

SUPPLY CHAIN SUSTAINABILITY

# SCHOOL

April 2024



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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 again this year with a **79%** growth in learners.

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 **1,200 responses**, of which **48%** were **SMEs** (small and medium sized enterprises).

Engagement figures have continued to rise significantly with **43,247 (+79%) individuals from 7,347 companies (+33.5%) learning through the School**. There have been **227,277 views of our learning resources** in 2023/24 compared to 140,681 in the previous year: **a 62% increase**. This is the second year of a three-year strategy to gain 50,000 active individuals learning through the School annually.

The trend and popularity of virtual training continues with the membership and quality ratings for our training remaining very high, with **94% rating the training received as good or excellent**. The various ways of online learning (e-learning, sustainability shorts, virtual training workshops and online resources) remain the highest rated with **74% of our members saying they wanted all or mostly virtual training**.

The top priority for members in terms of topics were Sustainability (90%), followed by Procurement (49%) then Management (40%). Operational Excellence (Lean) was also popular with 30% stating their interest in this area. The top five sustainability issues that members want training on are **carbon, sustainability strategy, sustainable procurement, social value, and environmental management**.

There has been **progress** around the impacts in **waste (+8%), community engagement (+6%) and water consumption (+6%)**. Our members' progress on most of the other impacts have remained mainly constant with only minor increases or decreases. **Modern slavery had the highest decrease (-4%)**.

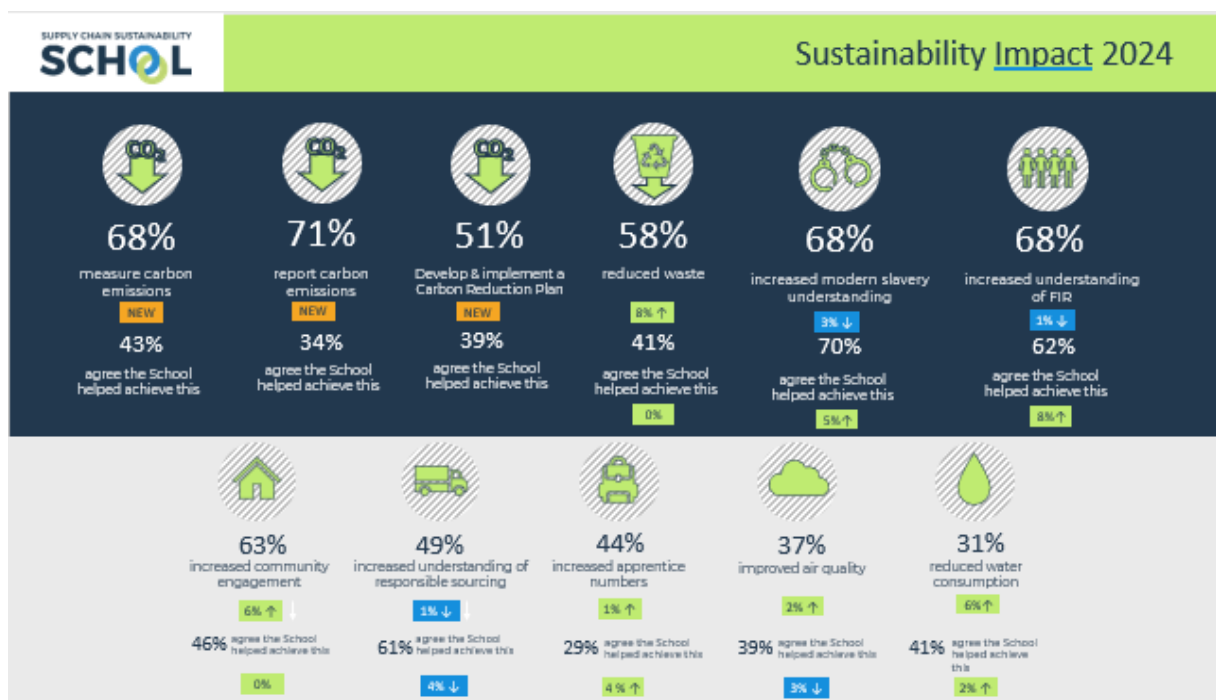
The School's impact around **carbon** was split into three separate sections for the first time this year to provide better intelligence focusing on **measurement, reporting, and developing and implementing a carbon reduction plan (CRP)**. The results are interesting with **68% measuring their carbon, 71% reporting their carbon emissions and 51% implementing a CRP**. When looking at the results in more detail this is driven by the larger size companies. **However, it is**

**the small organisations who are stating that the School has helped them to tackle carbon (50%)** more than the larger companies (average 33%).

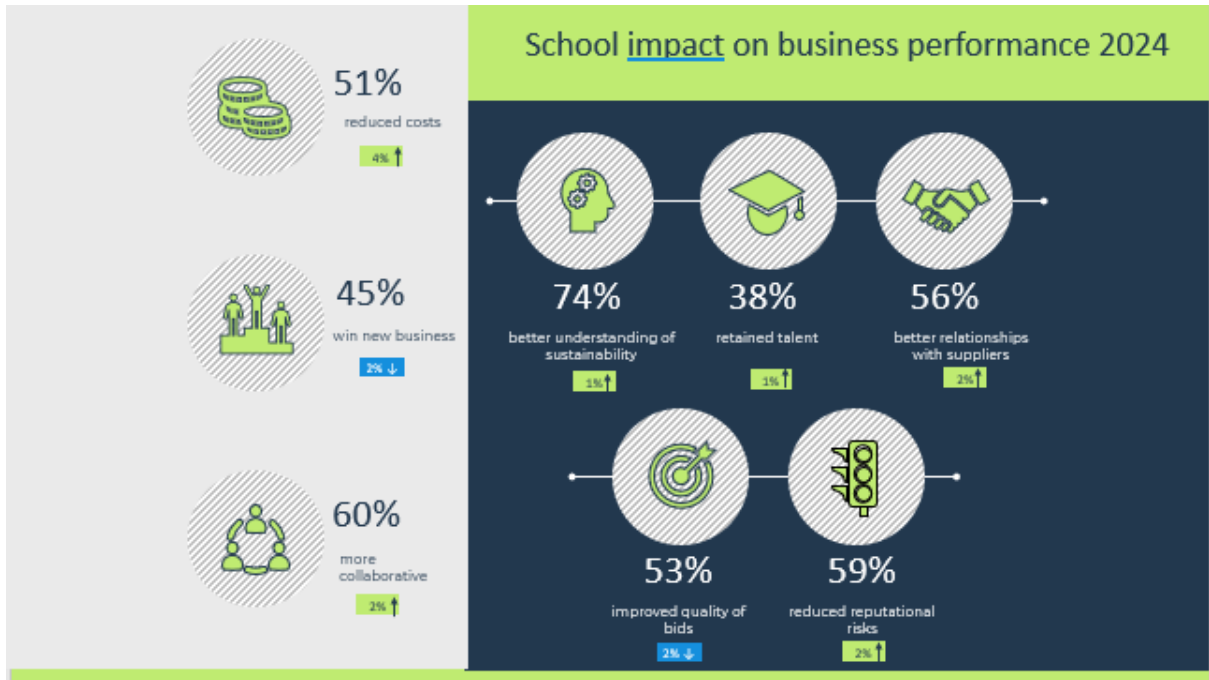
As with last year, smaller companies are reporting a higher attribution to the School in all impacts, in particular around reducing water consumption, increasing community engagement activity and understanding FIR (Fairness, Inclusion and Respect). At an organisational level the School has around **85% SME's membership** and continually encourages Partners to engage their supply chains into the School. However at an individual level the percentage of learners from SMEs has fallen to 44% (taken from the list of total active individuals accessing resources, taking assessments and attending training) due to the number of learners in some of our larger members and Partners. The School will look to focus more of the training activities and resources to attract SMEs to engage with the Schools learning. This will also be done through marketing, helping SMEs to find what they need from the School in their initial access point and specific SME training run throughout the year.

Partner recruitment has again been very successful with **51 new Partners for the financial year**. The School now has 219 Partners (end of March 2024). The area around Future Workforce and bringing colleges into the School has also been very successful with a total of 19 colleges now Partnering with the School to bring sustainability in construction into higher education. We continue to have a **repeat rate of Partners of over 95%**, this is critical for the long-term success of the School.

