

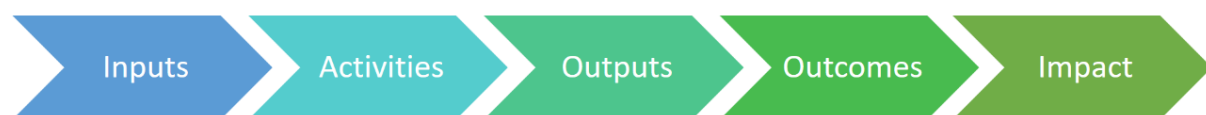
## 1. Executive Summary

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. We have 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, but what **impact** has this acquired knowledge had in addressing sustainability issues and business success of our members?

Over the last year, the Operations Group has been considering this question. After researching best practice, we have used the logic model approach to assessing impact. This is summarised in the illustration below.

*Illustration 1. 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 we deliver 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.

This report is based upon responses from 597 School members (55% SMEs) and was conducted during December 2017 and early January 2018. The report focuses on the **Impact of the School** on its members and has 14 key findings that evidence the work of the School.

### Impact on sustainability:

92% of members engage in the School for sustainability advice. Whilst members agree that the School helps them to address and reduce their carbon emissions and waste, it is clear that the School's biggest impact is from addressing emerging sustainability issues; for example modern slavery; responsible sourcing; community impact, and fairness, inclusion and respect.

### Key findings:

1. 63% have an improved understanding of **modern slavery** issues and 82% agree that the School has helped to achieve this.
2. 49% have an improved understanding of **responsible sourcing** and 81% agree that the School has helped to achieve this.
3. 45% have an increased level of **community engagement** and 66% agree that the School has helped to achieve this.
4. 40% have reduced their **waste** and 56% agree that the School has helped them achieve this.
5. 37% have reduced their **carbon emissions** and 48% agree that the School has helped them achieve this.

The results showed no significant variation between the number of SMEs and large organisations successfully addressing sustainability impacts. Large-sized businesses have been more effective in **reducing carbon emissions** and **increasing number of apprentices**, whilst SMEs have been more effective at improving their understanding of **fairness, inclusion and respect** issues.

### Impact on businesses:

Whilst its aim is to improve sustainability outcomes, the School is also keen to understand and evidence what impact improving sustainability knowledge has on an organisations' overall business performance.

The most significant business impact reported by members was:

6. 73% feel the School has enabled them to **gain a better understanding of their client's sustainability objectives.**

It could however be argued that this is an outcome, not an impact. However, the survey also reveals significant business impacts with:

7. 45% feel the School has helped them to **reduce costs** through efficiencies
8. 43% feel the School has helped them to **win new business**
9. 25% feel the School has helped them to **retain talent**

In addition to this, members reported the School has improved their ability to collaborate with clients and suppliers and has enabled them to submit higher quality bids.

### Impact on business processes:

If we are to embed change amongst our membership, it is important that they adapt their business processes to enable lasting change within their organisations. The survey examined five business processes that were considered essential to drive change. These were based upon the key enablers of *ISO 20400 -The Sustainable Procurement Standard*: leadership, risk, engagement, measurement and reporting.

By ensuring sustainability is embedded into these business processes, it can dramatically improve the potential for reducing an organisation's sustainability impact and improve their business performance.

The survey results showed that the School is an enabler, particularly amongst SMEs, of embedding sustainability into business processes.

Key findings:

10. 70% reported the School has helped to **better understand their organisation's sustainability impacts**
11. 59% reported the School has helped to **engage business leaders** to better understand the value of sustainability
12. 58% reported the School has helped to **embed sustainability as part of business processes**
13. 52% reported the School has helped to **ensure procurement processes consistently drive sustainability**
14. 50% reported the School has helped to **monitor and report sustainability impacts**

The 14 measures above will become a baseline to report the impact of the School on its members over the first five years, thereby benchmarking progress annually. The School intends to produce this report as part of that process.

## 2. The Results

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

The three sections addressed the School's impact on:

- business process
- business outcome
- sustainable outcomes

The results provide a benchmark on how and where the supply chain have felt the School has had impact. These questions will be asked annually to understand trends and any movement of impacts.

### 2.1 School impact on sustainability outcomes

The School's vision is to be

**"A world class collaboration enabling a sustainable built environment"**

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

#### Summary of findings:

- 63% improved their understanding of **Modern Slavery** issues and 82% agree the School has helped to achieve this.
- 49% improved their understanding of **responsible sourcing** and 81% agree the School has helped to achieve this.
- 45% increased their level of **community engagement** and 66% agree the School has helped to achieve this.
- 40% reduced their **waste** and 56% agree the School has helped to achieve this.
- 37% reduced their **carbon emissions** and 48% agree the School has helped to achieve this.
- 32% increased the number of **apprentices** they employ and 44% agree the School has helped to achieve this.
- 18% reduced their **water consumption** and 50% agree the School has helped to achieve this.
- 15% improved their **air quality** and 54% agree the School has helped to achieve this.

One issue the School was keen to understand is "attribution". In other words, to what extent can we attribute these changes to the activities undertaken by the School?

It would be unreasonable, and inaccurate, to attribute learning through the School as the sole rationale for members' improvement in sustainability outcomes. Subsequently, the Operations Group decided that members themselves were best placed to assess the extent the School had helped them.

Thus, the question set followed the structure of:

