

SUPPLY CHAIN SUSTAINABILITY

SCHOOL

April 2025



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1. Executive summary

Sustainability continues to remain at the top of the agenda for the built environment industries. More regulation is being enforced by Government which means that the supply chain, more than ever, needs to understand how they can work to meet the demands and requirements of their clients. **The School has seen huge growth over the past few years and has realised the ambition to get 50,000 learners by 2025.**

Our annual impact survey seeks to quantify the difference that the School is making through the learning and collaboration we provide for the industry. This year we had **903 responses**, of which **46%** were **SMEs** (small and medium sized enterprises).

Engagement figures have continued to rise significantly with **50,855 (+18%) individuals from 7,677 companies (+4%) learning through the School**. There have been **292,992 views of our learning resources** in 2024/25 compared to 227,277 in the previous year: **a 29% increase**.

The trend and popularity of virtual training continues with the membership and quality ratings for our training remaining very high, with **95% rating the training received as good or excellent**. The various ways of online learning (e-learning, sustainability shorts, virtual training workshops and lunch & learns) remain the highest rated with **72% of our members saying they wanted all or mostly virtual training**.

A NPS (Net Promoter Score) rating was introduced this year. This was split between Partner and Members. This is a tough scoring system and benchmarks suggest that a score: 0 – 100 requires improvement; 0 – 30 is good; 30 – 70 is great and 70 – 100 is excellent. **Partner scored 63% and members scored 41% which we are delighted with.**

The top priority for members in terms of topics were Sustainability (93%), followed by People (46%), Procurement (42%) then Management (40%). Fairness, Inclusion & Respect was also popular with 21% stating their interest in this area. The top five sustainability issues that members want training on are **carbon, sustainability strategy, sustainable procurement, supply chain resilience and environmental management**.

There has been progress around the **impacts on reducing carbon emissions (+10%) to 62%, and pleasingly the attribution to the School also increased (9%) to 40%.**

The School is a clear support and enabler to small businesses with a clear distinction when measuring the attribution of the School in helping them to achieve change in the various impact areas. Notably this occurs in reducing carbon emissions **(+12% vs 24)**. In the other carbon impact areas (measuring, and

developing carbon reduction plans) results were maintained. Only reporting saw a decrease (smaller companies are unlikely to have to report publicly).

Corroborating the statement that the School is an enabler and support to small organisations, **every area apart from modern slavery, lean and procurement, sees higher attribution results** when comparing SME's to large organisations. Those three topics are more pertinent topics to larger organisations. Past impact survey results have concluded this statement.

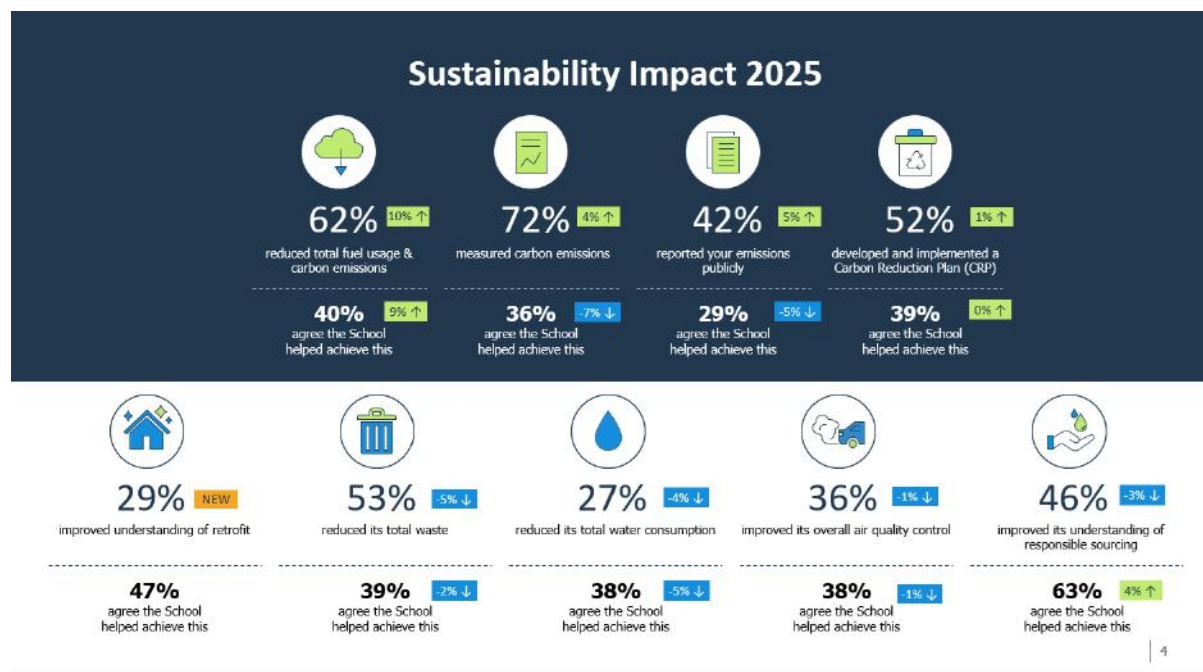
However, it is disappointing that **Fairness, Inclusion & Respect saw a drop in attribution for both large (-7%) and small (-18%) organisations.** It should be considered that it is unlikely that the School is helping FIR Ambassadors as much as someone who is new to the programme. The Ambassadors get what they need from the School, but they don't need increased understanding.

There were also drops in attribution in the areas of **Community Engagement and Modern Slavery.** Community Engagement saw a **12% decrease for SMEs and a 9% decrease for large organisations** and Modern Slavery saw a **13% decrease for SME's, only 1% for large organisations.** Some analysis on whether this is down to levels of maturity for each topic and interestingly in all areas apart from **Modern Slavery, Water and Apprenticeships**, those who had been in the School for a year or less were rating the School higher in attribution. **Therefore, it is important to look at the training and knowledge in the School to provide specific training for SME's as well as those who need more than just beginner level of training.**

The survey reveals that whilst driving reduced sustainability impacts, the School's training and advice continues to help businesses to access improved business outcomes. **The School is undoubtedly a valuable resource for businesses.** There were increases in all areas of business performance and process as a result of engaging in the School (see illustration below for full detail). **72% of members have a better understanding of delivering sustainability, 64% state they are more collaborative and 63% say they have better relationships with their suppliers. Indeed, 51% state engaging in the School has helped them to win more business.** These results have remained constant over the eight years the survey has been running.

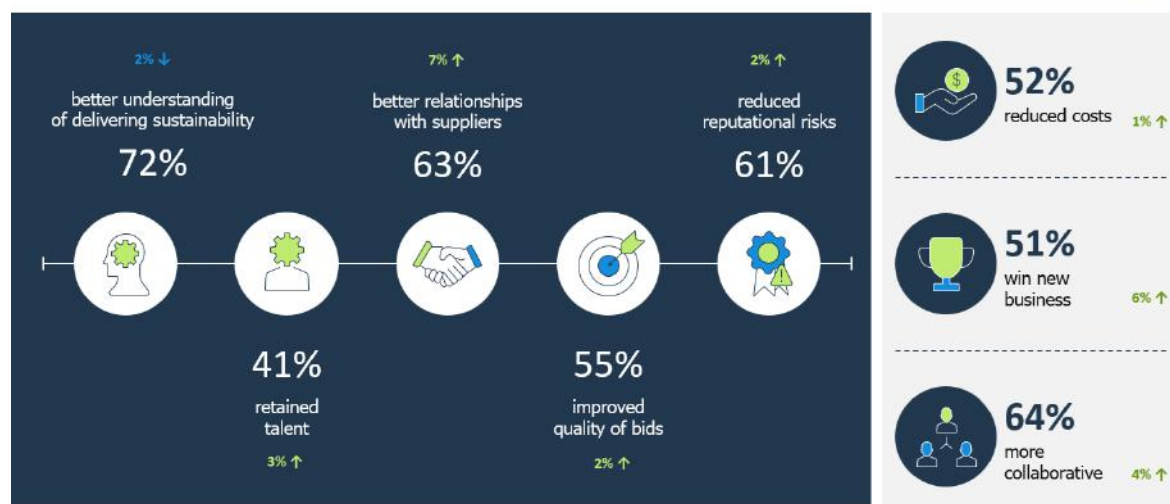
Partner recruitment has again been successful, after a tough and slow start to the year with **22 new Partners for the financial year.** The School now has 223 Partners (end of March 2025). This year has been tougher to maintain the target **repeat rate of Partners of over 95% however a 93% was achieved.**

Impact on sustainability:



Impact on business performance & processes:

School Impact on Business Performance 2025



School performance against KPIs – March 2025

School Activity 2025 vs 2024



Lessons learnt

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

1. **Understand the audience:** We need to continue to be mindful that with more members learning, (many for the first time), that we have a sliding scale of maturity amongst businesses. It is important to ensure that our

content reflects this and that there is learning available for all levels. There is a need for more mature levels of learning.

2. **Training fatigue:** There are so many different training activities for members to join. This year has seen a definite increase in the numbers to virtual conferences with an average of 397 attendees. However, the attendance numbers at some webinars were low. There has been in Q4 and will continue to be in the next FY, as focus on planning as much in advance as possible so that members have the opportunity to plan out their learning.
3. **Make learning easy:** this year saw a development on the LMS which meant that all assessments (sustainability, people, management, offsite, lean, FIR, procurement, digital, retrofit) appeared on corporate and individual. Members had to select topics before these appeared. The result is that there has been an 89% increase in corporate assessments and 25% increase in individual assessments overall.
4. **Simplify the starting point:** The School has expanded the content and topics over the years. As a new member this can be very overwhelming and difficult to start a learning journey. This year automated member journeys for new members were introduced so that any new registered members were sent short messages in a series over a few weeks to help them get started. In addition to this, a dedicated area [Getting Started with the School](#), was created with a selection of short, introductory resources and how to videos to help members get learning. This will need continual refinement.
5. **Getting members to do more:** as the School increases its targets around active individuals, there is also the requirement to get those new to the School to do more and bring up the average number of pieces of learning up. There are constant strategies in place for this, but we are always learning.
6. **Specific learning:** the impact survey did show that in particular markets (Homes, FM, Infrastructure) attribution to the School in some sustainability impact areas was dropping. One reason for this could be that there is a need for specific learning and case studies in those markets.

2. Impact survey results

Sections two to six of this report focus on the impact the School has had on the supply chain. The remainder of the report focuses on performance against targets and a summary of progress for the financial year 2024/2025. **There were 903 School members who responded to the impact survey (46% were SMEs).** The survey was circulated to the members from September to December 2024 to coincide with business planning and with the aim to help inform the process.

This is the eighth year that the survey has been conducted. This year's report includes trends across the years for each sustainability impact. The survey addressed the School's impact on:

- Sustainability outcomes
- Business processes
- Business outcomes

2.1 School impact on sustainability outcomes

The School remains an enabler, supporting small businesses to reduce their sustainability impacts, or increase their understanding in those areas.

The ambition to be more sustainable in the built environment continues with organisations engaging to address their sustainability impacts.

There is a need to review learning, particularly in the areas of Carbon, Fairness, Inclusion & Respect, Modern Slavery & Community Engagement to provide learners with advanced levels of learning to continue their journey.

It is also necessary to ensure learning is tailored dependant on whether it is a small or large organisation.

The survey has been designed to understand the level of change that our members have experienced over the last year, and to what extent the School's work can be "attributed" to this change. It would be inaccurate to attribute learning through the School as the sole rationale for members' improvement in sustainability outcomes.

The Logic model approach (see *appendices*) guides the analysis of impact and as a result the questions followed a pre-defined structure:

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

Answer set: Yes/ No/ Unsure

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

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

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

Figures 1 & 2 below compare the overall results from 2025 to the previous Impact Surveys, and figures 3 & 4 compare company size:

This year the question around reducing carbon emissions was reinstated as this continues to be important to measure. There were also six additional questions on retrofit, MMC; lean techniques; digital transformation; procurement and supplier performance management to cover all topics the School covers.

Key findings:

- There has been a **significant increase in members** reporting that they have **reduced their carbon emissions (10%)**. This will be due to the global sustainability drivers and pressure on organisations to do this. This is supported with the slight increases in measuring, reporting and developing carbon reduction plans (CRP).
- Overall, **attributing carbon reduction to the engagement in the School has seen increases of 9% to last year**. However nothing notable is seen measuring and reporting emission and developing a carbon reduction plan.
- When looking at the split between large and small organisations (figure 3 & 4) the **trends show that larger organisations are driving the figures in all four questions relating to carbon**. This is not surprising as many large organisations have to measure and report their carbon emissions for example (figure 3). However, it is **clear that the School is a key support and enabler to helping smaller organisations** (figure 4) navigate what to do around reducing (**+12% vs 24**), measuring (**50%; remained static**) and creating CRP's (**+4%**) as the attribution to the School for them is much higher than for larger organisations. The area where it has dropped vs 2024 is around reporting (**-25%**). This is likely due to the fact that many small organisations do not report directly.
- Carrying on the evidence that the School is an enabler and support to small organisations, looking at figure 4, **every area apart from modern slavery, lean and procurement, sees higher attribution results** when

comparing SME's to large organisations. Those three topics are more pertinent topics to larger organisations.

- When comparing year on year, it is disappointing that **Fairness, Inclusion & Respect saw a drop in attribution for both large (-7%) and small (-18%) organisations.** There is a more in depth FIR survey which will reveal more about this, however it could be a maturity question. It is unlikely that the School is helping FIR Ambassadors as much as someone who is new to the programme. The Ambassadors get what they need from the School, but they don't need increased understanding.
- **Community Engagement and Modern Slavery** were two other areas where there was a significant change to attribution figures Community Engagement saw a **12% decrease for SMEs and a 9% decrease for large organisations** and Modern Slavery saw a **13% decrease for SME's, only 1% for large organisations.**

Figure 5 below explores whether this is down to levels of maturity for each topic. Interestingly in all areas apart from **Modern Slavery, Water and Apprenticeships**, those who had been in the School for a year or less were rating the School higher in attribution. **It is important to look at the training and knowledge in the School to provide specific training for SME's as well as those who need more than just beginner level of training.**

- However, it is pleasing to see that **overall members are remaining engaged in reducing their sustainability impacts**, or increasing their knowledge of them as there were no other significant decreases in any areas.
- This year is a benchmark year for the questions set on retrofit, offsite, lean, digital, procurement and supplier performance management. Retrofit, digital and procurement are all newer topics (within the last three years) so this benchmark will help show the maturity of these. Retrofit in particular has only had new content released over the last 18 months. **Offsite and Lean are more mature areas of the School so it is pleasing to see that 56% of members are saying that the School has helped them engage with MMC (Offsite). Lean has not had as much impact with 21% stating the School has helped them to assess the benefits of implementing lean techniques. There is a much smaller audience for this topic.**

Figure 1. Member progress on sustainability issues

Since joining the School has your company . . .	2025 % Yes	2024 % Yes	2023 % Yes	2022 % Yes	2021 % Yes	2020 % Yes	2019 % Yes	2018 % Yes	Change (2024 vs 2025)
Over the past year, has your company reduced its total fuel usage & carbon emissions?	62	--	52	57	63	37	34	37	10% (vs 23)
Over the past year, has your company measured its carbon emissions?	72	68	--	--	--	--	--	--	4%
Did you report your emissions publicly?	42	37	--	--	--	--	--	--	5%
Have you developed & implemented a Carbon Reduction Plan?	52	51	--	--	--	--	--	--	1%
Increased its understanding of Retrofit?	29	--	--	--	--	--	--	--	--
Reduced its total waste	53	58	50	53	57	43	41	40	-5%
Reduced its total water consumption	27	31	25	28	37	18	16	18	-4%
Improved its overall control of air quality	36	37	35	40	44	32	20	15	-1%
Increased its community engagement activities	63	63	57	44	38	51	45	45	0%
Increased the number of apprentices it employs	44	44	43	32	38	37	36	32	0%
Improved its understanding of responsible sourcing	46	49	50	49	44	56	50	49	-3
Improved its understanding of Modern Slavery	64	68	71	64	69	69	71	63	-4%
Improved its understanding of Fairness, Inclusion & Respect (FIR)	68	68	69	64	68	65	63	49	0%
Implemented a policy for assessing the benefits of using modern methods of construction (MMC, including offsite)?	24	--	--	--	--	--	--	--	--
Implemented a policy for assessing the benefits derived from implementing lean techniques (operational excellence)?	47	--	--	--	--	--	--	--	--
Begun a policy to implement digital transformation?	38	--	--	--	--	--	--	--	--
Saved cost through more effective procurement?	46	--	--	--	--	--	--	--	--
Delivered measurable value improvements (e.g. more reliable delivery or completion of works) through supplier performance management?	35	--	--	--	--	--	--	--	--

Figure 2. To what extent do members say the School has helped them drive change?

