

SUPPLY CHAIN SUSTAINABILITY

SCHOOL

January 2020

Social value in the built environment

Industry update

supplychainschool.co.uk

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1. Purpose

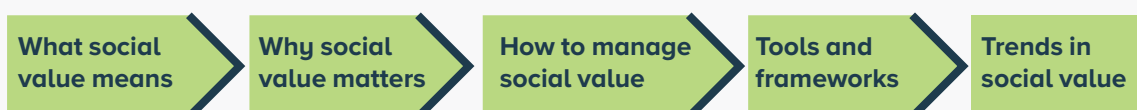
The purpose of this Supply Chain Sustainability School ('School') update is to assist School Members to understand the social value expectations of their clients and end clients and to be better prepared to meet them.

Furthermore, it is intended to help School Partnersbetter understand how other organisations approach social value.

This update contains materials relevant to micro, small, medium and large enterprises. It allows businesses to understand general themes around the subject and enables them to increase their knowledge and skills in the area.

Not all material is relevant to all readers. Businesses are invited to use that which helps them develop and to revisit the document as their approach matures.

Figure 1: Organisation of material in this update



2. Background

This update supersedes the School's 2016 "Industry Briefing on Social Value" and its appendices.

It is intended to be read alongside the 2018 School publication "[Social Value and Design of the Built Environment](#)," and is supplemented by the materials available in the School Resource Libraries (organised according to the 17 sustainability topics).

In line with the School's scope of operation, this update is concerned with social value and the built environment in England, Wales and Scotland.

It should be noted that, in Scotland and Wales, the term 'community benefit' is used more widely than 'social value' and in this update, these terms can be used interchangeably

When referring to the 'built environment', we include the full lifecycle of assets, from investment through construction to operation. The School's Partners, many of whom contributed to this update, typically operate within the infrastructure, construction, home building, facilities management (FM) and off-site sectors.

This update is based on the following:

- **Survey responses.** A social value survey was issued to all School Partners and the results were analysed to identify trends and key messages. Approximately 30 School Partners responded, with some responses submitted anonymously;
- **Research.** This update considers materials from several key stakeholders in the social value space (e.g. Simetrica, Social Value Portal and UKGBC); and
- **Anecdotal evidence.** In the course of running School workshops and events, and in delivering consultancy via Action Sustainability, we have recorded the anecdotal information shared by our clients, School Partners and Members and other stakeholders.

3. What is social value?

3.1 Definition

Although the Public Services (Social Value) Act 2012 does not provide a legal definition of social value, it refers to the need for “public authorities to have regard to economic, social and environmental well-being.”

This broad wording leads to a range of definitions being in use. For example, social economists Simetrica refer to social value being “the total impact on people’s quality of life.”

Morgan Sindall define social value as “the positive social, economic and environmental wellbeing that we create for individuals, businesses and government through our construction activities.”

Tips to School Members

If, as a bidder or supply chain partner, you are asked to address ‘social value’, ask the client what they mean by the term and work to that. Ideally the client will have understood their local need and identified activities that address it. This might be explained in the service specification, contractual requirements, a Social Value Policy or similar.

Where ‘local’ requirements are stated, ask what specific regions, local authority or postcode areas count as ‘local’.

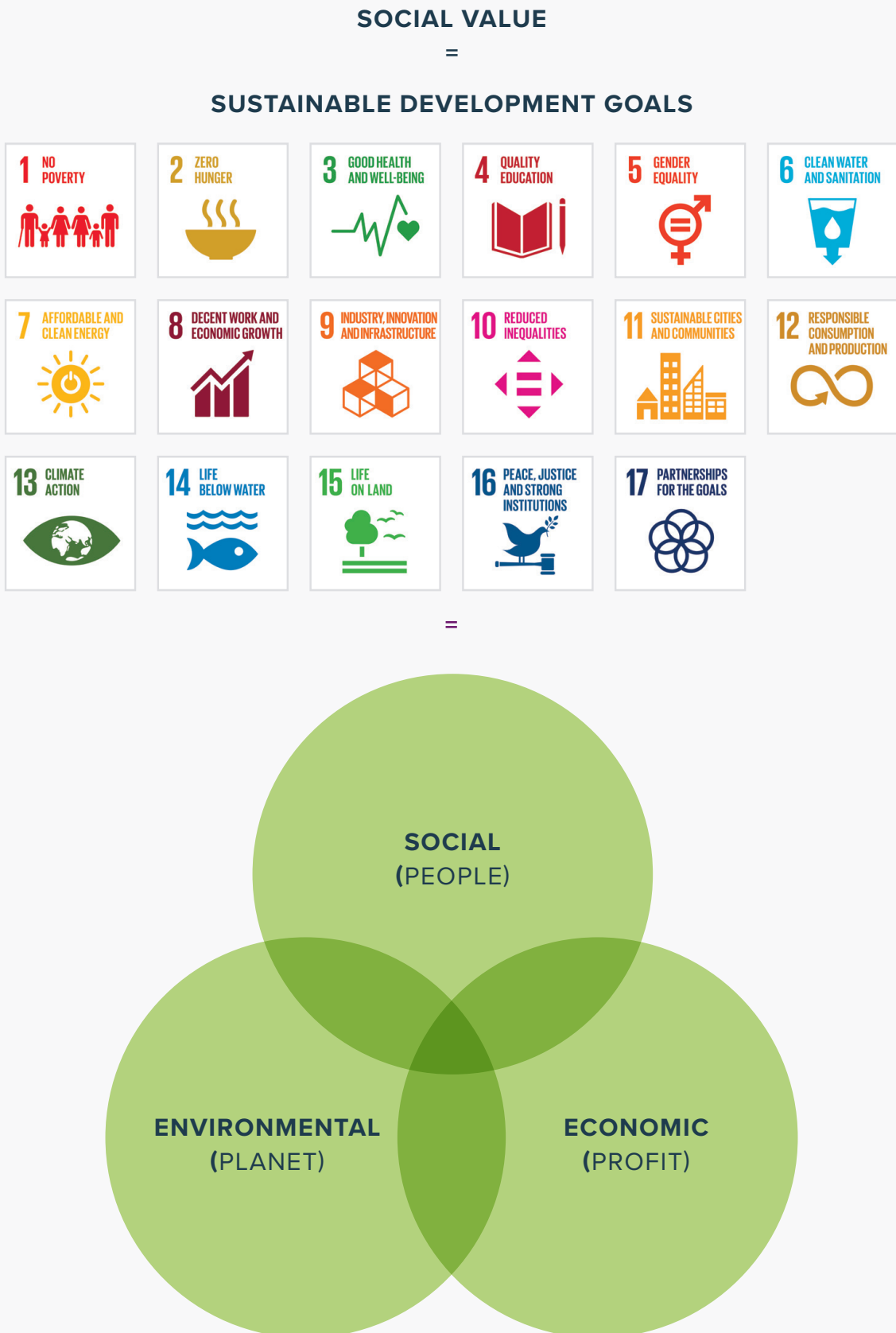
3.2 Scope

The term ‘social value’ is increasingly used as a substitute for ‘sustainability’ or ‘sustainable procurement’.

Its scope is perceived to include the three pillars sustainable development (social, economic, environment). Certain School Partners consider the 2030 Agenda for Sustainable Development, and 17 United Nations Sustainable Development Goals (SDGs), to form the basis for an approach to social value.

Social value is closely related to the inclusive growth agenda, which is the concept of understanding need and ensuring that economic growth benefits everyone.

All stages of the asset lifecycle fall within the scope of social value.

Figure 2: The scope of 'social value'

4. Why does social value matter?

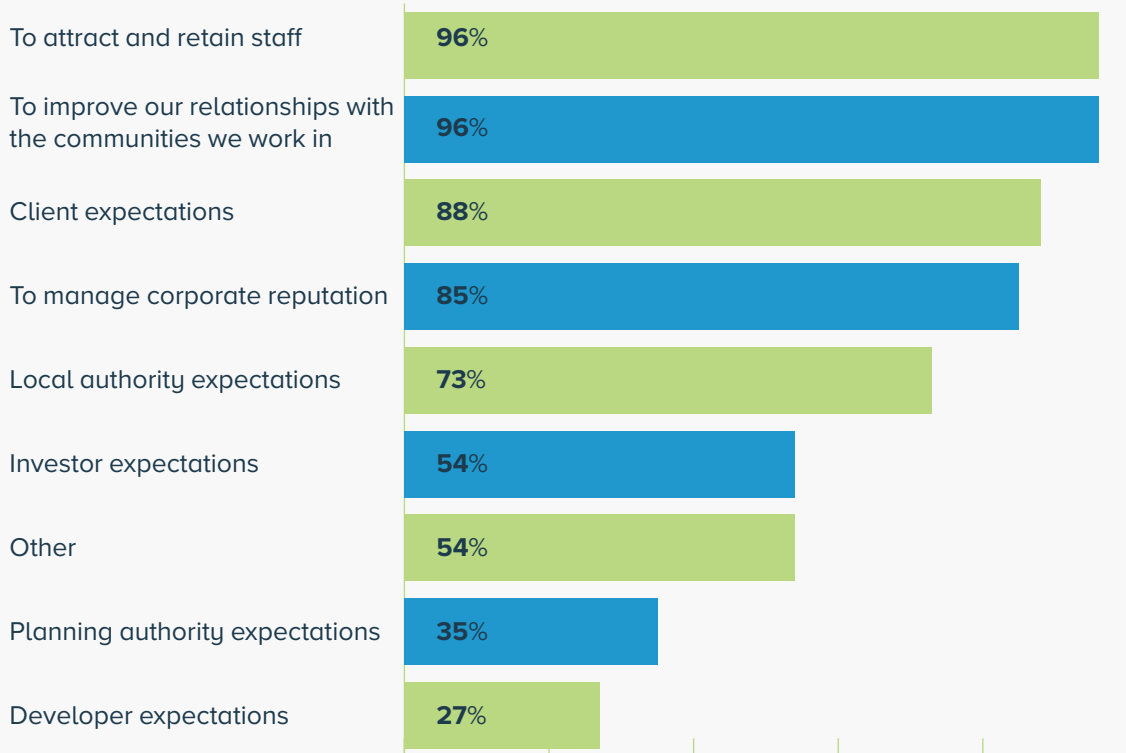
4.1 School Partner perspectives

The School Partner survey results indicate that almost all Partners (96%) consider social value as a mechanism to attract and retain staff, and improve relationships with the communities they work in.

100% of survey respondents are subject to community and employment requirements from planning authorities, clients or other stakeholders; 96% to environmental requirements; 92% to supplier diversity or inclusive procurement requirements; and 48% to other types of social value requirements. A full list of specific requirements is provided in Appendix 1 on page 47. The rationale for these requirements is explored in Client requirements on page 7 and Planning requirements on page 9.



Figure 3: School Partner responses to question “Why is your business interested in social value?”



