pleasing to see, however, that FM have increased the number of corporate assessments completed in comparison to last year. This is likely because since members can much more easily navigate under the new platform between the different parts of the School.

Re-assessments however are a different story with most sectors seeing an increase which is fantastic news. This could be since those organisations who have assessed before and are still engaged and are finding it easier to assess (due to the new format). It is clear to see from the table below that there is a lot of activity and engagement from members.

Figure 33. Table showing re-assessments completed to date vs 2019

Re-assessment	Change (corporate assessments)	Change (individual assessments)	2020 (April – present)	2019 (Apr – March)	2020 Target
School Overall	-2%	--	704	721	500
Construction	16%	153%	666 (341)	568 (135)	400
FM	59%	312%	116 (103)	73 (25)	250
Homes	62%	281%	294 (141)	180 (37)	300
Infrastructure	134%	276%	255 (143)	108 (38)	174
Offsite	-32%	2,600%	23 (27)	34 (1)	50
Wales	95%	49%	109 (34)	56 (3)	300
Scotland	--	--	234 (116)	--	--

6. Knowledge development

6.1 Category Groups

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

Plant Group:

Through engagement with actors up and down the value chain, the group developed a Minimum Standards Paper which outlines where the group believes engine minimum emissions standards for air quality should be set and that all parties within the School should aim to adhere to.

A supplier day on air quality in construction was held more recently in conjunction with the City of London (9th March 2020), where the School spoke about the work we have been doing, alongside presentations from Plant Group members Costain, Construction Plant Hire Association, Flannery Plant Hire and others.

The Group has started the process of developing a maturity matrix for contractors to benchmark themselves against and demonstrate to their clients and peers what actions they are taking to reduce air quality emissions. These include operator training and investment in fleet. In parallel, the Group has begun developing a Commitment Paper, akin to the People Matter Charter, to encourage clients, contractors and suppliers to sign to publicly state what they are doing on air quality emissions. In this manner we can bring more influence to bear on how to actively reduce air quality emissions from the plant and equipment used on site.

Plans include:

- Develop learning materials on the Emissions Compliance Verification (ECV)
- Continue to develop and then roll out the maturity matrix / roadmap for suppliers and contractors to demonstrate their improving practices for the sustainability of their Plant
- Continue to develop and roll out the Commitment Paper; an explicit, public statement that contractors and suppliers in the value chain are acting on P&E sustainability issues
- Update the Minimum Standards Paper

Labour Group:

The decision was made to focus on labour standards with the budget available and work was undertaken to identify current minimum standards that were required from legislation and beyond in terms of client requirements.

During the business plan 2019 / 2020 the group developed these standards and produced a charter which was entitled the "People Matter Charter". The focus of the year was refining this Charter and to consult with stakeholders and launch it to industry.

The Charter drafted 9 commitments, and these were tested with members, Partners and key external stakeholder organisations, including:

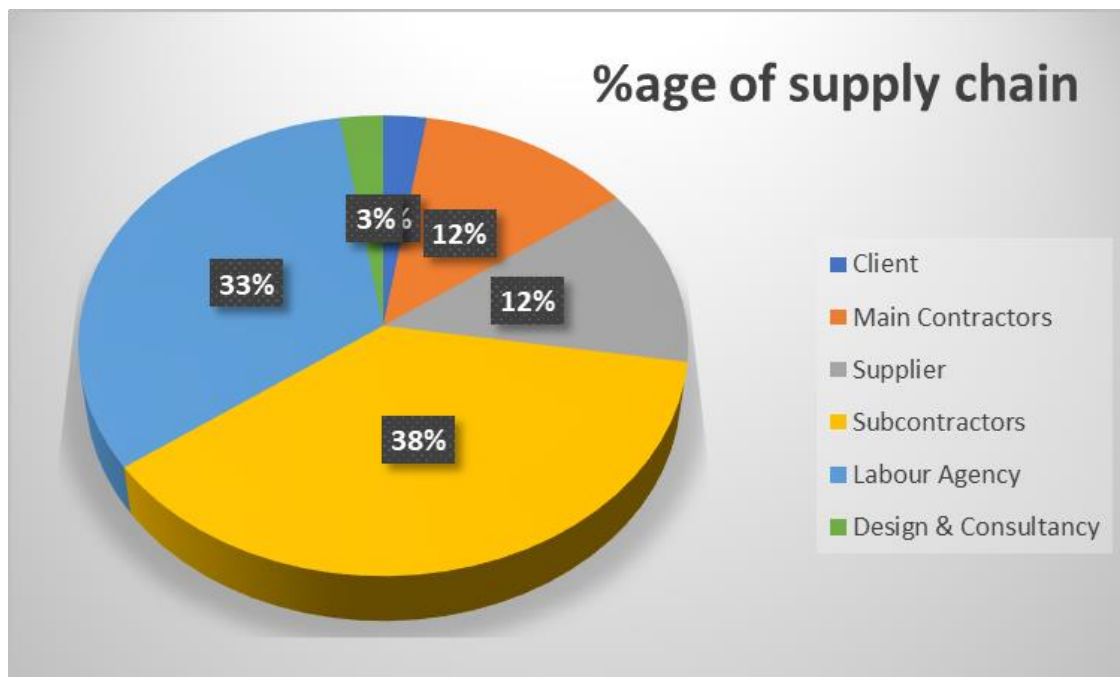
- ✓ GLAA
- ✓ ACAS
- ✓ ALP
- ✓ CIOB

Upon consultation it was decided that the commitments should reduce to 8 and the Charter was developed and finalised ready for launch.

As part of the consultation, the need for an assessment methodology was also discussed and, as a result, a Charter Roadmap was developed to help signatories sign up to the Charter and understand where they were against each commitment.

The Charter was launched to 115 attendees in Birmingham on the 21st January 2020. The aim of this event was to bring together experts in the areas of the Charter's commitments and encourage attendees to go away and sign up to the charter and its commitments. As of March 2020, there are 52 signatories including National Grid, VINCI, CITB and a range of sub-contractors and suppliers from up and down the supply chain.

Figure 34. Breakdown of signatories to the People Matter Charter by organisation type



In order to build on the work undertaken the labour group will:

- ✓ Increase the number of signatories to 100 with key sectors and supply chain areas identified as priority
- ✓ Develop the roadmap on the website and automate it. It is the intention that once automated it will become a of signatory that this is completed
- ✓ Develop a plan to embed requirements for the Charter into existing verification systems that are already providing assurance in the construction industry

- ✓ Promote the impact through case study collection and develop a plan to move to more quantitative impact measurement.

Waste & Resource Group:

This group targets traditional and emerging waste challenges and addresses the wider resource efficiency agenda within the built environment value chain. A challenging programme has been developed covering three main strands of activity: mapping and materials development, procurement and supply chain engagement, and measurement and reporting. These areas of work are being addressed concurrently with several elements requiring continuous improvement and revision.

The mapping and materials development workstream commenced with a survey of the entire School membership's opinion of the current learning mix. This confirmed that users are broadly happy with the subject matter and range of resources currently deployed. Existing learning materials and the new Waste and Resource Use landing page have also been reviewed by group members. Improvements and updates suggested are being incorporated. User-friendly materials will be developed addressing issues such compliance, site practice, and the circular economy.

Procurement and supply chain engagement involves the whole value chain from clients to contractors as well as other stakeholders including suppliers and manufacturers. Regular presentation slots are offered at meetings. Contributions already received include presentations from Partners such as Reconomy/Valpak and National Grid, along with members including Mathias and Sons and Neverwaste. Skanska are currently supporting the development of an interactive map of Material Exchange Platforms for School users. Tasks for the coming year include engaging the Designer community to better effect, publishing relevant case study material and encouraging group members to contribute to the School's Ambassador network.

Measurement and reporting activity are already at an exciting stage. Collaborating with UKGBC and Zero Waste Scotland the group has launched a survey of Partners' existing knowledge and practice in measurement and treatment of plastics packaging. It is believed that this work will provide the first ever whole built environment baseline on plastics packaging practice, contributing to the group's objective of demonstrating change over time by development of a roadmap / maturity matrix and associated KPIs for key waste streams. Additional detailed and project focused activity on plastics packaging practice at project level is also potentially in development with stakeholders including the School's Homes Group, Zero Waste Scotland, Valpak, The Institution of Civil Engineers and several School Partners who are active in Housebuilding and Fit Out.

6.2 New content: Toolbox talk style animated films

Three 'toolbox talks' style animations have been produced. These animations went through a robust process to ensure that they remained to the point (to ensure they were short!) and peer reviewed to ensure that they were fit for purpose for the built environment and the supply chain:

Environmental Management

This animation aims to state why environmental management is a key issue in the built environment industry and to show organisations what they can do to achieve effective environmental management.