Attribution: Engaging in the School has helped us to . . .	Attribution: Strongly Agree / Agree								Change (2023 vs 2024)
	2025 %	2024 %	2023 %	2022 %	2021 %	2020 %	2019 %	2018 %	
Reduce our fuel & carbon emissions	40	--	31	47	39	69	58	48	+9% (vs 23)
Measure our carbon emissions	36	43	--	--	--	--	--	--	-7%
Report our carbon emissions	29	34	--	--	--	--	--	--	-5%
Helped us develop & implement a Carbon Reduction Plan	39	39	--	--	--	--	--	--	0%
Increased our understanding of retrofit	47	--	--	--	--	--	--	--	--
Reduce our total waste	39	41	41	46	41	68	65	56	-2%
Reduce our total water consumption	38	43	41	39	33	64	53	50	-5%
Improve our overall control of air quality	38	39	42	42	40	66	69	54	-1%
Increase our community engagement activities	38	46	46	53	48	75	72	66	-8%
Increase the number of apprentices we employ	28	29	25	25	22	49	42	44	-1%
Improve our understanding of responsible sourcing	63	61	65	69	66	84	77	81	4%
Improve our understanding of Modern Slavery	66	70	65	64	65	87	86	82	-4%
Improve our understanding of (FIR)	48	62	54	68	68	85	87	85	-14%
realise the benefits of modern methods of construction (MMC, including Offsite)	56	--	--	--	--	--	--	--	--
assess the benefits of using lean techniques (operational excellence)	20	--	--	--	--	--	--	--	--
develop a digital transformation policy	27	--	--	--	--	--	--	--	--
save cost through more effective procurement	21	--	--	--	--	--	--	--	--
deliver measurable value improvements through supplier performance management	45	--	--	--	--	--	--	--	--

Figure 3. School impact on sustainability issues over 8 years by company size

Since joining the School has your company. . .	Year	Yes %	Unsure %	No %	Yes %	Unsure %	No %
		<250			250+		
Reduced its fuel usage and carbon emissions	2025	54	19	27	66	8	26
	2024	--	--	--	--	--	--
	2023	46	18	36	60	9	31
	2022	48	31	12	68	24	7
	2021	63	30	7	49	46	6
	2020	35	26	39	40	10	50
	2019	30	27	43	39	13	49
	2018	31	39	30	46	35	19
measured its carbon emissions?	2025	58	27	15	82	1	17
	2024	53	29	19	82	3	15
Report emissions publicly	2025	22	54	24	57	8	35
	2024	19	62	18	53	9	38
Developed & Implemented a Carbon Reduction Plan	2025	37	41	22	63	11	26
	2024	36	42	22	65	11	24
Increased understanding of Retrofit	2025	23	33	44	31	23	46
Reduced its total waste	2025	50	21	29	54	10	36
	2024	49	35	13	58	9	34
	2023	51	16	33	48	13	39
	2022	49	35	13	58	33	9
	2021	57	34	9	50	44	6
	2020	45	21	35	42	13	45
	2019	40	27	34	42	13	45
	2018	40	35	25	39	34	27
Reduced its water consumption	2025	25	28	47	29	12	60
	2024	26	29	44	28	12	60
	2023	23	23	54	27	8	64
	2022	23	49	23	34	16	50
	2021	37	47	16	36	55	9
	2020	18	42	40	17	20	62
	2019	13	40	47	20	20	60
	2018	15	43	42	12	45	43
Improved its overall control of air quality	2025	35	20	44	37	6	57
	2024	37	19	44	37	7	56
	2023	36	17	47	34	10	56
	2022	36	49	23	45	49	6
	2021	44	46	9	45	50	5
	2020	33	21	46	32	9	60
	2019	21	33	47	20	17	63
	2018	15	49	36	15	53	32

Since joining the School has your company. . .	Year	Yes %	Unsure %	No %	Yes %	Unsure %	No %
		<250			250+		
Increased its community engagement activities	2025	60	23	18	65	8	27
	2024	53	27	20	72	7	21
	2023	52	29	19	64	11	25
	2022	36	28	28	53	31	17
	2021	38	28	34	40	37	23
	2020	48	28	25	56	14	30
	2019	39	39	22	53	14	42
	2018	44	23	33	47	30	23
Increased the number of apprentices it employs	2025	36	3	60	50	5	45
	2024	30	3	67	56	3	41
	2023	36	3	61	52	44	3
	2022	21	63	5	45	50	5
	2021	28	61	11	31	57	12
	2020	29	15	56	48	18	34
	2019	29	59	12	46	19	35
	2018	29	12	59	37	32	31
Improved its understanding of responsible sourcing	2025	45	25	29	47	15	38
	2024	48	24	27	50	14	37
	2023	54	22	24	45	16	39
	2022	49	31	20	49	38	13
	2021	44	34	21	41	41	18
	2020	59	20	21	51	15	34
	2019	52	27	22	47	16	36
	2018	50	23	27	47	26	27
Improved its understanding of Modern Slavery	2025	67	15	18	62	9	28
	2024	71	18	12	65	9	26
	2023	72	15	13	69	10	21
	2022	62	20	16	66	23	11
	2021	69	17	14	65	23	11
	2020	69	13	18	68	9	23
	2019	71	15	14	71	8	21
	2018	63	12	25	62	23	15
Improved its understanding of FIR	2025	67	15	18	69	7	25
	2024	68	13	19	67	8	25
	2023	70	14	17	72	6	22
	2022	60	24	13	68	24	8
	2021	68	21	11	66	27	7
	2020	66	18	16	64	10	27
	2019	64	16	21	65	8	28
	2018	47	25	28	26	44	30

Since joining the School has your company. . .	Year	Yes %	Unsure %	No %	Yes %	Unsure %	No %
		<250			250+		
Implemented a policy for assessing the benefits of using modern methods of construction (MMC, including offsite)?	2025	17	53	31	22	27	50
Implemented a policy for assessing the benefits derived from implementing lean techniques (operational excellence)?	2025	42	23	35	49	23	28
Begun a policy to implement digital transformation?	2025	28	43	29	48	9	43
Saved cost through more effective procurement?	2025	43	16	41	48	9	43
Delivered measurable value improvements (e.g. more reliable delivery or completion of works) through supplier performance management?	2025	29	29	44	40	15	45

Figure 4. Attribution to the School on sustainability issues by company size

Engaging in the School has helped us...	Year	1 – 250 % Strongly agree/ Agree	250+ % Strongly agree/ Agree
Reduce our total fuel usage & carbon emissions	2025	44	38
	2024	--	--
	2023	32	30
	2022	47	46
	2021	40	37
	2020	76	61
	2019	64	51
	2018	55	43
measure your carbon emissions	2025	50	28
	2024	50	39
report your carbon emissions	2025	36	27
	2024	51	28
develop and / or implement a Carbon Reduction Plan	2025	54	32
	2024	50	34
increase our understanding of retrofit	2025	60	47
reduce our total waste	2025	50	31
	2024	44	38
	2023	49	31
	2022	48	44
	2021	43	38
	2020	74	60
	2019	71	57
	2018	63	50
reduced our total water consumption	2025	43	30
	2024	50	37
	2023	51	32
	2022	46	36
	2021	38	28
	2020	71	54
	2019	70	38
	2018	61	41
improved our overall air quality control	2025	42	37
	2024	40	38
	2023	46	35
	2022	38	38
	2021	42	38
	2020	72	58
	2019	73	64
	2018	62	12
increased our community engagement	2025	40	33

Engaging in the School has helped us...	Year	1 – 250 % Strongly agree/ Agree	250+ % Strongly agree/ Agree
	2024	52	42
	2023	57	34
	2022	47	47
	2021	56	42
	2020	75	74
	2019	78	67
	2018	71	63
increased the number of apprentices we employ	2025	38	23
	2024	34	27
	2023	34	17
	2022	23	23
	2021	31	14
	2020	56	43
	2019	53	33
improved our understanding of responsible sourcing	2018	43	47
	2025	64	57
	2024	63	59
	2023	69	59
	2022	64	64
	2021	71	59
	2020	84	71
improved our understanding of Modern Slavery issues	2019	78	75
	2018	83	82
	2025	60	66
	2024	73	67
	2023	68	61
	2022	62	62
	2021	72	57
improved our understanding of Fairness, Inclusion and Respect (FIR)	2020	87	87
	2019	86	87
	2018	82	84
	2025	53	45
	2024	71	53
	2023	58	51
	2022	63	63
realise the benefits of modern methods of construction (MMC, including Offsite)	2021	73	64
	2020	86	84
	2019	87	86
	2018	89	83
	2025	56	55
	2025	21	25
	2025	40	20
develop a digital transformation policy	2025	40	20
save cost through more effective procurement	2025	19	22
deliver measurable value improvements through supplier performance management	2025	53	41

Figure 5. Attribution to the School on sustainability issues by length of time

Topic	Length of time	Attribution (Strongly Agree/ Agree)
reduce your total fuel usage & carbon emissions	Less than a year	50%
	More than a year	38%
measure your carbon emissions	Less than a year	40%
	More than a year	35%
report your carbon emissions	Less than a year	29%
	More than a year	29%
develop and / or implement your CRP.	Less than a year	43%
	More than a year	38%
improved your understanding of retrofit	Less than a year	56%
	More than a year	45%
reduce our total waste	Less than a year	44%
	More than a year	37%
reduce our total water consumption	Less than a year	38%
	More than a year	66%
improved our overall air quality control	Less than a year	38%
	More than a year	38%
increased our community engagement	Less than a year	46%
	More than a year	37%
increase the number of apprentices we employ	Less than a year	27%
	More than a year	29%
improve our understanding of responsible sourcing	Less than a year	67%
	More than a year	62%
improve our understanding of modern slavery issues	Less than a year	57%
	More than a year	70%
improve our understanding of Fairness, Inclusion and Respect (FIR)	Less than a year	50%
	More than a year	44%
realise the benefits of modern methods of construction (MMC, including Offsite)	Less than a year	66%
	More than a year	52%
assess the benefits of using lean techniques (operational excellence).	Less than a year	24%
	More than a year	23%
develop a digital transformation policy.	Less than a year	38%
	More than a year	24%
save cost through more effective procurement	Less than a year	21%
	More than a year	21%
deliver measurable value improvements through supplier performance management	Less than a year	49%
	More than a year	44%

The following graphs illustrate the results split by environmental; people and topic based impacts by company size.

Figure 6. SMEs attribute the School's help in reducing sustainability impacts.

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

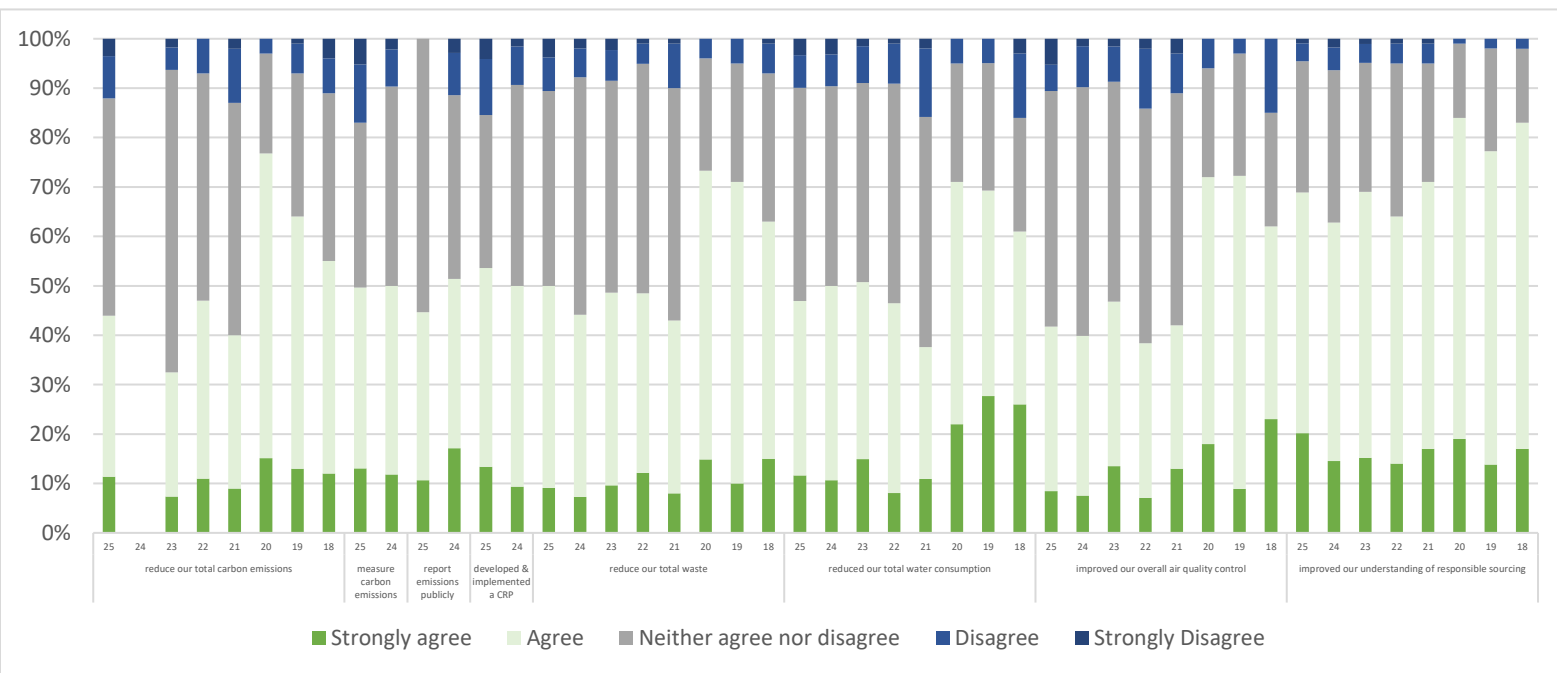


Figure 7. SMEs attribute the School's help in reducing sustainability impacts.

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

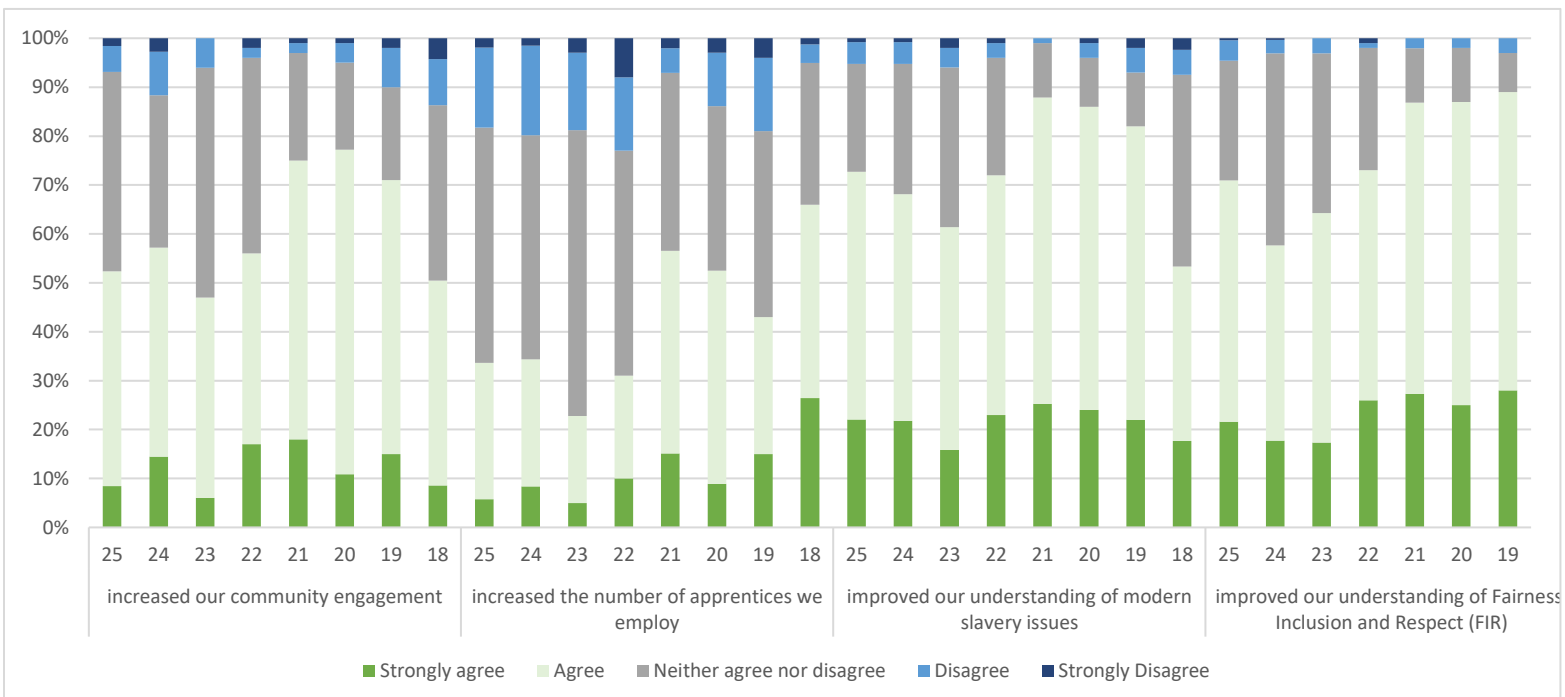


Figure 8. SMEs attribute the School's help in reducing sustainability impacts.