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

*Answer set: Yes/ No/ Unsure*

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

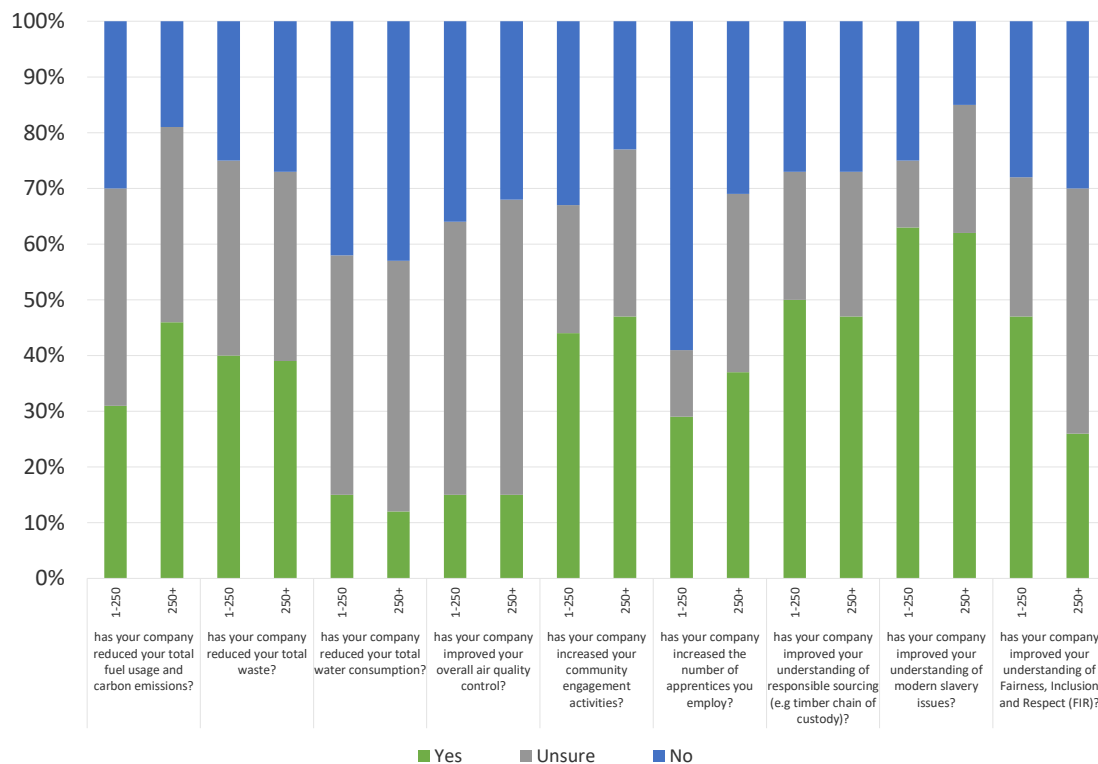
*Question: Engaging in the School has helped us to reduce our (particular issue)*

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

The figures and tables below show the detailed results. Figure 1 compares SMEs and large organisations and to what extent there may be differences in addressing sustainability impacts. The areas of significant difference are:

- Large businesses report reductions in carbon emissions, 15% more often than SMEs
- Large businesses report increasing the number of apprentices, 8% more often than SMEs
- SMEs say they have a better understanding of fairness, inclusion and respect issues, 21% more often than large businesses.

Figure 1. Impact of the Supply Chain Sustainability School on sustainability issues



It should be noted that the School intends this to be a benchmark and will use the same survey each year to establish improvements over time against this five year baseline result.

The highly rated issues are **modern slavery**, followed by **responsible sourcing** and **community engagement** activities. The School has had least impact on water consumption and air quality control.

Figure 2 demonstrates the School has had most impact on the issues of **modern slavery; responsible sourcing**, and **fairness, inclusion and respect**. There is not much difference between the responses on company size for these three areas. The issues on community engagement, then waste and air quality control then follow those three.

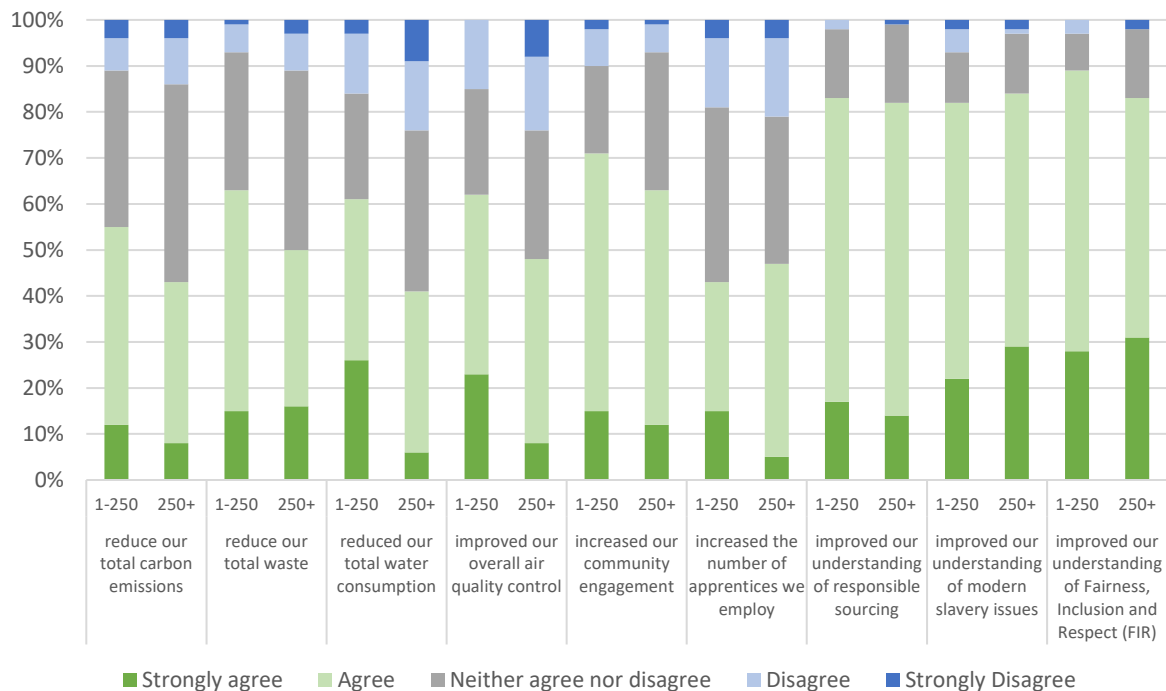
Interestingly, for the issues of modern slavery, responsible sourcing and fairness, inclusion and respect, the overall agreement is that the School has helped make an impact has been higher for

SME's. This supports the earlier response from SME's that the School has been an enabler to help them to 'embedding sustainability within their business processes'.

Figure 2. School impact on sustainability issues compared by company size

Question: Since joining the School . . .	Number of employees	Yes	Unsure	No
has your company reduced your total fuel usage and carbon emissions?	1-250	31%	39%	30%
	250+	46%	35%	19%
has your company reduced your total waste?	1-250	40%	35%	25%
	250+	39%	34%	27%
has your company reduced your total water consumption?	1-250	15%	43%	42%
	250+	12%	45%	43%
has your company improved your overall air quality control?	1-250	15%	49%	36%
	250+	15%	53%	32%
has your company increased your community engagement activities?	1-250	44%	23%	33%
	250+	47%	30%	23%
has your company increased the number of apprentices you employ?	1-250	29%	12%	59%
	250+	37%	32%	31%
has your company improved your understanding of responsible sourcing (e.g. timber chain of custody)?	1-250	50%	23%	27%
	250+	47%	26%	27%
has your company improved your understanding of modern slavery issues?	1-250	63%	12%	25%
	250+	62%	23%	15%
has your company improved your understanding of Fairness, Inclusion and Respect (FIR)?	1-250	47%	25%	28%
	250+	26%	44%	30%

Figure 3. Attributing the Supply Chain Sustainability School's help in reducing sustainability impacts  
Engaging with the School has helped us reduce... (comparison by co. size)



The results in figure 3 show the School has had most impact on our members where we have been addressing emerging sustainability issues; for example Modern Slavery, Responsible Sourcing and Fairness Inclusion and Respect. In these areas, the School has developed new content and focused our delivery to provide value to our membership. The impact the School has had could also have a correlation to the number of activities run by the School.