Science-based Targets

This animation focuses on science-based targets, aimed mainly at SME's. An increasing number of businesses are setting these targets to reduce their carbon emissions. This is an introduction to what science-based targets are, why they are relevant, and how organisations can participate.

Sustainability Strategy

Again, this animation is aimed at SMEs. This will focus on an introduction to why organisations may need a strategy and how to develop and deliver one. A sustainability strategy is simply a high-level plan showing how businesses propose to deal with their principal sustainability impacts in a way that aligns with their company values.

6.3 Horizon Group

The Horizon Group was set up to build bridges between academia and the School in order to develop a pipeline of new knowledge for the School and to help academics gain access to industry. There have been successes along the way, but it was concluded that there is no longer a need for a specific group to do this. Projects in the School such as Modern Slavery, Ethics, Offsite and the recent Procurement project funded by CITB have seen the School engage effectively with academics without the need for a group. As a result of this the Horizon Group was closed in December 2019.

The School Board strategy has given rise to a new venture involving both academic and industry research which has a working title of the "Supply Chain School Summit". The concept is to pick a big problem which the industry needs to solve together, collect evidence from experts in the chosen field and bring together leading experts with C Suite executives from partner organisations to debate the issue. The outputs will be shared through the usual School channels and an action plan will be developed to address the specific issue. The working title for the first problem is "Delivering value in a net zero carbon world". The Summit is planned for September 2020.

6.4 Special Interest Groups (SIGs)

There were two SIG's that have run this year.

Wellbeing Group

The agreed objectives of the group were to: demonstrate the business case for investing in wellbeing, communicate the trends driving wellbeing and the implications for the built environment

value chain, research and gather evidence of wellbeing investments and interventions on users and occupiers of the built environment, and to develop School materials that reflect best practice on wellbeing throughout the built environment value chain.

The group has achieved consensus on the main drivers of wellbeing in the built environment, which underpin the business case for investing in wellbeing. Working collaboratively and drawing on shared experience, the group has identified a broad set of indicators under each of the main wellbeing drivers. It has also considered the level of data that needs to be captured in order to baseline and measure progress. To ensure the relevance of the SIG's work to School Partners, the group participated in a heat-mapping exercise to prioritise the wellbeing risks and opportunities most pertinent to the built environment value chain. Where available, the group has committed to share concrete learnings and case studies from in-house and supply chain wellbeing interventions.

The key learning of the group has included the following: wellbeing is a nascent agenda and, as such, the outcomes of interventions are not yet widely available. This is exacerbated by the absence of baseline wellbeing data, the fact that where interventions are made, these are generally small scale, siloed and campaign led. Action on wellbeing requires an integrated, systems approach that encourages sustained behaviour change at scale.

Several successes can be celebrated as a result of the group's work. Consensus on the main drivers of wellbeing in the sector is significant given the broad church of stakeholders and sub-sectors represented. The collaborative spirit, energy and willingness of the group to learn has meant that its work has become far more strategic than first anticipated. Reaching agreement that mental health, while an important component of wellbeing, should not be the sole focus of wellbeing interventions is also positive step. It has allowed the group to consider the proactive interventions that are necessary to embed wellbeing throughout the value chain.

The output of the Wellbeing SIG will be a collaborative guidance document that sets out the challenge, opportunities and examples of the types of practical action that can be taken to address wellbeing. The group has demonstrated a positive response to future work and the specifics of this will be explored at the next meeting in March.

Carbon: Climate Action Group

The Climate Action Group set out to understand the scale of carbon emissions and the climate change impact from the Partner supply chains and put measures in the place to support suppliers to address any hotspots identified.

A trail was agreed to run using Action Sustainability's online Sustainability Performance Tool to capture supplier data. Partners nominated and invited a selection of their suppliers or contractors to participate in the trial in January 2020. The trial is in the first phase of data collection with all participants.

A key new development in the Tool is the ability to allocate emissions data from a supplier or contractor to their client. This therefore simultaneously provides the client directly with scope 3

emissions data from their suppliers, whilst at the same time giving the supplier or contractor a free resource to capture and track their own emissions and identify hotspots for action.

In parallel we have been reviewing the materials on the School with a view to updating them. One aspect, for instance, has been to develop a short animation on Science Based Targets.

Plans for the group include:

- Continue the trial phase, engaging more Partners, suppliers and contractors to participate
- Improving the School's resources on carbon and climate change
- Developing a network of Ambassadors akin to FIR
- Engaging the members in learning events and workshops
- Assessing the data at a suitable stage to determine impact and next actions

7. Face to face training delivery

A key activity in the School is the face to face training. To date this year there have been 1,933 learners at supplier days and sub-contractor briefings and 1,158 learners receiving face to face training workshops through the School. This is the equivalent of **15,009 hours of training**. This figure includes the hours of learning from the FIR programme and the Offsite funded programme.

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

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

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

7.1 Supplier training days

There have been 27 supplier days and sub-contractor briefings take place this year with 1,933 attendees. The full list follows. These remain very popular amongst the supply chain and provide a forum to not only learn but also to knowledge share and network. The ratings received this year are as below:

Figure 35. Ratings of supplier days and sub-contractor breakfast briefings

Sector	Measure and target	%age rating
Construction	95% of employers will rate the training quality as good or excellent	98
	90% of employers will rate the training received as relevant to their needs	94
	75% of employers agree training will change the way they do business	83
FM	95% of employers will rate the training quality as good or excellent	99
	80% of employers will rate the training received as relevant to their needs	98
	80% of employers agree training will change the way they do business	78
Homes	95% of employers will rate the training quality as good or excellent	98
	80% of employers will rate the training received as relevant to their needs	97
	80% of employers agree training will change the way they do business	85
Infrastructure	95% of employers will rate the training quality as good or excellent	96
	80% of employers will rate the training received as relevant to their needs	94
	80% of employers agree training will change the way they do business	87

Sector	Measure and target	%age rating
Offsite	95% of employers will rate the training quality as good or excellent	97
	80% of employers will rate the training received as relevant to their needs	90
	80% of employers agree training will change the way they do business	79
Wales	95% of employers will rate the training quality as good or excellent	97
	80% of employers will rate the training received as relevant to their needs	93
	80% of employers agree training will change the way they do business	75
Scotland	95% of employers will rate the training quality as good or excellent	98
	80% of employers will rate the training received as relevant to their needs	98
	80% of employers agree training will change the way they do business	84

Figure 36. Supplier days and sub-contractor breakfast briefings 2020

Date	Sector	Key theme	Location	Attended
3 April	Infrastructure	Kier Highways	Birmingham	122
4 April	Offsite	Offsite with Kier	London	65
24 April	Homes	Sub-contractor briefing	London	74
1 May	FM	Plastics	London	125
22 May	Construction	Sustainable Timber	Birmingham	57
30 May	Scotland	Sustainable Materials	Porcelanosa	32
4 June	Homes	Offsite	Birmingham	54
19 June	Offsite	Digital Skills	Liverpool	53
28 June	Scotland	Waste	Inverness	25
2 July	Construction	Air Quality	London	54
17 July	Wales / Construction	SEWSCAP	Cardiff	272
22 Aug	Scotland	Carbon	Edinburgh	51
5 Sept	Homes	Sub-contractor briefing	Birmingham	58
17 Sept	Homes	Modern Slavery Collaboration	Barratts	9
24 Sept	Wales / Infrastructure	Reducing Carbon	Cardiff	79
25 Sept	Construction	Social Value	Sheffield	65
16 Oct	Construction / Offsite	Offsite	Birmingham	45
30 Oct	Scotland	Responsible Business	Stirling	51

Date	Sector	Key theme	Location	Attended
20 Nov	Wales / Offsite	Offsite	Cardiff	89
10 Dec	Infrastructure	Client briefing	London	82
9 Jan	Construction	Social Value	Manchester	91
21 Jan	Labour	People Matter Charter Launch	Birmingham	122
5 March	FM	Carbon / FIR	Cancelled due to Coronavirus	--
9 March	Construction	Air Quality	London	88
11 March	FM	FM Conference	London	80
18 March	Scotland	Sustainability	*Remote	20
25 March	Infrastructure	Social Value	*Remote	70

*changed to webinar due to Coronavirus

The month of March has been challenging for the School team with many unknowns and then quick changes due to the escalating situation with Coronavirus. However only one event was cancelled due to the outbreak (5th March) and a further two took place via webinar.

7.2 Training workshops

There have been 69 training workshops take place with 1,158 learners. There has been a range of topics delivered such as Modern Slavery, sustainable procurement, social value, waste and FIR as well as Interoperability and topics around offsite and lean manufacturing.