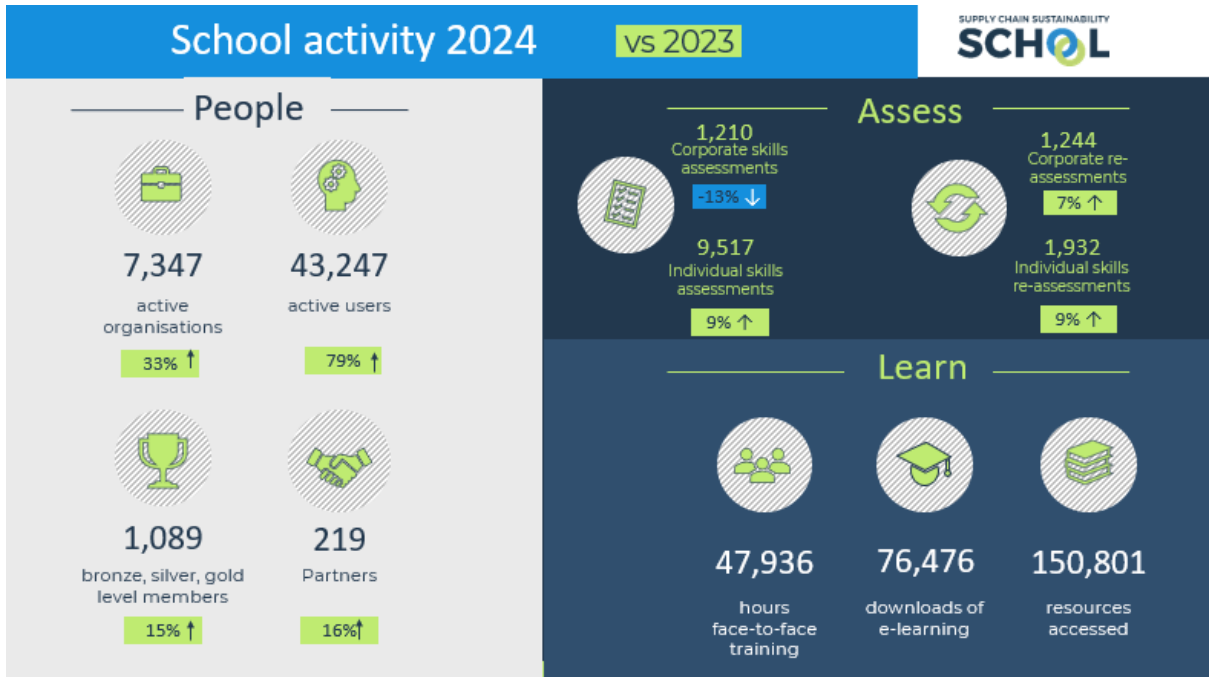
**Impact on [sustainability](#):**



Impact on business performance & processes:



School performance against KPIs – March 2024



## Lessons learnt

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

1. **Understand the audience:** We need 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.
2. **Refreshing the content:** The School does its best to remain agile and to respond to what its learners want to engage in. Related to the above point, it is increasingly obvious that there is demand for a wider variety of content at all levels from beginner through to more advanced learning.
3. **Learning also needs action:** The current corporate sustainability, offsite and lean assessments have been developed over this year to move from being learning outcome based to being action based. These new corporate assessments will be launched in 2024 and are based on what a company does, not what it knows. In future reports we will be able to look at changes to company practices, not just the level of knowledge they have.
4. **Delivering 'must attend' training.** The virtual conferences have undergone a real transformation this year. The attendance levels at these in previous years, despite a lineup of great speakers was declining though a great deal of work went into them. The delivery and marketing teams undertook an overhaul of these; looking at the format and how they were being marketed with the ambition of achieving 500 attendees at each. This has taken time, and though that target is not being met every time, the number of attendees has gone from 3,081 at 31 virtual conferences (last year) to 7,498 at 22 virtual conferences this year (average attendance from 99 to 340 attendees).
5. **Interactivity:** As the past four years have shown, the switch to virtual learning has had huge benefits for accessibility and has impacted learning numbers, however it remains a challenge to ensure that attendees engage in the workshops and interactive exercises. The team will be investigating ways to improve interactivity over the next year.
6. **Continued investment in the learning platform:** The site went through a major upgrade this year to a newer version of Moodle, providing a faster, more secure site and agility for further development in 2024. This should allow an enhanced user experience to drive the amount of training undertaken and the number of referrals to colleagues thereby increasing our reach.

## 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 2023/2024. **There were 1,220 School members who responded to the impact survey (48% were SMEs).** The survey was circulated to the members from September to December 2023 to coincide with business planning and with the aim to help inform the process.

This is the seventh 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

Since the start of our annual impact survey there have been **significant increases in organisations reporting that they are addressing their sustainability impacts** suggesting that for many businesses sustainability is becoming more business as usual.

Looking at attribution and comparing year 1 to 2024, this has decreased by an average of 8%. The years of, and following, COVID, would have had an effect but the last two years has stabilised. The **huge increases in the membership year on year means that many responders are new highlighting that engaging in the School helps all whether they are new to the School or long-term members.**

Overall larger companies are having more success with reducing their sustainability impacts however a higher percentage of smaller companies state the School helps with their sustainability impacts. **The School is clearly a useful tool for small businesses, and this should be built upon and continued.**

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 2024 to the previous Impact Surveys, (not taking company size into account):

*Figure 1. Member progress on sustainability issues*

Since joining the School has your company . . .	2024 % Yes	2023 % Yes	2022 % Yes	2021 % Yes	2020 % Yes	2019 % Yes	2018 % Yes	Change (2023 vs 2024)
Over the past year, has your company measured its carbon emissions?	68	--	--	--	--	--	--	--
Did you report your emissions publicly?	37	--	--	--	--	--	--	--
Have you developed & implemented a Carbon Reduction Plan?	51	--	--	--	--	--	--	--
Reduced its total fuel usage and carbon emissions	--	52	57	63	37	34	37	--
Reduced its total waste	58	50	53	57	43	41	40	8%
Reduced its total water consumption	31	25	28	37	18	16	18	6%
Improved its overall control of air quality	37	35	40	44	32	20	15	2%
Increased its community engagement activities	63	57	44	38	51	45	45	6%
Increased the number of apprentices it employs	44	43	32	38	37	36	32	1%
Improved its understanding of responsible sourcing	49	50	49	44	56	50	49	-1%
Improved its understanding of Modern Slavery	68	71	64	69	69	71	63	-3%
Improved its understanding of Fairness, Inclusion & Respect (FIR)	68	69	64	68	65	63	49	-1%



A new question set around Carbon was introduced last year with the aim to better understand how organisations were managing their carbon and fuel emissions. 2023 saw a 5% drop from the previous year in companies stating they had reduced their carbon emissions, coupled with a 16% decrease stating the School was helping them with the issue. The issue is a very broad one and so the decision was made to rewrite the question set to understand if a company:

- Measures its carbon
- Reports its carbon
- Develops and implements a Carbon Reduction Plan (CRP)

This would give more insight into what organisations are actually doing. It is very positive to see that **68%** state they are measuring their carbon emissions, **with over half** stating they have developed and implemented a CRP. **37%** responded yes to reporting their carbon emissions publicly. Respondants were guided on this question with supporting text '*This could be on your website, for voluntary reporting schemes like Science Based Targets. Or it could be for compliance reasons such as SECR. Alternatively, it could have been a request from a client for PPN06/21*'.

Overall, all sustainability issues have seen an increase in member progress since the School started to report on them in 2018, (bar responsible sourcing which has remained at a consistent level). This could indicate that addressing sustainability is becoming more embedded and “business as usual”. However, it should also be noted that the respondents are different each year and the survey is anonymous.

It is very pleasing to see that **43%** of respondents believe that the School helped them to **measure their carbon emissions** and **39%** stated the School helped them to **develop and implement a CRP**. **34%** stated that the School helped them to report their carbon emissions, **15%** said they used the **Carbon Calculator**.

The most significant increases (comparing 2024 to 2018) have been in air quality **22%**; FIR **19%**; waste **18%** and community engagement **18%**. This is followed closely with water **13%**, apprentices **12%**, modern slavery **5%**. Modern Slavery has remained one of the top three sustainability issues that businesses are addressing so the smaller increase is relative. The School does less education and training around water and apprentices currently.

The highest increases **in 2024**, compared to 2023, were in waste reduction (**8%**), water consumption (**6%**) and community engagement activities (**6%**). All other issues have remained reasonably consistent over the last few years.

Figure 2 below shows if members have answered 'yes' to improving their sustainability impacts and how much do they attribute this to learning through the School.

Last year also saw a significant drop in respondents attributing learning through the School (14% decrease) in FIR, however this year this has increased by **8% to 62%, the largest increase in all impacts.**

Modern slavery saw the second largest increase in attribution with 5%, and the highest percentage since 2020.

29% of the respondees were new to the School this year. This could be a reason that attribution for all other impacts did not have any significant increases or decreases. What can be taken from these results is that the School is maintaining a level of impact through learning and training in the various sustainability impacts whether a member is new or has been part of the School for longer. A short-coming of our survey is that we are unable to analyse the difference we are making to new members as opposed to those who have been members for multiple years.