The past year has seen an increased number of workshops and supplier days focusing on Modern Slavery and Social Value across all sectors due to appetite amongst the supply chain (driven essentially by client drivers; supporting the fact that the School enables the supply chain to *better understand how we can help our clients deliver their sustainability objectives*). The Fairness, Inclusion & Respect (FIR) project also has its own workshop programme attached to it. All three of these issues have dedicated pages, which are pinned from the main menu of the School website.

In January 2018 a workshop was held with some Gold and Silver members of the School. The focus was on business planning and future focus of the School. Pertinently, the feedback received was that some of the newer content on issues such as modern slavery and FIR was very popular and there was a strong consensus that this should be further promoted.

The detailed results can be found in the Figure 4 below.

Figure 4. Attributing the Supply Chain Sustainability School's help to reduce sustainability impacts (comparison by size)

Question	Number of employees	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree
<i>Engaging in the School has helped us</i> reduce our total carbon emissions	1-250	12%	43%	34%	7%	4%
	250+	8%	35%	43%	10%	4%
reduce our total waste	1-250	15%	48%	30%	6%	1%
	250+	16%	34%	39%	8%	3%
reduced our total water consumption	1-250	26%	35%	23%	13%	3%
	250+	6%	35%	35%	15%	9%
improved our overall air quality control	1-250	23%	39%	23%	15%	0
	250+	8%	40%	28%	16%	8%
increased our community engagement	1-250	15%	56%	19%	8%	2%
	250+	12%	51%	30%	6%	1%
increased the number of apprentices we employ	1-250	15%	28%	38%	15%	4%
	250+	5%	42%	32%	17%	4%
improved our understanding of responsible sourcing	1-250	17%	66%	15%	2%	0%
	250+	14%	68%	17%	0%	1%
improved our understanding of modern slavery issues	1-250	22%	60%	11%	5%	2%
	250+	29%	55%	13%	1%	2%
improved our understanding of Fairness, Inclusion and Respect (FIR)	1-250	28%	61%	8%	3%	0%
	250+	31%	52%	15%	0%	2%

## 2.2 School Impact on business outcomes

### Summary of findings:

- 73% feel that the School has enabled them to **gain a better understanding of their client's sustainability objectives**
- 58% feel that the School has helped them to be **more collaborative**
- 56% feel that the School has helped them develop **better relationships with their suppliers**
- 53% feel that the School has helped them **reduce reputational risks**
- 52% feel that the School has helped them improve the **quality of their new business bids**
- 45% feel that the School has helped them **reduce costs** through efficiencies
- 43% feel that the School has helped them **win new business**
- 25% feel that the School has helped them to **retain talent**

Whilst the School sets out to improve sustainability outcomes, it is also keen to understand and evidence what impact improving sustainability knowledge has on an organisation's overall business performance.

These findings were based upon members answers to a further eight questions focusing on business outcomes. These questions were:

Engaging in the School has helped us...

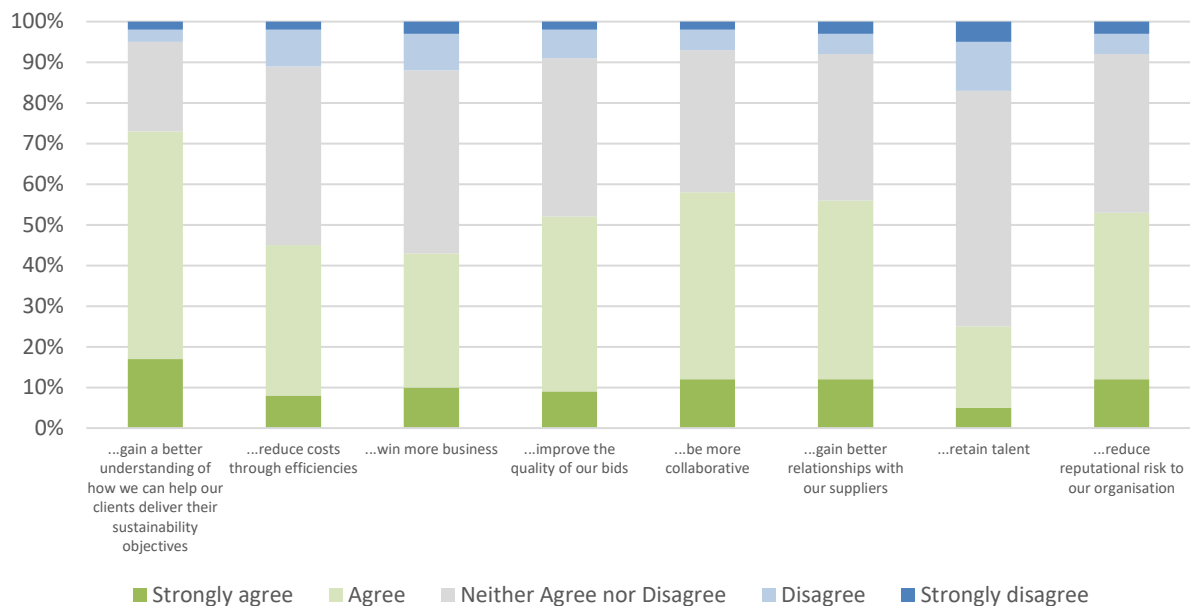
- *gain a better understanding of how we can help our clients deliver their sustainability objectives*
- *reduce costs through efficiencies*
- *win more business*
- *improve the quality of our bids*
- *be more collaborative*
- *gain better relationships with our suppliers*
- *retain talent*
- *reduce reputational risk to our organisation*

The overall results are detailed in the graph (Figure 5) below. **Retaining talent stands out as an area where respondents seemed unsure either way on how the School has had an impact.** It could be said that, supporting the comments made above, many organisations are at an early stage of embedding sustainability into their organisation.

This is further supported that **there is a strong agreement that the School has enabled organisations to gain a better understanding of their client's sustainability objectives (73% strongly agreed or agreed).**

Figure 5. Overall results: Impact around Business Impact:

Engaging in the School has helped us . . .



The results in figure 6 show the response split between SMEs and larger organisations. It is pleasing to see that larger organisations felt the School had helped them to *'be more collaborative'* (69% strongly agree/agreed) and *'gain better relationships with their suppliers'*, 64% strongly agreed/agreed.