Other reasons that School Partners are interested in social value

- Legacy; it's the right thing to do and the new 'license to operate'
- Core business purpose; part of corporate culture or values; private companies wish to understand their social value
- To improve image and community perceptions of the industry
- Shareholder expectations
- To be customer-centric; to educate clients and other stakeholders about what's possible
- To create a sense of pride and belonging within extended workforce
- To be an employer of choice — to attract employees seeking socially responsible companies that care about their people and wider communities.
- Legislative, regulatory and policy drivers

4.2 Client requirements

Social value requirements are frequently stated by clients (e.g. developers, public authorities) when letting contracts to tier one suppliers and contractors and may be expanded into tiers two and three.

Private sector clients typically intend this to create a positive legacy.

Public bodies do so for two reasons:

- To maximise the value created through public expenditure, including through legacy creation;
- To stimulate action on complex societal challenges such as poverty, social isolation, declining air quality, habitat loss and the accelerating climate emergency. These are issues that public bodies have limited budget to address.

There is a robust legislative and regulatory framework that governs social value in procurement the inclusion of social value in procurement. This is summarised in Appendix 2 on page 50.

Public and private sector clients extend social value requirements to their suppliers and contractors in several ways. These include, but are not limited to:

- 1. Project specifications.** For example, HS2 Ltd.'s works information contains requirements for equality, diversity and inclusion (EDI); labour relations; skills, employment and education (SEE); community engagement; and environment and sustainability.
- 2. Social value questions in invitations to tender.** Answers are scored and included in a balance scorecard approach to awarding contracts and the commitments made in tender responses are contractually binding on the successful bidder.
- 3. Minimum standards.** Minimum standards are defined from the outset and supply chain partners must sign up to or align with these, e.g. the Welsh Government's 'Code of Practice – Ethical Employment in Supply Chains'; and
- 4. Social value contractual requirements.** e.g. Network Rail's 'Contract Requirements Environment & Social' (CRES).

HOT TOPIC Three example social value questions asked in invitations to tender

1. Please articulate how you will support [the client] in achieving its priorities and what Social Value you can bring to this Contract.
2. Please describe how your organisation and its products and/or services provide economic, environmental and social benefits to [the client] and its local community.
3. Bidders are required to complete and return:
 - A quantified Social Value Proposal (National TOMs Calculator)¹; and
 - A Method Statement, explaining how commitments in the Proposal will be delivered.

Typical weightings in balanced scorecard approach

to contract award: 5% to 20% of total quality score.

In 2019, UK Government proposed use of a 10% weighting in central government procurement (Social value in central government procurement on page 45).

HOT TOPIC 'Local' versus greatest need

Local authorities stating social value requirements typically require benefits to be accrued by people living in their 'local' area.

Definitions for 'local' range from a single local authority area, through a region (e.g. West Midlands) to a country (e.g. Scotland or Wales). Bidders based in the area defined as 'local', that can demonstrate benefits, should find themselves at an advantage.

Procurer insistence on 'local' can, however, can be challenging to smaller bidders (who might not have spare resource to direct at 'local' volunteering or similar initiatives) and those who don't require any 'local' operational footprint (e.g. a product manufacturer). These companies might be providing benefits (e.g. employment) in areas that are in greater economic need than the area defined as 'local'.

School Members request that procurers are sensitive to these challenges, and that they are judged on the overall benefits they offer, not just those that are 'local' to specific contracting authorities.

.....
¹ Businesses asked to complete National TOMs Calculator during a tender process can access it for free, for that purpose only

4.3 Planning requirements

“Planning involves significant levels of public spending, and therefore can be considered as an opportunity to gather more value from the public purse. This spending comes directly from the operation and administration of the planning system, but also indirectly through the spending of developer contributions.”

“Driving Social Value in New Developments: Options for Local Authorities”, UKGBC

Planning authorities frequently state aspirations for apprentices, local employment and trade with local businesses, particularly local small and medium enterprises (SMEs). These are passed onto developers through section 106 agreements, which are legally binding. Developers typically pass them onto their supply chains as contractual requirements.

HOT TOPIC Example of section 106 planning requirements

The City of London Corporation template section 106 agreement requires developers to implement a Local Procurement Strategy and to ensure that 10% of construction procurement is with small and medium sized enterprises in the City of London and the neighbouring London Boroughs of Camden, Hackney, Islington, Lambeth, Southwark, Tower Hamlets and the City of Westminster.

Also, that they advertise job vacancies locally and undertake to meet a target 20% of the total workforce on the site being resident in the City and neighbouring boroughs.

Developers are asked to propose a target of apprenticeships to be generated on the site and recruited from the City and neighbouring boroughs; also to provide training to ensure people effectively transition from unemployment to work.

There must be at least two community benefit and/or education projects per year of construction activity.

4.4 Board, shareholder and investor expectations

The survey of School Partners revealed that some companies are subject to shareholder and investor requests for details of corporate legacy, societal impacts, and mechanisms for measuring non-financial performance and outcomes.

Specific evidence is requested of the following:

- Community and stakeholder engagement
- Action on climate change, and the transition to net zero carbon
- Apprenticeships
- Local employment, local spend and reinvestment
- Diversity & inclusion of underrepresented groups including women, BAME, under 25s, and ex-offenders
- Human rights, including anti-slavery, prompt payment, payment of the Living Wage, and reporting on the pay gap
- Education initiatives
- Volunteering and work with charities
- Support for vulnerable population groups
- Environmental performance
- GDPR management

One survey respondent, a national infrastructure company, noted that their executive board is interested in the integration of social value into investment decision-making, procurement and contract management.

A portion of School Partners use externally verified benchmarks, marks and schemes (see Verified benchmarks, marks and schemes on page 32) to evidence strategic performance. For a small number, this includes performance against UN Sustainable Development Goals (SDGs). Other Partners compile social value performance reports, which are released by their Boards to shareholders and investors.



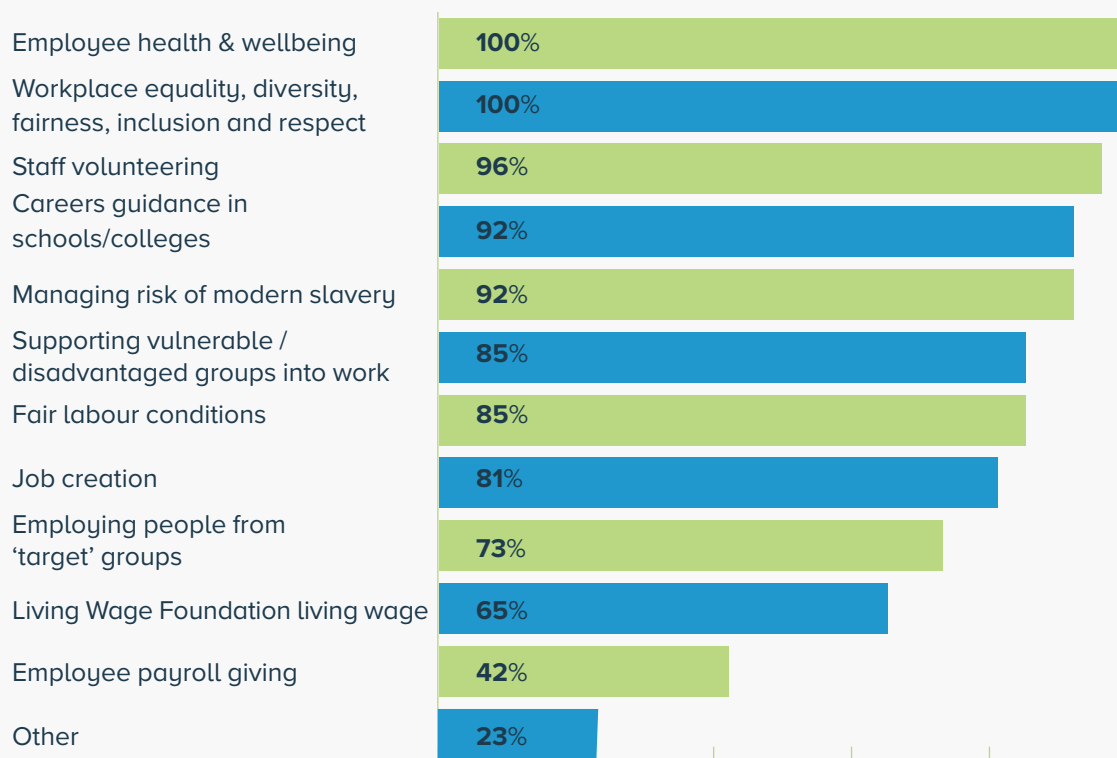
5. How social value is generated

All School Partner respondents indicated that they generate social value through employment, training and skills; 92% do so by acting to contribute to communities, supplier diversity or inclusive procurement; and 86% through activities to enhance the environment.

Tips to School Members

1. Use the lists of business activities, from 5.1 Employment on page 13 to 5.5 Contributing to communities on page 22, identify how your business already generates social value and how you might do more in the future.
2. Responsible business practices result in positive impacts on people, and therefore generate social value. Conversely, poor business practices have negative impacts on people and create a net negative social value. Optimise positive impacts and manage or mitigate negative ones to maximise social value.
3. Consider how you can optimise social value both at project level and through corporate operations, for example as an employer and building occupier.

Figure 4: School Partner responses to question “How does your business contribute social value (or equivalent) through employment?”



Other ways School Partners seek to generate social value through employment

- Increase representation of women within the organisation
- Development of employees over and above 'business as usual'.
- Mentoring and reverse mentoring
- Payment of Living Wage throughout the supply chain
- Stimulate the employment market — attract individuals to parts of the business that have been historically difficult to recruit to
- Employ locally
- Host job fairs in communities
- Host internal workshops and share knowledge to promote fairness, inclusion and respect
- Promote health and wellbeing at head-office and project locations; provide free employee assistance programme. negative ones to maximise social value

5.1 Employment

100% of School Partners generate social value via initiatives to improve employee health and wellbeing, and workplace diversity and inclusion.

CASE STUDY in contributing social value through employment



VGC's Go Beyond the Gates programme: support for labour market disadvantaged groups

Go Beyond the Gates is VGC's programme to support ex-offenders into sustainable employment, helping them to live independently. Finding work for ex-offenders near to release helps break the cycle of unemployment, homelessness and re-offending.

Stage 1: VGC connects with charities and social enterprise partners including BounceBack, MindTheGap, Key4Life, A Fairer Chance and Shaw Trust.

Stage 2: VGC's Skills and employment adviser and labour managers attend employability events run in prisons and for probation services. They meet candidates and listen to their stories. If candidates want to be considered for a career in construction, VGC works with its partners to arrange any support they may need before and after release.

Stage 3: VGC liaises with its clients to identify suitable roles. As offenders approach their release date, VGC match them to job opportunities. Ex-offenders who are released on temporary licence (ROTL) have the opportunity to gain work experience in a supported environment. VGC works with their local prisons to make sure the handle practical considerations including curfew, transport and other restrictions.