Figure 2. To what extent 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)
	2024 %	2023 %	2022 %	2021 %	2020 %	2019 %	2018 %	
Measure our carbon emissions	43	--	--	--	--	--	--	--
Report our carbon emissions	34	--	--	--	--	--	--	--
Helped us to develop & implement a Carbon Reduction Plan	39	--	--	--	--	--	--	--
Reduce our total fuel usage and carbon emissions	--	31	47	39	69	58	48	--
Reduce our total waste	41	41	46	41	68	65	56	0%
Reduce our total water consumption	43	41	39	33	64	53	50	2%
Improve our overall control of air quality	39	42	42	40	66	69	54	-3%
Increase our community engagement activities	46	46	53	48	75	72	66	0%
Increase the number of apprentices we employ	29	25	25	22	49	42	44	4%
Improve our understanding of responsible sourcing	61	65	69	66	84	77	81	-4%
Improve our understanding of Modern Slavery	70	65	64	65	87	86	82	5%
Improve our understanding of (FIR)	62	54	68	68	85	87	85	8%

The report also looks at company size to understand if there are any significant trends. Figures 3 - 7 below show the results.

Key points to note:

- There is a significantly higher number of larger companies stating that they are measuring and reporting their carbon emissions as well as developing and implementing carbon reduction plans than small organisations. We need to keep our **focus on helping smaller businesses tackle carbon, especially how to measure and accurately report their carbon.**
- **58%** of larger companies reported that they are reducing their waste, a 9% increase to 2023. This compares to **49%** of smaller companies, which is more consistent to previous years results. We need to **focus on the financial benefits of waste reduction for small businesses** to improve action in this area.
- Larger companies are reporting an 11% increase in **community engagement** activities. In addition there has also been an 8% increase in large companies reporting that the School has helped them in this area (**42%**).
- Small and large companies have similar results in **water consumption, air quality, responsible sourcing and FIR**. There were insignificant changes to reducing water consumption and improving air quality for both size of organisations.
- Interestingly, there was a **13% increase in the attribution to the School of helping smaller organisations to understand FIR**. This was only a 2% increase for large organisations. This is significant as the FIR programme has been concentrating on the engagement of SMEs over the past 12 months.
- **71%** of smaller companies reported they had a better understanding of modern slavery (a 1% decrease to 2023) compared to **65%** of larger companies which was a 4% decrease.
- All organisations saw an increase in attribution to the School for helping them to understand **modern slavery; 5% increase for SME's and 6% for large organisations.**
- Large organisations have reported a **consistent increase each year in the number of apprentices they employ** (currently 56% compared to 36% in 2018). Smaller organisations have remained around 30% in this issue. The School's Future Workforce and FIR groups might wish to look at how smaller organisations can be encouraged to invest in apprenticeships.



Figure 3. School impact on sustainability issues over 7 years by company size

Since joining the School has your company. . .	Year	Yes %	Unsure %	No %	Yes %	Unsure %	No %
		<250			250+		
Over the past year... measured its carbon emissions?	2024	53	29	19	82	3	15
Report emissions publicly	2024	19	62	18	53	9	38
Developed & Implemented a Carbon Reduction Plan	2024	36	42	22	65	11	24
Reduced its fuel usage and carbon emissions	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
Reduced its total waste	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	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	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
Increased its community engagement activities	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

Since joining the School has your company...	Year	Yes %	Unsure %	No %	Yes %	Unsure %	No %
		<250			250+		
Increased the number of apprentices it employs	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	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	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	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

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
to measure your carbon emissions	2024	50	39
to report your carbon emissions	2024	51	28
to develop and / or implement a Carbon Reduction Plan	2024	50	34
reduce our total waste	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	2024	50	37

Engaging in the School has helped us...	Year	1 – 250 % Strongly agree/ Agree	250+ % Strongly agree/ Agree
	2023	51	32
	2022	46	36
	2021	38	28
	2020	71	54
	2019	70	38
	2018	61	41
improved our overall air quality control	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	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	2024	34	27
	2023	34	17
	2022	23	23
	2021	31	14
	2020	56	43
	2019	53	33
	2018	43	47
improved our understanding of responsible sourcing	2024	63	59
	2023	69	59
	2022	64	64
	2021	71	59
	2020	84	71
	2019	78	75
	2018	83	82
improved our understanding of Modern Slavery issues	2024	73	67
	2023	68	61
	2022	62	62
	2021	72	57
	2020	87	87
	2019	86	87
	2018	82	84
improved our understanding of Fairness, Inclusion and Respect (FIR)	2024	71	53
	2023	58	51
	2022	63	63
	2021	73	64
	2020	86	84
	2019	87	86
	2018	89	83



Figure 5. SMEs attribute the School's help in reducing sustainability impacts. Engaging with the School has helped us (the greener in the bar the better) . . .

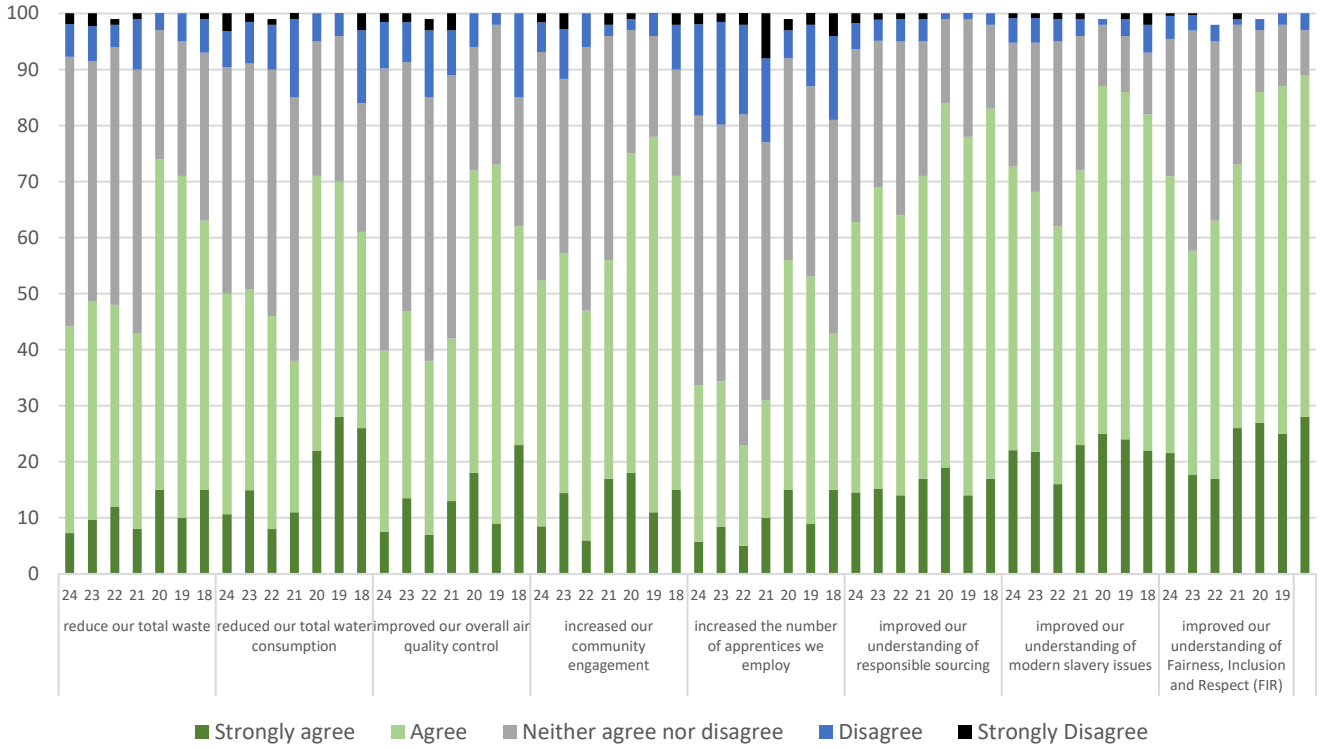


Figure 6. Large businesses attribute the School's help in reducing impacts. Engaging with the School has helped us (the greener in the bar the better) . . .