In most other areas, SMEs and large organisations had similar opinions or responses on how the School was helping them. However, the area where SMEs had a higher response was on *'reducing costs through efficiencies'* with 51% strongly agreeing or agreeing this was the case. 56% of larger organisations and 48% of SMEs strongly agreed or agreed the School helped their bidding process.

Being part of the School has also helped large and small organisations to *'reduce reputational risk to our organisation'*. The reputation and credibility of the School in the built environment industry has grown over the past few years, and these results support this claim.



Figure 6. Comparison of impact of the Supply Chain Sustainability School on business outcomes (dependent on company size)

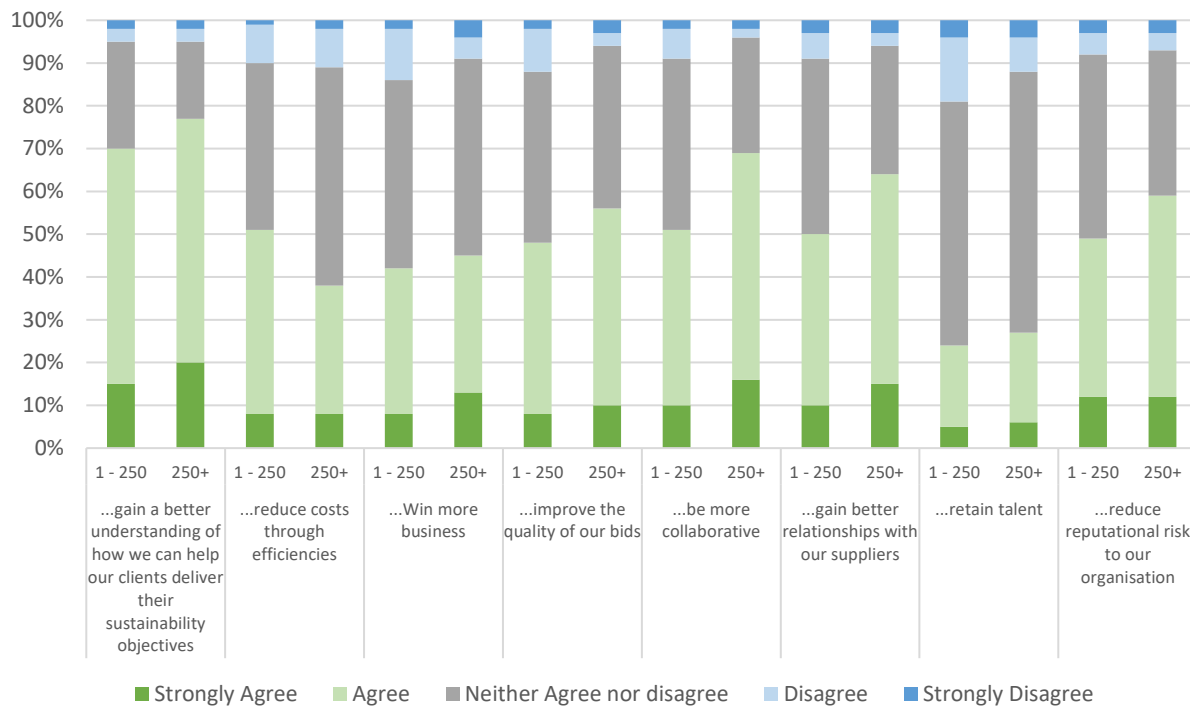


Figure 7 illustrates these results in more detail.

Figure 7. Response by company size on School impact on business outcomes

Question	Number of employees	Strongly Agree	Agree	Neither Agree nor disagree	Disagree	Strongly Disagree
Engaging with the School has helped us to . . . ...gain a better understanding of how we can help our clients deliver their sustainability objectives	1 – 250	15%	55%	25%	3%	2%
	250+	20%	57%	18%	3%	2%
...reduce costs through efficiencies	1 – 250	8%	43%	39%	9%	1%
	250+	8%	30%	51%	9%	2%
...win more business	1 – 250	8%	34%	44%	12%	2%
	250+	13%	32%	46%	5%	4%
...improve the quality of our bids	1 – 250	8%	40%	40%	10%	2%
	250+	10%	46%	38%	3%	3%
...be more collaborative	1 – 250	10%	41%	40%	7%	2%
	250+	16%	53%	27%	2%	2%
...gain better relationships with our suppliers	1 – 250	10%	40%	41%	6%	3%
	250+	15%	49%	30%	3%	3%
...retain talent	1 – 250	5%	19%	57%	15%	4%
	250+	6%	21%	61%	8%	4%
...reduce reputational risk to our organisation	1 – 250	12%	37%	43%	5%	3%
	250+	12%	47%	34%	4%	3%

### 2.3 School Impact on members' business processes

#### Summary of findings:

- 70% reported the School has helped them to better understand their organisation's sustainability impacts
- 59% reported the School has helped them to engage business leaders to better understand the value of sustainability
- 58% reported the School has helped them to embed sustainability as part of their business processes
- 52% reported the School has helped them to ensure procurement processes now consistently drive sustainability
- 50% reported the School has helped them to monitor and report sustainability impacts

If we are to embed change amongst our members, it is important that our members adapt their business processes to enable lasting change within their organisations. We have identified several business processes that we consider are essential to drive change. These were based upon the key enablers of leadership, risk, engagement, measurement and reporting that are embedded in ISO20400: The Sustainable Procurement Standard.

By ensuring sustainability is embedded into these business processes, we dramatically improve the potential for reduced sustainability impacts and improved business performance.

Answers to this section of the survey helped the School to understand the maturity of sustainability management amongst our membership. We asked members to rate how:

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

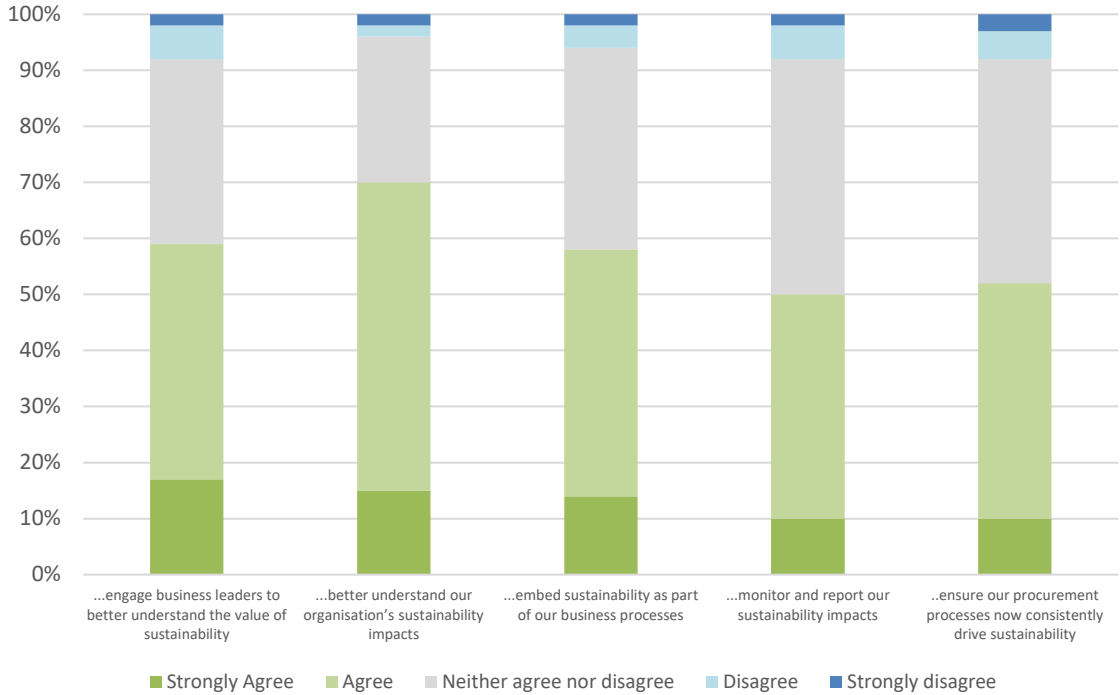
- *Engage business leaders to better understand the value of sustainability*
- *Better understand our organisation's sustainability impacts*
- *Embed sustainability as part of our business processes*
- *Monitor and report our sustainability impacts*
- *Ensure our procurement processes now consistently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

Figure 8 illustrates these results. Overall, the results suggest the School has had most impact in helping membership with *better understanding their organisation's sustainability impacts*, with 70% strongly agreeing or agreeing.

*'Engaging business leaders to better understand the value of sustainability'* followed with 59% agreeing or strongly agreeing, closely followed by *'Embed sustainability as part of our business processes'* (58%).

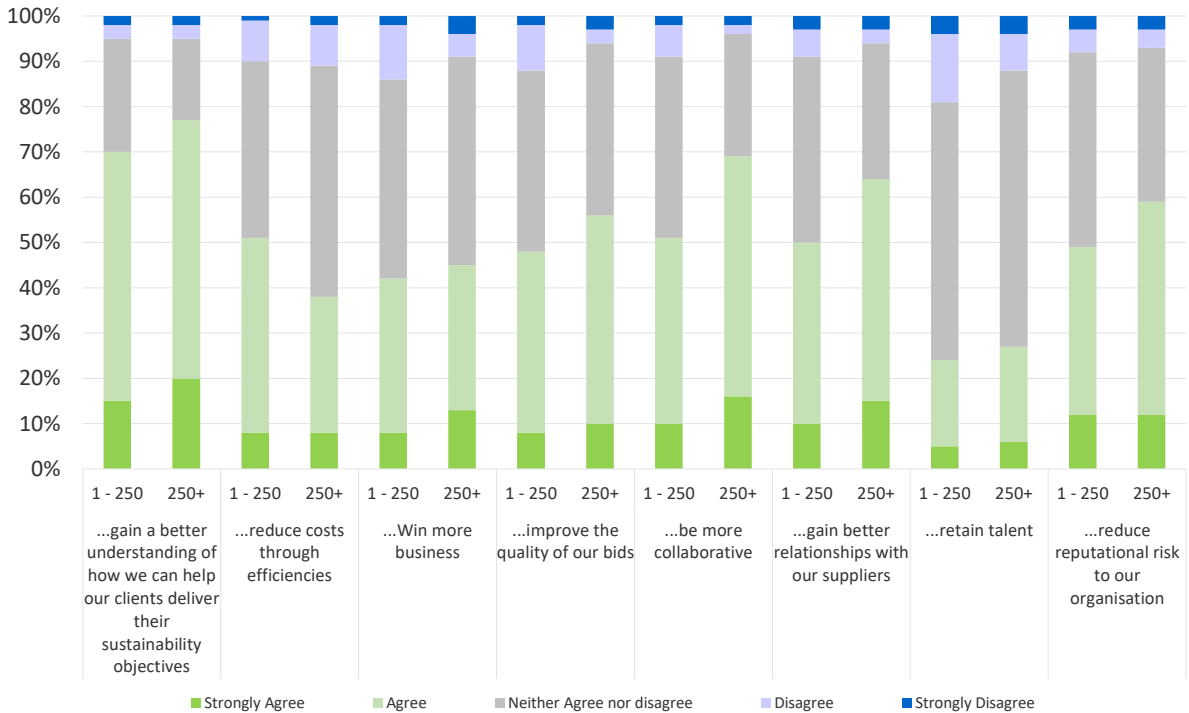
Figure 8. Overall results: Impact around Business Process:

Engaging with the School has helped us . . . .



It is also interesting to understand these results based on whether the organisation is an SME or not, and whether responses change dependant on company size. Figure 9 compares the results of SMEs (1-250) and larger (250+) organisations.

Figure 9. Comparison of impact of the School on business process (dependent on company size)



There is a higher percentage of large organisations agreeing that the School has allowed ‘a better understanding of the organisation’s sustainability impacts’. The only area where SMEs had a stronger percentage of agreement on where the School has helped them was ‘embedding sustainability as part of our business processes.’ All other results have a similar outcome, irrelevant of company size. This shows the impact being made by the School is not affected by company size.

It can be assumed that the School is an enabler to embed sustainability, particularly amongst SMEs. The assumption is usually made that change or impact would be slower in a larger organisation, however these results contradict this assumption.

The area where the School has had less impact is on ‘monitoring and reporting sustainability impacts’ and ‘ensuring procurement processes consistently drive sustainability’. This would suggest **that organisations are at the start of the journey to embed change** and at the point of understanding what needs to be changed. It will be interesting to see if there is movement in these areas within the next survey results.

The detailed results are listed in figure 10.