Topic based impacts: Engaging with the School has helped us (the greener in the bar the better) ...

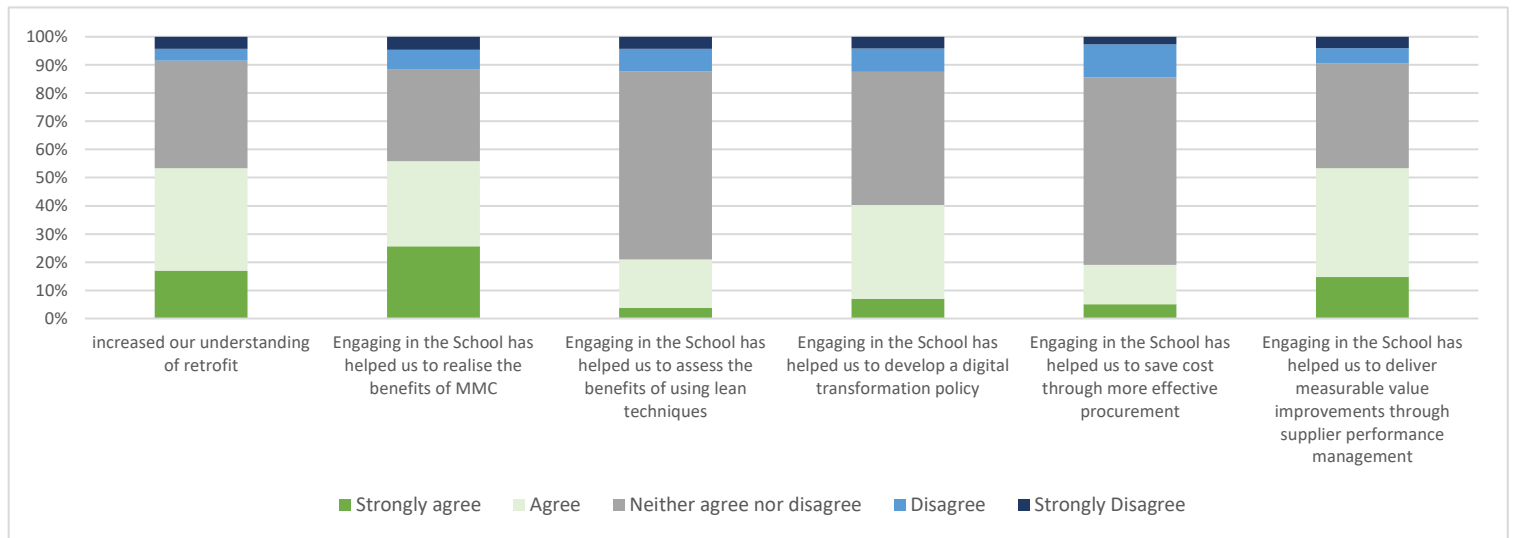


Figure 9. Large businesses attribute the School's help in reducing impacts.

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

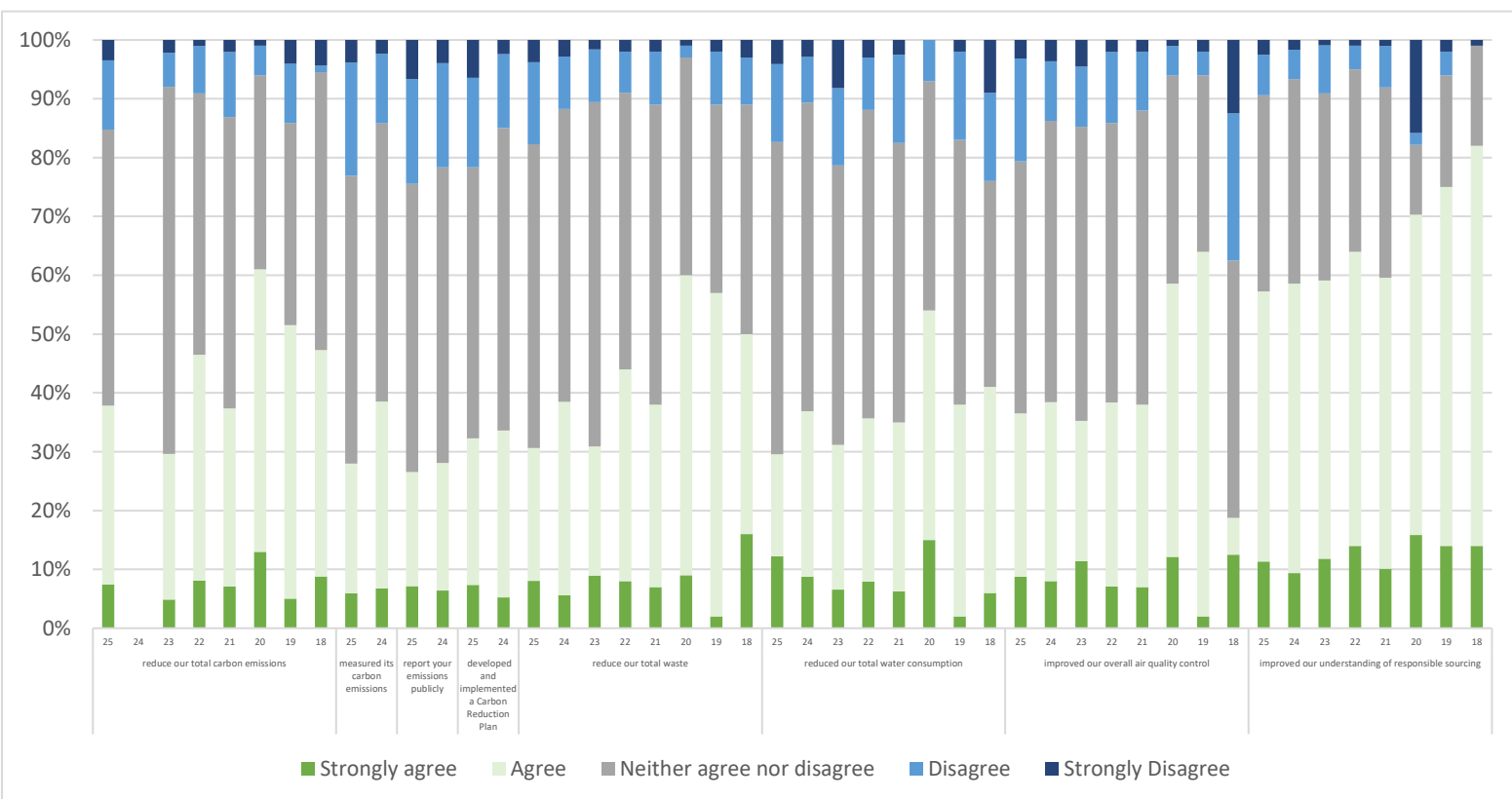


Figure 10. Large businesses attribute the School's help in reducing impacts.

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

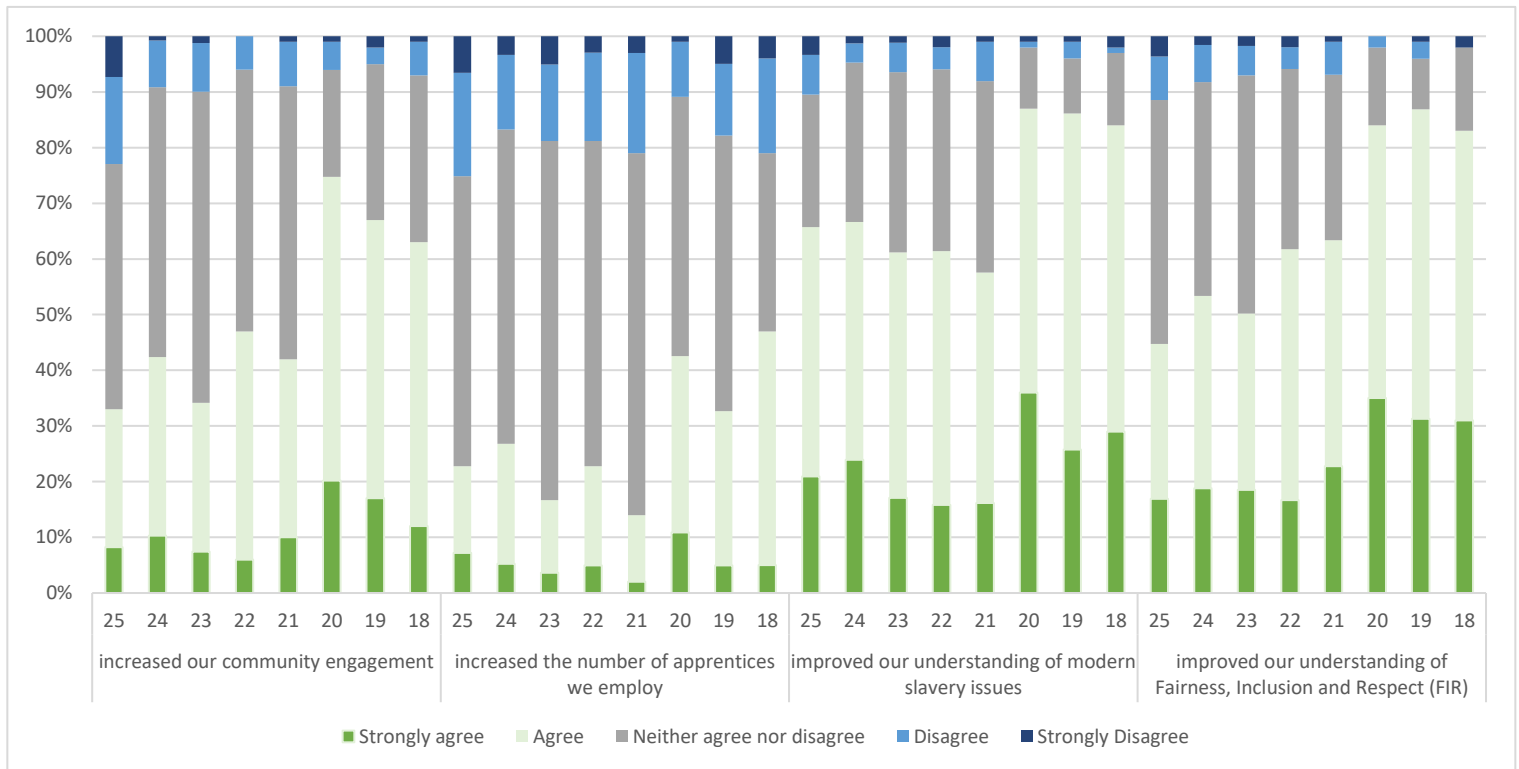
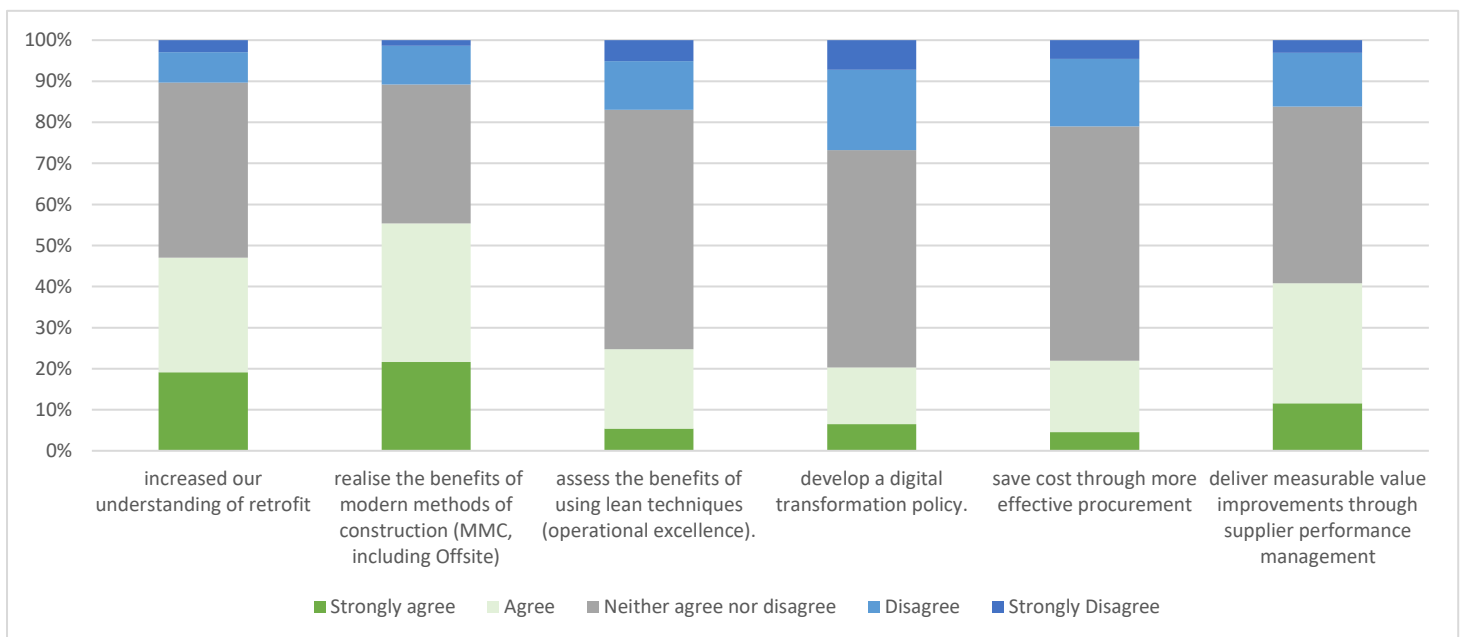


Figure 11. Large businesses attribute the School's help in reducing impacts.

Topic based impacts: Engaging with the School has helped us (the greener in the bar the better) ...



2.2 School impact on sustainability outcomes by market

The impact amongst the markets is reflected in what they set out as their priorities at the beginning of the year. **It is important that more specific learning is developed to address those priorities, particularly in Infrastructure, Homes and FM which saw the largest influx of results.**

The report also looks at understanding the impact on sustainability outcomes by market sector and how each market attributes this to engagement with the School. Figures 12 & 13 present and compare the results from across the Construction, Homes, FM, Infrastructure, Welsh, and Scottish markets. Key findings are:

- **Scotland (+22%), Homes and FM (both +13%) saw the biggest reduction in carbon emissions.** However, all markets had a similar attribution (between 9% and 13%) from engaging with the School.
- **FM has the largest increase (11%) in measuring carbon emissions.** Interestingly Wales and Scotland had only 1 & 2% increases. Infrastructure saw the largest decrease in attribution (13%), followed by Wales (9%), Construction (6%) and Scotland (6%).
- **Infrastructure had the largest increase in reporting carbon emissions but only the Homes market saw an increase of 8% in attribution to the School.** All other markets had small decreases (between 3 and 7%).
- **Homes had the largest increase (9%) in stating they had developed a CRP** however this market had the largest decrease in attribution to the School (-14%).
- The **Infrastructure market saw the largest decrease in attribution around waste (-8%)** but there was no particular difference in the markets on tackling this issue.
- **Homes & FM had the largest %ages (37% & 34% respectively) on understanding retrofit which would be expected** and it is pleasing to see this is reflected in the attribution, both markets rating the highest at 54% & 52% (Construction also rated attribution as 52%).
- **Infrastructure saw the largest decrease in attribution to reducing water at -12%.** There were also decreases for Homes (-5%). All other markets had increases between 1% and 7% (Scotland and FM). Scotland

had the highest change in impact (9%). The School does not focus on water.

- **There were decreases in impact between 3% and 9% around air quality for all markets apart from Wales and Scotland which saw little change.** What is interesting though is that (in order) FM (+16%), Scotland (+10%), Wales (+9%) and Construction (+6%) had positive change in attribution around this topic.
- Following the overall results, **community engagement saw decreases in attribution in all markets**, the highest in Homes, between 5% and 10%.
- There was nothing of particular significance for apprenticeships or procurement across all markets.
- The **FM market had a whopping 18% increase in attribution to the School responsible sourcing.** Followed by Homes (8%) and Infrastructure (7%).
- **Wales reported a huge increase in understanding of Modern Slavery (+16%),** for the other markets this was minimal. However, the Welsh market reported a 6% decrease in attribution (Scotland was -7%). The other markets did not report much movement.
- **The highest increase for understanding of FIR was by Homes at +13% (the lowest being FM at -6%).** All markets reported a decrease in attribution to the School (between -8% to -17% in Infrastructure).
- All markets reported similar results for assessing the benefits of Offsite, but the FM market had the largest attribution at 9%.
- Pleasingly, **assessing the benefits of Lean had results between 47% and 54% for all markets. The highest attribution was Infrastructure (28%) followed by Homes and FM (25%).**
- **Infrastructure reported the highest at 48% implementing digital transformation, compared to just 19% in FM. Interestingly though, FM had the second highest attribution (31%) with Infrastructure the highest (32%).** It is good to see impact with the digital learning.
- The **FM market saw the highest impact (48%, closely followed by Homes 46%) and attribution in supplier performance management (53%, closely followed by Infrastructure 50%).**

Figure 12. Change in members sustainability impacts across market sectors.