Figure 37. Ratings of workshops

Sector	Target and measure	%age rating
Construction	95% of employers will rate the training quality as good or excellent	93
	90% of employers will rate the training received as relevant to their needs	89
	75% of employers agree training will change the way they do business	95
FM	95% of employers will rate the training quality as good or excellent	100
	80% of employers will rate the training received as relevant to their needs	87
	80% of employers agree training will change the way they do business	88
Homes	95% of employers will rate the training quality as good or excellent	99
	80% of employers will rate the training received as relevant to their needs	98
	80% of employers agree training will change the way they do business	93
Infrastructure	95% of employers will rate the training quality as good or excellent	94
	80% of employers will rate the training received as relevant to their needs	96
	80% of employers agree training will change the way they do business	89
Offsite	95% of employers will rate the training quality as good or excellent	92

	80% of employers will rate the training received as relevant to their needs	91
	80% of employers agree training will change the way they do business	71
Wales	95% of employers will rate the training quality as good or excellent	98
	80% of employers will rate the training received as relevant to their needs	96
	80% of employers agree training will change the way they do business	85
Scotland	95% of employers will rate the training quality as good or excellent	100
	80% of employers will rate the training received as relevant to their needs	100
	80% of employers agree training will change the way they do business	100

Figure 38. Training workshops

#	Date	Topic	Lead Partner	Sector	Location	Attended
1	2 Apr	Sustainable Timber	Bouygues UK	Construction	London	11
2	10 Apr	Introduction to the School	Go Ahead Group	FM	London	12
3	17 Apr	Sustainable Procurement	Kilnbridge	Construction	London	9
4	24 Apr	Modern Slavery	Costain	Infrastructure	Maidenhead	21
5	8 May	Introduction to the School	Kilnbridge	Construction	London	13
6	13 May	Delivering Together	VINCI	FM	Hertfordshire	28
7	14 May	Introduction to the School	Kier	Construction	London	16
8	14 May	Optioneering	ISG	Offsite	London	5
9	15 May	Sustainable Procurement	National Grid	Infrastructure	Warwickshire	19
10	16 May	Introduction to the School	Advanté	Construction	London	7
11	16 May	Carbon Footprinting	CSIC	Scotland	Hamilton	6
12	3 June	Introduction to the School	Welsh Water	Wales	Cardiff	25
13	4 June	Carbon Footprinting	Wilmott Dixon	Wales	Cardiff	16
14	12 June	Social Value	A14	Infrastructure	Cambridge	36
15	12 June	Social Value	Bouygues ES	FM	London	35
16	14 June	Waste Reduction	CSIC	Homes / Scotland	Hamilton	6
17	18 June	Circular Economy	Bovis Homes	Homes	Reading	14
18	18 June	Sustainable Procurement	Network Rail	Infrastructure / Scotland	Glasgow	23
19	25 June	Optioneering in Commercial Buildings	--	Offsite	London	10
20	26 June	Social Value	NPTC	Wales	Neath	11
21	27 June	Offsite Construction in Healthcare	McAvoy	Offsite	Leeds	25
22	1 July	Carbon in Infrastructure	Osborne	Infrastructure	Reigate	23
23	4 July	Introduction to FIR	Bouygues	Construction	London	32
24	9 July	Carbon Footprinting	Skanska	FM	London	13
25	12 July	Becoming a FIR Ambassador	Bouygues	Wales	Cardiff	9

#	Date	Topic	Lead Partner	Sector	Location	Attended
26	26 July	Sustainable Procurement	National Grid	Infrastructure	Warwick	11
27	6 Aug	Introduction to the School	Recycling Lives	FM	Preston	10
28	2 Sept	Sustainable Construction	Network Rail	Infrastructure	London	20
29	5 Sept	Interoperability	Hawkins Brown	Offsite	London	18
30	6 Sept	Circular Economy	Bouygues	FM	Manchester	18
31	19 Sept	Modern Slavery	SCIC	Scotland	Hamilton	12
32	24 Sept	Responsible Sourcing	SCIC	Scotland	Hamilton	3
33	25 Sept	Introduction to FIR	Bouygues	Wales	Cardiff	14
34	26 Sept	Becoming a FIR Ambassador	Bouygues	Wales	Cardiff	14
35	2 Oct	Sustainable Procurement / Responsible Sourcing	Yorkshire Water	Infrastructure	Bradford	34
36	2 Oct	Introduction to FIR	ENGIE	FM	Leeds	21
37	2 Oct	Being a FIR Ambassador	ENGIE	FM	Leeds	18
38	3 Oct	Carbon Footprinting	Marshalls	Homes	London	16
39	7 Oct	Introduction to Lean	HE Simm	Offsite	Warrington	6
40	9 Oct	Modern Slavery	Murphy	Infrastructure	Warrington	15
41	10 Oct	Responsible Sourcing	ISG	Wales	South Wales	9
42	10 Oct	Using Supply Chains to Combat Modern Slavery	ISG	Wales	South Wales	10
43	17 Oct	Modern Slavery	Yorkshire Water	Infrastructure	Bradford	30
44	22 Oct	Modern Slavery	TfL	Infrastructure	London	16
45	23 Oct	Introduction to FIR	Lovell	Homes	Tamworth	23
46	7 Nov	Becoming a FIR Ambassador	Hercules	Infrastructure	Gloucestershire	18
47	12 Nov	Heatmapping	Skanska	Infrastructure	Maple Cross	13
48	12 Nov	Circular Economy	Engie	FM	Washington	25
49	20 Nov	Circular Economy	Engie	FM	Gloucester	22
50	20 Nov	Introduction to the School	Advante	Homes	Essex	24
51	21 Nov	Digital Economy	Zero Waste	Scotland	Stirling	45
52	2 Dec	Sustainable Construction	Welsh Water	Wales	Newport	16
53	2 Dec	Introduction to Lean	HE Simm	Offsite	Warrington	7
54	4 Dec	Carbon in Procurement	Yorkshire Water	Infrastructure	Leeds	20
55	5 Dec	Offsite Fundamentals	Bouygues	Offsite	London	14
56	11 Dec	Leading Change	Marshalls	Offsite	London	21
57	23 Jan	Climate Change and Carbon	--	Wales	Cardiff	18
58	30 Jan	Intro to FIR	--	Scotland	Hamilton	2

#	Date	Topic	Lead Partner	Sector	Location	Attended
59	31 Jan	Wate Reduction	Berkeley Group	Homes	London	50
60	4 Feb	Introduction to the School	Canary Wharf Group	Construction	London	15
61	12 Feb	Sustainable Timber	Network Rail	Wales	Cardiff	30
62	19 Feb	Becoming a FIR Ambassador	Osborne	Construction	London	19
63	27 Feb	Leading Change	ISG	Offsite	Manchester	14
64	2 Mar	Waste Reduction	Redrow	Homes	Yorkshire	11
65	4 Mar	Waste Reduction	Redrow	Homes	Kent	19
66	5 Mar	Sustainable Procurement	Lovell	Homes	London	6
67	10 Mar	Introduction to the School	Bellway	Homes	Newcastle	6
68	26 Mar	Modern Slavery	EMCOR	FM	Remote	Tbc
69	26 Mar	Offsite Fundamentals	--	Offsite	Remote	Tbc

8. Regional Development

Please note: In the new system Wales & Scotland are viewed as regions. There are two ways to look at the reporting for these countries:

- 1) Looking at the number of companies with a Welsh or Scottish postcode.
- 2) Those who have an interest in these regions but are not actually located there.

The figures in the table above (page 31, figure 29) show those who have an interest in the regions but are not necessarily located there. The table below illustrates the results based on organisations who have a Welsh or Scottish postcode:

Figure 39. Welsh & Scottish regions only

Region	Active organisations	Assessments	Re-assessments
Wales	95	18+21	1+28
Scotland	170	44+84	16+46

8.1 Wales

This financial year has seen the School in Wales run well attended events, draw new Partners to the School and develop learning materials focused on key legislation relevant to the construction sector in Wales.

The School in Wales ran the largest event in the School's history (272 delegates) in July 2019. The event, focused on the sustainability drivers of the largest framework in the Wales, helped raise the profile of the School throughout the construction supply chain and engage new members.

New Partners who have joined the Wales Leadership Group Includee, SEWSCAP (The largest construction framework in Wales) and Transport for Wales.

Carbon also moved up the agenda in Wales resulting in an infrastructure focused Supplier Day that was addressed by Welsh Water and Transport for Wales and attended by 90 delegates.

A new e-learning module that explored the importance of the 'Well Being of Future Generations Act' and its impact on the construction industry was launched in September. This has proved a popular resource and aims to demystify the Act and illustrate to the wider construction supply chain why they need to deliver their projects in line with the seven key goals of the Act.

Over the next financial year, the Wales Leadership Group has identified Carbon and Waste as key learning areas for the supply chain. The Welsh Government's legislative initiatives around de-carbonisation will be a key focus of attention for the School.