Figure 10. Response by company size on School impact on business process

Question	Number of employees	Strongly Agree	Agree	Neither Agree nor disagree	Disagree	Strongly Disagree
Engaging with the School has helped us to ...engage business leaders to better understand the value of sustainability	1 - 250	15%	42%	36%	5%	2%
	250+	19%	41%	31%	8%	1%
...better understand our organisation's sustainability impacts	1 - 250	15%	53%	28%	2%	2%
	250+	15%	57%	26%	1%	1%
...embed sustainability as part of our business processes	1 - 250	12%	49%	34%	4%	1%
	250+	17%	37%	39%	5%	2%
...monitor and report our sustainability impacts	1 - 250	9%	41%	43%	5%	2%
	250+	12%	38%	40%	8%	2%
...ensure our procurement processes now consistently drive sustainability	1 - 250	9%	43%	42%	4%	2%
	250+	12%	41%	39%	5%	3%

### 3. School Activities & Resources

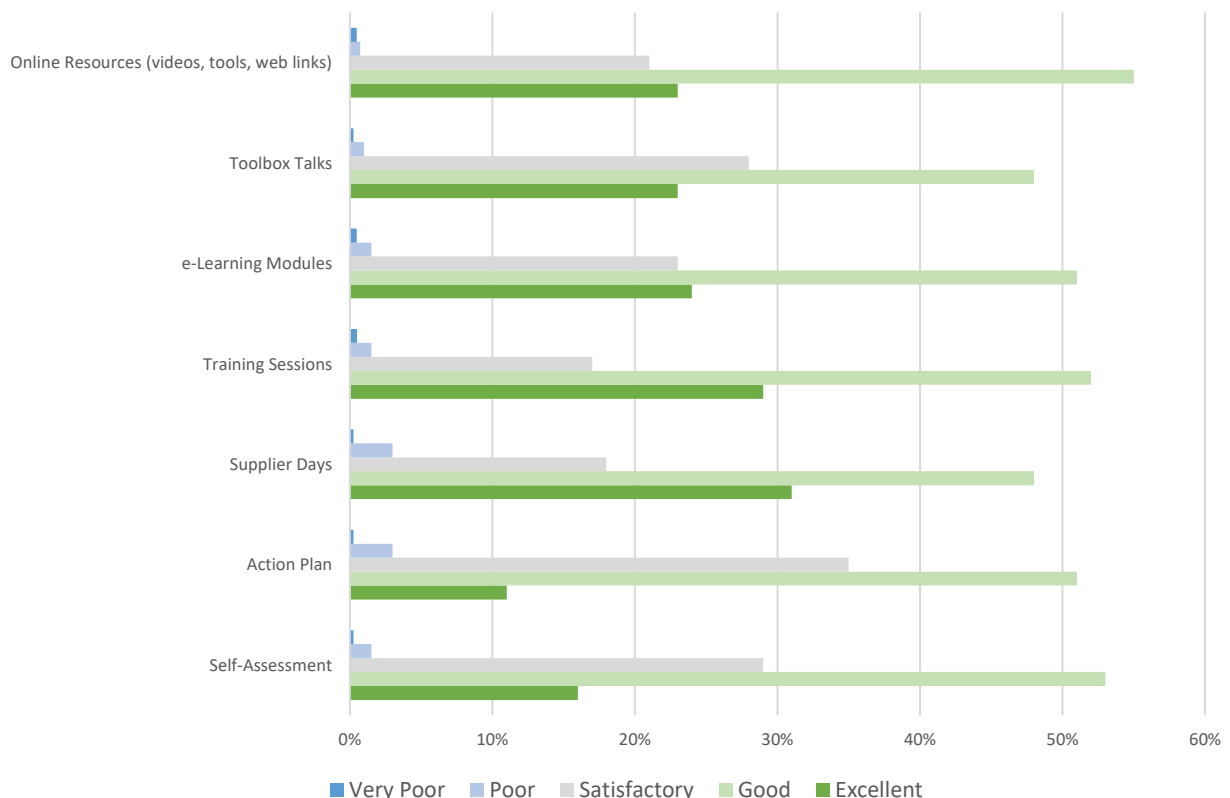
#### Summary of findings:

- 8 out of 10 respondents rated supplier days and the training received as excellent or good.
- 35% of respondents said the action plans were satisfactory, whilst 62% said they were excellent or good this is an area for further investigation along with the Action Plans.
- Over 80% of respondents said they would like to learn more about sustainable procurement, sustainability strategy and innovation.
- The members focus group revealed a desire for more promotion of existing content.
- New content and more detailed content was also requested by members, reflecting the more mature requirements of our more active members.

#### 3.1 Quality of the support provided

The impact survey included questions around the quality of the support provided. Figure 11 illustrates the results:

Figure 11. 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. Further detail for each aspect is given in Figure 12.

Figure 12. Rate your experience of each activity / aspect of the School

Activities	Excellent	Good	Satisfactory	Poor	Very Poor
Self-Assessment	16%	53%	29%	2%	0%
Action Plan	11%	51%	35%	3%	0%
Supplier Days	31%	48%	18%	3%	0%
Training Sessions	29%	52%	17%	1.5%	0.5%
e-Learning Modules	24%	51%	23%	1.5%	0.5%
Toolbox Talks	23%	48%	28%	1%	0%
Online Resources (videos, tools, web links)	23%	55%	21%	1%	0%

Our training sessions had the highest rating, followed by the supplier days.

Online resources received the third highest ratings, just above e-learning, which is positive and likely driven by the action plans and self assessments. The resource library is regularly reviewed to ensure the material contained is up to date and the best type of resource of its topic.

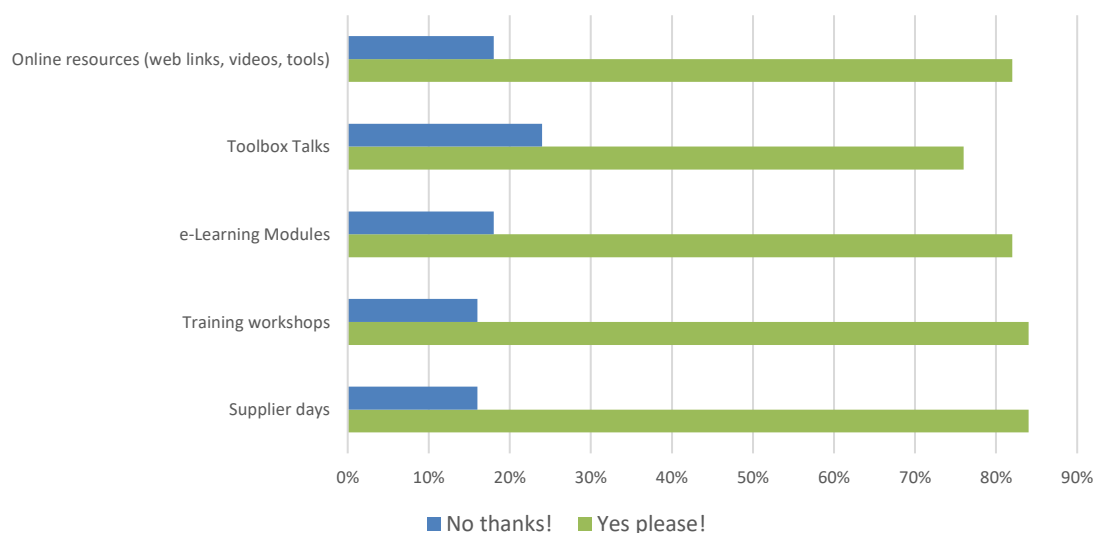
E-learning modules are highly rated and past analysis and reporting has shown that this is a popular way to learn. E-learning within the School is continually developed and newer modules are interactive and engaging.