Table shows percentage of respondents saying “YES”.

Since joining the School has your company...	Year	Const.	Homes	FM	Infra	Wales	Scot
Reduced your total fuel usage and carbon emissions?	2019	32	34	44	34	34	0
	2020	37	37	39	37	39	40
	2021	63	70	68	65	68	68
	2022	59	68	66	60	64	65
	2023	52	57	64	58	57	57
	2024	--	--	--	--	--	--
	2025	61	70	77	62	66	79
	Change	+9%	+13%	+13%	+5%	+9%	+22%
measured its carbon emissions?	2024	69	69	66	73	78	77
	2025	73	77	77	79	79	79
	Change	+4%	+8%	+11%	+6%	+1%	+2%
report your emissions publicly?	2024	37	45	43	40	54	44
	2025	42	51	42	49	54	52
	Change	+5%	+6%	-1%	+9%	0	+8%
developed and implemented a Carbon Reduction Plan?	2024	52	52	55	54	59	60
	2025	53	61	57	60	64	61
	Change	+1%	+9%	+2%	+6%	+5%	+1%
Increased understanding of retrofit	2025	31	34	37	26	26	27
Reduced your total waste?	2019	41	45	49	39	43	0
	2020	43	48	46	45	47	44
	2021	58	66	61	54	60	59
	2022	54	65	66	57	57	56
	2023	51	57	55	52	54	52
	2024	60	66	64	62	60	60
	2025	53	60	59	54	56	56
	Change	-7%	-6%	-5%	-8%	-4%	-4%
Reduced your total water consumption?	2019	17	17	23	14	17	0
	2020	18	21	22	16	16	15

Since joining the School has your company...	Year	Const.	Homes	FM	Infra	Wales	Scot
	2021	37	46	42	36	40	39
	2022	29	38	41	28	30	30
	2023	25	35	31	27	25	27
	2024	28	32	30	31	25	27
	2025	27	32	31	28	29	38
	Change	-1%	0	1%	-3%	4%	+9%
Improved your overall air quality control?	2019	21	21	23	22	19	0
	2020	33	33	25	34	32	28
	2021	44	51	49	49	46	45
	2022	42	45	46	48	45	45
	2023	37	40	51	44	37	39
	2024	40	45	47	41	38	36
	2025	37	36	39	37	39	38
	Change	-3%	-9%	-8%	-4%	1%	2%
Increased your community engagement activities?	2019	45	48	52	48	50	0
	2020	51	52	55	58	52	51
	2021	38	37	43	47	33	33
	2022	45	48	54	51	45	45
	2023	58	51	65	67	61	59
	2024	65	66	69	68	68	67
	2025	65	73	69	69	67	67
	Change	0	+7%	0	+1%	-1%	0
Increased the number of apprentices you employ?	2019	36	38	29	40	40	0
	2020	37	35	35	40	38	38
	2021	29	28	26	33	25	24
	2022	36	41	38	43	36	34
	2023	43	40	49	49	44	45
	2024	44	36	45	48	43	46
	2025	47	41	52	51	48	49

Since joining the School has your company...	Year	Const.	Homes	FM	Infra	Wales	Scot
	Change	+3%	+5%	+7%	+3%	+5%	+3%
Improved your understanding of responsible sourcing?	2019	51	54	52	47	51	0
	2020	54	52	53	55	54	51
	2021	45	49	41	44	45	43
	2022	50	51	47	49	36	49
	2023	20	50	49	51	44	51
	2024	52	53	51	47	43	52
	2025	46	53	53	45	49	52
	Change	-6%	0	+2%	-2%	+6%	0
Improved your understanding of Modern Slavery issues?	2019	66	69	73	70	74	0
	2020	69	67	68	72	70	66
	2021	70	69	71	70	70	66
	2022	65	62	69	68	51	69
	2023	71	68	71	72	50	69
	2024	69	68	72	65	53	71
	2025	67	67	73	66	69	70
	Change	-2%	-1%	+1%	+1%	+16%	-1%
Improved your understanding of FIR?	2019	72	59	58	72	66	0
	2020	65	60	65	70	65	65
	2021	68	63	70	72	67	66
	2022	65	66	66	70	70	68
	2023	71	69	79	77	75	74
	2024	69	65	79	71	70	70
	2025	70	78	73	70	72	71
	Change	+1%	+13%	-6%	-1%	-2%	-1%
Implemented a policy for assessing the benefits of using modern methods of construction (MMC, including offsite)?	2025	22	26	24	21	19	19
implemented a policy for assessing the benefits derived from implementing lean	2025	47	50	52	54	50	48

Since joining the School has your company...	Year	Const.	Homes	FM	Infra	Wales	Scot
techniques (operational excellence)?							
begun a policy to implement digital transformation?	2025	40	44	19	48	42	43
saved cost through more effective procurement?	2025	47	54	56	52	48	48
delivered measurable value improvements (e.g. more reliable delivery or completion of works) through supplier performance management?	2025	36	46	48	39	36	35

Figure 13. Members **attributing** the Supply Chain Sustainability School's help in reducing sustainability impacts by market (strongly agree/agree)

Engaging in the School has helped us...	Year	Const	Homes	FM	Infra	Wales	Scot
Reduce our total carbon emissions	2019	59	51	65	61	51	--
	2020	69	64	65	70	64	67
	2021	40	42	46	43	35	33
	2022	49	46	51	51	48	46
	2023	33	25	39	34	30	29
	2024	--	--	--	--	--	--
	2025	42	35	48	47	40	40
	Change	+11%	+10%	+9%	+13%	+10%	+11%
measured its carbon emissions?	2024	45	38	40	50	42	39
	2025	38	37	40	37	33	33
	Change	-7%	-1%	0	-13%	-9%	-6%
report your emissions publicly?	2024	36	23	36	35	33	31
	2025	32	28	33	32	26	26
	Change	-4%	+8%	-3%	-3%	-7%	-5%
developed and implemented a Carbon Reduction Plan?	2024	40	47	43	38	38	36
	2025	42	33	38	43	36	37
	Change	+4%	-14%	-5%	+5%	-2%	+1%
Increased understanding of retrofit	2025	52	54	52	49	45	47
Reduce our total waste	2019	65	60	64	66	54	--
	2020	68	62	63	71	63	68
	2021	41	40	41	46	39	38

Engaging in the School has helped us...	Year	Const	Homes	FM	Infra	Wales	Scot
	2022	48	49	51	46	45	44
	2023	44	37	48	44	35	38
	2024	41	40	42	45	33	31
	2025	40	35	44	37	34	34
	Change	-1%	-5%	+2%	-8%	+1%	+3%
Reduced our water consumption	2019	55	44	64	53	33	--
	2020	64	68	71	64	59	60
	2021	34	27	32	33	26	24
	2022	41	34	46	45	37	37
	2023	43	33	47	43	31	32
	2024	38	38	42	46	28	24
	2025	39	33	49	34	33	31
	Change	+1%	-5%	+7%	-12%	+5%	+7%
Improve our air quality control	2019	72	66	71	69	60	--
	2020	67	75	69	66	62	67
	2021	41	44	47	42	35	34
	2022	43	41	55	45	39	38
	2023	44	35	48	42	40	37
	2024	46	33	34	42	25	25
	2025	52	34	50	43	34	35
	Change	+6%	+1%	+16%	+1%	+9%	+10%
Increase our community engagement	2019	69	73	70	75	67	--
	2020	74	72	70	78	74	78
	2021	48	48	47	51	44	46
	2022	57	51	54	55	50	50
	2023	51	43	49	50	38	45
	2024	46	43	45	50	40	39
	2025	39	33	40	42	31	31
	Change	-7%	-10%	-5%	-8%	-9%	-8%
Increase the number of apprentices we employ	2019	43	44	29	39	34	--
	2020	49	46	36	51	44	50
	2021	22	26	17	22	13	16
	2022	26	29	39	32	22	27
	2023	28	24	21	32	21	18
	2024	31	33	31	35	28	23
	2025	28	26	33	29	27	26
	Change	-3%	-7%	+2%	-6%	-1%	+3%
Improve our understanding of responsible sourcing	2019	76	72	73	74	70	--
	2020	83	80	88	83	79	82
	2021	66	56	73	70	64	63

Engaging in the School has helped us...	Year	Const	Homes	FM	Infra	Wales	Scot
	2022	69	59	71	73	68	68
	2023	66	58	74	68	63	58
	2024	60	53	51	61	54	54
	2025	63	61	69	68	58	58
	Change	+3%	+8%	+18%	+7%	+4%	+4%
Improve our understanding of Modern Slavery issues	2019	86	86	88	88	85	--
	2020	87	90	88	88	89	84
	2021	65	64	74	74	73	64
	2022	65	53	69	69	69	62
	2023	67	54	67	70	64	61
	2024	70	64	73	71	72	69
	2025	70	64	76	73	66	62
	Change	0	0	+3%	+2%	-6%	-7%
Improve our understanding of FIR	2019	86	87	86	88	85	--
	2020	85	87	84	88	84	84
	2021	68	60	70	72	65	66
	2022	68	57	73	71	63	65
	2023	57	48	55	62	57	55
	2024	63	56	57	69	56	57
	2025	50	48	47	52	44	44
	Change	-13%	-8%	-10%	-17%	-12%	-13%
Implemented a policy for assessing the benefits of using modern methods of construction (MMC, including offsite)?	2025	55	60	69	57	50	52
implemented a policy for assessing the benefits derived from implementing lean techniques (operational excellence)?	2025	23	25	25	28	19	18
begun a policy to implement digital transformation?	2025	28	26	32	31	22	19
saved cost through more effective procurement?	2025	20	22	23	22	18	18
delivered measurable value improvements (e.g. more reliable delivery or completion of works) through supplier performance management?	2025	44	44	53	50	40	41

2.3 School impact on business outcomes

The survey reveals that whilst driving reduced sustainability impacts, the School's training and advice continues to help businesses to access improved business outcomes.

The School is undoubtedly a valuable resource for businesses.

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

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

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

Summary of findings for all business sizes, illustrated by Figure 14, are:

- Overall, the School continues to add value to businesses engaging and learning through the School and **helps to contribute to the triple bottom line around sustainability**. The results show that sustainability is good for business not just a 'nice thing to do'.
- Over the last eight years the results have been maintained. This year saw increases in the majority of areas, notably around winning new business (+6%) and bettering relationships with suppliers (+7%).

Figure 14. Overall results 2025: The Impact the School has on members:

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

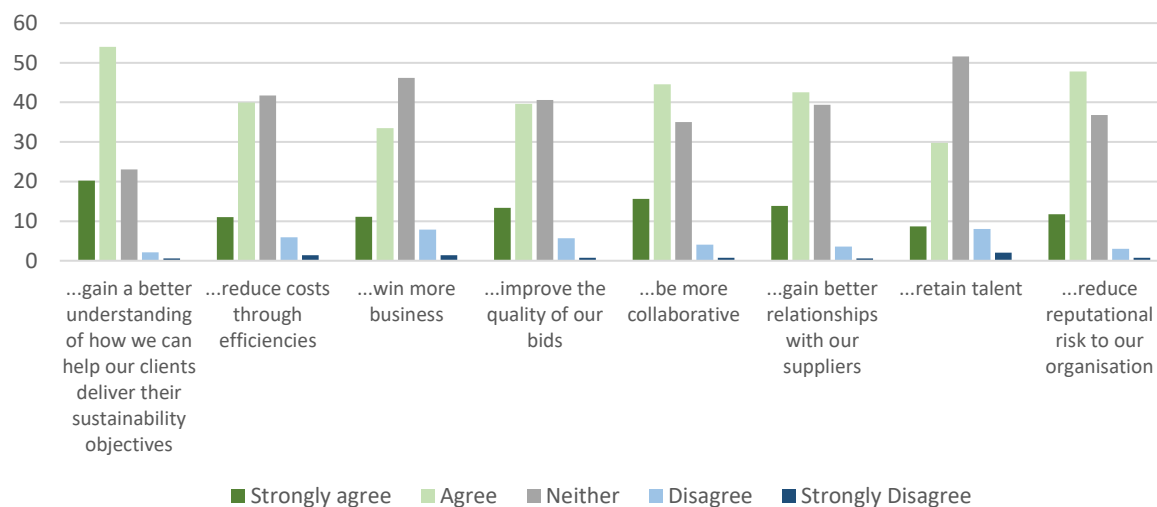


Figure 15 illustrates the comparison to the last eight years by business size. The most significant differences were larger businesses reported higher results in 'being more collaborative' and 'gaining better relationships with suppliers'. This was a similar result to last year and the results overall remain constant.

Figure 15. Overall results: Impact around Business Impact, by employee size

Engaging with the School has helped us to . .. (strongly agree/ agree)	No. of Emp	2025	2024	2023	2022	2021	2020	2019	2018	Variance (24 vs 23)
...gain a better understanding of how we can help our clients deliver their sustainability objectives	1 – 250	73	74	71	71	72	75	68	70	-1%
	250+	71	74	76	76	71	72	66	77	-3%
...reduce costs through efficiencies	1 – 250	55	49	48	51	49	54	49	51	6%
	250+	50	53	44	45	50	52	43	33	-3%
...win more business	1 – 250	50	40	46	40	42	40	40	42	10%
	250+	52	49	50	41	50	52	40	45	3%
...improve the quality of our bids	1 – 250	56	50	55	51	26	49	44	48	6%
	250+	55	56	56	49	54	60	51	56	-1%
...be more collaborative	1 – 250	58	55	56	54	55	58	51	51	3%
	250+	69	65	62	53	68	68	65	69	4%
...gain better relationships with our suppliers	1 – 250	59	50	51	48	54	57	51	50	9%
	250+	66	63	57	52	61	66	63	64	3%
...retain talent	1 – 250	41	35	34	33	32	37	26	24	6%
	250+	41	42	39	31	37	36	30	27	-1%
...reduce reputational risk to our organisation	1 – 250	57	58	58	54	54	56	47	49	-1%
	250+	63	61	56	54	56	59	53	59	2%

2.4 School impact on business processes

The School continues to provide value to businesses and results have remained consistently high over the course of seven years. **The School is an enabler for businesses to drive change.**

If change is to be embedded in organisations, it is important that business processes are adapted to enable lasting change. The business processes considered essential to drive change are based upon the key enablers of leadership, risk, engagement, measurement and reporting which are embedded in ISO 20400: The Sustainable Procurement Standard. If we are successful, we can dramatically improve the potential for reduced sustainability impacts and improved business performance.

Summary of findings:

- The results indicate that the School has supported larger businesses **to 'engage business leaders to better understand the value of sustainability'** with 88% agreeing / strongly agreeing that this is the case, compared to 68% of smaller businesses. However, this is an increase for both.
- The School is clearly a very useful educational tool in helping both large and small businesses to **better understand their sustainability impacts** This has remained constant for three years with small business (78%).
- **71%** of small business reported that the School has helped them to **embed sustainability** as part of their business processes while this was 73% for large businesses.
- **There has been a 5% increase for small businesses to 61%** reporting that the School has helped them to ensure **procurement processes** now consistently drive sustainability. For larger businesses this also remains high at 62% (though a 4% decrease).
- There was a 4% increase, for small business reporting that the School has helped them to **monitor and report sustainability impacts**. No change for large businesses.