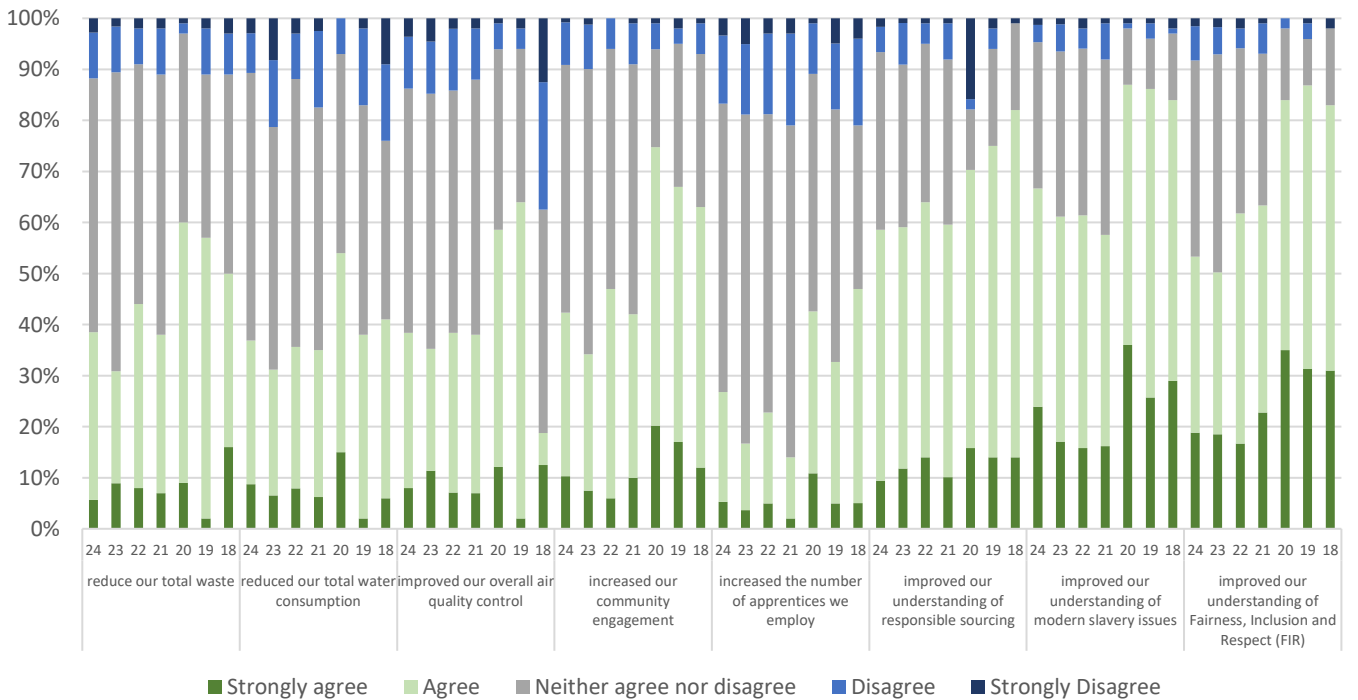
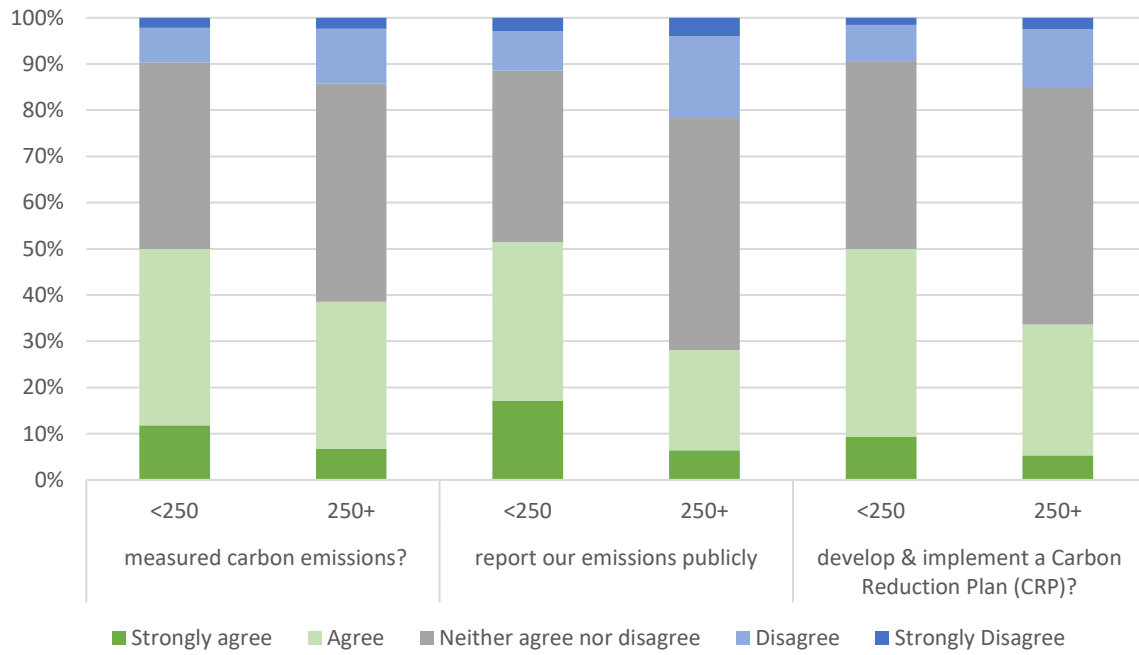


Figure 7. Comparison of small & large business response to question set around carbon emissions.



## 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. **The collaboration and outputs of the groups are currently under review with the aim of creating greater impact within the industry.**

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 8 & 9 present and compare the results from across the Construction, Homes, FM, Infrastructure, Welsh, and Scottish markets. Key findings are:

- Infrastructure (73%), Wales (77%) and Scotland (78%) had the highest response to whether they are **measuring their carbon emissions**, with 50% of the Infrastructure sector stating that the School helped them to achieve this.
- Wales (59%) and Scotland (60%) led in response to **developing and implementing carbon reduction plans**, however all other markets responses were between 52% and 55%. **47% of the Homes sector** stated the School helped to achieve this, whereas in the other markets this varied between 36% and 40%, **Scotland** rating the lowest (36%).
- All markets responded (40 – 45%) **that they were publicly reporting their carbon emissions**, apart from Construction which was the lowest market at 37%. The **Homes market** was the sector rating the lowest attribution rating to the School (23%). All other sectors had a similar score between 31% - 36%.
- **Reducing waste** saw an increase across the board of between 60% and 66%. However, there were just incremental changes in attribution to previous years across the sectors apart from **FM (-6%) and Scotland (-7%)** who reported slightly larger decreases. This is disappointing to report as there has been a lot of work and training done around waste within the School, including strong links with Zero Waste Scotland.
- There was no significant change to **reducing water consumption** or with **number of apprentices** with any market compared to previous years. The School has not done much activity around these two topics, so it is unsurprising that some reported a significant decrease in how the School has helped them (e.g. the FM sector is reporting an 18% decrease for number of apprentices employed.)



- **Homes (5%)** followed by **Construction (3%)** reported a slight increase in improving air quality, the other markets had small decreases. It is disheartening that FM (-14%), Wales (-15%) and Scotland (-12%) have decreased notably in terms of attribution. The other markets did not see any or little change.
- **Increasing community engagement activities** saw the largest increase amongst all sectors, the largest in **Infrastructure (16%), Wales (16%)** and **Scotland (14%)**. It is interesting to note that, in terms of the attribution, levels are not increasing back to the level of seven years ago. This could be because there are more contractual based initiatives in the industry which is driving the impact as opposed to training.
- Construction saw a huge increase in **understanding of responsible sourcing**. This was following a huge decrease the year prior. This could be an anomaly and is something to monitor in future years. There were slight increases and decreases in the other market sectors.
- There have been **significant decreases in how the School is helping to improve the understanding of responsible sourcing** this year, which is interesting to note as it has been consistent over the previous three years in all markets, FM being the most significant.
- Interestingly there has been a larger drop in **understanding of modern slavery issues in infrastructure (decrease of 7% to 65%)** which has been the higher reporting sector in this issue in all previous years. This is also similar with **understanding of FIR (a decrease of 6%)**. The Homes sector reported the highest increase in attribution to both these issues.
- The FM sector overall saw the most significant changes in attribution in most of the sustainability issues. This would suggest that there needs to be more FM focused training developed to engage this sector.

Figure 8. Change in members sustainability impacts across market sectors.

Table shows percentage of respondents saying “YES”.

Since joining the School has your company. ..	Year	Const- ruction	Home	FM	Infra	Wales	Scot
measured its carbon emissions?	2024	69	69	66	73	78	77
report your emissions publicly?	2024	37	45	43	40	42	44
developed and implemented a Carbon Reduction Plan?	2024	52	52	55	54	59	60
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
	<b>Change</b>		<b>9%</b>	<b>9%</b>	<b>9%</b>	<b>10%</b>	<b>6%</b>
Reduced your total water consumption?	2019	17	17	23	14	17	0
	2020	18	21	22	16	16	15
	2021	37	46	42	36	40	39
	2022	29	38	41	28	30	30
	2023	25	35	31	27	25	27
	2024	28	32	30	31	25	27
	<b>Change</b>		<b>3%</b>	<b>-3%</b>	<b>-1%</b>	<b>4%</b>	<b>0%</b>
Improved your overall air quality control?	2019	21	21	23	22	19	0
	2020	33	33	25	34	32	28
	2021	44	51	49	49	46	45
	2022	42	45	46	48	45	45
	2023	37	40	51	44	37	39
	2024	40	45	47	41	38	36