8.2 Scotland

In Scotland, the School established its business plan for 2019 to include five key areas of learning: Carbon, Waste, Modern Slavery and Responsible Sourcing.

In terms of numbers, the target was to achieve 400 active corporate members in Scotland by the end of March 2020, with 200 of these being classified as priority suppliers to the Tier 1 contractor Partners sitting on the Scottish Leadership Group (Kier, Balfour Beatty, ISG, BAM, Morgan Sindall and Robertson).

At the time of writing the School has 319 active members, of which 80 are priority suppliers. There are two other training events taking place in late March so numbers are expected to rise – however we do not think the target numbers will be achieved.

The Leadership Group have advised they are more concerned with quality of delivery and training engagement, rather than purely being focussed on numbers. They are therefore satisfied with the performance of the School in Scotland during 2019/2020, noting that quality and satisfaction ratings remain very high from the briefing and workshop training events which have been delivered.

The number of priority suppliers will remain a focus during 2021, with extended communications campaigns being delivered in collaboration with Tier 1 Partners to encourage more of their immediate suppliers based in Scotland to engage actively with the School by accessing resources on a more regular basis.

To emphasise collaboration amongst major contractors, Partners in Scotland worked together to devise a Learning Pathway for Scotland which provides a useful summary of different levels of resources aimed at the Scottish supply chain. A focussed selection of useful resources has been highlighted on the Scottish pages of the website.

The School also completed the production of a “Designing Out Waste” workshop with Zero Waste Scotland. This workshop will enable different parts of project teams to work together, using their detailed knowledge to identify practical measures they can take on the ground – at project level - to reduce or eliminate waste. The workshop toolkit is being made available to 1st tier contractors in Scotland, for them to use at the outset of major projects in Scotland. This will have a positive impact on waste reduction and increased learning / collaboration on practical measures to reduce waste at site level.

9. Other CITB Funded Projects

9.1 Fairness, Inclusion & Respect (FIR)

Overview

The FIR Programme has continually increased in momentum over the course of the last year. The Programme's online presence has grown and has actively grown on Twitter from 234 in March 2018 to 505 in March 2019 and now 566 in March 2020. Between 1st April 2019 – March 2020, there have been 14,329 unique page views of which 7,750 were new users and 6,579 were returning users. The FIR Programme has also conducted its fourth annual FIR Survey.

Key highlights: FIR Employer Training

Between April 2019 and March 2020, the FIR Programme successfully delivered 50 employer and Ambassador related workshops and webinars across the UK. At these workshops and webinars, there were 1,083 learners (293 SME learners) from across 594 companies (299 SME companies). Out of those workshops 10 were delivered through the School sector business plans.

The development of the webinar programme has proved successful with new content being developed as a result. Below is a list of the webinars run this year:

- How to engage Directors in FIR
- Perspectives from small, medium enterprises on FIR
- Understanding Unconscious Bias
- How to set up an impactful staff network
- How to increase disability disclosure rates
- Speaking Out
- Inclusivity, Accessibility & Design In our Built Environment
- FIR: Mental Health and wellbeing
- Monitoring and reporting workplace diversity
- Business case of FIR
- Setting up an impactful network- 2

There has also been new content developed around workshop delivery. Topics include:

- How to monitor and report workplace diversity
- FIR & Government Equalities Office - LGBT inclusion in the workplace masterclass
- Disability and Health awareness masterclass
- Inclusive Recruitment Masterclass
- How to integrate equality into procurement and contract management fairly and robustly

FIR Ambassadors Network

The FIR Ambassador network continues to grow steadily. There are currently 627 FIR Ambassadors.

The focus for this year with the network was to further engage Ambassadors and to ensure that they continue to engage and learn through the Programme to:

- 1) Be able to deliver the correct messaging and any new content as their role as an Ambassador to their internal organisations and wider networks
- 2) Ensure that they are continuing to engage and not just become inactive but retain an Ambassador status

As a result, a 'journey' and status has been developed by the Steering Group to help incentivise all the Ambassadors to continue to learn and, just as importantly, share their potential impacts.

Next steps

Having recently secured an additional 12 months of funding with CECA and CITB to support the Construction Skills Hubs across England our key priorities for next financial year are:

- 1) Delivery of Construction Skills Hubs contract extension
- 2) Increase SME engagement
- 3) Increase engagement of FIR Ambassadors
- 4) Measuring the real impact of FIR
- 5) Sustainability of the FIR Programme

9.2 Offsite Project

Overview

CITB commissioned the School (and other organisations) to develop learning materials to assist the construction industry in its adoption of Offsite construction and the further use of Modern Methods of Construction (MMC).

The outputs will be:

- Six classroom-type courses of approximately six hours each
- Eight e-learning modules
- Identifying 'Train the Trainer' candidates
- A review of the School's current resources around offsite and a refresh where needed

The approach has been to seek out industry experts already engaged in Offsite / MMC and have them:

- Define the learning topics from which we can create draft content

- Review and refine the draft content
- Attend pilot courses and feedback final remarks.
- Progress

Progress on the learning materials & train the trainer

It was originally envisaged that the modules would be created sequentially so that the final delivery would be a module per month over the last six months of the project. The content of each module however has influenced that of the others with the result that the first planned delivery (Design Module) is a few weeks behind the proposed date. It has now been delivered, though, and the others are following close behind. The e-learning modules will follow the slide-decks, with the design e-Learning now having been delivered. Nearly twenty names have been submitted by us to MTC as potential 'Train the Trainers' candidates and they will be attending week-long courses on manufacturing during March 2020.

Lessons Learned

- 1) The courses were originally designed to be of short-course duration, typically three hours long. All our industry expert groups stated, though, that the quality or amount of learning should not be compromised by artificially shortening the sessions to fit into three hours. They felt that the longer, whole-day format would be preferable.
- 2) The groups also felt that no prior knowledge of the topics should be assumed and therefore there were certain 'fundamentals' that needed to be included and explained at the outset. These topics included the MMC Definitions, Design for Manufacture and Assembly (DfMA) etc. The result is that the modules have a similar - but not identical - early agenda, which branches out into profession-specific details later.
- 3) Another learning point was to ensure that each module contains real-world case-studies or examples. Whilst these have been simple to provide in some cases - such as the design module - in other cases the examples have been difficult to find (although it is anticipated that these gaps will be filled shortly).
 - a. Two ideas currently being explored around case studies are 1) to invite guest speakers to the training sessions and ask them to present some of their own case-studies in a session and 2) to film industry experts talking about relevant projects and to include the videos in the slide decks.
- 4) Finally, the Offsite project concerned the marketing of the Pilot Courses. If the marketing made it clear that these were indeed pilot courses, the number of attendees was relatively low. If, on the other hand, the word 'pilot' was excluded, the attendance figures were much higher, in one case there was 'standing room only' in the session.

Next steps

The creation of new training materials is a resource intensive investment. Having created such great content, we plan to ensure its use throughout 2020 / 2021. Our plans include:

- Staging 14 of the new workshops to School members

- Working with Build Offsite and the CLC to reach to stage four regional “supplier briefings”
- Delivering a weekly email marketing campaign featuring our new e-learning and video
- Trialling the use of webinars to run CPD sessions for members

9.3 Digital Download Mindset: Digital Skills

Overview

The Digital Skills project started in November 2019, following the successful application to CITB to run the project. Over three years we will reach managers and leaders in the infrastructure sector through a blended learning approach. This will consist of:

- An online digital leadership toolbox (made up of 10x video bites; 5 x e-learning modules)
- A digital maturity assessment
- A face to face training programme, equipping managers and leaders to deliver digital change
- The extent to which organisations embed digital technologies into their business processes will be monitored with an annual impact survey. We will also baseline and then measure improvements in corporate digital maturity and individual digital skills over the life of the project

In November 2019 we kicked off this 3-year programme by inviting industry to discuss this topic and to form a leadership group to help shape the programme over its lifetime. Skanska, Kier, Costain, Sir Robert McAlpine to name a few were in attendance. It was agreed that it was important to provide blended learning as people like to have a choice and prefer to learn in different ways. The learning should show practical examples; share good practice but also share where it has not gone so well. Four subgroups will be formed to help and focus on the following outputs: e-learning modules, digital bytes videos, the Digital Maturity Matrix and the digital training needs assessment.

9.4 Performance through Procurement

Overview

Action Sustainability was successful in another CITB funded project, Performance through Procurement. "Performance through Procurement" brings together School Partners who are tier 1 contractors, their key supply chain members and client organisations to drive increased performance through the adoption of better procurement and supply chain management practices and improved collaboration. This will be achieved through a performance dashboard, skills diagnostic tool, accredited training courses, e-learning modules and an online resource library of learning videos, materials and tools. It is expected that there will be measurable improvements in performance that will include at least £5m of productivity improvements.