The action planning and self assessment process received satisfactory or negative feedback, but the latter at just 3% is not overly significant, as **62% of respondents said that Action Plans were good or excellent**. However the School intends to investigate **one in three felt the Action Plans were just “Satisfactory”**, only nine respondents said they were poor.

### 3.2 Future support

Respondents were asked if there were any resources that the School offers they would like to see more of. The details of this are illustrated in Figure 13.

Figure 13. Are there any resources the School offers that you would like to see more of?



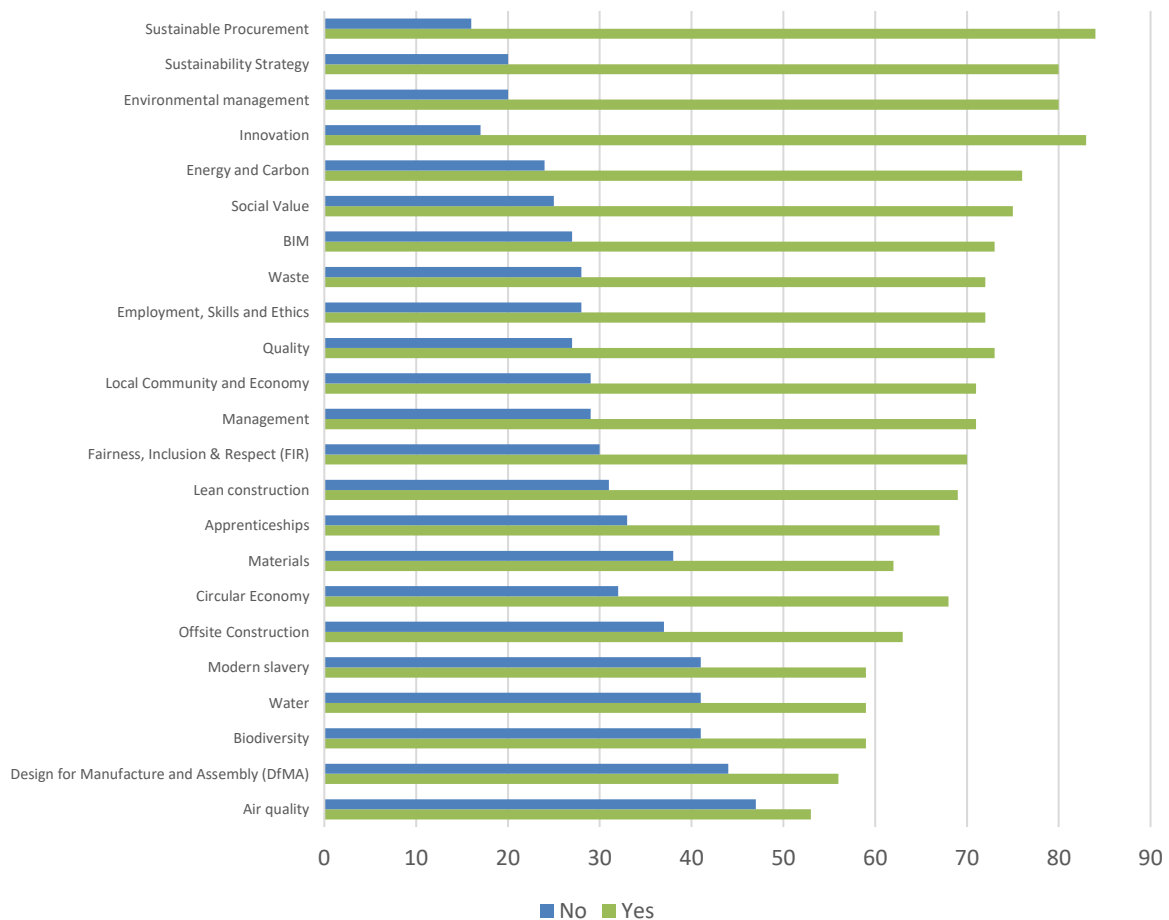
Comments given:

- *More relevant and specific tools for businesses who are not directly building or trade.*
- *Specific to FM*
- *Unconscious bias and interview skills*
- *Current delivery programme of supplier days and training is sufficient*
- *Collaborative initiatives to drive change*
- *Case studies, infographics, mentoring might be useful things to do*
- *Currently good balance of resources*

The survey also included a question around topics/areas the respondents would like to learn more about (Figure 14). The feedback from this question allows the School to focus on key areas. The most popular topics were sustainable procurement, which again links back to comments made earlier in this report that many organisations seem to be in the early stages of embedding sustainability and see the School as a vehicle to enable them to do this.

Innovation was also a popular topic. Other topics which followed closely (between the 70% and 80% mark) were sustainability strategy; environmental management; social value; energy and carbon; BIM; waste; employment, skills and ethics; quality; local community and economy; management and fairness, inclusion and respect.

Figure 14. Are there topics/ issues you would like to learn more about?



Other suggestions given included (not in order of priority):

- Archeaology
- Biosecurity
- Collaboration - Commitments/ initiatives we can work together
- Construction law
- Contaminated land
- Demolition
- FM cleaning
- Horizon scanning
- Legislation
- Metering, automation
- Post occupancy evaluation
- Reducing single use plastic
- Reusable secondary packaging
- Smart cities
- Soft landings
- Supply chain mapping
- Sustainable building technologies
- Technical product details (brickworks, concrete etc)
- WEEE

Feedback from the members workshop showed that in general members want to see more of everything. This can be divided into distinct areas:

- **More promotion of existing content:** for example, videos, e learning, workshops and content from special interest groups such as modern slavery.
- **New content:** more detailed content, for example, more detail on waste; what can and cannot be recycled, how hazardous waste is classified, circular economy etc.



## 4. Methodology and profile of respondents

### Summary of findings:

- 597 responses to the survey of whom 55% were from SMEs.
- 92% said that they were interested in sustainability issues, compared to just 28% being interested in Offsite and 38% in management skills.
- 9 out of 10 respondents are active in construction, whilst 1 in 3 work in housebuilding, just under half are in Infrastructure and a quarter serve the FM market.
- 97% of respondents work in England, whilst just over half also work in Scotland and Wales.
- Respondents were drawn from across the supply chain including; clients, contractors, suppliers and sub-contractors.

The survey took place in December 2017 and early January 2018. The School membership was canvassed and there was a total of **597 responses**. In context, we have had approximately **2,500 active member organisations in both 2016 and 2017**. The survey was conducted electronically via Survey Monkey and was supplemented by a members' workshop that allowed members to contribute their thoughts on the School.