Figure 16. Overall results 2025: The Impact the School has on members:

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

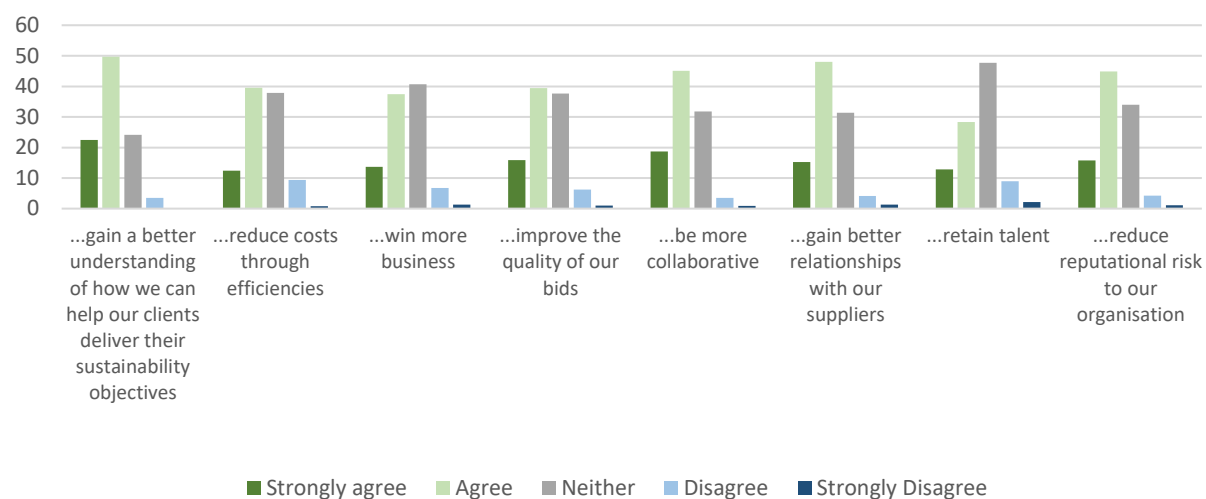


Figure 17. Response by company size on School impact on business

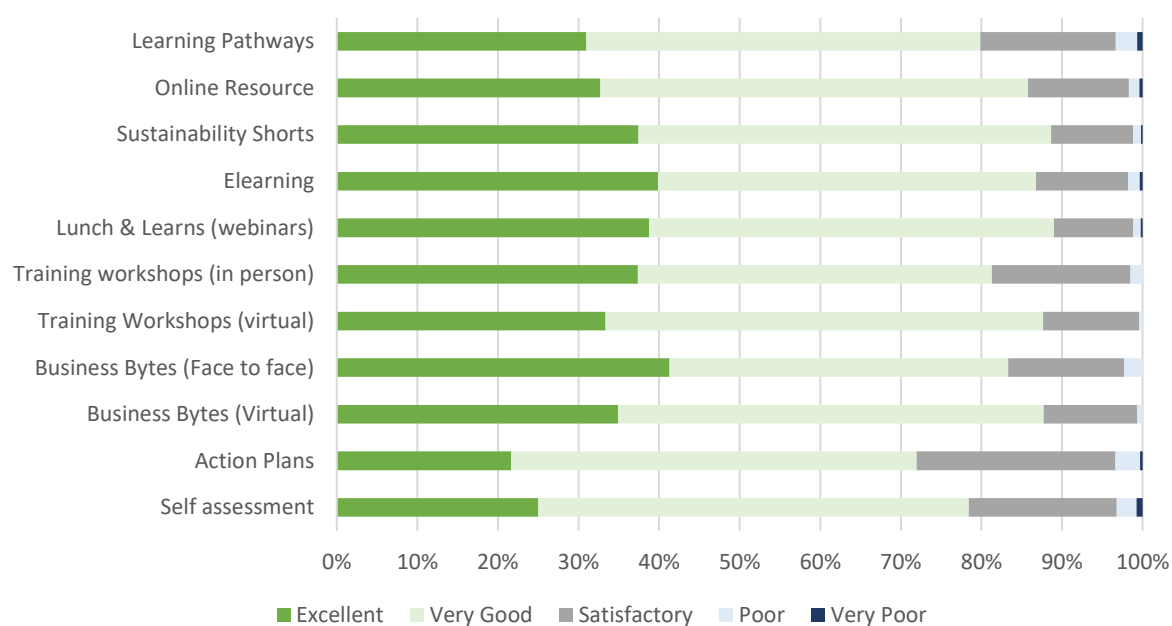
Engaging with the School has helped us to ...	No. of Emp	% Strongly Agree/ Agree								
		2025	2024	2023	2022	2021	2020	2019	2018	Variance (25 vs 24)
engage business leaders to better understand the value of sustainability	1 – 250	68	65	65	62	64	65	62	57	3%
	250+	88	73	65	69	70	71	61	60	15%
better understand our organisations sustainability impacts	1 – 250	78	78	78	73	76	63	70	68	0%
	250+	75	77	77	74	76	75	71	72	-2%
embed sustainability as part of our business processes	1 – 250	71	68	69	63	68	65	60	61	3%
	250+	73	75	71	70	69	66	62	54	2%
monitor and report our sustainability impacts	1 – 250	66	62	65	57	59	55	50	50	4%
	250+	63	63	61	56	61	55	49	50	0%
ensure our procurement processes now consistently drive sustainability	1 – 250	61	56	54	54	58	56	51	52	5%
	250+	62	66	56	56	56	60	50	53	-4%

3. School activities & resources

3.1 Quality of the support provided

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

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



The School continues to deliver a popular online training programme and feedback remains high. Further detail for each aspect is given in Figure 19.

Figure 19. Rate your experience of each activity / aspect of the School (vs 2024)

Activity	Year	Excellent / Good %
Self-assessment	2025	78
	2024	80
	2023	82
	2022	79
	Change	-2
Action Plans	2025	72
	2024	76
	2023	76
	2022	74
	Change	-4
Virtual Conferences (face to face)	2025	83
	2024	80

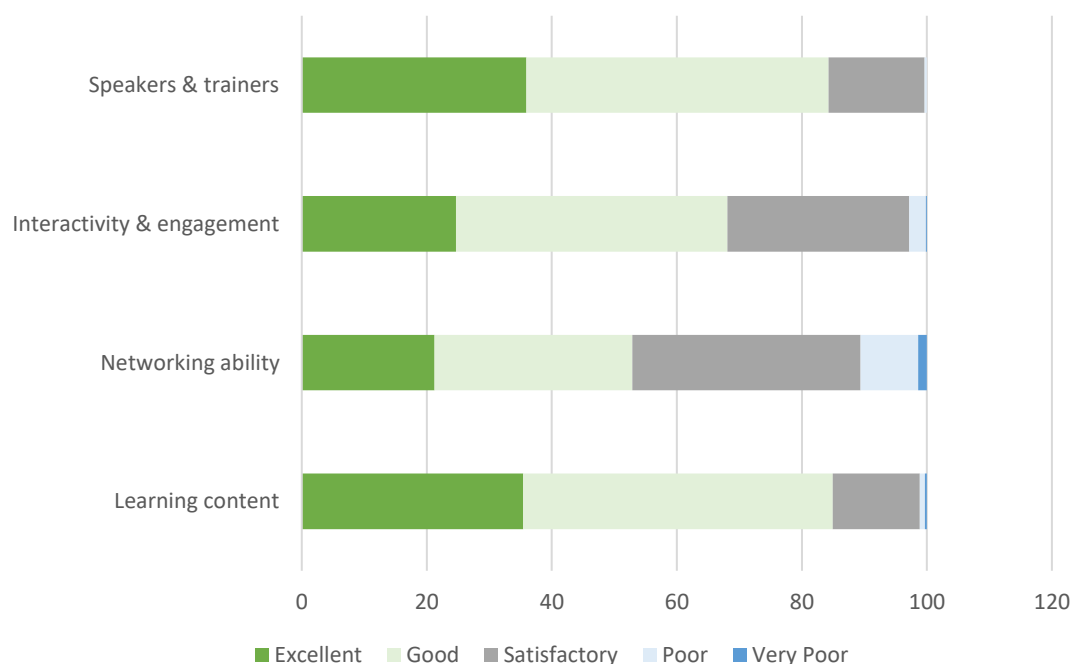
Activity	Year	Excellent / Good %
	2023	75
	2022	79
	Change	3
Virtual Conference (virtual)	2025	88
	2024	87
	2023	83
	2022	75
	Change	1
Training Workshops (face to face)	2025	81
	2024	80
	2023	77
	2022	82
	Change	1
Training Workshops (virtual)	2025	88
	2024	87
	2023	87
	2022	88
	Change	1
E-learning	2025	87
	2024	89
	2023	87
	2022	90
	Change	-2
Sustainability Shorts	2025	89
	2024	85
	2023	86
	2022	86
	Change	4
Online Resource	2025	86
	2024	84
	2023	86
	2022	83
	Change	2
Lunch & Learns/ webinars	2025	89
	2024	89
	2023	86
	2022	88
	Change	0
Learning Pathways	2025	80
	2024	79
	2023	83
	2022	77
	Change	1

Similar to past years, there is no change of real significance for each type of activity and it is good to see quality levels are being maintained.

3.2 Type of support provided

Since the move to mainly virtual training delivery, the School has monitored this closely to ensure that members were still receiving a high quality training programme. Below illustrates this feedback. There are still sessions which take place face to face and there has been a rise in the number of workshops taking place in person. The budget will continue to support the need for face to face where necessary. However, it is pertinent to add that members are still keen that the virtual offering continues which will be highlighted below and later in the report.

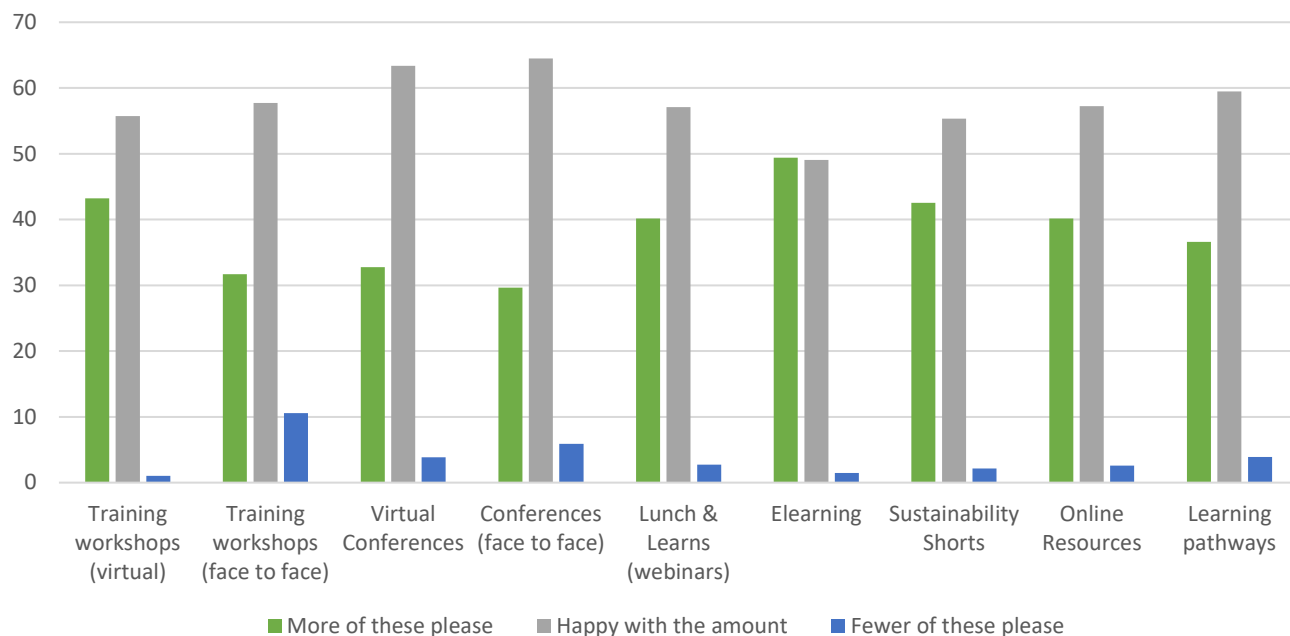
Figure 20. How did you find our virtual training?



3.3 Future support

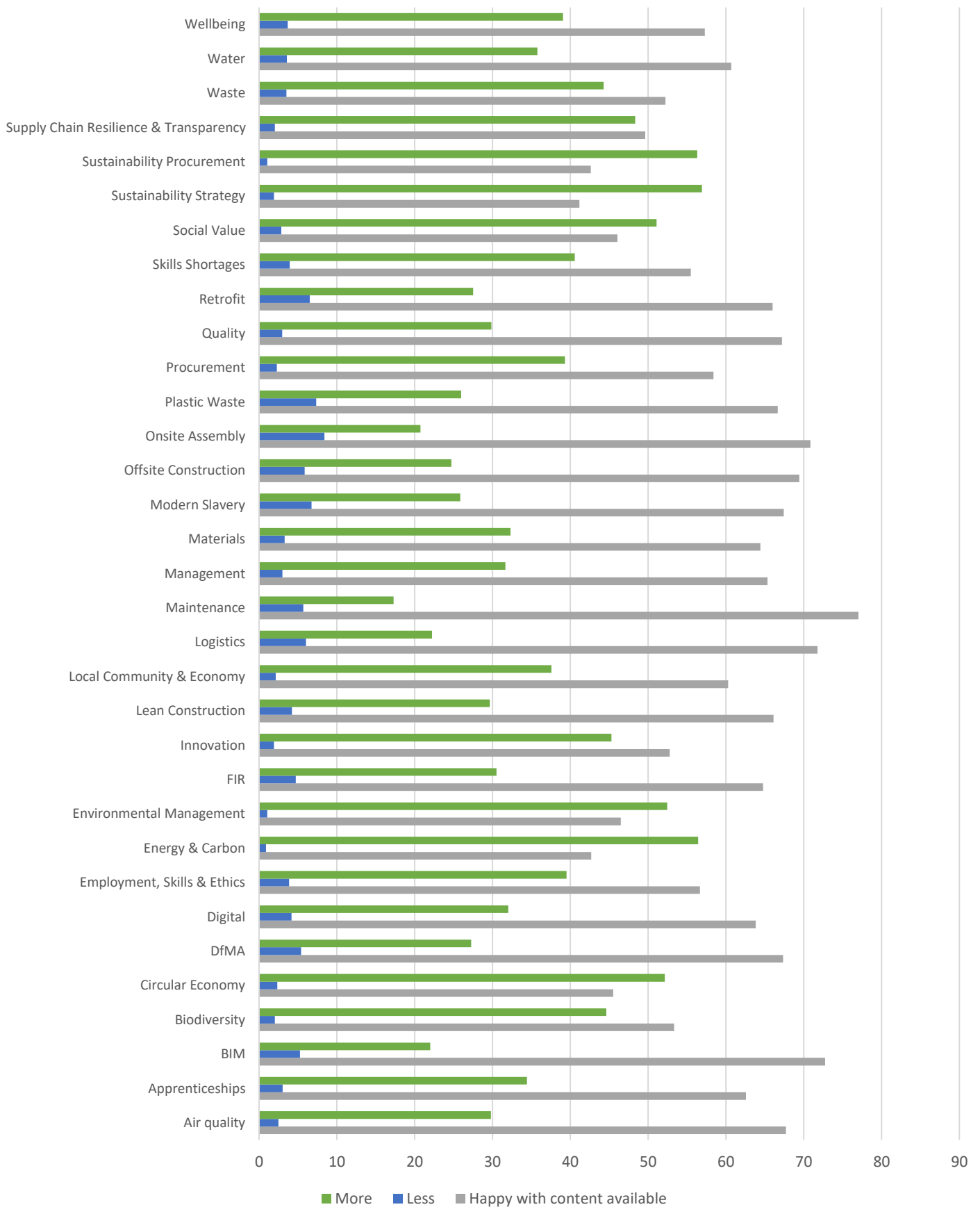
Respondents were asked if there were any resources that they would like to see more of, illustrated in Figure 20. E-learning (49%), Sustainability Shorts and training workshops (virtual) (both 43%) and lunch & learns and online resources (both 40%) were the top requested way of learning. Again, the results show that there is a good balance of the different types of learning and that virtual training is most popular.

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



The survey also included a question around topics / areas which the respondents would like to learn more about (Figure 21). The feedback from this question helps to inform the School on any areas of key focus. The topics which are most popular that members want to see more of are: Carbon & Energy, Sustainability Strategy, Sustainable Procurement, Environmental Management and Circular Economy,. This aligns with the business plan for the next financial year, following consultation with the Partners. Other topics which were also highlighted as key were Biodiversity/ Nature and Social Value.

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



4. Methodology and profile of respondents

Summary of findings:

- There were 903 responses to the survey of whom 46% were SMEs. The membership was canvassed between September 2024 and December 2024. The survey was conducted electronically via a survey software.
- 92% said that they were interested in sustainability, with 45% being interested in management, 18% interested in offsite, 25% interested in digital, 50% interested in procurement, 50% interested in lean construction, 45% interested in people, 19% interested in retrofit and 30% interested in FIR.
- The profile split was 73% active in construction, 41% infrastructure, 21% FM, 18% homebuilding, 16% future workforce, 12% finishes & interiors.
- 89% of respondents' organisations work in England, 43% in Scotland, 41% in Wales and 22% in Northern Ireland.
- Respondents were drawn from across the supply chain including clients, contractors, suppliers, sub-contractors, and FM service providers.

It is important to understand the profile of those responding and a key question is if there is a difference in the impact the School makes to a small and medium enterprise (SME) or large organisations.