November 2019 saw the first meeting take place with industry to discuss this topic and to help shape the programme over its lifetime.

10. Income and Partners

The School's budget for 2020 rose from just under £1.8m to an actual budget of £1,877,954. This was made up of a blend of Partner and CITB funding. The table below illustrates these figures.

Figure 40. Actual income 2020 (compared to 2019)

Income by source	Last FY	This FY	
Partner income	853,738	905,555	
CITB Core Grant	500,000	448,500	
FIR Grants	162,000	189,986	
Digital Skills	-	46,488	
Procurement	-	106,824	
Offsite	-	175,601	
Australia	12,500	5,000	
Total income	1,528,248	1,877,954	+ 22.9%
Total Expenditure	1,520,300	1,877,954	+ 23.5%

Partner recruitment has been successful with, as we write, 15 new Partners for the financial year against a target of 12 bringing investment of £131,250 into the School. The School now has 96 Partners and it is hoped that we will achieve 100 Partners early in the next financial year.

Figure 41. 96 School Partners plus CITB as of March 2020

96 Partners leading our work



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

2016/17: Sodexo, PHS

2017/18: Centrica, Carillion, St Gobain

2018/19: Abellio, Covance, Interserve, Fusion, Travis Perkins

2019/20: Sapphire Utility Solutions, BRE, Prater, Colas, Tobermore, Stroma, Go Ahead Group

11. Costs against budget

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

Figure 42. School spend by activity

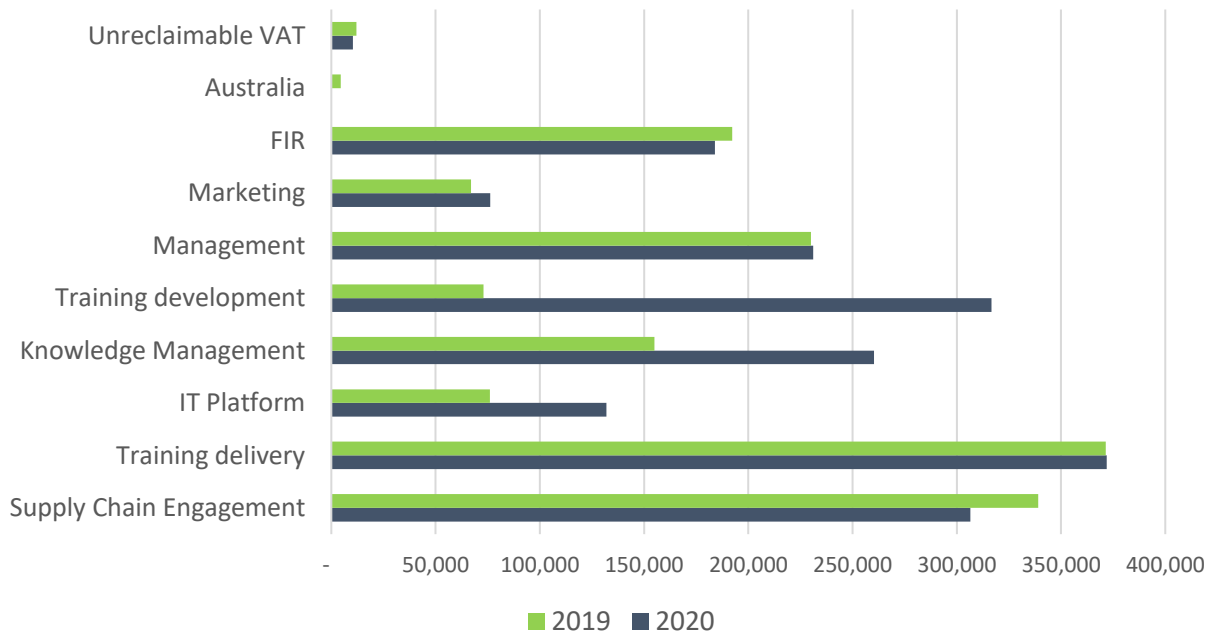


Figure 43. Detailed School spends

Activity	Detail	Total
Sector Group Management	306,500	306,500
Supplier days & briefings	207,000	
Webinars	32,400	
Training workshops	108,750	
Offsite workshops	23,800	371,950
Training Delivery new web portal	88,833	
Training Delivery old web portal	43,131	131,964
Knowledge Manager and subject matter experts	61,200	
Homes: Modern Slavery Mapping	16,349	
Infrastructure: Client Collaboration / Social Value	15,654	
Special Interest Groups (Carbon, Wellbeing)	39,000	
Category Groups (Plant, Waste, Labour)	120,000	
Horizon Group	8,125	260,328
E-learning / animations	11,575	
Offsite development & refreshment of Mgt e-learning	151,801	
Digital	46,488	
Procurement	106,824	316,688
Management, Director & Chair	170,000	
Travel & expenses	61,101	231,101
Marketing & PR	22,824	
FIR Marketing	6,000	
Business Development	47,400	76,224
FIR Travel	6,311	
FIR Workshops, Ambassador sessions, webinars	27,275	
Management and team costs	150,400	183,986
		1,878,741

12. Risk update

The risk register has been reviewed and updated by the Anna Baker, Sir Robert McAlpine 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 goes into recession
- Existing organisations widen their scope to cover skills in the construction supply chain
- Delivery risk: The corona virus limits our ability to deliver face to face training and to engage suppliers through Supplier Days and Conferences.
- The corona virus results in a significant downturn in profitability for our Partners. As a result we have a lower number of Partners repeating in April this year.

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

- The web and LMS developers cease trading
- Specific outputs not delivered so don't get paid
- SCSS - ability to attract and keep talent (AS)
- Web developer is unable to grow and deliver at the pace the School requires
- Keeping up to date with web technology overall
- Not enough trainers available or knowledge experts or no trainers available for specific areas of expertise
- Inability to keep up to date and deliver training for new knowledge
- Death in service of a director(s) of Action Sustainability
- Partners do not repeat or grow
- Cyber security, website goes down
- Failure of delivery partner and ceases to trade
- Reputational Risk - School does not act as a responsible business with its Partners, Members, staff and other stakeholders (e.g. – competition act, wellbeing of staff)

13. Appendices

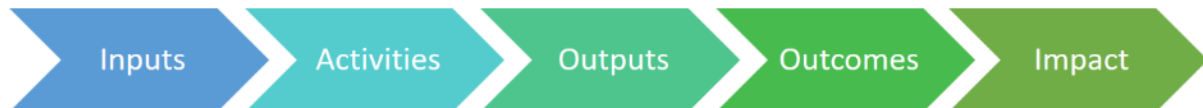
13.1 Survey Approach and Design

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

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

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

Logic model approach to assessing impact



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

13.2 Case Studies

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

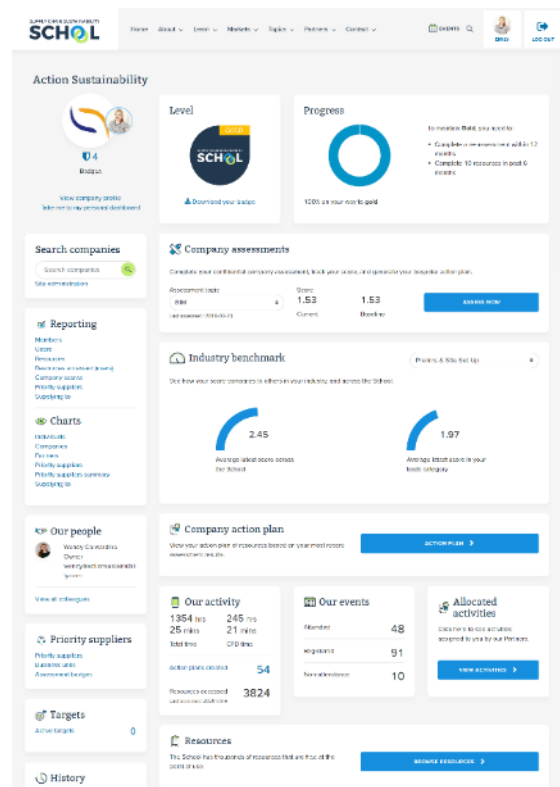
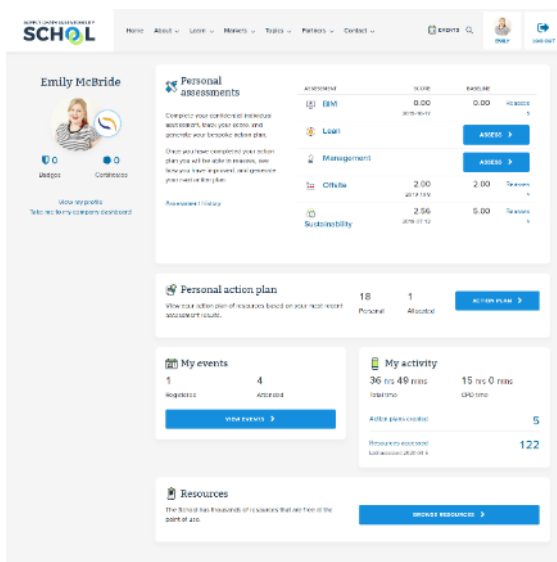
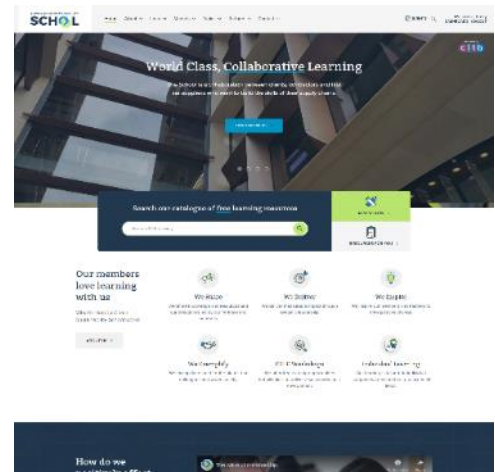
13.3 Marketing Strategy & Communications Report