Understanding the impact that the School has had on the supply chain is a complex one and it is important to understand the profile of those responding. A key question is, if there is a difference the impact the School makes to a small and medium enterprise (SME) or large organisation. It must be noted at this stage that the results displayed are benchmark level and the impact survey will be sent annually to be able to analyse the impact the School is making.

Based on company size, **55% of the respondents are SMEs**. The School membership is made up of 80% 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 15.

Figure 15. Comparison of breakdown of company size:

Employee size	Membership %age	Respondent %age
1-5	21%	4%
6-25	23%	11%
26-50	14%	13%
50-250	22%	27%
250+	20%	45%

Members were also asked which areas (by topic, see figure 16) of the School they were engaged in, which market sector they operated in and in which country (see figure 17). There was a good representation from all areas.

Figure 16. Areas of interest:

Department / Market	%age
Sustainability	92%
Management	38%
Offsite	28%
Construction	91%
Infrastructure	44%
Facilities Management (FM)	25%
Homes	32%

Figure 17. Country users operate in:

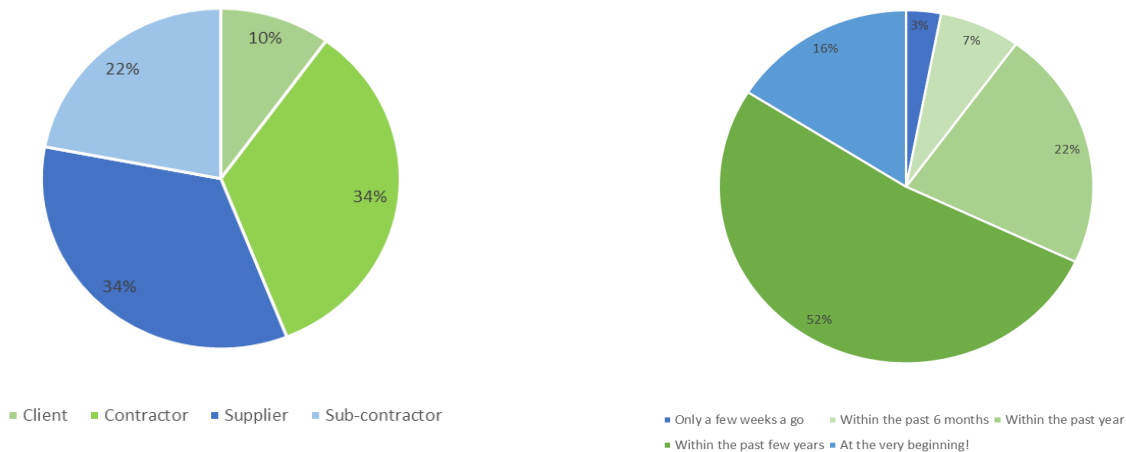
Country	%age
England	97%
Scotland	51%
Wales	54%

\*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 18. It is also pertinent to look at how engaged with the School the respondents are and for how long. It is pleasing to see that **62% of respondents have been a member of the School for the last four years or more**. The breakdown is illustrated in Figure 19:

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

Figure 18 & 19. Breakdown of respondents by organisation type and length of School membership:



Members were also asked if they, or anyone within their organisation, actively engage with the School (with examples given: logged in, assessed, accessed resources, attended events). See Figure 20. It is also interesting to understand why some users have not engaged with the School. 12% (or 68 respondents) stated that they have never engaged with the School. Figure 21 indicates reasons given.

Figure 20. Breakdown of respondents by active engagement in the School:

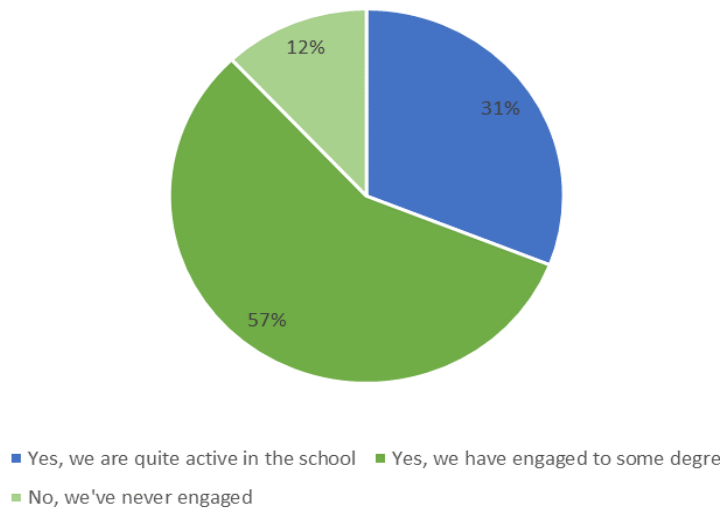
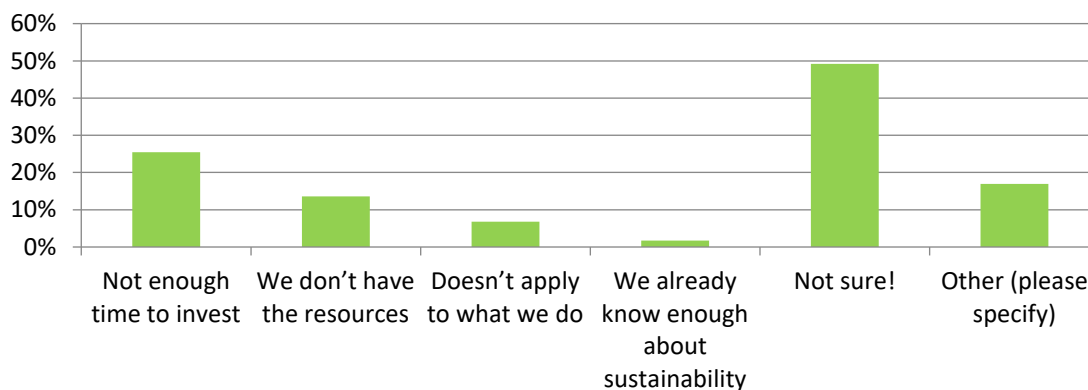


Figure 21. Reasons for not engaging with the School to date:



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

- *We weren't aware of you!*
- *We need better understanding of the School*
- *Not sure exactly what is offered*
- *We never seem to be informed of suitable events in our area*
- *...had to pull out of your December event...*

Of those who had never engaged with the School, 58% said they would engage in the School in the future. Only 2% said no and 40% said they were unsure. The School team are always working on ideas to help engage users into the School. For example, by looking at producing a 'how to use the School' short animation and revisiting the promotion of the benefits of the School to its members via effective communication channels.