Stage 4: Upon release, the candidates become VGC workers, mentored to give them the support they need.

VGC's Go beyond the Gates programme began in 2018. Since then, the programme has supported 704 offenders with five volunteers visiting 15 prisons and placing 17 ex-offenders into jobs on sites across the UK.

HOT TOPIC Social value as 'added value' or responsible 'business as usual'?

Certain social value stakeholders believe businesses can fairly count the impacts of responsible 'business as usual' as social value.

Other stakeholders believe that only 'added value' activities – those that go above business as usual – should count.

For example, creating jobs might be 'business as usual' but creating jobs in a targeted, local area of need might be 'added value'.

In the absence of a legal definition of social value, there is no right or wrong approach. Businesses are advised to be able to explain the rationale for theirs.

5.2 Training and skills

100% of School Partners contribute social value by offering apprenticeships and upskilling employees.

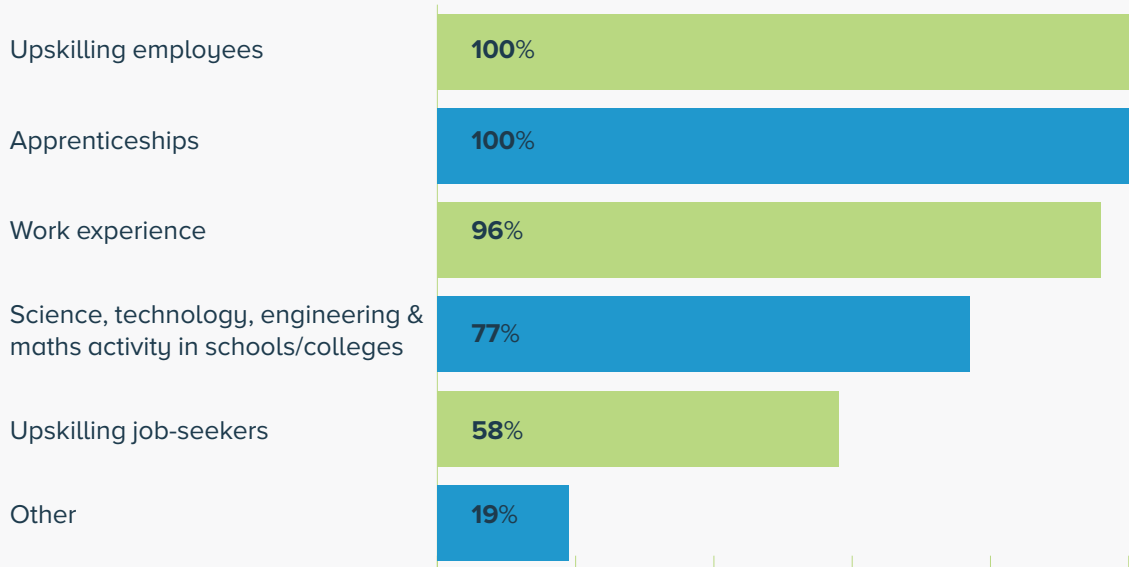
CASE STUDY in contributing social value through training and skills



BAM and V&A Dundee

At this flagship museum project, 18 new-start apprentice opportunities were created and 50 existing apprentices were supported. 28 educational engagement activities were run, involving 728 young people. Additionally, the project created 52 new employment opportunities including 19 new-start openings, for project surveyors, site engineers, plant operators, groundworkers, scaffolders, joiners and cleaners. An estimated £21.9 million of social value was generated, which amounts to 27.5% of the £80.1 million project value.

Figure 5: School Partner responses to question “How does your business contribute social value (or equivalent) through training and skills?”



Other ways School Partners contribute to social value via training and skills

- Use the CITB levy to upskill employees
- Offer Graduate training schemes and student sponsorship. Provide work experience placements, training and upskilling opportunities to beneficiaries of homelessness charities
- Help schools with pupil reading
- Offer training and up-skilling (as well as job opportunities) to under-represented groups

92% of School Partners contribute social value through ethical (or responsible) sourcing.

CASE STUDY in contributing social value through inclusive procurement



Canary Wharf Group and supply chain development

Canary Wharf Group works with supply chain brokerage agencies East London Business Place and South London Procurement Network. In 2018:

- £56million was spent with small medium enterprises supported by those agencies; and
- across the group, 40% of spend was 'local'.

Time taken to pay invoices is, on average, just 18 days.

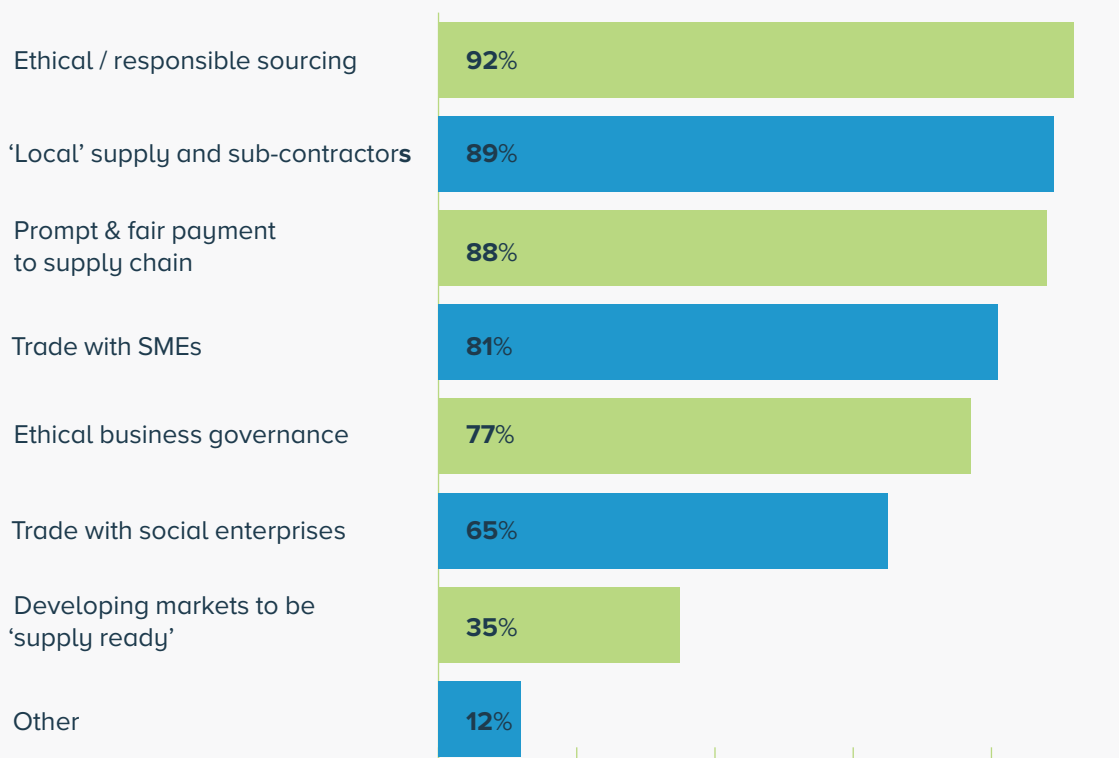
HOT TOPIC Trade with social enterprises as a social value quick-win

A social enterprise is a business that has a social or environmental mission and that reinvests profits in achieving that. This means that some of the value of contracts they win will almost certainly finance social value activities. Wates and Amey promote trade with social enterprises as a way of their procurement spend being re-spent in this way.

There is no legal definition of a social enterprise. They can be identified as being registered Community Interest Companies (CICs) or holding a relevant, third-party verified badge.



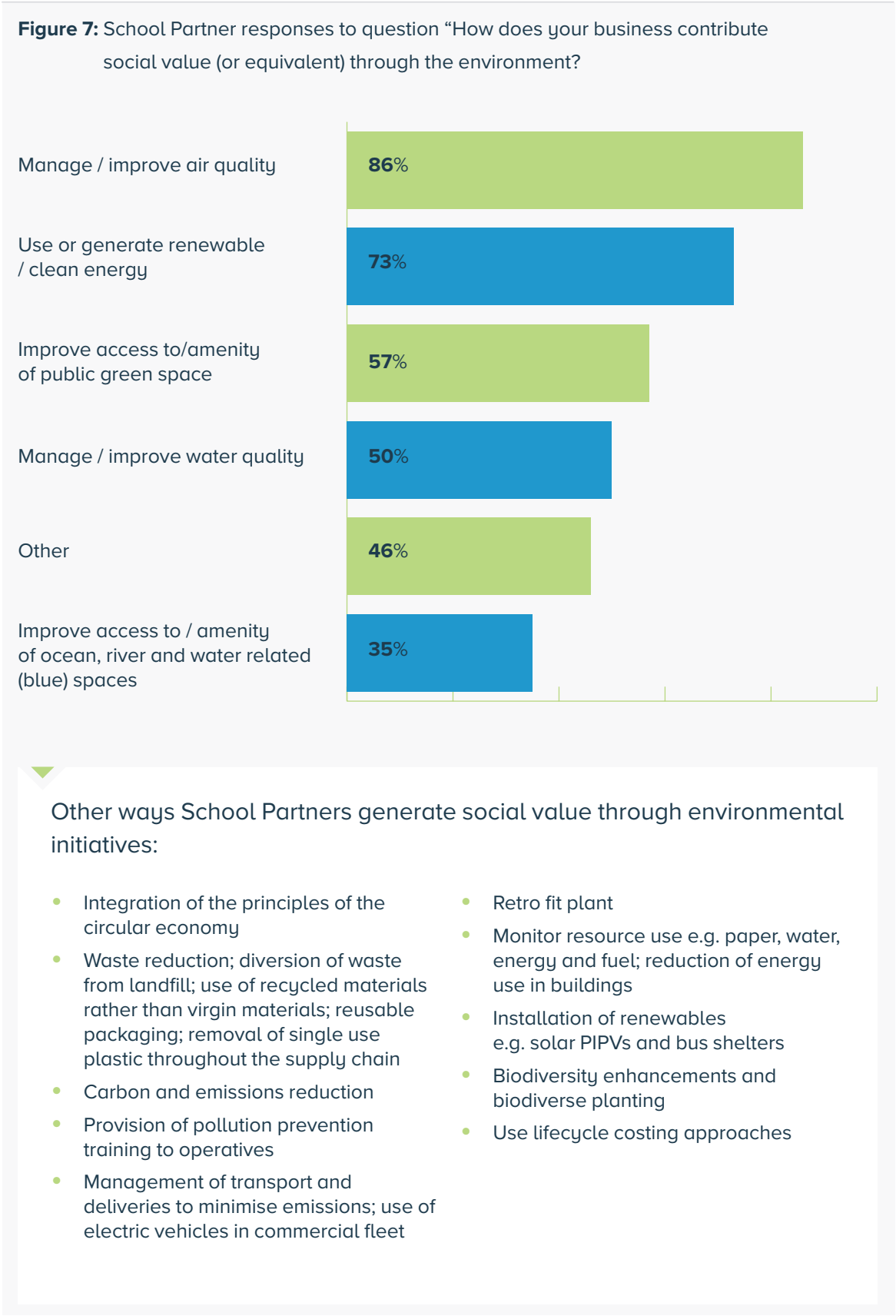
Figure 6: School Partner responses to question “How does your business contribute social value (or equivalent) through supplier diversity / inclusive procurement?”