New School platform

Within the marketing function, by far one of the biggest achievements this year was the successful launch of the new School platform. The School worked with two web developers to create a hybrid content management system (CMS) and a learning management system (LMS), which gives the capability and functionality to track School users' activities as well as adding several more features.

Dashboards

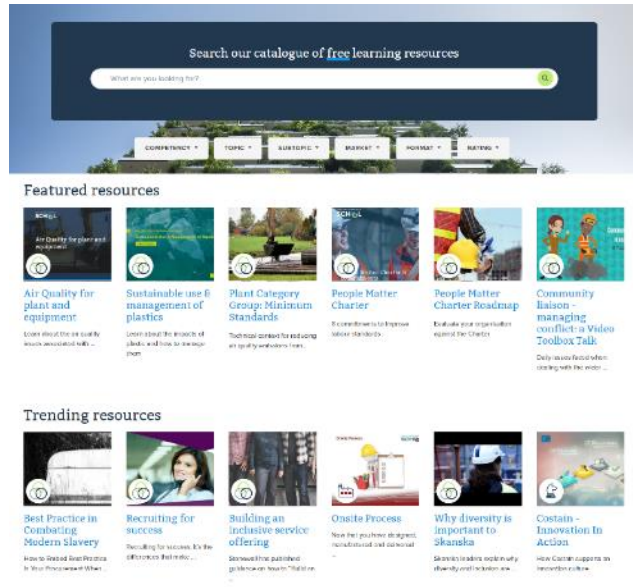
The user dashboards are cleaner and more streamlined with all information available on one page for either personal or company information.



Resources

Resource links now take members directly to the resource after logging in, and the central resource library allows everyone to easily search the parameters of interest.

The School can now list featured resources, track trending resources and users can rate resources, which will help to direct the School's marketing communications and library content reviews.



Brand

This year, along with the new platform, the School launched a brand refresh rolled out across all materials and events.

An external designer was involved in producing a suite of materials that matched the new platform style. The result is a much more cohesive looking brand style. The web developers also created a sustainability wheel with icons for use across the sustainability topic area.

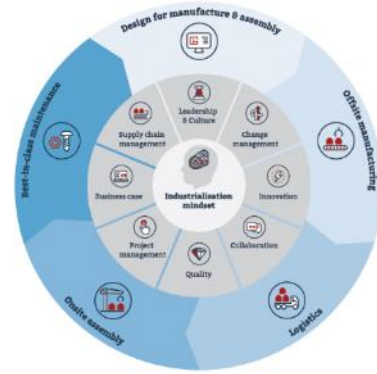


A comprehensive brand guideline was developed internally, a first for the School, which incorporated all guidelines for using the brand, to reflect the School's current maturity level. Internal training was carried out and the brand guide was circulated to Partners via the Partner newsletter. All assets are available on the School website: www.supplychainschool.co.uk/about/brand/



Offsite

The Offsite topic area has had several new brand elements created, including a presentation pack, iconography and an updated industrialisation wheel.



FIR

The FIR Programme has also been updated with new presentation formats and promotional flyers; however, FIR brand is still under development.

External Trade Shows

The School has been active with trade shows over the past year. Our long-standing partnership with **UK Construction Week** saw James Cadman (on carbon) and Claire Bradbury (on wellbeing) speak in October and they provided valuable feedback about being in the CPD hub as speakers. Next year the School will ask to be part of the main stage, as CPD was too far removed. The decision was made not to attend with a stand, even though there was no physical cost to this, due to a lack of resourcing at the time of year and the questionable value it brings the School at such a large event.

The School were invited to attend the **Plantworx** (June) exhibition, however due to lack of resources and also unsure of the value the event would bring to the School, it was decided to provide one of the Partners with promotional materials to promote the School on our behalf. The School did however market the event to members resulting in roughly 500 registrations and hope to maintain partnership with Plantworx organisers next year, when the Plant Category Group is more established.

After much deliberation internally of cost versus value, it was decided that the School would not attend (with stand presence) the **Offsite Construction Show** in November. Charles Naud spoke on behalf of the School, and reported back that it was a quiet event, and not very valuable this year. The School did speak with the organisers to offer to market this event to our membership, however there was no response regarding this.

London Build in October was a great success this year. The School had two speakers on panel discussions and two doing presentations at the Sustainability Summit. The Summit area had doubled in size, meaning more attendees at the sessions. The School also received a lot of referred traffic to our stand and with the iPads, got several members to sign up on the day. School Board members were invited to chair the summit, with Graham Edgell and Martin Gettings both doing a stellar job and flying the flag for the School on both days. Overall, The School had good exposure and cross the two days of the show, there were 100 registrations within the School.

The School promoted the **Social Mobility Awards** (October) as part of a partnership with the organisers and members were also encouraged to enter.

The **Responsible & Ethical Leadership for Global Construction Supply Chains Conference** saw Helen Carter speak on modern slavery issues, and School members were offered free tickets, funded by

the School as part of a long-standing partnership. There was a keen uptake of this event (selling out of our free tickets quickly). This event attendance was counted towards attendees' School activity.

Future plans

At large scale events such as UK Construction Week, it would be prudent to send a marketing person to the event with an iPad, visiting supplier stalls and asking they sign up to the School. Many stall holders are the School's target market, and this will add further value in terms of meeting the marketing strategy targets of raising awareness and membership increase.

In general, at trade shows it is recognised that the School does need to be careful with brand, as the School logo eludes to an educational institute and so audiences tend to think it is a platform for students. The Partner logos banner is very useful, and The School is considering sustainable ways to update the logos every six months.

Media coverage

The School has received several articles and media mentions in industry related publications / websites. See the table below. Several mentions were as a result of targeted press releases. The School officially launched three press releases this year, on the topics of: our impact survey results, the launch of the People Matter Charter and the FM Conference. There is also the intention to run another on the climate emergency, and this will tie in with the activities of the carbon Special Interest Group. Overall, this year has been very successful for the School in the media.

Some media coverage did come from the digital funding win, so the School intends to capitalise on the importance of this to the market going forward next year. Press releases on the School website should also align with these types of wins. Two media mentions were from Partners talking about the School in wider sustainability strategy communications.

Going forward, the School will focus on media coverage, and leveraging Partners to achieve this, ensuring a have consistent messages on the website as well.