Based on company size, **46% of the respondents are SMEs**. Therefore, it is reasonable to state that the representation of the respondents was adequate. The breakdown of both respondents and School membership is shown below.

Figure 22. Comparison of breakdown of company size:

Employee size	Membership	Respondent
1-250	85%	46%
250+	15%	54%

Members were asked which areas (by topic, see Figure 23) of the School they were engaged in, which market sector they operated in and in which country (see Figure 24). There was a good representation from all areas.

Respondents were also asked to identify what type of organisation they worked for, the breakdown of this is in Figure 25. The survey asked how engaged with the School the respondents were and for how long. The breakdown is illustrated in Figure 26.

Figure 23. Areas of interest:

Department / Market	%age
Sustainability	92
Management	45
Offsite	18
Digital	25
Lean	28
FIR	30
Procurement	50
People	45
Retrofit	19
Construction	73
Infrastructure	41
Facilities Management	21
Homes	18
Future Workforce	16
Finishes & Interiors	12

Figure 24. Country users operate in:

Country	%age
England	89
Scotland	43
Wales	44
Northern Ireland	22

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

Looking at length of School membership and how respondents have engaged, there is a good cross section of experience with the School to give an intelligent reaction to the School's impact on those organisations to date.

Figure 25. Breakdown of respondents by organisation type:

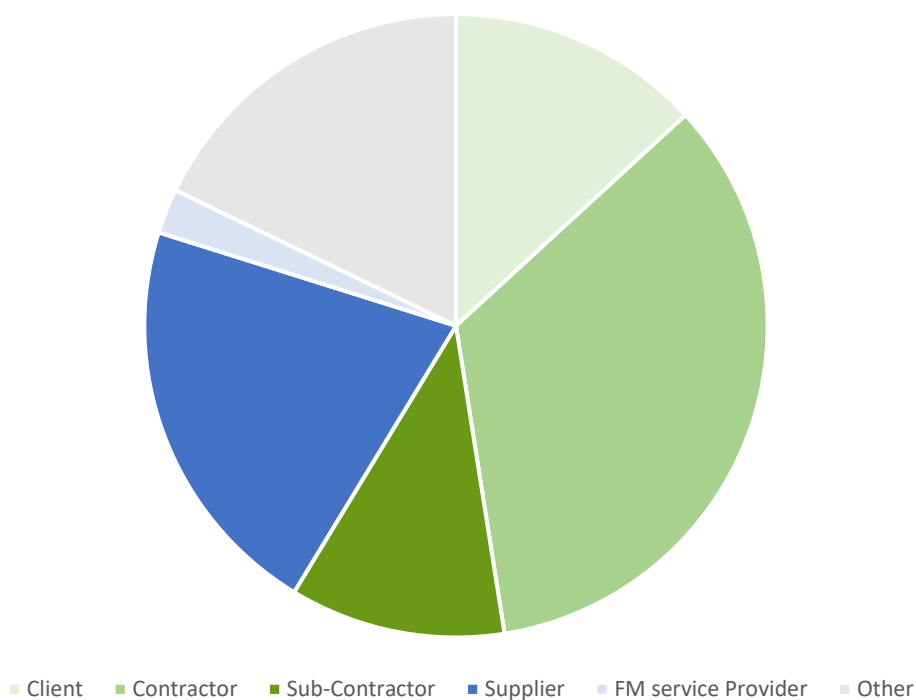
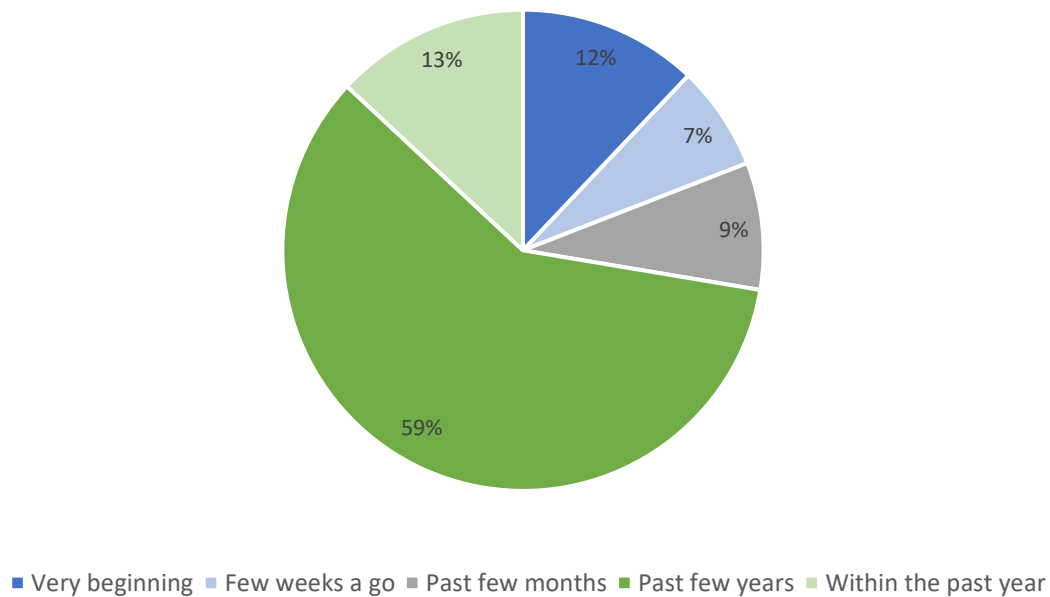
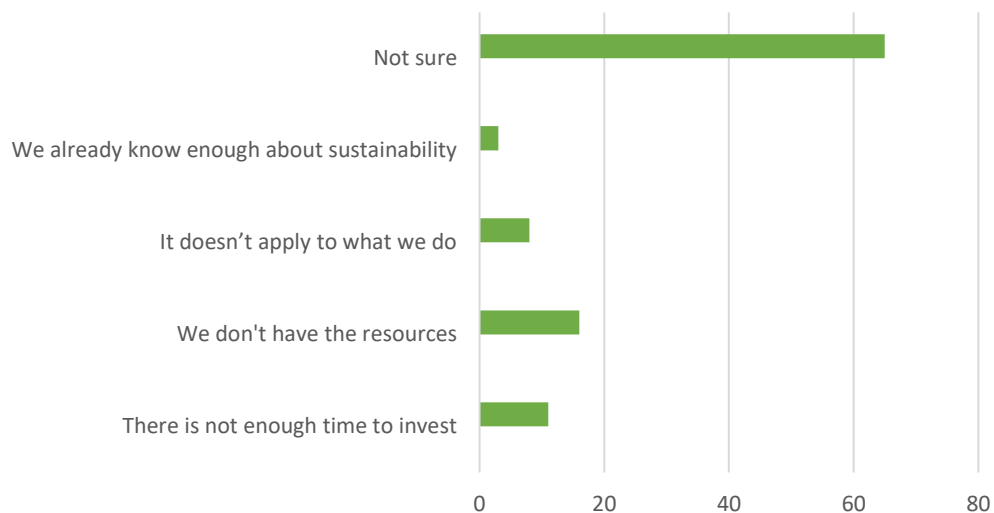


Figure 26. Breakdown of respondents by length of School membership:



Members were also asked if they, or anyone within their organisation, actively engage with the School (with examples given as logged in, assessed, accessed resources, attended events). 45% stated they were quite active within the School, 45% said they were engaged to some extent. 9% (or 81 respondents) stated that they have never engaged with the School. The reasons are listed as to why some users have not engaged with the School. Figure 27 indicates the reasons given. Of those who had never engaged with the School, 37 respondents said they would engage in the School in the future. Seven said no and 37 said they were unsure.

Figure 27. Reasons for not engaging with the School to date (no. of responders):



5. School Key Performance Indicators (Outputs)

The School has performed incredibly well against most of the key output targets, as illustrated below. The target of 35,000 active individuals was exceeded in January 2024 and ended on 43,247. This represents a 79% increase YOY.

Figure 28. Performance against targets (target in brackets)

Group	Active Co. (actual/ target)	Active Ind	Workshop	Webinar	Virtual Conf	Learners at Training	Elearning downloads	Learning Pathway	Assess (Corp/ Ind)	Re-ass (Corp/Ind)	Bronze, Silver, Gold	Ambassador
Const.	3,728/5,000	8,729/16,000	--	--	2	--	--	--	--	--	--	--
Homes	1,244/2,000	2,357/6,000	--	8	2	2,350	--	200	--	--	358/300	--
FM	881/1,260	1,861/4,900	2	7	1	1440	5,551/3,000	400	--	--	231/300	--
Infra	1,483/2,250	4,532/9,750	--	1	2	--	--	--	--	--	--	--
Offsite	1,679/1,500	3,727/2,800	12	12	2	1,200	835/1,800	--	214/597 300/400	Inc. in assessment	--	--
Lean	1,650/1,300	5,596/3,000	8	8	2	1,000	--	--	254/1,068 80/600	Inc. in assessment	--	--
Digital	1,963/1,000	10,697/4,000	8	8	1	1,308	--	--	398/1,590 100/1,000	Inc. in assessment	586/250	--
Proc	3,312/3,500	14,140/14,000	--	12	2	840	--	200	--	--	--	--
Retrofit	605/750	6,018/1,000	12	12	4	750	1,500	--	184/853 0/300	Inc. in assessment	--	--
Wales	649/720	1,157/2,000	10	5	2	580	--	200	476/731 250/1,300	Inc. in assessment	206/250	--
Scot	899/1,000	1,806/2,500	6	10	1	1,100	5,800	--	1,696/400	Inc. in assessment	287/250	--
FIR	2,144/2,000	15,019/14,800**	--	--	--	--	--	--	--	--	--	1,095
Overall	7,677/10,000	50,885/50,000	236/297	282/152	20/23	22,182/25,815	93,566/80,000	--	3,667/11,930 1,800/9,600	1,183/3,820 1,470/2,100	1,406/1,200	--

Notes:

- These figures indicate potential for double counting against the entire school target. For example, a company can be active in more than 1 market sector but would only count once towards the overall target.
- The definition of an active member is any organisation that attends a training event, accesses any of the resources, assesses within a 12-month period. For the purposes of the School and the KPIs – this is looked at from 1st April. Once an organisation has become active, even if the individuals on that account are accessing hundreds of resources, it can only be counted once.
- Active individual figures and e-learning downloads include the figures that have come from Partners internal LMS's when they host School e-learning. See page below for more details.

5.1 Supply Chain Engagement: resource access

There have been **292,992 resource views** (including e-learning) in 2025/26 compared to **227,277 the previous year: a 29% increase**. This activity is driven by a mixture of automation, topic led campaigns, Partners using learning pathways with their supply chains and internal teams and the usage of the School's elearning on Partner organisations internal LMS. **This data represents 17,222 e-learning completions and 14,319 active individuals**. A full marketing breakdown is included in the appendix.

Figure 29. Comparison of resource views in 2024 vs previous years

Month	2025	2024	2023	2022	2021	2020	2019	2018	Change 2023 to 2022
April	17,514	11,457	9,632	7,321	4,507	1,249	1,453	970	19%
May	18,981	12,233	11,736	6,083	3,954	1,883	1,800	1,433	4%
June	17,694	14,907	8,796	7,425	3,184	1,722	2,070	1,241	69%
July	23,244	16,299	10,565	7,848	3,581	3,138	2,272	1,552	54%
August	17,581	16,147	11,048	7,910	4,136	2,529	2,635	1,265	46%
September	18,731	17,215	10,444	7,769	4,866	2,812	2,324	1,266	65%
October	26,761	20,408	11,681	8,894	5,805	2,995	2,715	1,737	75%
November	21,463	20,491	11,813	10,143	6,612	2,962	2,605	1,428	73%
December	16,824	12,744	9,055	6,217	5,434	2,563	1,721	1,623	41%
January	23,126	24,171	10,603	8,803	6,770	8,338	1,821	1,292	128%
February	26,607	19,555	10,446	8,832	8,787	6,556	2,563	1,002	87%
March	27,522	34,800	24,933	10,783	8,712	3,278	1,385	1,063	40%

5.2 Supply Chain Engagement: assessments

Change is also demonstrated using the assessment tool, in addition to the statistics on assessments. There have been some significant increases in number of assessments being undertaken this year as the dashboard functionality was changed to allow all assessments to appear on individual and corporate dashboards. As a result, there has been a big change to some of the scores; lean, offsite in particular.

Figure 30. Assessments completed by sector Company (individual)

Assessment	2025	2024	%age change YOY (individuals)
School Overall	3,667 (11,930)	1,932 (9,517)	89% (25%)
Construction	2,476 (2,418)	813 (3,605)	204% (-32%)
FM	594 (593)	181 (802)	228% (-26%)
Homes	838 (715)	313 (1,146)	168% (-37%)
Infrastructure	890 (1,158)	317 (1,921)	180% (-3%)
Offsite	176 (535)	31 (369)	467% (44%)
Lean	229 (965)	40 (557)	570% (73%)
Wales	451 (351)	140 (488)	222% (-28%)
Scotland	678 (518)	200 (684)	239% (24%)
Digital	366 (1,370)	52 (1,053)	600% (30%)
Procurement	286 (1,110)	281 (1,129)	2% (-1.6%)
Retrofit	165 (710)	--	--

Figure 31. Reassessments completed by sector Company (individual).

Re-assessment	2025	2024	%age increase/decrease vs 2024 (individuals)
School Overall	1,183 (3,820)	2,244 (1,932)	-47% (98%)
Construction	986 (1,088)	1,111 (1,196)	-11% (-9%)
FM	234 (274)	209 (272)	12% (1%)
Homes	405 (343)	432 (362)	-6% (5%)
Infrastructure	426 (439)	393 (544)	18% (-19%)
Offsite	38 (62)	38 (65)	0 (-4%)
Lean	25 (103)	10 (82)	150% (26%)
Wales	280 (125)	193 (226)	45% (-44%)
Scotland	314 (186)	299 (230)	5% (-19%)
Digital	32 (220)	16 (133)	100% (65%)
Procurement	72 (166)	81 (167)	-11% (0)
Retrofit	19 (143)	--	--

6. Virtual / face-to-face training delivery

There have been 24,402 learners at training workshops, lunch & learns / webinars, and virtual conferences. This is the equivalent of **42,916 hours of learning**.

6.1 Rating of training activities

Though we ask the members to rate the different training activities via the impact report, the School also ensures that every activity which takes place is rated on the three metrics below to ensure quality is maintained, as well as ensuring that the training provided is of value to the organisations who take it up. The three metrics are:

- **Quality:** 95% of employers will rate the training quality as good or excellent, **achieved 95%.**
- **Relevance:** 90% of employers will rate the training received as relevant to their needs, **achieved 90%.**
- **Impact:** 75% of employers agree training will change the way they do business, **achieved 84%.**

7. Collaboration Groups

There are now twenty different groups that steer the School in what learning and guidance is produced. Our mission is a “a more sustainable built environment through knowledge and collaboration”. The groups are where the Partner collaboration takes place, and they also provide:

1. A safe place for partners to discuss, learn and share experiences.
2. Tackle industry wide problems where working together can accelerate progress.
3. Higher level of learning for experts

Below gives a brief outline of what each group has achieved over the year:

Group	Key outcomes of FY2024/25
Climate Action Group	<ul style="list-style-type: none"> • There is continued encouragement to report using the Carbon Calculator. 1,104 unique suppliers registered on the Carbon Calculator have submitted their 2023 data. 175 suppliers have submitted 2024 data. • Production of the Scope 3 E-learning module.

	<ul style="list-style-type: none"> For FY25/26 priorities were identified as: Science Based Targets Guidance, Reporting legislation support and guidance on procurement KPI's for climate.
Construction Group	<ul style="list-style-type: none"> A key objective was driving supply chain engagement via the Priority Suppliers feature; the Group hosted a tutorial on embedding this feature of the School platform in your business from Ardmore Group; case study published here; this has resulted in 40 supplier lists being uploaded or updated during the year (vs. target of 12). Developed a <i>Scopes Cheat Sheet</i> in collaboration with the Climate Action Group, defining all scopes and sub-categories with industry examples (published in April 2025) in conjunction with the CAG's e-learning module on <i>Scope 3 Reporting</i>. In order to promote understanding of upcoming legislation, policy, regulation and standard challenges facing the sector, the Group designed a reference table; this is now added to the School Industry News Page and will be updated quarterly; the table summarises key points to be aware of, dates of introduction and links to further guidance as endorsed by School experts in the field.
Digital Group	<ul style="list-style-type: none"> The digital LG has contributed content and feedback towards a proposed next-level Digital Leadership Course (following the first award-winning version) and helped pilot the course. The Group collaborated with the FM Leadership Group to deliver a virtual conference on digital innovations in asset maintenance. The group contributed to our first event about a very important piece of legislation, the Building Safety Act.
Fairness, Inclusion & Respect Group	<ul style="list-style-type: none"> Launched the SME Community Hub – Designed to support small and medium businesses with industry-endorsed information, resources and guidance. The Hub also includes an Inclusive Recruitment module to help SMEs build fair and inclusive recruitment practices to attract diverse talent. Published 2 industry leading reports – The FIR Culture Impact Report measuring behaviour and culture change in the industry, and the Diversity Data Benchmarking Report aggregating protected characteristic data of employees within the sector. Over 1600 individuals responded to the Culture and Impact Survey, and 589 organisations completed the Benchmarking Survey, anonymously reporting data on 453,624 employees. Continued to engage those with an interest in inclusion in the sector – There are now over 1000 FIR Ambassadors and over 550 FIR resources available through the school. In addition, through webinars, events and conferences over 3000 companies and 9000 individuals were reached through the programme.