Other ways School Partners generate social value through supplier diversity and inclusive procurement

- Supply chain brokerage support
- Contractor guarantee scheme (which gives users assurance on the labourers they employ)
- Fair Tax member (improves revenue to UK Treasury)
- Consideration of where components come from and whether they are ethically sourced. Strategy for engaging with social enterprises
- Local spending
- Prompt payment, which is particularly helpful to SMEs in the supply chain

86% of School Partners consider that they contribute social value by managing or improving air quality; 74% by using or generating renewable and/or clean energy, and 57% by improving access and amenity of public green space.



CASE STUDY in contributing social value through the environment



Redrow and the White Lion Natural Reserve

Redrow's Biodiversity Strategy 'Nature for People' commits to protect and create areas for wildlife close to where residents live. Redrow is one of the first UK housebuilders to seek to achieve verified net biodiversity gain across developments by 2022.

At the Heritage Park development in Penymynydd, near Chester, Redrow created a 0.8 hectare nature reserve alongside 55 family homes. It's maintained by the Amphibian and Reptile Conservation (ARC) Trust, who manage the nature reserve to a standard set by a legal management plan, including meadow cuts and amphibian surveys.

An initial ecological survey identified great crested newts in the site's pond — a European protected species.

Under the guidance of the ARC Trust, Redrow went above and beyond legal obligations to protect the newts, and change the way housebuilding and biodiversity work together; creating the White Lion Nature Reserve adjoining the housing development — featuring six man-made ponds, wildflower meadows, hedgerows and walkways.

It was not a planning requirement to incorporate a Nature Reserve or educational initiatives into the development, but Redrow saw it as an opportunity to engage with the local community whilst also supporting the Great Crested Newt population.

Redrow has created a green haven that provides a lasting legacy of connecting the public with the health and wellbeing benefits of nature; a site that is rich in wildlife and provides opportunities for local people and communities to enjoy nature for years to come.



CASE STUDY in how trade with a social enterprise promotes social value

How social value is generated

Smart Energy GB and Ethstat Ethical Stationery CIC

In 2014, Smart Energy had an annual paper consumption of 725 reams of paper. While per-capita paper use was already low and the paper chosen had a full range of environmental qualifications, it was made in China and shipped to the UK.

Smart Energy GB engaged Ethstat Ethical Stationery CIC as a supplier and recycled paper stock was replaced with an FSC non-recycled paper that was lighter (75gsm) and made in Europe. The move reduced shipping distances from 3672 to 2143 tonne miles and from 733kg to 28kg of CO₂ per tonne. This saved 2707Kg CO₂ in total in the first year.

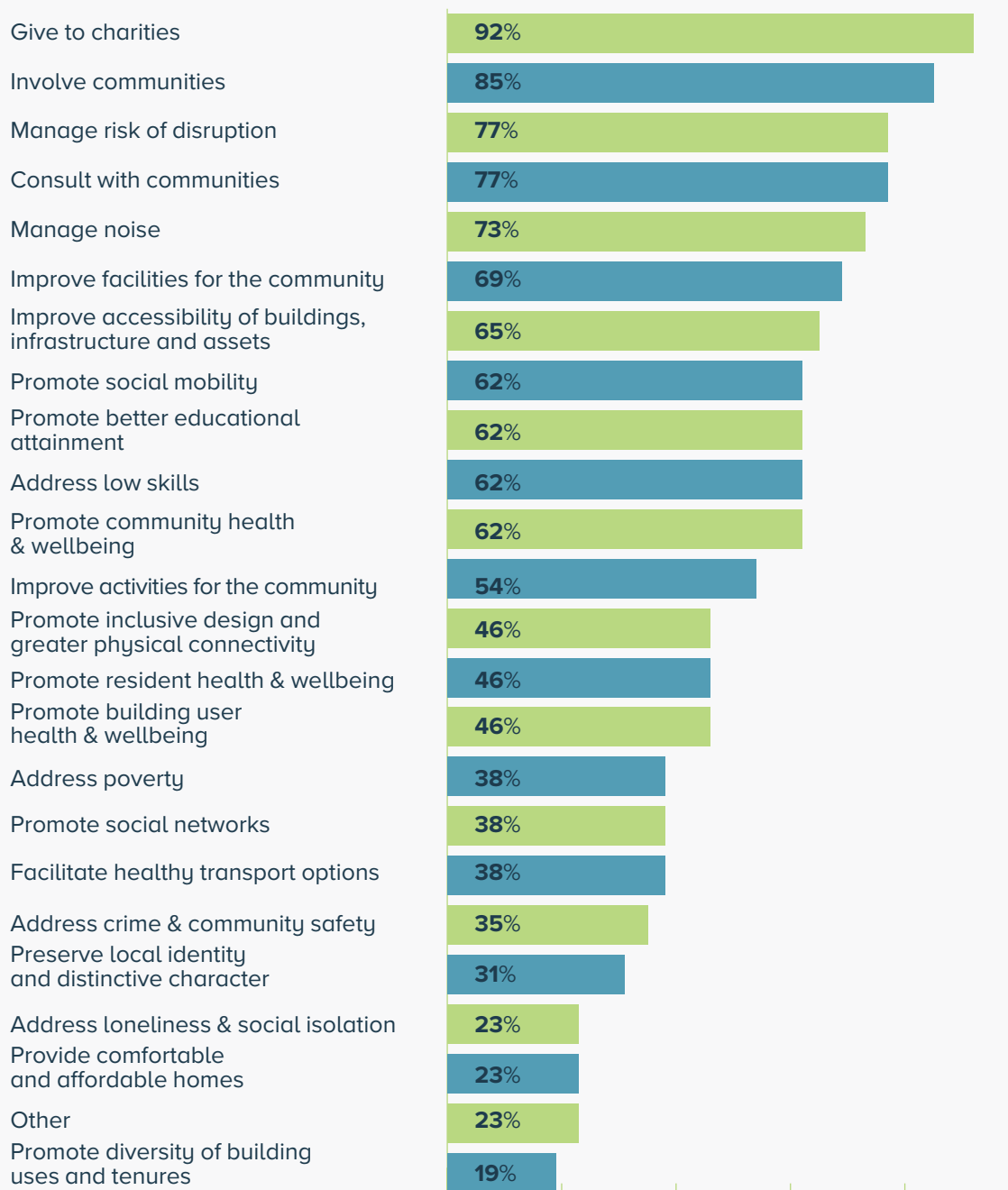
Since then, the partnership has made other changes:

- All envelopes and notepads are made in the UK using recycled post-consumer waste pulp from the UK
- Single-use plastics are being eradicated from desktop stationery supply
- Disposable pens are recyclable and are made from recycled bottles — next steps to be bioplastic
- Punch pockets and plastic files are manufactured in Hertfordshire from bioplastic
- Staplers and hole punches have extended life guarantees and made from high-% recycled steel
- PVC has been eradicated from stationery supply chain
- orders are built up and delivered monthly to reduce further waste and save time
- Ethstat helps Smart Energy GB source products from other social enterprises — soap supplier is now Clarity: a social enterprise that supports blind and disabled workers.

DECREASING IMPACTS OF PAPER

	2014		2016		2017		2018	
	eFSC	Standard recycled		Standard recycled	eFSC	Standard recycled	eFSC	Standard recycled
Normalised Ream use	725	725	555	555	390	390	240	240
Raw Tonnes	1.74	1.81	1.33	1.39	0.94	0.98	0.58	0.60
Tonne miles	2143.68	18204.75	1641.02	13936.05	1153.15	9792.90	709.63	6026.40
Kg CO ₂	86.39	733.65	66.13	561.62	46.47	394.65	28.60	242.86
Trees	41.76	43.50	31.97	33.30	22.46	23.40	13.82	14.40
Water usage (L)	29,000	43,500	22,200	33,300	15,600	23,400	9,600	14,400

Figure 8: School Partner responses to question “How does your business contribute social value (or equivalent) to communities?”



Other ways School Partners generate social value through community initiatives:

- Corporate fundraising days for charities; volunteering time to charities and community organisations; sponsorship of local sports clubs
- Sharing skills with community organisations to help them grow.
- Cycle to work scheme; electric vehicle (EV) charging points in communities.
- School workshops run at head-office and project locations; STEM Ambassadors
- Housing for homeless

5.5 Contributing to communities

92% of School Partners contribute social value to communities by giving to charities.

CASE STUDY in tackling homelessness



BMV JV supporting Crisis clients into work

BMV JV, the joint venture between BAM Nuttall, Morgan Sindall Infrastructure, and VolkerFitzpatrick which is delivering the refurbishment of the M5 Oldbury Viaduct on behalf of Highways England, partnered with national homelessness charity, Crisis, to support homeless people in the region into work on the project.

12 people have undergone pre-employment training and started work on the project. Some of the new team members have industry experience, whilst others bring expertise from other industries.

One of the people employed via the scheme, Samuel Morrow, said, "I am delighted with the opportunity and the project work. This chance has given me the belief that I can truly make a contribution."

Razwan Ali, work and training coach for Crisis, said, "Working alongside BMV JV has opened doors for our members they never thought existed, and this has enabled them to gain financial stability and security with the hope of building a career with the opportunity to progress even further."

5.6 Other ways that School Partners contribute social value

Several School Partners emphasise how their very purpose contributes social value, for example by:

- Innovating
- Enhancing infrastructure
- Improving connectivity and people's access to transport
- Providing affordable housing
- Developing new commercial, retail and residential spaces.
- These core activities also, of course, bring benefits to communities.

CASE STUDY on generating social value as core purpose



Recycling Lives

Recycling Lives is a School Partner that provides recycling, waste management and related services from its Preston head-office and sites stretching down England to Erith in Kent.

Their business model is to use these commercial operations to support and sustain charity programmes for offender rehabilitation, residential support and food redistribution. This means that Recycling Lives creates environmental and financial value from activities, and significant social value too.

For example, Recycling Lives residential facilities provide men facing homelessness with stable accommodation and a six-stage programme of support to help them regain their independence. Residents develop life skills, earn qualifications, and undertake work placements, with a view to moving into purposeful work and stable housing.

Recycling Lives measures and monetises its social value.