Figure 44. Media coverage

Publication	Title	Date	URL	Notes
Facilities Management Journal	EMCOR launches e-learning module to reduce industry use of single-use plastics	23-Apr	https://www.fmi.co.uk/emcor-launches-e-learning-module-to-reduce-industry-use-of-single-use-plastics/	EMCOR plastics e-learning
Procurement & Supply (PSA)	10 Considerations for The Modern Slavery Act: Part 1	09-May	https://procurementandsupply.com/2019/05/10-considerations-for-the-modern-slavery-act-part-1/	AS article
Laing O'Rourke	Sustainable timber - our commitment	10-May	http://www.laingorourke.com/responsibility/environment/sustainable-timber.aspx	School mention
Procurement & Supply (PSA)	10 Considerations for The Modern Slavery Act: Part 2	10-May	https://procurementandsupply.com/2019/05/10-considerations-for-the-modern-slavery-act-part-2/	AS article

Publication	Title	Date	URL	Notes
CIPS Supply Management	The five pillars of an effective talent pipeline	13-May	https://www.cips.org/en-GB/supply-management/news/2019/may/how-to-procure-and-retain-a-successful-future-work-force/	School mention
The Fifth Estate	Jobs news: Hayley Jarick, Alice Hampson, Tony Chappel	14-May	https://www.thefifthestate.com.au/jobs-news/jobs-news-hayley-jarick-alice-hampson-tony-chappel/	School - Australia mention
TES	As an apprentice, my quality of life greatly increased'	21-May	https://www.tes.com/news/apprentice-my-quality-life-greatly-increased	Amie Holmes article
Director	The rise of the purpose-driven business	23-May	https://www.director.co.uk/purpose-driven-business/	Shaun McCarthy and AS mention
Architect's Journal	Finding the tonic at UK Construction Week	01-Jun	https://www.architectsjournal.co.uk/home/finding-the-tonic-at-uk-construction-week/10043472.article	AS mention - UKCW presentations
Raconteur	Human rights falter in grey areas of procurement policy	04-Jun	https://www.raconteur.net/business-innovation/ethical-procurement-business	Shaun McCarthy and AS mention
FE News	Construction Academy Set to Help Future Generations	12-Jun	https://www.fenews.co.uk/press-releases/30629-construction-academy-set-to-help-future-generations	School mention as part of NPTC article; Wyn Pritchard quoted
Reconomy website - news	Reconomy support sustainable timber event	13-Jun	https://www.reconomy.com/about-us/news-and-events/reconomy-supports-sustainable-timber-event	Timber supplier day construction
Rochdale Online	Northern Joinery strengthens commitment to sustainability	15-Jun	https://www.rochdaleonline.co.uk/news-features/1/business-news/128431/northern-joinery-strengthens-commitment-to-sustainability	Corporate PR
i-FM	School Reports supply chain sustainability doing well	18-Jun	https://int-fpi.com/news/school-reports-supply-chain-sustainability-school-doing-well	Impact Survey 2019 PR
IEMA Transform	Construction sector reports growing awareness of modern slavery	18-Jun	https://transform.iema.net/article/construction-sector-reports-growing-awareness-modern-slavery	Impact Survey 2019 PR
FM Industry	FM sector leads in combatting modern slavery	20-Jun	http://www.fmindustry.com/en/2019/news/47388/FM-Sector-Leads-in-Combatting-Modern-Slavery-modern-slavery-impact-survey-facilities-management-industry-2019-supply-chain-sustainability-school-Industry-Regulatory-News-Facilities-Management-Transport-Logistics-EMEA-Service-Provider-News.htm	Impact Survey 2019 PR Top featured news article for one week
Facilitate Magazine	Slavery, inclusion and community are 2019's top 3 supply chain issues	26-Jun	http://www.facilitatemagazine.com/news/slavery-inclusion-and-community-are-2019s-top-3-supply-chain-issues/	Impact Survey 2019 PR
Construction News	Environmental Contractor of the Year: Winner	11-Jul	https://www.constructionnews.co.uk/events/cn-awards/environmental-contractor-year-winner-11-07-2019/	Willmott Dixon mentioned School
Buildoffsite magazine	Learning Materials for Offsite - An update from the Supply Chain Sustainability School	15-Jul	https://issuu.com/buildoffsite3/docs/july_e-magazine?fr=sNDVIZTcwODk1	P8, David Emery quoted

Publication	Title	Date	URL	Notes
Housebuilder magazine	Supply Chain Sustainability School reveals Impact Survey results	30-Jul	https://www.house-builder.co.uk/news/supply-chain-sustainability-school-reveals-impact-survey-results/	Impact Survey 2019 PR
The Fifth Estate	Government buy-recyclables targets could turbocharge circular economy	08-Aug	https://www.thefifthestate.com.au/waste/government-buy-recyclables-targets-could-turbocharge-circular-economy/	AU School - Hayley Jerrick quoted
Prime Mover Magazine (AU)	Qube releases sustainability report	27-Aug	http://www.primemovermag.com.au/news/article/qube-releases-sustainability-report	AU - Action Sus mention of project work
Gateway 97.8 FM	MP: Lower Thames Crossing to support local businesses	25-Sep	https://www.gateway978.com/news/local/mp-lower-thames-crossing-to-support-local-businesses	
PBC Today	HM The Queen recognises Willmott Dixon's sustainable developments	26-Sep	https://www.pbctoday.co.uk/news/energy-news/willmott-dixons-sustainable-developments/63818/	Willmott Dixon using school to track suppliers! Willmott Dixon has ensured that 157 Category-A supply chain partners are now members.
Construction Index	Four supply chain projects share £3m CITB pot	10-Oct	https://www.theconstructionindex.co.uk/news/view/four-supply-chain-projects-share-3m-citb-pot	Digital funding win
Specification Online	Construction tackles digital transformation head on	21-Oct	https://specificationonline.co.uk/articles/2019-10-21/citb/construction-tackles-digital-transformation-head-on	Digital funding win
The National (Scotland)	Scottish construction industry to benefit from £292k digital training	24-Oct	https://www.thenational.scot/news/17991881.scottish-construction-industry-benefit-292k-digital-training/	Digital funding win
New Civil Engineer	SME opportunities for Lower Thames Crossing	28-Oct	https://www.newcivilengineer.com/latest/sme-opportunities-lower-thames-crossing-28-10-2019/	SME training with Highways England - Quote from project commercial director Andrew Kidd
Scottish Construction Now	Workshop has designs on sustainable construction future	19-Nov	https://scottishconstructionnow.com/article/workshop-has-designs-on-sustainable-construction-future	Supplier day promotion though Zero Waste Scotland
Evolve Apprentices	FIR Programme mentioned	01-Jan	https://evolveuk.org/providing-social-value/	
Offsite magazine	Offsite - it's about the people	01-Jan	https://issuu.com/radarcommunications/docs/offsite_mag_issue_21_web/46	Article by Ian Heptonstall - Jan/Feb issue 21 p46-47
CIPS Supply Management	The challenge of monetising social value	16-Jan	https://www.cips.org/en-GB/supply-management/opinion/2020/january/the-challenge-of-monetising-social-value/	Blog by Shaun McCarthy for CIPS
i-FM	SCSS to launch People Matter Charter	17-Jan	https://www.i-fm.net/news/sscs-to-launch-people-matter-charter	Charter Launch
FMJ	Supply Chain Sustainability School to launch People Matter Charter	17-Jan	https://www.fmj.co.uk/supply-chain-sustainability-school-to-launch-people-matter-charter/	Charter Launch
FM Industry	Supply Chain Sustainability School to launch People Matter Charter	18-Jan	https://www.fmindustry.com/en/2020/news/47950/	Charter Launch
CIPS Supply Management	Charter drawn up to improve construction labour practices	20-Jan	https://www.cips.org/en-GB/supply-management/news/2020/january/charter-drawn-up-to-improve-construction-labour-practices/	Charter Launch

Publication	Title	Date	URL	Notes
Construction Enquirer	Major contractors to stop using dodgy umbrella companies	21-Jan	https://www.constructionenquirer.com/2020/01/21/major-contractors-to-stop-using-umbrella-companies/	Charter Launch
Local Authority Building & Maintenance (LABM)	People Matter: Construction commits to address human resource issues	22-Jan	https://labmonline.co.uk/features/people-matter-construction-commits-to-address-human-resource-issues/	Charter Launch
Housing Association Magazine	Construction sector addresses HR issues	24-Jan	https://www.hamag.co.uk/news/construction-HR-charter	Charter Launch
FE News	VGC launch new approach to learning and development to help everyone achieve their potential	29-Jan	https://www.fenews.co.uk/press-releases/41345-vgc-launch-new-approach-to-learning-and-development-to-help-everyone-achieve-their-potential	FIR Programme
The Light Review	The People Matter Charter - Mind your PQQs	29-Jan	https://www.thelightreviewonline.com/the-people-matter-charter-mind-your-pqqs/	Charter Launch Author was an attendee at event
The Magazine Plus	Fortel Announces Sat Nijjer as Chief Executive Officer	03-Feb	https://themagazineplus.com/2020/02/03/fortel-announces-sat-nijjer-as-chief-executive-officer/	Press release from Fortel, headed section
The Construction Index	Digital future for construction	06-Feb	https://www.theconstructionindex.co.uk/news/view/digital-future	Ian Heptonstall and Dale Turner quoted about the School with digital funding
StaffsLive	Slavery warning for Staffordshire businesses	07-Feb	https://staffslive.co.uk/2020/02/slavery-warning-for-staffordshire-businesses/	Helen Carter - AS quoted
Raconteur	The low carbon supply chain - Report	28-Feb	https://insights.raconteur.net/the-low-carbon-supply-chain#the-sustainability-imperative	The Sustainability Imperative section quotes Shaun McCarthy
Premises and Facilities Management	Conference aims to address key FM challenges	03-Mar	https://www.pfmonthenet.net/~article/177153/Conference-aims-to-address-key-FM-challenges.aspx	FM Conference Internal PR
Buildoffsite magazine	Offsite - it's about the people	TBA		Article by Ian Heptonstall

Content and email marketing

The marketing team executed a structured content marketing plan over this year, in order to increase School activity with current members, beyond face-to-face event attendance. Themes have been working well, however, due to external events or changes in our schedule, some themes were amended across the year.