Facilities Management & Property Group	<ul style="list-style-type: none"> The group's title and remit was adjusted to FM and Property, providing more opportunity to engage with REITs, Utilities sector organisations, public sector and other owners and operators of assets and estates amongst the School's existing and potential partner base. A growing challenge to the development of UK's circular economy is the volume of Fit Out, Retrofit and Small Works, presenting major logistical challenges for those seeking reuse-based solutions. A reuse in FIS/FM webinar explored this in detail and several further opportunities have been identified for the new FY, focusing on examples including climate adaptation and mitigation, sustainable materials choices, designing out waste and other core topics. A Virtual Conference addressing the critical topic of "Digital Innovations in Asset Maintenance" was held in collaboration with the Digital and Retrofit Groups, investigating innovations in digital technologies in FM and Property. This work will continue into the new FY as increasing use of AI and digital technologies begins to dominate the working environment.
Future Workforce Group	<ul style="list-style-type: none"> Grew significantly and established itself as a group in the School, with 30 organisations now listed as part of the group that include education institutions and industry partners. Contributed new resources to the School resource library, including existing videos and content created by Partners that they use to engage the next generation of the workforce in sustainable built environment. Brand new video content – 4 videos that demonstrate routes into different areas of industry, that feature leadership group Partners. Supported and contributed to the delivery of 4 webinars; Engaging Education into Construction projects featuring Mace and NG Bailey; Integrating Sustainability into Education featuring the EAUC, and two in collaboration with Open Doors UK that feature Kier and Sunbelt Rentals insights into industry for new entrants.
Homes Group	<ul style="list-style-type: none"> Delivered an in-person conference "Sustainable Homebuilding: The Role of Subcontractors" focused on upskilling groundworkers, supported by Barratt, Bellway, Crest Nicholson, Gleeson, Keepmoat, Lovell, Taylor Wimpey and Vistry. The Conference had over 70 invited attendees and 100% rated the session as excellent/good. Delivered a Sustainability Strategy training series for specific trades in the homebuilding sector - Homebuilders and Contractors; Manufacturers, Groundworkers and Material Suppliers – to upskill them to develop their own business sustainability strategies. Over 200 individuals were trained with 84% saying they were likely to implement the training provided. Ran a virtual conference on "Demystifying EPD's", focusing on why clients are driving EPD's, what the benefits are and how suppliers and manufacturers can use and implement them successfully. There were 623 attendees with 86% saying they were likely to implement the training.
Infrastructure Group	<ul style="list-style-type: none"> A focussed Working Group for the rail infrastructure supply chain has been established. Initial outcomes from this group are a series of Learning Pathways aligned to Network Rail's 2025 Greener Railway Strategy, supported by major contractors and other supplier partners. The Infrastructure Leadership Group is now meeting more regularly to share best practice on a selected range of issues through 2025, including: Productivity / Operational Excellence; Heat Mapping; Hydrogen; Nuclear Energy; Performance Measurement; Biodiversity; Carbon & Net Zero. Partners have contributed to some highly successful Virtual Conferences, notably on Hydrogen (first conference in November 2024 will be followed on 29 April 2025 examining onsite applications for stationary power and plant / equipment technologies) and also Asset Management Period 8 (AMP8) to coincide with a new five-year regulatory cycle for water companies in England and Wales.
Built Environment	<ul style="list-style-type: none"> Created an interactive tool enabling users to search for resources aligned to the different aspects of modern slavery due diligence, for example, risk identification and assessment, grievance mechanisms, procurement and supply chain management. Developed and launched the School's 'Operational Toolkit' to equip individuals involved in site setup and management with practical guidance to combat slavery

Against Slavery Group	<p>and labour exploitation. The guidance has been endorsed by the Local Government Association, accessed 556 times since launch and received coverage in 9 media publications.</p> <ul style="list-style-type: none"> Collaborated with CCLA Investment Management and Cabinet Office in the development and delivery of a Modern Slavery in Construction CEO roundtable event, raising the profile of the School as a critical resource in supporting the Built Environment to address modern slavery and labour exploitation.
Offsite Group	<ul style="list-style-type: none"> The group supported a visit from Campus Hors Site by giving factory tours. Members of the group provided content and feedback before the publication of a new report by the School 'The wellbeing benefits of offsite construction'. Group members took part in the virtual conference to launch the 'Wellbeing' report and have helped promote the report since the conference. The group's work on the 'wellbeing report' is leading to new opportunities for researching and improving the wellbeing of the construction workforce.
Nature Recovery Group	<ul style="list-style-type: none"> Full review and updates of the School's nature and biodiversity resources was completed. Resources are now incorporated via a user friendly "widget" enabling users to find the content they require more easily. Four new partner interview videos have also been completed and added to the resource library. The Group's work with the Green Finance Institute (GFI), the delivery arm of TNFD, has continued productively. With their help it is becoming much clearer what is likely to be required in future in the complex area of reporting and disclosure on Nature, and therefore how School Partners and Members can best be supported in meeting stakeholder driven, voluntary and statutory commitments The group hosted two successful virtual conferences, "Biodiversity Net Gain – Beyond Legal Compliance" involving speakers from National Grid, Redrow, RSPB and Nature Metrics and "The path to Nature Positive: Getting prepared for Reporting and Disclosure on Nature Related Impacts" with Laing O'Rourke, Kier, the Wildlife Trusts and GFI.
Plant Group	<ul style="list-style-type: none"> The Plant Leadership Group has developed the Sustainable Site Set-Up E-Learning module which will be released in Q1 2025/2026. This E-Learning explores the different sustainability initiatives that can be set-up on-site, includes practical recommendations, and features several of our Partners and Partner resources. A webinar on <i>Fuels and Technologies in Plant and Equipment: The Journey</i> was held in March. This featured four of our partners and discussed innovative new technologies in the industry including the use of telematics. Over 140 people attended. The Plant Charter was retired in its current form. This will instead be replaced by focusing on providing engagement with and meaningful education and building a collection of best practice examples from Partners in the Plant Leadership Group.
Procurement Group	<ul style="list-style-type: none"> Vicky Hinchcliffe (Cadent) and Wendy Storey (SUEZ Group) were appointed co-chairs of the Procurement Leadership Group, succeeding Shaun McCarthy as he stepped down for semi-retirement. Both bring extensive expertise, with Vicky focusing on procurement and Wendy on sustainable practices, committed to building on Shaun's legacy. The first virtual conference, "Breaking Procurement Barriers for SMEs," was hosted, offering insights on overcoming challenges through fair and inclusive procurement practices. Featured speakers included representatives from the Greater London Authority, Transport for London, Cadent, and Onsite Support.

	<ul style="list-style-type: none"> In collaboration with Build UK, the "Unlocking the Updated Common Assessment Standard" webinar was delivered, raising awareness of the benefits and revisions for organisations in the supply chain.
Retrofit Group	<ul style="list-style-type: none"> Supported and contributed to the delivery of the NatWest sponsored Retrofit Programme: <ul style="list-style-type: none"> 12 webinars covering a variety of retrofit topics all raised in workshops with the leadership group. 4 virtual conferences focused on retrofit – including retrofit skills gaps, retrofit design to installation, specific regional retrofit challenges in Scotland, and the challenges of digital asset management in retrofit. 12 workshops, covering a variety of topics across retrofit standards, data, design and impact of retrofit projects. Worked to drive engagement in retrofit learning, taking the overall engagement in retrofit on the School to over 4,500 unique individuals with over 1,000 retrofit assessments taken and over 4,000 retrofit elearning views.
Scotland Group	<ul style="list-style-type: none"> The Leadership Group have continued with a successful approach to promote low carbon material use in the supply chain, including steel, aggregate, timber and concrete. Partner discussions at group meetings have been followed with wider School training sessions for Members. Site visits have been introduced to the training programme, with a number of Partners learning how Balfour Beatty use hydrogen to reduce carbon emissions from their HGV fleet in Scotland. This “hands-on” experience has proved popular to discuss sustainable solutions at a practical level. The School is engaging on a regular basis with Partners’ supply chain events – for example SSE, Morgan Sindall, McLaughlin & Harvey, Robertson and Laing O’Rourke. This is rapidly boosting membership numbers in Scotland, which have grown by 22% since April 2024. We now have 919 active members companies north of the border, representing 12% of the total UK figure.
Social Value Group	<ul style="list-style-type: none"> Successfully hosted the ESG Roundtable in Westminster with senior leadership from Partner organisations, focusing on the 'S' pillar, which was well-received and generated strong interest in broader Social Value topics and future in-person events. Released the SME report in collaboration with <i>Cardiff Business School</i>, providing key insights into procurement requirements across devolved nations. Conducted thought-provoking discussions and exercises on supplier diversity in procurement, with plans to expand this work in the next financial year. Introduced a new workshop on "Measuring, Reporting, and Amplifying Social Value," now available in the partner catalogue. Held two rounds of discussions on Social Value in procurement, shaping future learning pathways, reports, and training initiatives.
Wellbeing Group	<ul style="list-style-type: none"> Delivered new training content aimed at improving workplace culture and tackling the factors that contribute to poor wellbeing in the industry. Focussed on the importance of Employee Engagement as an enabler for improved wellbeing in the workplace through delivery of a virtual conference Increased collaboration with industry including the FIR programme, Lighthouse, Mates in Mind and others
Wales Group	<ul style="list-style-type: none"> Wales Leadership Group members had the opportunity of contributing to the guidance documents for the new Social Partnership and Public Procurement (Wales) Act via workshops we held with Welsh Government The group helped increase the number of Welsh SME Members by facilitating speaking opportunities for the School, e.g. SEWSCAP, NWCP. The Wales LG collaborated with the Waste and Retrofit LG's to produce content of interest to Welsh businesses, including having guest speakers from Welsh Government.

<p>Waste and Resource Use Group</p>	<ul style="list-style-type: none"> • Webinars and workshops in collaboration with other School groups and sectors included designing out waste focused on the Scotland market, circularity in packaging with Balfour Beatty and School member Whitecroft Lighting, and further focus on designing out waste via the National Highways programme • Challenging work on producing more accountable and structured reporting and related metrics for waste and circularity has resulted in a breakthrough. Work has begun on redrafting and building upon earlier key industry documents, bringing text and metrics up to date and emphasising the importance of circularity and zero avoidable waste. Due to the value of this task, this work will definitely run into next FY • Following DEFRA's late announcement to postpone the implementation of Mandatory Digital Waste Tracking, the planned Virtual Conference decision was amended at short notice to instead deliver in collaboration with the Digital Group and Reconomy on the topic of "Simpler Recycling in England" and equivalents. The topic has proven highly popular, with many participants clearly in need of help and guidance.
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8. New content: Sustainability Shorts & E-learning

There has been a variety of new content made available on the School this year, as listed below.

1. Lower Carbon Concrete

This new intermediate level module will encourage your team to think differently about how concrete is used on projects and inspire them to reduce carbon on your next project. It draws upon the key findings of the ICE Lower Carbon Concrete Roadmap and has been developed with leading experts in the UK construction industry, including the Environment Agency, Ramboll and Kier.

2. FIR: Inclusive Recruitment for SMEs

This new module is aimed at micro, small and medium enterprises, who may not have a human resource specialist in house but would like some support to make sure their recruitment processes are as fair, inclusive and respectful as possible. This module is set at a beginner level, so it's great for those new to inclusive recruitment.

3. Scope 3 Emissions

This new module is aimed at individuals with an advanced level of carbon knowledge. It covers what Scope 3 is, including all 15 categories, and how to gather data and convert it into meaningful carbon data that is useful for identifying carbon reduction opportunities as well as reporting obligations.

4. Sustainable Site Set-Up

This new module is aimed at setting up a work site sustainably. It covers the importance of this, the key challenges associated with sustainable site set-ups, and where to start for those wishing to implement sustainable practices on site.

9. Income and Partners

The School budget this year was set at **£3,627,461**.

As the year has progressed, extra income was generated vs budget (**£3742,434/ 3.1% increase**). Overall, the year was tough in terms of Partner sales. It was a slow start to the year, though there were 22 new Partners by the end of March. This year saw a higher cancellation rate (7%) with 17 organisations cancelling their membership:

- 5 stated budgetary reasons
- 2 stated projects on hold (HS2 Euston Station/ Lower Thames Crossing)
- 2 merged to other businesses/ partnerships
- 2 went into administration
- 2 went to other Schools
- 2 stated LMS
- 1 Micro-business – difficult to give value
- 1 TBC

However, the **FIR programme has been incredibly successful with a 101% increase on budgeted revenue**. This was achieved by the delivery partner being incentivised to overachieve on the grant funding and reach more individuals to engage with learning around EDI. In addition to this, **£138.5K of funding was also won through LSIP's and enabled several cohorts of college Partners to join the School for period of 12 months**.

Figure 32. Actual income 2024/25 (compared to previous three years)

Income by source	2021/22	2022/23	2023/24	2024/25	2024/25 Actual	Variance against budget
Partner income	1,491,809	2,080,479	2,472,900	2,960,965	2,685,420	
College Funding					138,562	
FIR Grants	149,000	94,247	206,920	200,000	402,072	
FIR Client Sponsorship	53,160	100,000	100,000	100,000	100,000	
FIR Other Delivery	0	55,614	22,717	25,000	25,665	
Digital Skills	102,946	59,549	39,445	0	0	
Procurement	310,874	358,206	173,079	0	0	

Income by source	2021/22	2022/23	2023/24	2024/25	2024/25 Actual	Variance against budget
Project Sponsorship (RDP, SDF, PDF, HS2)	74,760	115,327	190,514	191,496	186,236	
NatWest	0	0	117,167	75,000	50,000	
Commission, Licence & Other	45,063	61,896	76,891	75,000	154,659	
Total Income	2,227,612	2,925,318	3,399,633		3,742,434	+3.17%

10. Costs against budget

The School has performed well against budget this year with a profit margin has ended on 11.19%. As mentioned above, the significant driver for this was the additional income in the FIR programme.

Figure 33. School expenditure by activity compared to last FY.