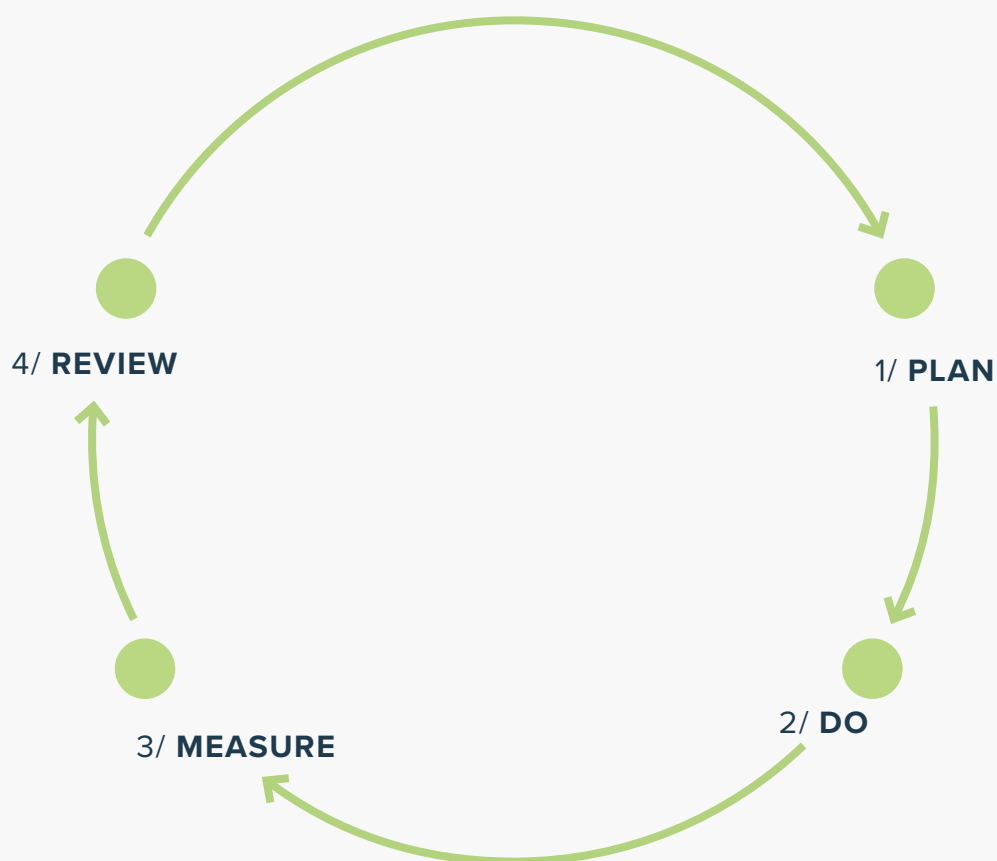
In 2017/18:

- Residential support work supported six men into independent living and created £167,345 savings to society
- Offender rehabilitation work delivered a less than 5% reoffending rate and created £4,482,024 savings to society
- Food redistribution provided 945,000 meals for communities and created £3,390,252 savings to society

6. How to manage social value

School Partners that actively manage their social value tend to use the 'plan, do, measure, review' cycle. This method is often used to manage quality, health and safety, and other aspects of operational performance.

Figure 9: 'Plan, do, measure, review' cycle



6.1 Plan

Key activities

- Understand social value risks and opportunities (heatmapping or materiality assessment); what social value means to the organisation or project
- Define social value expectations of [potential] clients, employees, communities and other stakeholders
- Create a policy (where that helps)
- Clarify objectives and targets
- Create and implement action plan(s)

Consultation

To understand social value risk and opportunity, it's helpful to ask what others think. Surveying external partners (see Partnership working on page 27) for their ideas, or simply asking them directly, provides a knowledge of key issues and identification of solutions.

“One of the early steps is to engage with stakeholders, undertake some form of survey.”

Head of Sustainability, John Sisk and Son Ltd

Policy

At present, most School Partners do not have an explicit social value policy or strategy, although social value is addressed across a number of corporate policies and practices including corporate responsibility, environmental and sustainability, and fairness, inclusion and respect policies.

A social value policy is a useful place to define what social value means to an organisation, the key drivers (i.e. the needs that are being addressed) and to outline how social value is delivered. Policies helps encourage an internally unified approach and are useful to refer to when responding to questions from clients, investors and other stakeholders.

Publicly available examples of social value policies or similar can be found at the following links:

- [Balfour Beatty Social Value Policy](#)
- [Willmott Dixon Foundation Purpose](#)
- [Morgan Sindall Corporate Policy Social value](#)
- [Network Rail Social Performance Policy](#)
- [BAM People Positive](#)

Action Planning

Action plans will invariably differ across locations, projects and contracts. Using them enables knowledge of key issues in local areas to be documented, solutions to needs to be captured and resources to be allocated most effectively.

Aim to work smarter not harder on specific key issues rather than attempting to do many things at once.

CASE STUDY in social value planning and implementation



SKANSKA

HS2 joint contractor's legacy strategy – Empowering London

Empowering London is a 10-year strategy that will support a sustainable legacy for the seven London boroughs that the High Speed 2 line will run through. It is signed by the Costain-Skanska joint venture (CSjv), MaceDragados, ARUP and HS2.

These organisations commit to work together to address priority issues in the seven London boroughs; homelessness, young people, employment, clean, vibrant & sustainable places and community inclusion & involvement.

Although still in its early stages of delivery, the CSjv has already taken on 200 previously unemployed people and 80 apprentices and provided 2232 work experience placement days. To nurture future talent, a network of 80 STEM Ambassadors has engaged with 78 schools and more than 10,700 students.

Tips to School Members

Whenever you have a policy or strategy, it's useful to use a SMART (specific, measurable, achievable, relevant, time-bound) action plan to implement it. Include: objectives; targets; actions to be taken, by whom and by when; issues and contingencies; status (e.g. to be started, ongoing or complete)

6.2 Do

Internal processes

School Partners use a range of internal processes to manage social value. At corporate and project levels, Partners use guidance documents and toolkits, action plans and steering groups.

Communication on social value is generally pushed out via intranet, Yammer or other internal platforms such as newsletters and project briefings.

Partners upskill their employees and supply chain on social value via workshops, employee development and engagement programmes and Supply Chain Sustainability School material, which is shared by project teams.

Large companies are increasingly appointing staff to social value roles. The use of internal social value ambassadors or champions is considered effective.

CASE STUDY in social value implementation and measurement



Social Value Working Group at ENGIE

To guide the organisation on social value, ENGIE has created a social value working group. This includes all key internal people. The group ensures consistency across the business, shares good practice and supports business development teams. It works with, and guides, clients. This is all with the aim of improving understanding of social value amongst key stakeholders, so that ENGIE can deliver more of it.

ENGIE measures its impacts and splits those into two categories; fiscal / economic (direct) and individual wellbeing (indirect). Values from National TOMS are used to monetise the former and from HACT Social Value Bank for the latter (see Tools and Frameworks on page 41).

Partnership working

Working with national and local partners including corporate responsibility, environmental and sustainability, and fairness, inclusion and respect policies.

School Partners are involved in a range of types of partnerships and these are summarised in Table 1 on page 30.

Tip to Members

“Many companies cannot possibly have all the diverse and wide ranging expertise needed to deliver social value. What you need to do is build strong partnerships with organisations that know the area and communities better than any corporate business could. For example, local charities, job centres. Through those, you can deliver **good value”** Inclusion and Diversity Manager, Skanska



CASE STUDY in communicating partnership working

nationalgrid

National Grid partners and memberships

National Grid publishes, on their website, lists of the organisations they work with as partners (e.g. Groundwork, The Wildlife Trusts) and organisations of which they are members (e.g. Business Disability Forum).

CASE STUDY in achieving value through partnership working

Balfour Beatty Living Places, Reconomy, Wards Recycling and HMP Foston Hall: Streetlamp recycling initiative

As part of a contract with Derby City Council, Balfour Beatty Living Places and Reconomy were tasked with the recycling of 14,293 streetlamps; regarded as a 'difficult' waste stream to deal with. Custodians at HM Prison Foston Hall were provided with training on the deconstruction process and then able to earn a wage doing so. This provided the opportunity for them to develop skills, increase confidence and improve self-esteem in preparation for their release.



Partnership achievements:

- 158 waste movements were completed, with 113.43 tonnes of waste processed.
- 100% recycling was achieved with no residual waste being sent to landfill.
- The project is estimated to have saved £50,000 in procurement and waste disposal costs.
- Over £34,000 of social value was generated, calculated via the National TOMS.

Table 1: Types of partnerships in which School Partners are involved**WITH UK GOVERNMENT INITIATIVES**

Multiple School Partners work with [Care Leaver Covenant](#), [Disability Confident](#) and [Arms Force Covenant](#).

WITH PUBLIC SECTOR ORGANISATIONS

Local authorities who can be client and /or planning authority, as well as delivery partner. For example:

- Bouygues UK work with Sheffield City Council and City of Westminster and its Westminster Employment Service)
- Canary Wharf Group works with London Borough of Tower Hamlets to operate a [Further Education Trust](#) that local residents can apply to in order to progress their careers. Residents in this, one of the most economically disadvantaged areas of the UK, can apply for grants to help with education costs and maintenance support. Endorsements from beneficiaries evidence its impacts.

Universities e.g. University of Salford

Job Centre Plus

Prisons For example, Speedy Services work with Garth Prison where their electrical stock is repaired and tested. Speedy delivers training courses and ensures the prisoners are fairly paid

BUILT ENVIRONMENT SECTOR COLLABORATION

- **Within supply chains.** For example J. Coffey Construction Ltd collaborates with its clients (Mace, ISG, Sir Robert McAlpine) on social value initiatives;
- Considerate Constructors Scheme
- Supply Chain Sustainability School
- [Energy & Utilities' Skills Accord](#)
- [Building People](#)

Table 1: Cont.

WITH CHARITIES, VOLUNTARY AND COMMUNITY GROUPS AND SOCIAL ENTERPRISES THAT ADDRESS SPECIFIC NEEDS AND CHALLENGES

Suicide prevention. The rail sector has a [national partnership](#) with Samaritans.

Environmental improvements are addressed with, for example, Groundwork, Community Wood Recycling.

Poverty is tackled with, for example, CRISIS, Shelter.

In appendix 4 is a list of third sector organisations that School Partners work in relation to, for example:

- Engagement with care leavers, ex-offenders, ex forces, people from minority ethnic, under-represented and disadvantaged backgrounds – with a view to providing employment, skills and training
- Under-representation of women in construction and engineering
- Supply chain development
- Access to volunteering opportunities
- Specialist services from social enterprise providers
- Engagement with schools and school-aged children

Ownership

Some School Partners highlight the difficulty in identifying ownership of social value. For those that provide an answer, ownership was spread across a range of levels and job functions.