Figure 45. Email marketing open rates

	May	Jun-Jul	Aug-Sep	Oct-Nov	Dec-Jan	School av.	Industry av.
Open rate	14.12	15.28	14.56	13.59	13.03	13.2	16.5
CTR	1.55	1.11	0.96	0.88	1.08	0.6	1.6
Unsubscribes	71	202	335	216	522	-	-
						FY18	Target

Resource views	3,641	9,175	14,967	21,337	36,190	7,595	30,000
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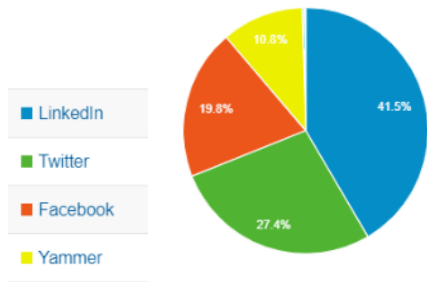
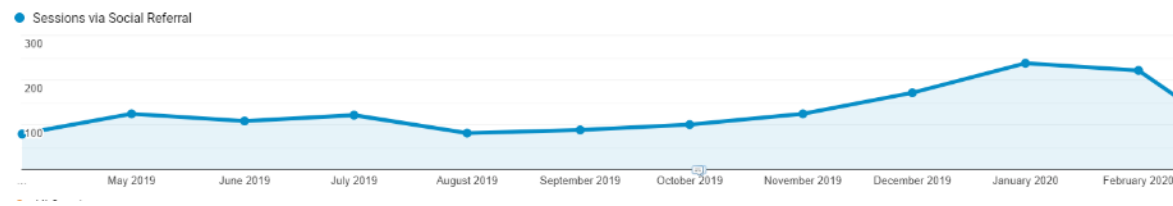
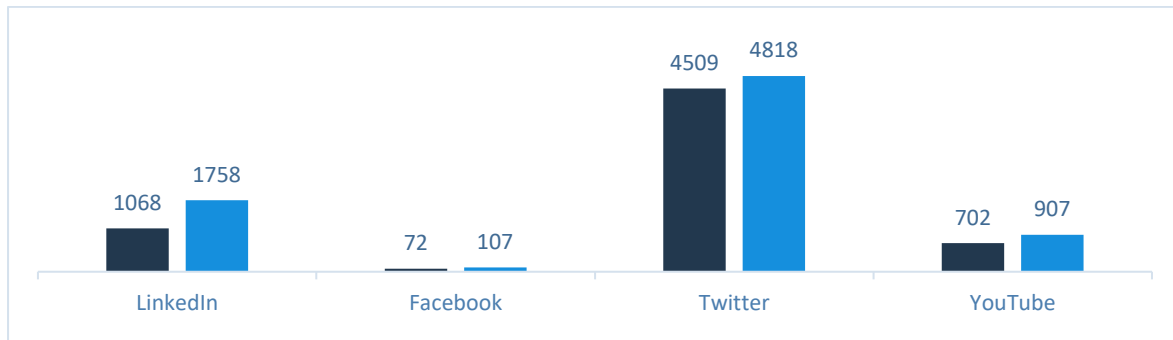
The top viewed resources were generally as a result of a marketing campaign which the School had sent out via email. There is still a struggle to get to the industry average open rate, but this will be a focus of next year. Generally, email open rates and click through rates tend to be lower over the summer period and the Christmas period. Clear calls to action generate high click through rates, so for example, in January, The School ran the Impact Survey so click throughs would be expected to be high. The unsubscribe rate for emails is very low at about 1% which is to be expected with an audience of this size.

Social

The marketing team has put some more effort into social media marketing this year. This has been helped by the digital marketing apprentice having the specific task of managing the social channels daily. It is worth noting that at this time, the School does not put any monetary funding into their social presence, meaning all growth is organic from own promotions. In the changing social media world, organic growth is becoming extremely difficult, so growth despite this is promising. It is worth noting that referrals to the School website from social channels is increasing as well and most of that traffic comes from LinkedIn.

This is evidenced by the increased figures from our followings as seen below.

Figure 46. Social media activity



The School continues to ask Partners to share content or provide mentions on social media as often as possible to enhance the efforts of the marketing team.

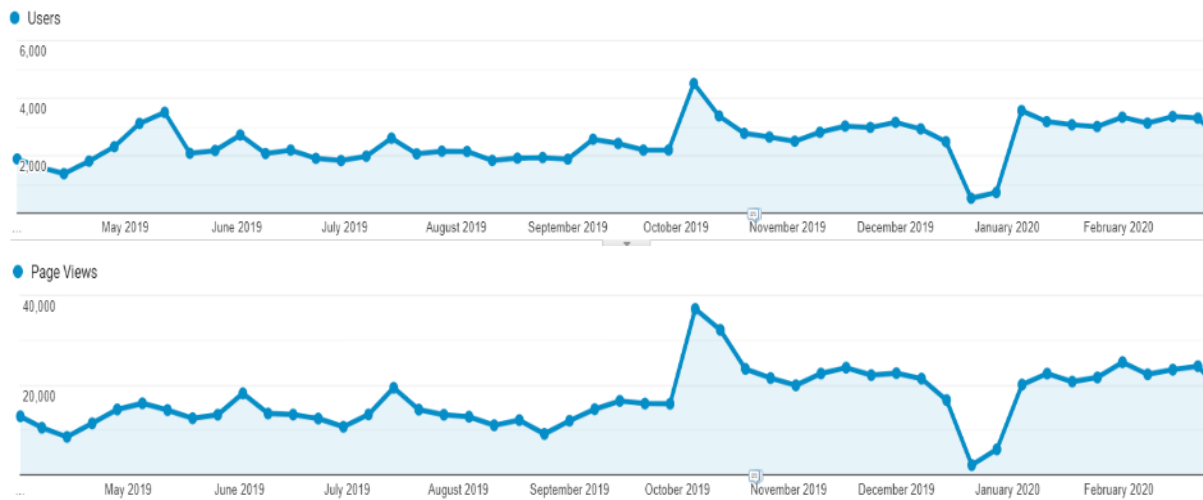
The next step will involve gathering a network of PR and communications contacts from Partner organisations as well as industry bodies, to join up efforts in external promotions. This is one of the School's strategic goals over the next year.

A training session was run for the marketing team on effective and engaging social content which will hopefully boost figures and engagement rates even further into the new year.

Website

The number of users on the website has seen an increase since the launch of the new platform. There was an initial spike on site launch, but user numbers have remained consistently higher month-month-on-month (with a dip over the Christmas break). Similarly, for pages views, it is possible to see that users are viewing more pages from across the website.

Figure 47. Website activity

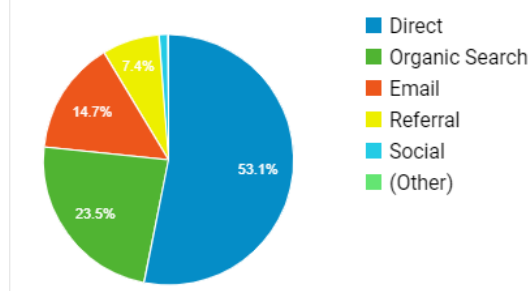


Referrals

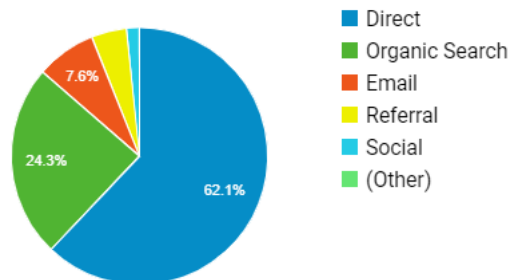
The website referrals (where traffic comes from) are quite evenly spread across the board, but the marketing team will be looking over the coming years at ways to improve traffic from email, referrals (from external or Partner sites) and social channels.

The website referrals have diversified over the last year as well as providing an increase in traffic, which means that more users from different locations on the web are accessing the site. Direct referral (meaning users have our website address directly or as a favourite) is still the highest method, however there has been an increase in emails, referrals from external sites and the social media portion, showing the effectiveness of internal marketing activities.

To Feb 2020



Year to March 2019



Webinars

This year The School began running webinars for the first time. At present time there is not enough data to do any real comparison in terms of impact, however there has been a high number of attendees at the webinars so far which is positive. The School will continue to run webinars into the new year.

Ends.