Since joining the School has your company. ..	Year	Const- ruction	Home	FM	Infra	Wales	Scot
	<b>Change</b>	<b>3%</b>	<b>5%</b>	<b>-4%</b>	<b>-3%</b>	<b>-1%</b>	<b>-3%</b>
Increased your community engagement activities?	2019	45	48	52	48	50	0
	2020	51	52	55	58	52	51
	2021	38	37	43	47	33	33
	2022	45	48	54	51	45	45
	2023	58	51	65	67	61	59
	2024	65	66	69	68	68	67
	<b>Change</b>	<b>7%</b>	<b>3%</b>	<b>11%</b>	<b>16%</b>	<b>16%</b>	<b>14%</b>
Increased the number of apprentices you employ?	2019	36	38	29	40	40	0
	2020	37	35	35	40	38	38
	2021	29	28	26	33	25	24
	2022	36	41	38	43	36	34
	2023	43	40	49	49	44	45
	2024	44	36	45	48	43	46
	<b>Change</b>	<b>1%</b>	<b>-4%</b>	<b>-4%</b>	<b>-1%</b>	<b>-1%</b>	<b>1%</b>
Improved your understanding of responsible sourcing?	2019	51	54	52	47	51	0
	2020	54	52	53	55	54	51
	2021	45	49	41	44	45	43
	2022	50	51	47	49	36	49
	2023	20	50	49	51	44	51
	2024	52	53	51	47	43	52
	<b>Change</b>	<b>32%</b>	<b>3%</b>	<b>2%</b>	<b>-4%</b>	<b>-1%</b>	<b>1%</b>
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
	<b>Change</b>	<b>-2%</b>	<b>0%</b>	<b>1%</b>	<b>-7%</b>	<b>3%</b>	<b>2%</b>

Since joining the School has your company..	Year	Const- ruction	Home	FM	Infra	Wales	Scot
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
	<b>Change</b>		<b>-1%</b>	<b>-4%</b>	<b>0%</b>	<b>-6%</b>	<b>-5%</b>

Figure 9. 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
measured its carbon emissions?	2024	45	38	40	50	42	39
report your emissions publicly?	2024	36	23	36	35	33	31
developed and implemented a Carbon Reduction Plan?	2024	40	47	43	38	38	36
Reduce our total waste	2019	65	60	64	66	54	--
	2020	68	62	63	71	63	68
	2021	41	40	41	46	39	38
	2022	48	49	51	46	45	44
	2023	44	37	48	44	35	38
	2024	41	40	42	45	33	31
	<b>Change</b>		<b>-3%</b>	<b>3%</b>	<b>-6%</b>	<b>-1%</b>	<b>-2%</b>
Reduced our water consumption	2019	55	44	64	53	33	--
	2020	64	68	71	64	59	60
	2021	34	27	32	33	26	24
	2022	41	34	46	45	37	37
	2023	43	33	47	43	31	32
	2024	38	38	42	46	28	24
	<b>Change</b>		<b>-5%</b>	<b>5%</b>	<b>-5%</b>	<b>3%</b>	<b>-3%</b>
Improve our air quality control	2019	72	66	71	69	60	--
	2020	67	75	69	66	62	67

Engaging in the School has helped us...	Year	Const	Homes	FM	Infra	Wales	Scot
	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
	Change	<b>2%</b>	<b>-2%</b>	<b>-14</b>	<b>0%</b>	<b>-15%</b>	<b>-12%</b>
Increase our community engagement	2019	69	73	70	75	67	--
	2020	74	72	70	78	74	78
	2021	48	48	47	51	44	46
	2022	57	51	54	55	50	50
	2023	51	43	49	50	38	45
	2024	46	43	45	50	40	39
	Change	<b>-5%</b>	<b>0%</b>	<b>-4%</b>	<b>0%</b>	<b>2%</b>	<b>-6%</b>
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
	Change	<b>2%</b>	<b>-5%</b>	<b>-18%</b>	<b>0%</b>	<b>-1%</b>	<b>-9%</b>
Improve our understanding of responsible sourcing	2019	76	72	73	74	70	--
	2020	83	80	88	83	79	82
	2021	66	56	73	70	64	63
	2022	69	59	71	73	68	68
	2023	66	58	74	68	63	58
	2024	60	53	51	61	54	54
	Change	<b>-6%</b>	<b>-5%</b>	<b>-23%</b>	<b>-7%</b>	<b>-8%</b>	<b>-4%</b>
Improve our understanding of Modern Slavery issues	2019	86	86	88	88	85	--
	2020	87	90	88	88	89	84
	2021	65	64	74	74	73	64
	2022	65	53	69	69	69	62
	2023	67	54	67	70	64	61
	2024	70	64	73	71	72	69
	Change	<b>3%</b>	<b>10%</b>	<b>6%</b>	<b>1%</b>	<b>8%</b>	<b>8%</b>
Improve our understanding of FIR	2019	86	87	86	88	85	--
	2020	85	87	84	88	84	84
	2021	68	60	70	72	65	66
	2022	68	57	73	71	63	65
	2023	57	48	55	62	57	55
	2024	63	56	57	69	56	57
	Change	<b>6%</b>	<b>8%</b>	<b>2%</b>	<b>7%</b>	<b>-1%</b>	<b>2%</b>



### 2.3 School impact on embedding Offsite

The Offsite section of the School has been steadily increasing in members and there are currently 1,575 active organisations and 6,733 active individuals since the beginning of the fiscal year.

However, as with previous years, the respondent data set is small and so it is difficult to gauge a real understanding of how the School is impacting those who have accessed offsite material.

This is the sixth year that the impact survey included questions around the impact the School has had on businesses embedding offsite processes and techniques into their organisation. A total of 64 members responded 'yes' that they were an 'active member' of the offsite topic area of the School (63 in the previous year).

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

*Figure 10. The organisation's primary business function*

Primary business function	No.
Assembly	14
Design	20
Manufacturing	13
Logistics	17

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

*Figure 11. Process improvement since joining the School.*

Since joining the School has your organisation improved your ...	Year	Yes %	No %
Design process in the last 12 months	2020	37	9
	2021	54	11
	2022	47	16
	2023	48	10
	2024	56	11
	<b>Change</b>	<b>8%</b>	<b>1%</b>
Manufacturing process in the last 12 months	2020	37	1
	2021	44	11
	2022	36	21

	2023	52	10
	2024	47	8
	<b>Change</b>	<b>-5%</b>	<b>-2%</b>
Logistics process in the last 12 months	2020	7	45
	2021	58	21
	2022	38	20
	2023	50	20
	2024	48	10
	<b>Change</b>	<b>-2%</b>	<b>-10%</b>
Assembly process in the last 12 months	2020	33	3
	2021	49	17
	2022	33	20
	2023	42	17
	2024	38	11
	<b>Change</b>	<b>-4%</b>	<b>-6%</b>

Compared to last year, these results are disappointing, however there were significant increases in some areas last year. Though, the changes this year are small apart from around Logistics. The small data set will also skew the results to a degree.

However, our members are undertaking a lot of offsite learning. There have been 714 downloads of offsite specific e-learning modules; 6,658 offsite specific resources accessed and 1,375 attendees to offsite specific training activities. There have also been 503 offsite assessments and re-assessments (company and individual) taken this fiscal year.

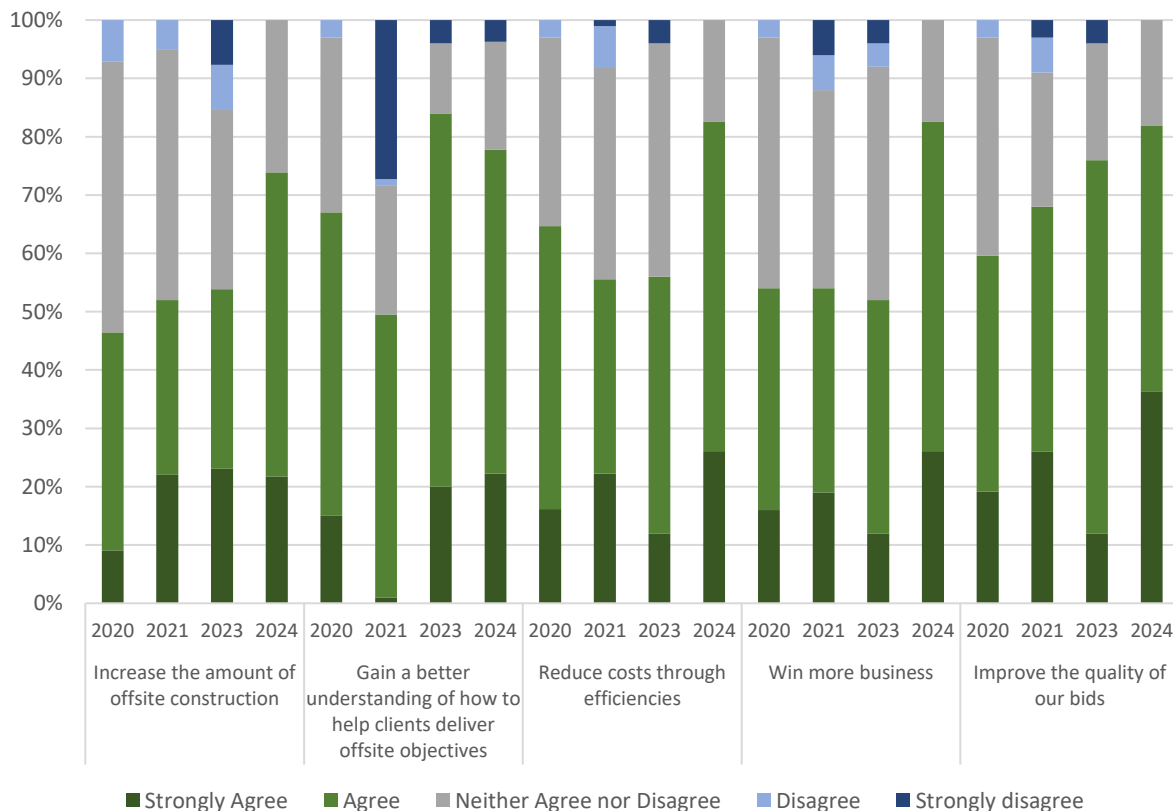
Figure 12. Attribution to the School for process improvement