Social value may be owned at Board, project, regional or business-unit level; by different teams (e.g. Sustainability or Corporate Social Responsibility); or by named individuals (e.g. HR Director, CEO, Project Manager, CSR Director). In some circumstances, there was a specified social value delivery role (e.g. Head of Social Value and Sustainability).

Several Partners have CSR Steering Groups or committees that steward social value delivery within the organisation. One of our Partners cited a committee chaired by the Health Safety Sustainability Environment and Quality Director, with CEO sponsorship, and which includes senior representatives from human resources, marketing, quality, sustainable environment, logistics and regional teams.

6.3 Measure

Verified benchmarks, marks and schemes

School Partners use a range of marks, schemes and benchmarks that involve external data verification and enable comparison of performance to peers.

Figure 10: Verified benchmarks, marks and indices used by Supply Chain Sustainability School Partners

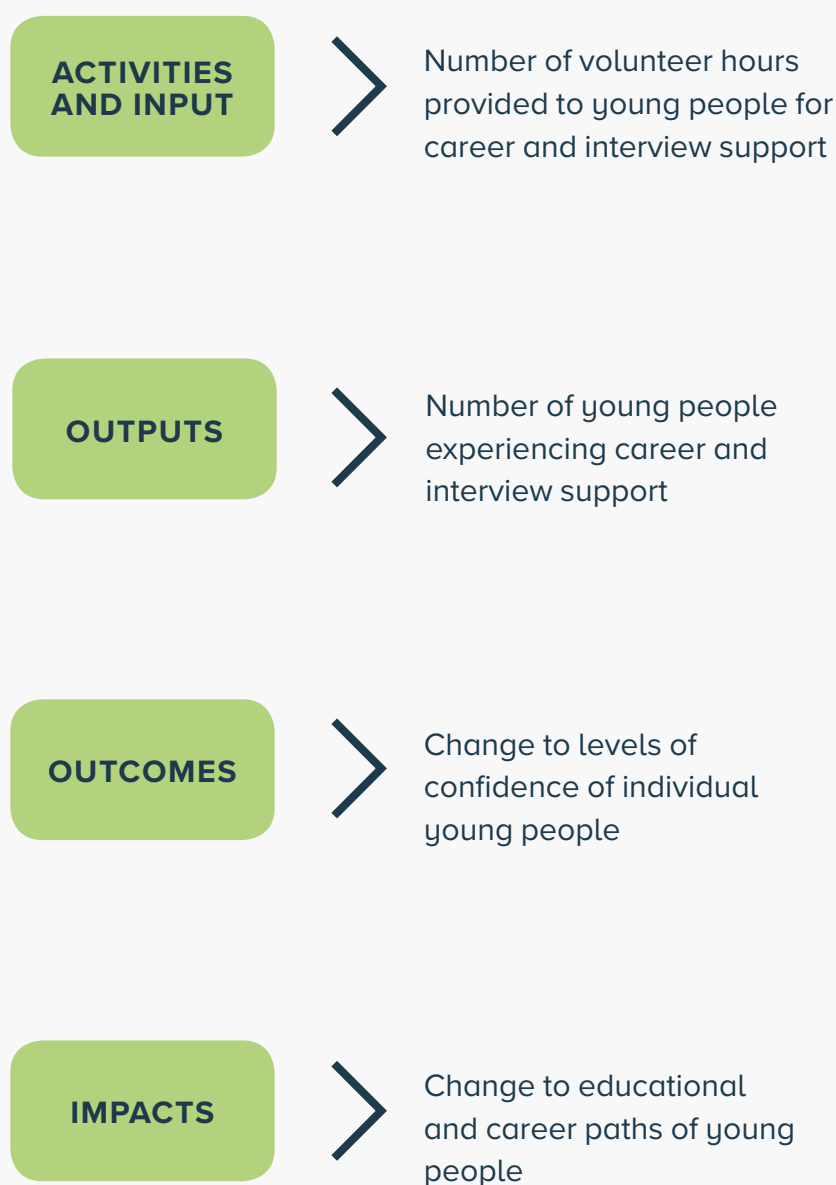


Measuring social value

Management guru Peter Drucker observed “If you can’t measure it, you can’t improve it” and so it is with social value.

The theory of change proposes, very simply, that inputs into activities create short term outputs, which create medium term outcomes and long term impacts. Social value measures can be applied to each of these. An example of this is shown in See Figure 11 on page 33.

Figure 11: Example social value measures relating to volunteer career and interview support for young people



Input measures are the easiest to identify but the least meaningful. Businesses typically measure and report inputs and outputs. With effort, it's possible to determine outcomes. For example, a survey could be conducted amongst the young people mentioned in figure 11 to determine their change in confidence. Impact measures are the hardest to identify but the most meaningful.

Social value good practice is currently to measure and report outcomes as far as possible; with outputs as second choice and inputs last.

Appendix 3 on page 52 lists some of the indicators and metrics used by School Partners.

Some School Partners use Science Based Targets (SBTs) in relation to environmental issues (e.g. carbon reduction). Smaller companies in supply chains will find these challenging to use; a simplified basket of social value measures appropriate to most types of businesses is provided in Table 2 on page 35.

Tips to School Members

To identify what you should measure, first find out what your stakeholders want to know.

Consider, also, using the measures in Table 2 on page 35.



Table 2: Example basket of social value measures appropriate to most businesses**EMPLOYMENT**

% of directly employed people paid relevant Living Wage Foundation Living Wage

% of workers on fixed hour, PAYE contracts

Number of people moving from unemployment into part time and full time employment

Rate of employee turnover

% of people that are (1) women (2) identify as Black, Asian or minority ethnic (a) throughout workforce (b) in management positions (c) who are Directors and/or on Board

% of workers declaring a disability or impairment

Gender pay gap

COMMUNITIES

£ donations to charities and community groups

£ value of (1) goods (2) in-kind donations and (3) volunteer time provided to charities and community groups

% of complaints closed off, and with no further action required, within 28 days of complaint

TRAINING AND SKILLS

Number of people completing accredited training

Number of people completing non-accredited training

Number of apprentices that are (1) on 'traditional' apprenticeships (2) existing employees being upskilled

Table 2: cont.**SUPPLIER DIVERSITY / INCLUSIVE PROCUREMENT**

£ spend with small medium enterprises (SMEs)

% of total spend that is with small medium enterprises (SMEs)

£ spend with social enterprises

ENVIRONMENT

% waste diverted from landfill (calculated by weight)

Total waste produced (by weight) per £1 million spend

Potable and non-potable water use per £1 million spend

t CO₂e released per £1 million spend (including: waste and logistics/deliveries, excluding: passenger vehicles — staff and visitors)

% materials purchased that were responsibly sourced (by volume)

For information about these environmental measures visit [School Performance Management guidance](#)

Monetisation

A financial figure for social value can be calculated by applying monetised values to social, environmental and economic impacts. It should take account of negative impacts (disbenefits) as well as positive ones (benefits).

Sources of monetised values include Social Value Banks (e.g. HACT Social Value Bank and Calculator), the Social Value Portal's National Themes Outcomes and Measures (TOMS) and the RSSB Common Social Impact Framework for Rail.

Monetised values can be used in social return on investment (SROI) studies (see Tools and Frameworks on page 41).

Figure 12: Overview of monetisation

SOCIAL IMPACTS × MONETISED VALUES

=

**SOCIAL
VALUE**
+VE/-VE

HOT TOPIC To monetise or not?

Monetisation of social impacts to calculate social value is a relatively new concept.

Businesses don't have to monetise and relatively few do.

If you choose to do so, separate out your inputs, outputs and outcomes and monetise them separately. Avoid bundling them into one, single figure.

For example, state the value of your 'community investment' (inputs – charitable contributions, value of volunteering time etc.) as a single figure. State wellbeing benefits delivered to people (e.g. by moving from unemployment to full-time employment) separately. The Wilmott Dixon Foundation case study provides an good example of this approach.

The question of which monetised values to use is a deeply contentious one amongst social value practitioners. This is indicated in Table 3 on page 39.

Arguably, as with measures of social value, the most meaningful monetised values are those that relate to outcomes and they are typically included within Social Value Banks. This is illustrated in Figure 13 on page 38.

Figure 13: Monetised values relating to example social value measures relating to volunteer career and interview support for young people