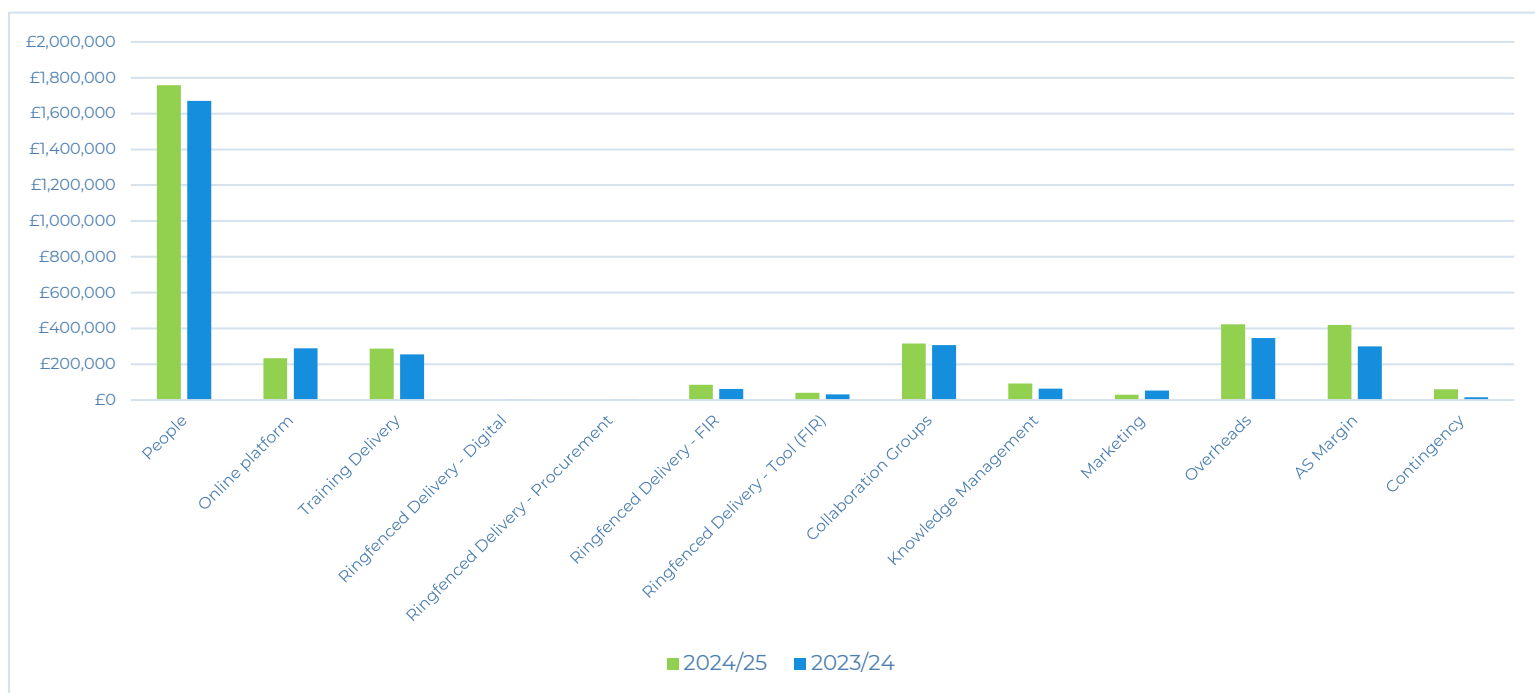


Figure 34. Detailed School expenditure

Category of spend	Detail	Budget	No.	Total	Actual	No.	Total	Variance
People costs	Direct employees	£1,875,427	30.5		£1,734,204	29.2		
	FM Sector group	£24,000	0.3	£1,899,427	£23,568	0.3	£1,757,772	-£141,655
Online platform	Learning Management System cost	£60,000	1		£60,000	1		
	Maintenance: Titus	£30,000	1		£30,708	1		
	Ongoing development: Titus	£60,000	1		£83,818	1		
	Content Management System: Strategic	£15,600	1		£13,370	1		
	Web platform Manager	£40,200	1		£28,698	1		
	Online hosting (inc SBCC, Aust.) & word press	£8,969	1	£214,769	£17,111	1	£233,705	£18,936
Training delivery	Workshops x 210	£131,250	210		£131,734	194		
	Business Bytes x 20	£11,000	20		£15,960	20		
	Lunch n Learns x 120	£13,700	120		£38,261	245		
	Face to Face training 4 x conferences	£67,000	4		£55,112	3		
	National Highways training programme (inc. site visit costs)	£35,400	45		£34,542	29		
	HS2 training programme	£11,000	25		£5,113	13		
	Training delivery tools (menti. etc)	£0	0	£269,350	£6,473	1	£287,195	£17,845
Ring fenced delivery	FIR direct costs (inc. Diversity Tool)	£114,300	1	£114,300	£124,568	1	£124,568	£10,268
Collaboration Groups	Carbon Calculator & Climate Action Group	£100,000	1		£100,000	1		
	Plant Category Group	£35,000	1		£35,000	1		
	Waste Category Group	£35,000	1		£35,000	1		
	Modern Slavery Category Group	£35,000	1		£35,000	1		
	Social Value Group	£35,000	1		£35,000	1		
	Nature Group	£35,000	1		£35,000	1		
	Procurement	£0	0		£19,796	1		
	Lean	£10,000	1		£0	1		
	Collaboration activities	£55,000		£340,000	£20,527	1	£315,323	-£24,677
Knowledge Mgt	Expert Advice (ad hoc)	£5,000	1		£2,012	1		
	Library Review & E-learning refresh x 25	£39,750	1		£44,963	1		
	E-learning contractor	£65,000	25		£37,791	25		
	Filming (update video clips & e-learning)	£10,000	1		£0	0		
	CPD accreditation	£6,840	1	£126,590	£7,308	1	£92,074	-£34,516
Marketing	Marketing, Comms & PR	£50,000	1		£29,444	1		
Overheads	Office & general Overheads	£291,874	1		£322,130	1		
	CIC (2.5% of turnover)	£82,500	1		£81,127	1		
	Travel & Courier	£25,000	1	£399,374	£19,596	1	£422,853	£23,479
Contingency	Contingency	£175,000	1	£175,000	£60,590		£60,590	-£114,410
Total Costs				3,588,810			£3,573,670	-£265,286

11. Risk update

The risk register has been reviewed and updated. A robust plan is in place to mitigate and address these risks. This plan is regularly reviewed by the School Board.

The following risks were highlighted as **red / high risk**:

- **School Growth & Partner revenue:** Economic Impacts of Inflation: Industry cost base increases are a threat to income generated through partner growth and retention.
- **Continuous development of technology & systems to keep up to date:** The School is a software-based system and there are always risks posed around cyber security, lack of agility in technological developments, integrating products and cohesive processes across platforms, potential losses in the software development team and islands of knowledge across the business.

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

- **IT development and maintenance capacity:**
 - Web developer is unable to growth deliver at the pace the School requires.
 - Cyber security, website goes down.
- **School delivery partner:** Ability to attract and keep talent (AS)
- **Competition:** Existing organisations widen their scope to cover skills in the construction supply chain (e.g. CIPS, UKGBC, BUILD UK, CIOB, other trade federations etc).

12. Appendices

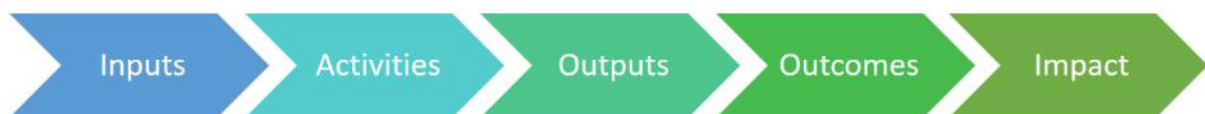
12.1 Survey Approach and Design

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

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

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

Logic model approach to assessing impact



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

12.2 Case Studies

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

12.3 Marketing Strategy & Communications Report

12.3.1 Website

The UK School made strong progress in FY24-25:

Key Highlights:

- **Membership Growth:** Surpassed the target for active individuals (102%) but fell short on active companies (77%). E-learning views exceeded expectations (+17%), indicating growing engagement with digital resources.

- **FIR Programme:** Achieved impressive results, with unique individuals and companies surpassing both base and stretch targets (203% and 214%, respectively).
- **Website Traffic:** Experienced a 74.6% YoY increase, attracting 414K users and generating 3.4M page views, reflecting strong global interest, particularly from the USA, Netherlands, and Finland.
- **Multi-Channel Campaigns:** Campaigns such as Earth Day, Retrofit Month, and COP29 successfully leveraged email, social media, webinars, and microsites, driving strong results in both awareness and participation.
- **Email Marketing Success:** A standout performance in email campaigns, with a 120.4% YoY increase in visitors. Automated campaigns, such as the 'Welcome to the School' series, proved particularly effective, with a high conversion rate (45.9%).
- **Social Media Growth:** LinkedIn emerged as the primary channel with an 18.7% increase in followers.
- **Press Mentions:** Surpassed press mention targets by 11%, securing 89 mentions. Key announcements, such as the launch of the Modern Slavery Toolkit, generated significant media traction.
- Overall, FY24-25 was a successful year with continued momentum in key business areas, setting a solid foundation for the future.

12.3.2 Performance Against Key Member Targets

School Membership:

Metric	Target	Actual	% Achieved
Active Individuals	50,000	50,885	✓ 102%
Active Companies	7,677	10,000	✗ 77%
Training Sessions	25,815	24,402	✗ 95%
E-Learning Views	80,000	93,566	✓ 117%
Resource Views	N/A	199,426	N/A

FIR Programme:

Metric	Base			Stretch		
	Target	Actual	% Achieved	Target	Actual	% Achieved
Unique Individuals	7,400	15,019	✓ 203%	14,800	15,019	✓ 101%
Unique Companies	1,000	2,144	✓ 214%	2,000	2,144	✓ 107%
SME Companies	700	1,511	✓ 216%	1,400	1,511	✓ 108%

12.3.3 Website

Website Performance Overview

The UK School website saw strong engagement, attracting 414K users – a 74.6% year-on-year (YoY) increase. These visitors generated 3.4M page views, reflecting a 44.6% growth compared to FY23-24. The growth accelerated in Q2 and peaked in February.

Global Reach and Audience Diversity

The UK School continues to expand its international appeal, with a diverse audience accessing the site from around the world. Notably, 13.3% of visitors came from the USA, 8.7% from the Netherlands, and 8.2% from Finland, highlighting the School's growing global reputation. Redirects to the IE and US websites will further support significant traffic from these regions.

Effective Marketing Channels: Direct Traffic Leads the Way

Visitors are coming through various marketing channels, with direct traffic accounting for 36.9%, and email contributing 35.5%. Direct traffic has remained stable throughout the year, reflecting the School's established membership base and the ongoing engagement of returning users. Email marketing emerged as a stronger driver in Q4.

Email Marketing: A Resounding Success

Email marketing has achieved a remarkable 120.4% increase in visitors YoY. On average, 28.2% of those engaging with email content click through to the UK School website. This represents a distinct group of users each time, illustrating the success of targeted campaigns in consistently driving fresh interest and engagement.

Search Engines and Referrals

Search engines remain an important, though slightly declining, source of traffic, contributing 16.3% of visitors. Moving forward, we should consider integrating Generative Engine Optimisation (GEO) alongside our SEO strategy for the next FY. Additionally, 6.9% of visitors came through referrals from external websites, which has also seen a YoY decline. Focus should be placed on external partnerships, mentions, and building backlinks in the upcoming FY to further expand our reach.

12.3.4 Multi-Channel Campaigns

In 2024, the marketing team ran impactful campaigns on key sustainability topics, focusing on educational resources, partner engagement, and major events like COP29. The team saw significant growth in audience engagement and resource consumption, with campaigns like the Biodiversity New Module and COP29 driving strong traffic. Overall, 2024 was a year of strong campaign performance and progress toward our goals.

Earth Day Campaign (Q1)

Focused on promoting sustainable practices, the campaign achieved 30% engagement among Partner organisations and 84% in supply chains.

Key Stats: Partner Organisation Engagement: 30% / Partner Supply Chain Engagement: 84%

Retrofit Month Campaign (Q1)

Promoted retrofit training, achieving a 376% increase in e-learning views and a 352% increase in completed assessments, driving strong engagement.

Key Stats: E-Learning Views: 376 / Assessments Completed: 94 (352% increase)

Responsible Sourcing of HVO Campaign (Q1)

This campaign drove 774 views of the report and 143 tracked clicks from the press release, with a record-breaking 862 attendees at the virtual conference.

Key Stats: Views: 774 / Virtual Conference Attendees: 862

School Summit Campaign (Q2)

The campaign resulted in 9,272 views for the event registration page and a 26.2% increase in Summit attendance, with 463 in-person attendees.

Key Stats: Registration Views: 9,272 / Summit Attendees: 463 (26.2% increase)

FIR Culture Impact Report Campaign (Q3)

The report gained 158 views in two weeks, and the press release generated 44 tracked clicks, positioning the School as a leader in diversity and inclusivity.

Key Stats: Views: 158 / Press Release Clicks: 44

Modern Slavery Operational Toolkit Campaign (Q3)

Launched in October, the toolkit garnered 585 views by December, ranking as a top resource. The press release generated 172 tracked clicks.

Key Stats: Views: 585 / Press Release Clicks: 172

COP29 Campaign (Q3)

Focused on climate action, this campaign featured a microsite (1,266 views) and successful webinars (66 average attendees). The virtual conference saw 382 participants.

Key Stats: Microsite Views: 1,266 / Virtual Conference Attendees: 382

SME Social Value Procurement Guide Campaign (Q3)

The guide received 714 views by December and 77 tracked clicks from the press release. It was the third most popular resource in Q3.

Key Stats: Views: 714 / Press Release Clicks: 77

New Year's Campaign (Q4)

Launched to engage members early in the year, this 'Make Sustainability Your New Year's Resolution' campaign achieved a strong email open rate of 46.45%, with 15,851 unique opens. LinkedIn generated 286 impressions with a 3.5% engagement rate.

Key Stats: Email Opens: 15,851 (46.45%) / LinkedIn Impressions: 286 (3.5%)

Biodiversity New Module Campaign (Q4)

Promoted new biodiversity modules, with strong email results (48.82% open rate) and varied performance across LinkedIn and Facebook. "Nature-Related Reporting Explained" had the highest engagement on LinkedIn (7.56%).

Key Stats: Email Opens: 14.3k (48.82%) / LinkedIn Engagement: 7.56%

12.3.5 Training Sessions

In FY24-25, Conferences showed positive engagement, with a 9% increase in attendees, despite a high drop-out rate (54.9%). Webinars saw a decline in both sessions (-7%) and attendees (-13%), highlighting a need for better promotion and content strategy, particularly through integration with virtual conferences and subject matter experts. Workshops performed strongly, with a 59% increase in sessions and a 32% rise in attendees, along with a relatively low drop-out rate (45.3%), indicating strong interest and engagement.

1. Conferences

- **Sessions:** Stable at 24 for both FY23-24 and FY24-25.
- **Attendees:** Increased by 9% (from 7,942 to 8,632), indicating positive engagement despite no increase in the number of sessions.

- **Drop-Out Rate:** High at 54.9%, suggesting the need for improved retention strategies before events.

2. Webinars

- **Sessions:** Decreased by 7% (from 128 to 139).
- **Attendees:** Declined by 13% (from 9,863 to 8,533), pointing to both a reduction in frequency and overall engagement.
- **Strategy:** Webinars should be promoted as part of a larger programme alongside virtual conferences.

3. Workshops

- **Sessions:** Increased by 59% (from 59 to 94), indicating a strong push to increase workshop offerings.
- **Attendees:** Grew by 32% (from 1,288 to 1,701), showing that the increased frequency is resonating with the audience.
- **Drop-Out Rate:** Relatively low at 45.3%, indicating strong engagement.

12.3.6 Content and Email Marketing

- **Monthly Newsletter:** Sent to approximately 42,000 engaged School Members on the first Wednesday of each month, this newsletter showcases free resources available on the School's platform. It averages a 33% open rate and a 10% click rate. The best-performing edition, focused on Management topics in February, achieved a 51.2% open rate (17,824 opens) and a 20.4% click rate (3,640 clicks).
- **TrainingAlert:** This weekly email targets engaged School Members to promote upcoming training sessions. It boasts an average open rate of 35% and an average click rate of 11.8%.
- **FIRry Friday:** A bi-weekly email sent to FIR Ambassadors (approximately 950 recipients), this communication has an average open rate of 22% and an average click rate of 21%.
- **Membership Level:** Distributed quarterly to engaged members, this email encourages recipients to consider moving up a membership level. It has achieved an average open rate of 27% and an average click rate of 16.8%.

12.3.7 Marketing Automation

The School is currently implementing multiple marketing automation campaigns, each designed to achieve specific objectives:

Topics Journey: This campaign targeted 2,526 users who visited specific topic pages on the School CMS. By employing dynamic content tailored to users' activity, the campaign aims to engage members in continuous learning. The conversion rate has remained relatively stable quarter-on-quarter (QoQ), averaging 32.3% for the year. Overall, this automation has proven highly successful in driving engagement among users.

'Welcome to the School' Journey: Launched in Q1, the 'Welcome to the School' series consists of a five-email automated sequence sent to new registrants (24,001) upon sign-up. These emails introduce users to the platform, guiding them through key learning activities and offering personalised content.

- **Recipients-to-Click Conversion Rate:** 31.2% (approximately 1 in 2) of total recipients clicked through to the website or content from the emails.
- **Total Click Conversion Rate:** 45.9% of users (11,020) who clicked through from the emails went on to convert and are now active on the School, indicating that the email strategy effectively engages the audience and drives meaningful actions.

12.3.8 Social Media

LinkedIn has firmly established itself as our most impactful platform in FY24, with follower growth of 18.7%, reaching a total of 12.5k followers. This growth highlights the platform's effectiveness in building a professional community centred around sustainability and supply chain education. However, while the audience continues to expand, engagement has declined by 27% YoY, alongside a 23% reduction in posting frequency. This suggests that, despite growing followers, our content strategy may need optimisation to better drive engagement and drive community.

Platform	Followers	Posts	Engagement
LinkedIn	12539	56	424
Twitter	5277	21	43
Facebook	319	7	11

12.3.9 Media & Press Engagement

In FY24, the UK School secured 89 press mentions – 11% above target – with strong coverage in titles such as *Edie*, *Construction News*, *Business Green*, *GreenBiz*, and *Project Scotland*. Key announcements included board appointment news, collaborative efforts to reduce GHG emissions, the launch of the MMC strategy with the Construction Leadership Council, the FIR Culture Impact Report, a new modern slavery toolkit, the NatWest-backed Retrofit Skills Programme, and a social value procurement guide for SMEs.

Ends.