Engaging in the School has helped us to improve our . . .	Year	Strongly Agree/ Agree
Design process	2021	46
	2022	49
	2023	65
	2024	53
	<b>Change</b>	<b>-12%</b>
Manufacturing process	2021	53
	2022	46
	2023	61
	2024	54

Engaging in the School has helped us to improve our . . .	Year	Strongly Agree/ Agree
	<b>Change</b>	<b>-7%</b>
Logistics process	2021	45
	2022	34
	2023	53
	2024	62
	<b>Change</b>	<b>9%</b>
Assembly process	2021	54
	2022	44
	2023	52
	2024	70
	<b>Change</b>	<b>18%</b>

Following on from the observations above, the more significant changes will be in part down to the number of respondents. However, it is pleasing to see some further improvement in the areas of logistics and the assembly process.

*Figure 13. Impact the School is having on business outcomes for those engaged. in Offsite learning (the greener in the bar the better) . . .*



## 2.4 School impact on embedding Procurement

The School has continued to train members of the School around Procurement. The CITB funding for this programme finished at the end of quarter 1 this FY, however the training materials, resources and activities continued to be used. The training is aimed at procurement professionals and non-procurement professionals who are responsible for buying as part of their job. There were 593 respondents to the question set around Procurement (though not all of them answered every question). Respondents were asked: *'Since joining the School, has your company benefited from better performance through procurement?'* illustrated below, and over half believe this statement to be true.

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

	Yes %	No %
Since joining the School, has your company benefited from better performance through procurement?	54	46

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

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

% Engaging in the School has helped... Strongly Agree/ Agree	2024	2023	2022
us to develop our approach to better Procurement in our business?	39%	34%	38%
improve procurement skills of individuals with purchasing responsibility	33%	30%	30%
our suppliers & sub-contractors have a better understanding of procurement and collaboration	30%	29%	27%
to improve our performance through procurement	75%	76%	69%

It is pleasing to see that results are maintained as in previous years. A total of 26 training activities took place this financial year attended by 844 **people**. In addition to the above, there have been **6,309 downloads of the programme's e-learning modules; and 9,992 procurement resources accessed** which are marked as specific to the programme. There have also been **167 company assessments** and re-assessments and **1,129 individual assessments** and re-assessments taken this financial year.

## 2.5 School impact on embedding Digital technology

The Digital programme, again funded by CITB in FY 2022/23 was also continued within the School. This training is aimed at any business who wants to understand and adopt digitalisation.

There were 323 respondents to the question set (however not all respondents answered all the questions). Figures 16 & 17 below illustrate the results.

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

	Yes %	No %
Are you currently investing in digital technologies?	20	55
Since joining the School, has your company benefited from its investment in digital technologies?	36	24

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

% Engaging in the School has helped us . . .	2024	2023	2022
<b>Strongly Agree/ Agree</b>			
develop our approach to the use of digital technologies in our business	20	20	21
to accelerate our use of digital products and solutions	18	20	14
to invest in digital technologies	15	15	13

It is really pleasing to see that there is a 12% increase in organisations stating that they have benefited from investment in digital technologies since joining the School.

There has not been much movement with regards to any of the other results this year. The digital programme very much focuses on change management. This is, of course, a slower process. Digital remains a popular topic. There have been 15 digital specific training activities attended by 839 members.

There has also been **1,739 downloads of the digital e-learning modules** and 3,209 digital specific resources. In addition to this, there have been **1,053 training needs analysis completed** and the Digital Maturity assessment which has had 133 completions.



## 2.6 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 18, are:

- 74% report that the School helps to gain a better understanding of how they can **help clients deliver their sustainability objectives**. This level has been maintained over the last 7 years.
- Over half (51%) of respondents felt that the School has helped them **reduce costs** through efficiencies. This is particularly valuable in the current economic climate.
- 45% of respondents feel that the School has helped them **win new business**. This remains consistent over the last few years.
- **53%** (-2% vs 2023) of respondents reported that the School has helped them improve the **quality of their new business bids**.
- The impact around **being more collaborative** has increased again. Interestingly, it is the larger businesses that have driven this increase for the second year running.
- 56% (+2%) feel that the School has helped them develop **better relationships with their suppliers**. This has increased over the past 3 years.
- 39% feel that the School has helped them to **retain talent** (+3%) and this has increased most years since the start of the survey.
- 59% feel that the School has helped them **reduce reputational risks** (+ 2%).

Figure 18. Overall results 2024: The Impact the School has on members:  
Engaging in the School has helped us... (Green is good)

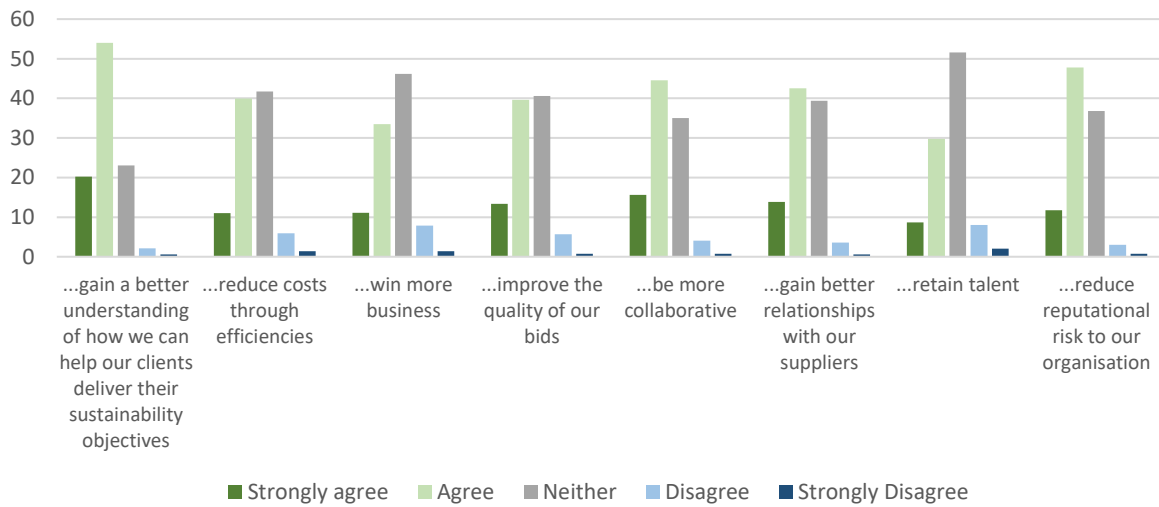


Figure 19 illustrates the comparison to the last seven years by business size. The most significant differences were larger businesses reported higher results in 'being more collaborative', 'win more business' 'gaining better relationships with suppliers' and 'retaining talent'. This was a similar result to last year and the results overall remain constant.

Figure 19. Overall results: Impact around Business Impact, by employee size

Engaging with the School has helped us to . . . (strongly agree/ agree)	No. of Emp	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	74	71	71	72	75	68	70	3%
	250+	74	76	76	71	72	66	77	-2%
...reduce costs through efficiencies	1 – 250	49	48	51	49	54	49	51	1%
	250+	53	44	45	50	52	43	33	9%
...win more business	1 – 250	40	46	40	42	40	40	42	-6%
	250+	49	50	41	50	52	40	45	-1%
...improve the quality of our bids	1 – 250	50	55	51	26	49	44	48	-5%
	250+	56	56	49	54	60	51	56	0%
...be more collaborative	1 – 250	55	56	54	55	58	51	51	-1%
	250+	65	62	53	68	68	65	69	0%
...gain better relationships with our suppliers	1 – 250	50	51	48	54	57	51	50	-1%
	250+	63	57	52	61	66	63	64	6%
...retain talent	1 – 250	35	34	33	32	37	26	24	1%
	250+	42	39	31	37	36	30	27	3%
...reduce reputational risk to our organisation	1 – 250	58	58	54	54	56	47	49	0%
	250+	61	56	54	56	59	53	59	5%

## 2.7 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. Members were asked to rate how:

*“Engaging in the School has helped them to...”*

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

Summary of findings:

- The results indicate that the School has supported larger businesses to **‘engage business leaders to better understand the value of sustainability’** with 73% agreeing / strongly agreeing that this is the case, compared to 65% of smaller businesses.
- The School is clearly a very useful educational tool in helping both large and small businesses to **better understand their sustainability impacts** this is the highest scoring item for large (77%) and small business (78%).
- **68%** of small business reported that the School has helped them to **embed sustainability** as part of their business processes while this was 75% for large businesses.
- **There has been a 10% increase for large businesses** reporting that the School has helped them to ensure **procurement processes** now consistently drive sustainability (66% vs 56%). Over half (56%) of small businesses agree this is the case.
- There was a slight decrease, but nothing of significance, for large and small business reporting that the School has helped them to **monitor and report sustainability impacts**.