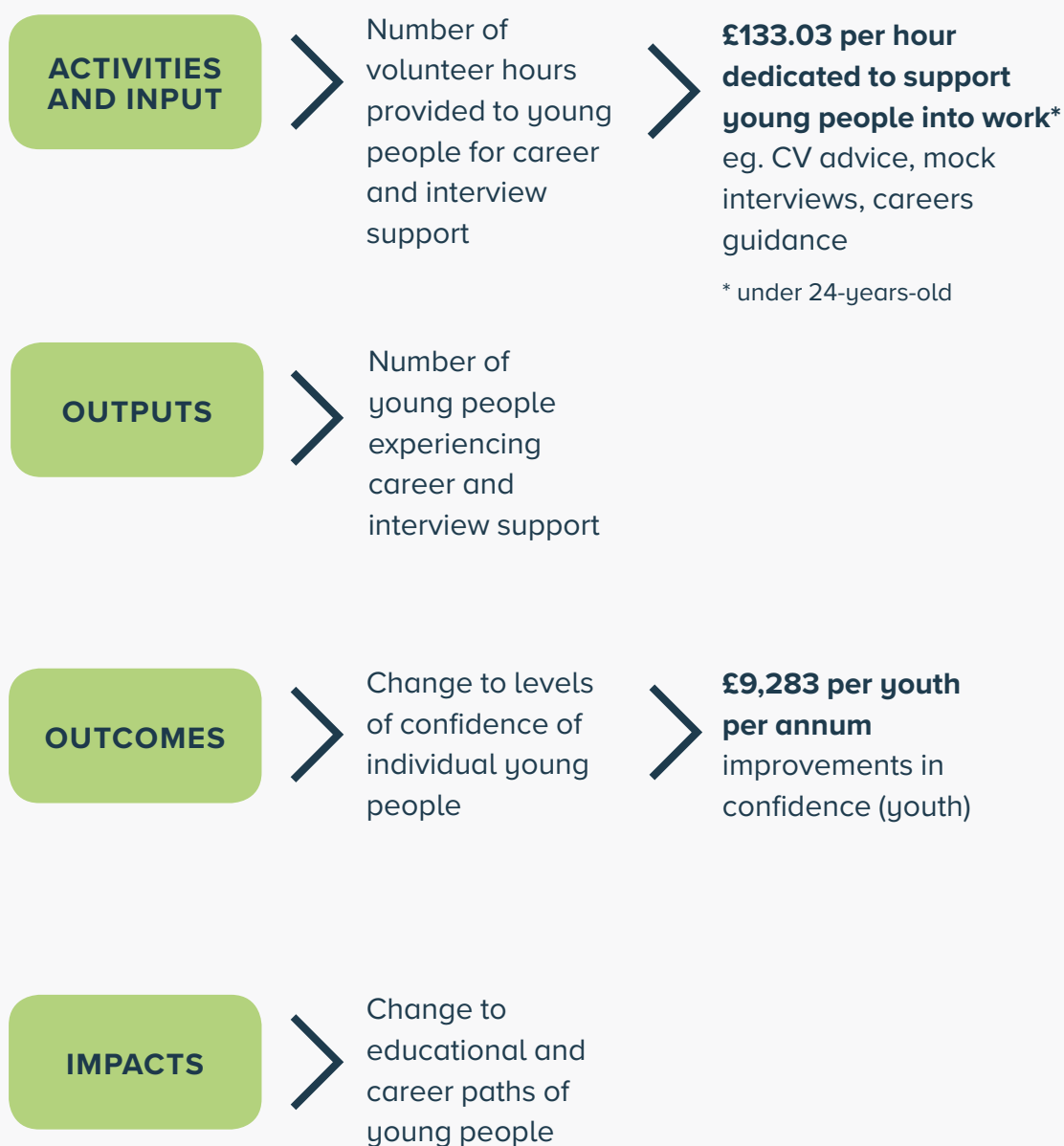


Table 3: Comparison of three sources of monetised values

SOURCE	HOW VALUES ARE COMPILED	STRENGTHS AND WEAKNESSES
Social Value Banks	Values have been compiled through valuation methods that align with HM Treasury Green Book and/or OECD (2006, 2013) guidance or that have been used in government policy analysis. They are based on welfare economic methods. The values measure changes in people's wellbeing or welfare.	Arguably the most meaningful measures because they value change in wellbeing of people. Measures take time and effort to use because they require the identification of outcomes, for example through surveys
National TOMS	Most of the measures relate to 'inputs', that is to the time, money or resources that are invested into communities or activities, rather than outputs or outcomes resulting from them.	Most measures relate to inputs; these are relatively easy to use and valid measures of community investment but invalid as measures of impact. Measures of input, output and outcome are combined into a single 'total' figure. Like is not necessarily being combined with like.
RSSB Common Social Impact Framework for Rail	References measures from the HACT Social Value Bank, National TOMs and other sources and RAG (red, amber, green) rates them for economic robustness.	References and RAG rates monetised values from a range of sources so user can make an educated decision about which to use.

6.4 Review

A review of outputs and outcomes achieved can identify the extent to which objectives and targets have been met and determine any amendments that need to be made to policy or action plan to optimise performance.

Systems used by School Partners are outlines in Board, shareholder and investor expectations on page 10 and Ownership on page 32.

Internal Reporting

School Partners who state that they have a process for internal reporting base this around one or more of:

- project-level updates;
- Board-level updates;
- KPIs and monthly corporate reporting

External

Where School Partners report externally, it is through one or more of the following:

- Sustainability Reports;
- Annual Reports and Accounts;
- Specialist systems such as Social Value Portal and UN Global Compact reporting.

CASE STUDY in reporting

Wilmott Dixon Foundation impact reporting

The Wilmott Dixon Foundation distinguishes between investment into people, investment into communities, what's done in communities and impacts in communities. Results are published on-line in an engaging, visually interesting way. It is supported with extensive case studies.



7. Tools and frameworks

School Partners use the following tools and frameworks

SOCIAL VALUE PORTAL AND NATIONAL TOMS FRAMEWORK

National TOMS is an open-source product, created to be a minimum reporting standard for measuring social value that aims to help public, private and third sector organisations with measurement and valuation, procurement and bid management, bid submissions and contract management. The TOMs are reviewed and updated annually. 'Bolt-ons' (e.g. for Real Estate) are available on a commercial basis.

Monetised values within National TOMS typically relate to inputs.

socialvalueportal.com

socialvalueportal.com/national-toms

SOCIAL VALUE BANKS & CALCULATORS

Social Value Banks provide outcome-based monetised values that quantify change to people's wellbeing. They are compiled using Wellbeing Valuation approaches that are compliant with UK Treasury Green Book principles. Calculators apply those values to measures of social impact

Examples of Social Value Banks and calculators are:

- HACT Social Value Bank and Calculator hact.org.uk/social-value-bank the largest bank of methodologically consistent and robust social values produced to date.
- The Supply Chain Social Value Bank
- Redrow Social Value Calculator

SOCIAL RETURN ON INVESTMENT (SROI) STUDIES

SROI is a method for measuring values that are not traditionally reflected in financial statements, including social, economic and environmental factors. They can identify how effectively a company uses its capital and other resources to create value for the community.

SROI studies are typically undertaken by specialists, using established good practice methodologies. Monetised values used are frequently extracted from Social Value Banks. The outputs of SROI studies can be used in cost-benefit analysis.

Social Value UK maintains frameworks for SROI reporting and provides training. socialvalueuk.org/resources/sroi-guide

SOCIAL PROFIT CALCULATOR

Helps businesses measure social value based on social return on investment (SROI) principles. Accredited by Social Value UK and Social Value International. socialprofitcalculator.co.uk

TRACKER PLUS

A management system for BREEAM, LEED and Code for Sustainable Homes assessments.

These schemes are not currently inclusive of the full scope of social and economic impacts that progressive stakeholders expects the built environment to address. tracker-plus.co.uk

LM3 ONLINE

LM3 Online calculates the extent to which investment or spend into a defined geographical area is re-spent there, for example through procurement spend and employing local people. lm3online.com

Morgan Sindall uses LM3 to assess local economic impact of supply chain activity. Since 2017, average LM3 within a 25 mile radius of projects has increased from £1.64 to £1.95, indicating increasing spend with companies within this 'local' area.

RSSB COMMON SOCIAL IMPACT FRAMEWORK FOR RAIL + IMPACT REPORTING TOOL

The RSSB Common Social Impact Framework for Rail provides a library of measures, drawn from other sources (e.g. London 2012, Crossrail Ltd, Thames Tideway Tunnel, National TOMS, HACT Social Value Bank) that provide a basis for a common understanding and measurement of social value impacts across GB rail industry organisations, projects, and programmes.

Network Rail and the Association of Train Operating Companies are working with Impact Reporting to integrate the Framework into its CSR and sustainability reporting tool

sparkrail.org/Lists/Records/DispForm.aspx?ID=25815

impactreporting.co.uk

BESPOKE, IN-HOUSE TOOLKITS, SYSTEMS AND SOFTWARE

These range from basic excel spreadsheets to complex software such as a MiSocial system

CASE STUDY in Tools

Redrow's Social Value Calculator

Created in partnership with research consultancy Simetrica, the social value calculator's assessment methods are consistent with the guidance advocated in HM Treasury's Green Book on quantifying the social impact of its policies.

Illustrative 250 home Redrow development

Additional Social Value of the development by characteristic:



The calculator presents a monetary value against individual outcomes over a 25-year period, the typical length of a mortgage. For example, the tool calculated that over 25 years, 1 hectare of green space could contribute £9.7 million of social value, while having a pub, bar or restaurant in close proximity to a development can generate around £1.9 million.

The work behind this calculator ensures Redrow has a clear, holistic perspective on the impact of the placemaking decisions. It facilitates a strategic approach to design and community planning and focus on the features and characteristics of a new development which are most likely to make people happier and healthier. It allows Redrow's financial commitment to supporting education, health, and transport in communities (£184 million in 2018) communities to be effectively targeted.

Redrow received the 2019 NextGeneration Innovation Award in recognition of its Social Value Calculator.

8. Trends in social value

8.1 Climate emergency

Following the declaration of the climate emergency by UK parliament and many local authorities, companies operating in the built environment can expect procurers, planners, regulators and investors to seek robust, practical strategies to secure carbon reduction.

Climate change adaptation is also resulting in changes to the way local authorities, clients and developers design buildings and infrastructure. Examples include: designing buildings that remain functional and comfortable in extreme weather conditions; enhancing the quality of the natural environment in urban contexts to increase climate resilience; and stimulating biodiversity net gain in supply chains through responsible procurement.

8.2 Social value in central government procurement

The UK government consulted on an approach to including social value in central government procurement, during 2019. The final framework is anticipated to be defined and implemented during 2020. A minimum 10% of quality score is anticipated to be awarded to qualitative responses to social value questions.

Until the outcomes of this consultation are published, the clearest indication of government's commitment to social value in its supply chains is found in the 2018 HM Government ["Civil Society Strategy: Building a Future that Works for Everyone."](#)

8.3 Inter-relationship between public policy and business

"The inter-relation between public policy and wider business behaviours is a common phenomenon. What starts off at the fringes of business practice, regularly moves towards wider acceptance and becomes part of an expected way of doing business. An example of this is the approach to diversity in the workplace. Not only has the emphasis shifted away from the need to enact additional legislation, through to the recognition that equality and diversity in the workplace should be standard workplace practices, to it becoming a key component of business strategy for creating competitive advantage."

School Partner, Morgan Sindall

8.4 Use of outcome-based monetisation

The number of organisations monetising their social impacts is gradually growing. Typically, this involves the measurement of inputs and the integration of these with outcomes in calculations. More progressive companies (e.g. Recycling Lives, Wilmott Dixon, Redrow) identify outcomes and emphasise the reporting of these.

HOT TOPIC Managing the risk of double counting

Where socio-economic benefits have been included in original investment decision-making, those same outcomes should not be recorded as 'social value'. To do so would be double-counting.

This issue was considered carefully by the rail sector when compiling the RSSB Common Social Impact Framework for Rail. Risk of double-counting was mitigated by excluding from the Framework any measures used by the Department for Transport (DfT) in investment decision-making. At the same time, rail stakeholders expressed a desire for DfT to, in due course, expand the scope of the measures it uses in investment decision-making, to include social value.

As the built environment sector gets better at measuring its outcomes then the whole scope of social value might become integrated into investment decision-making. In the meantime, certain construction companies measure and report the social value they generate as a way of helping clients make ethical procurement decisions and demonstrating the extent of the value of their activity

8.5 Review of The Public Services (Social Value) Act 2012

The Act was reviewed in 2015 and 2017. In 2018 the Minister for the Cabinet Office indicated a forthcoming extension to its scope and the Charities Minister called for “really bold” progress to be made to reform the Act.

Certain stakeholders (e.g. Social Enterprise UK) are pressing strongly for a third review and amendment to the Act to expand scope out from services alone (e.g. to works). There is currently no UK Government commitment around if or when this will happen.

Appendix 1. Social value requirements of planning authorities, clients and other stakeholders

100% OF SCHOOL PARTNERS RESPONDING TO SURVEY EXPERIENCE 'COMMUNITY' REQUIREMENTS

Example community requirements

Legacy — Including physical; [managing] community impact; crime [prevention], engagement in education (e.g. career talks, curriculum support, mentoring) — schools, colleges and universities; community and stakeholder engagement general volunteering; volunteering in schools (e.g. on small refurbishment projects); responsible business; working with charities; charitable donations; considerate constructing

Outreach to attract local people into employment and training; job creation

Community charters

Long-term focused Community Investment Plans

100% OF SCHOOL PARTNERS RESPONDING TO SURVEY EXPERIENCE 'EMPLOYMENT' REQUIREMENTS

Example employment requirements

Attraction and recruitment of diverse groups (e.g. BAME, women, disabled)

Employment of people who are long-term unemployed, out of work and education (NEET), 'local', 'hard to reach', ex-offenders (e.g. through engagement with prisons); ex armed forces, returners

Living Wage; gender pay gap; equal opportunities; social mobility; direct employment

Graduate [recruitment]

Employee health and wellbeing

96% OF SCHOOL PARTNERS RESPONDING TO SURVEY EXPERIENCE 'ENVIRONMENTAL' REQUIREMENTS

Example environmental requirements

[Management of] environmental impacts for people and place; ISO 14001 / environmental management systems

Air quality; emissions restrictions; vehicle movement limits; minimising congestion; smarter logistics; sustainable routing; noise [management]; pollution [management]

Natural capital; environmental enhancements; environmental volunteering (e.g. tree planting); increased blue and green space; enhancing biodiversity — net gain;

Carbon reduction / management; waste reduction; diversion from / zero to landfill; recycling; circular economy; resource minimisation (water, gas, electricity); move to electric vehicles; [reduction of] single use plastic

Climate; climate change; sustainable design; zero carbon construction

BREEAM; CFSH;

92% OF SCHOOL PARTNERS RESPONDING TO SURVEY EXPERIENCE 'TRAINING AND SKILLS' REQUIREMENTS

Example training and skills requirements

Investing time in training pre-employment and during employment (up-skilling — including by using 'local' organisations); addressing current and future skills gaps / shortage; apprenticeships; work placements; internships; trainees; employability skills (e.g. CV writing, Interview); paid and unpaid work experience.

NVQs for staff and sub-contractors; numbers of qualifications; numbers of training days related to specific qualifications, skills or apprenticeships; career development; CPD; performance reviews

Employment and skills plan (ESP)

Sponsor academies, MSc and PhD students

Upskilling supply chain

92% OF SCHOOL PARTNERS RESPONDING TO SURVEY EXPERIENCE 'SUPPLIER DIVERSITY / INCLUSIVE PROCUREMENT' REQUIREMENTS

Example supplier diversity / inclusive procurement requirements

Inclusion woven into procurement process

Past performance requested as part of tender process

Spend with microbusinesses, SMEs, within a given 'local' geographical area; with VCSE (voluntary, community and social enterprise) organisations; with minority businesses; explicit use of social enterprises

Fair payment; fair supplier practice; open and transparent procurement; procurement standards; sustainable procurement

Fairness, Inclusion and Respect

Diversity of people across the workforce (e.g. increase percentage of females on site)

48% OF SCHOOL PARTNERS RESPONDING TO SURVEY EXPERIENCE 'OTHER' REQUIREMENTS

Example 'other' requirements

Modern slavery; fair tax; payment terms; promotion of local culture and diversity issues; mental health programmes; health and wellbeing — employee and community.

Social return on investment (SROI); commitment using National TOMS; local multiplier

Payment of CIL (Community Infrastructure Levy)

Placemaking; preserving heritage

Complaints; customer/ client/ passenger / resident feedback

Appendix 2. Legislation, regulation and social value

DRIVER: LEGISLATIVE

INSTRUMENT	IMPLICATIONS
Public Services (Social Value) Act 2012	<p>Requires public authorities to have regard to the economic, social and environmental well-being of a specific, relevant area .</p> <p>Applies to services contracts only (not works, goods or utilities) and those above EU thresholds.</p> <p>UK government has published examples of how the Act has been used.</p>
Equality Act 2010	<p>Public sector organisations to “have due regard” to eliminate unlawful discrimination, harassment and victimisation, advance equality of opportunity and foster good community relations by tackling prejudice.</p>
Small Business, Enterprise & Employment Act 2015	<p>Requires employers with 250 or more employees to publish statutory calculations, every year, showing pay gap is between their male and female employees</p> <p>Bans ‘exclusivity’ clauses in zero hours contracts</p>
Procurement Reform (Scotland) Act 2014	<p>Addresses fair work practices and procurement</p> <p>Enables selection of tenderers to include matters such as their terms and conditions of employment, in particular payment of a living wage</p> <p>Introduces a sustainable procurement duty and community benefits requirements</p>
Well-being of Future Generations (Wales) Act 2015	<p>Requires public bodies in Wales to think about the long-term impact of their decisions, to work better with people, communities and each other, and to prevent persistent problems such as poverty, health inequalities and climate change.</p> <p>Includes seven well-being goals; National Indicator set used to monitor progress in achieving them</p>

Modern Slavery Act 2015	<p>Require businesses over a certain size to disclose each year what action they have taken to ensure there is no modern slavery in their business or supply chains.</p> <p>Increases penalties for people found guilty of exploitation and slavery</p> <p>Specific School guidance available</p>
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DRIVER: REGULATORY

INSTRUMENT	IMPLICATIONS
Public Contracts Regulations 2015	<p>Allows 'social aspects' linked to subject-matter of contract to be included within public contract award criteria (clause 67)</p> <p>Allows public contracting bodies to lay down social or employment-related considerations relating to performance of a contract (clause 70)</p> <p>Implement 2014 EU Public Procurement Directives</p>
Utility Contract Regulations 2016	<p>Enables award criteria to refer to social and environmental aspects, as long as the criteria relate to the subject matter of the contract (Regulation 67(2)). Criteria will also be able to be linked to any stage of the life-cycle of the works, goods or services (Regulation 82(3)(a)).</p> <p>Codifies existing case law on pre-market engagement (Regulations 58 and 59)</p>
Public Contracts (Scotland) Regulations 2015	<p>Implement 2014 EU Public Procurement Directives</p> <p>Monitor and enforce the Procurement Reform (Scotland) Act 2014</p>

Appendix 3. Social value indicators and metrics used by School Partners

SOCIAL VALUE TOPIC	EXAMPLE INDICATORS AND METRICS USED BY SCHOOL PARTNERS
Employment	<p>% [people paid Living Wage Foundation] Living Wage</p> <p>% 'local' labour</p> <p>Number of NEETs (people previously not in employment, education or training) employed</p> <p>Number previously long term unemployed people employed</p>
Training and skills	<p>Number of apprentices</p> <p>Number of apprentice weeks completed</p> <p>Number of students on graduate scheme</p> <p>Number of hours of paid work experience provided</p> <p>Number of hours of staff time provided supporting people into work</p> <p>% of employees/supply chain trained/attending workshops etc</p> <p>Number of strategic workforce plans</p>
Supplier diversity	<p>£/% spend with small medium enterprises (SMEs)</p> <p>% spend with social enterprises</p> <p>% spend with 'local' organisations</p> <p>Spend with Voluntary and community sector (VCS) organisations</p>
Community	<p>£ donated to charities</p> <p>£ donated to community projects</p> <p>Number of staff hours spent on curriculum support</p> <p>Number of volunteer hours</p> <p>£ and % spend on public amenities for local community</p>

Environment	Number of staff hours contributed to improving local biodiversity
	Number of staff hours spent litter picking
	Carbon emissions per £m turnover
	% waste to landfill
	% waste recycled
	Number of electric vehicles (EVs) in fleet
	Number of staff hours spent volunteering to improve green space
	% change / reduction in total CO2 emissions
	Number of biodiversity action plans in place
	[Change in] noise and dust levels
	% products sustainably sourced
	Number of verified Science Based Targets

Note: some School Partners evidence their social value performance as a unique selling point when bidding for contracts and are therefore not willing to disclose what they measure in the public domain. The above list should not, therefore, be considered a comprehensive list of social value indicators and metrics used by School Partners.

Appendix 4. Charities, voluntary and community groups and social enterprises addressing social value

ENGAGEMENT WITH CARE LEAVERS

EMPLOYMENT, TRAINING AND SKILLS

The National House Project thehouseproject.org

ENGAGEMENT WITH EX-OFFENDERS

EMPLOYMENT, TRAINING AND SKILLS

New Futures Network offenderemployment.campaign.gov.uk

Bounce Back bouncebackproject.com

Key 4 Life key4life.org.uk

ENGAGEMENT WITH EX-FORCES

EMPLOYMENT, TRAINING AND SKILLS

BuildForce buildforce.org.uk

ADDRESSING UNDER-PRESENTATION OF WOMEN IN CERTAIN WORKPLACES

EMPLOYMENT, TRAINING AND SKILLS

National Association of Women in Construction nawic.co.uk

Women Into Construction women-into-construction.org

We Rise werise.co.in

Women In Science and Engineering (WISE) wisecampaign.org.uk

Code First: Girls codefirstgirls.org.uk

ENGAGEMENT WITH SCHOOL-AGED CHILDREN

Youth Adventure Trust youthadventuretrust.org.uk

Career Ready careerready.org.uk

Code Club codeclub.org/en

Think Forward thinkforward.org.uk

ENGAGEMENT WITH SCHOOLS

Education Business Partnerships various (e.g. Tower Hamlets, London)

ENGAGEMENT WITH PEOPLE FROM MINORITY ETHNIC BACKGROUNDS EMPLOYMENT, TRAINING AND SKILLS

Black Training and Enterprise Group (BTEG) bteg.co.uk

Diversity Hut diversityhut.com

ORGANISATION OF VOLUNTEERING AND VOLUNTEER PROGRAMMES IN LONDON

Circle Collective london.gov.uk/what-we-do/volunteering/search

East End Community Foundation eastendcf.org

East London Business Alliance elba-1.org.uk

OPENING UP WORKPLACES TO THE PUBLIC

Open Doors opendoors.construction

Open City (London) open-city.org.uk

ENGAGING WITH PEOPLE FROM UNDER-REPRESENTED AND DIS-ADVANTAGED BACKGROUNDS EMPLOYMENT, TRAINING AND SKILLS

All Together Cumbria alltogethercumbria.com

RMF Freshstart rmf-freshstart.co.uk

Prince's Trust princes-trust.org.uk

Arc Academy Apprenticeship Scheme thearcgroup.co.uk

Construction Youth Trust constructionyouth.org.uk

Ixion Holdings ixionholdings.com

Serious About Youth (SAY – London) say-youth.org

Local authority job brokerage services
(e.g. London Borough of Tower Hamlet's Workpath)

SUPPLY CHAIN DEVELOPMENT PROGRAMMES LONDON

East London Business Place elbp.co.uk

South London Procurement Network (SLPN) slpn.org.uk

SPECIALIST, SOCIAL ENTERPRISE SUPPLIERS

Mind the Gap drama experiences, working alongside artists with learning-disabilities mind-the-gap.org.uk

Change Please mobile coffee units changeplease.org

SUPPLY CHAIN SUSTAINABILITY