Figure 20. Overall results 2024: The Impact the School has on members:

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

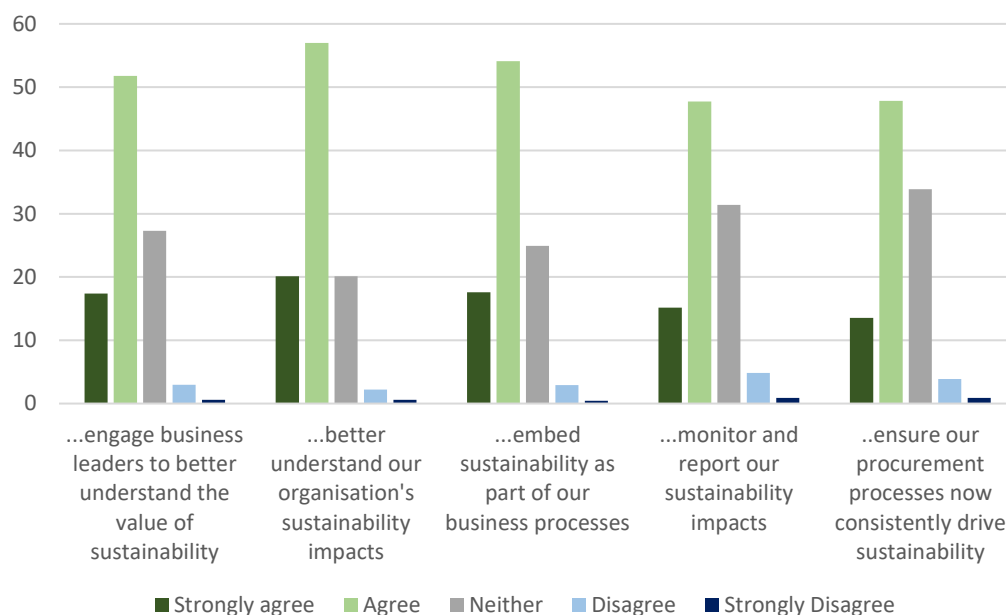


Figure 21. Response by company size on School impact on business

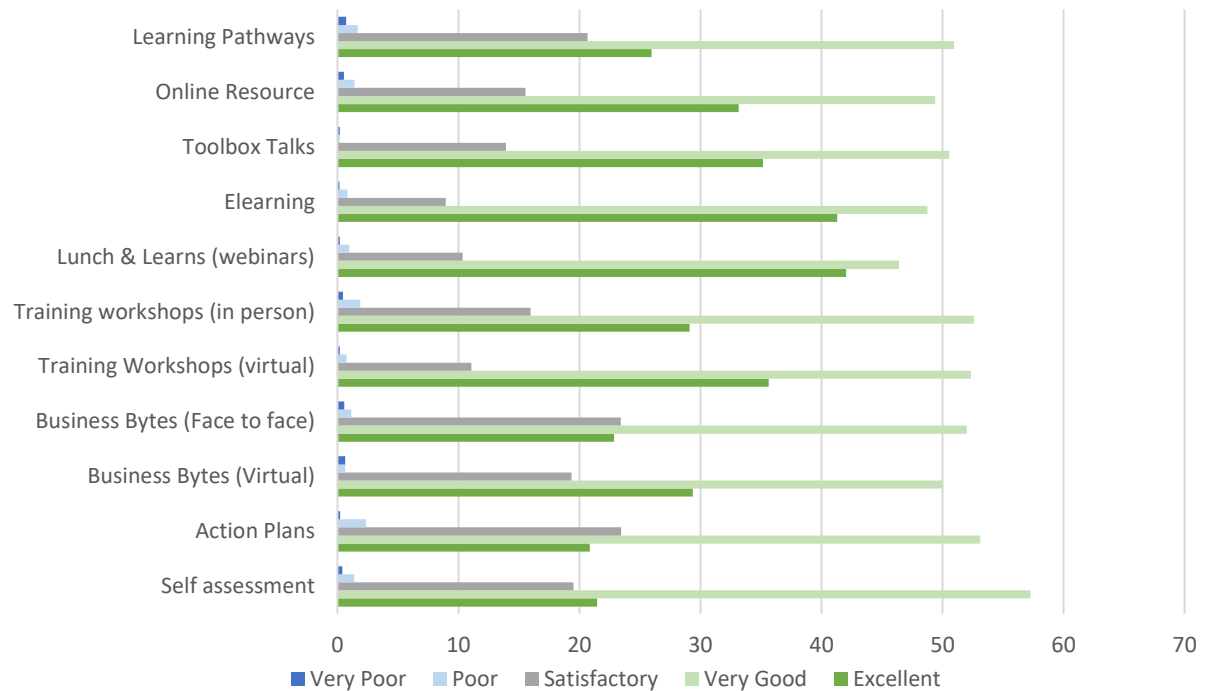
Engaging with the School has helped us to ...	No. of Emp	% Strongly Agree/ Agree							Variance (24 vs 23)
		2024	2023	2022	2021	2020	2019	2018	
engage business leaders to better understand the value of sustainability	1 – 250	65	65	62	64	65	62	57	0%
	250+	73	65	69	70	71	61	60	8%
better understand our organisations sustainability impacts	1 – 250	78	78	73	76	63	70	68	0%
	250+	77	77	74	76	75	71	72	0%
embed sustainability as part of our business processes	1 – 250	68	69	63	68	65	60	61	-1%
	250+	75	71	70	69	66	62	54	4%
monitor and report our sustainability impacts	1 – 250	62	65	57	59	55	50	50	-3%
	250+	63	61	56	61	55	49	50	2%
ensure our procurement processes now consistently drive sustainability	1 – 250	56	54	54	58	56	51	52	2%
	250+	66	56	56	56	60	50	53	10%

### 3. School activities & resources

#### 3.1 Quality of the support provided

The impact survey included questions around the quality of the support provided. Figure 22 illustrates the results:

Figure 22. 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 23.

Figure 23. Rate your experience of each activity / aspect of the School (vs 2022)

Activity	Year	Excellent / Good %
Self-assessment	2024	80
	2023	82
	2022	79
	Change	<b>-2</b>
Action Plans	2024	76
	2023	76
	2022	74
	Change	<b>0</b>
Virtual Conferences (face to face)	2024	80
	2023	75
	2022	79



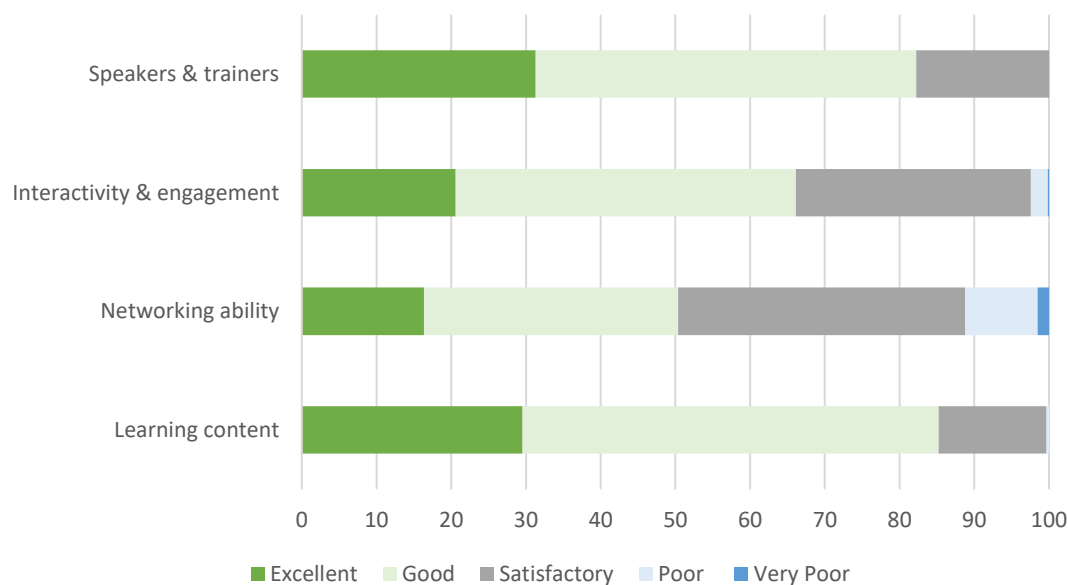
Activity	Year	Excellent / Good %
	<b>Change</b>	<b>5</b>
<b>Virtual Conference (virtual)</b>	2024	87
	2023	83
	2022	75
	<b>Change</b>	<b>4</b>
<b>Training Workshops (face to face)</b>	2024	80
	2023	77
	2022	82
	<b>Change</b>	<b>3</b>
<b>Training Workshops (virtual)</b>	2024	87
	2023	87
	2022	88
	<b>Change</b>	<b>0</b>
<b>E-learning</b>	2024	89
	2023	87
	2022	90
	<b>Change</b>	<b>2</b>
<b>Toolbox Talks</b>	2024	85
	2023	86
	2022	86
	<b>Change</b>	<b>-1</b>
<b>Online Resource</b>	2024	84
	2023	86
	2022	83
	<b>Change</b>	<b>-2</b>
<b>Lunch &amp; Learns/ webinars</b>	2024	89
	2023	86
	2022	88
	<b>Change</b>	<b>3</b>
<b>Learning Pathways</b>	2024	79
	2023	83
	2022	77
	<b>Change</b>	<b>-4</b>

Similar to last year, there is no change of real significance for each type of activity and it is good to see quality levels are being maintained. Over the past year a lot of work has gone into improving the quality and format of the Virtual Conferences. **Average attendance figures have gone from 128 attendees to 338 as a result of this.** The aim is to reach 500 attendees at each virtual conference.

### 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 24. How did you find our virtual training?

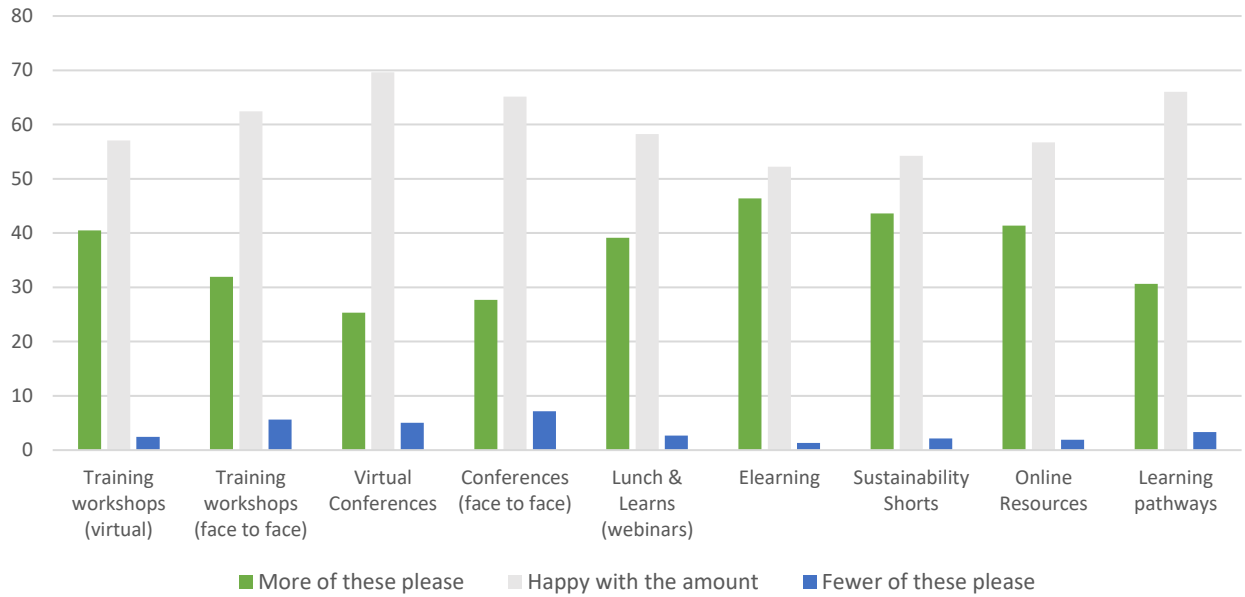


### 3.3 Future support

Respondents were asked if there were any resources that they would like to see more of, illustrated in Figure 25.

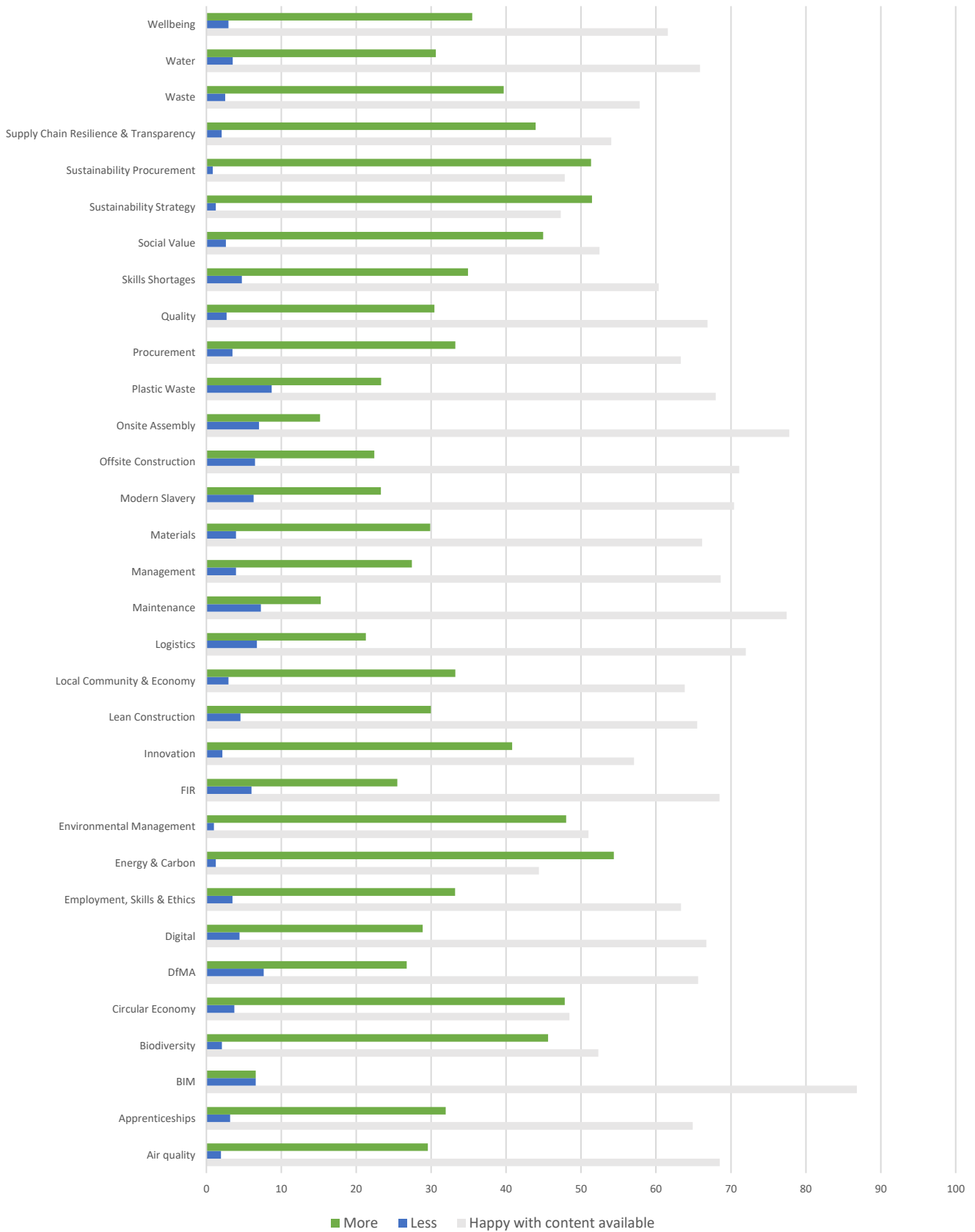
E-learning (46%), Sustainability Shorts (44%), online resources (41%) and training workshops (virtual) (40%) were the top requested way of learning. Again, the results show that there is a good balance of the different types of learning and that virtual training is most popular.

Figure 25. 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 26). 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, Environmental Management, Social Value, Sustainability Strategy and Sustainable Procurement. 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, Circular Economy, Supply Chain Resilience and Waste.

Figure 26. Are there topics / issues you would like to learn more about?



## 4. Methodology and profile of respondents

### Summary of findings:

- There were 1,220 responses to the survey of whom 48% were SMEs. The membership was canvassed between September 2023 and December 2023. The survey was conducted electronically via a survey software.
- 90% said that they were interested in sustainability, with 40% being interested in management, 17% interested in offsite, 24% interested in digital, 49% interested in procurement, 30% interested in lean construction, 41% interested in people, 13% interested in retrofit (launched October '23) and 26% interested in FIR.
- The profile split was 78% active in construction, 40% infrastructure, 21% FM, 17% homebuilding, 15% future workforce, 12% finishes & interiors.
- 89% of respondents' organisations work in England, 44% in Scotland, 44% 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, **48% 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 27. Comparison of breakdown of company size:*

Employee size	Membership	Respondent
1-250	85%	48%
250+	15%	52%

Members were asked which areas (by topic, see Figure 28) of the School they were engaged in, which market sector they operated in and in which country (see Figure 29). 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 30. The survey asked how engaged with the School the respondents were and for how long. The breakdown is illustrated in Figure 31.



Figure 28. Areas of interest:

Department / Market	%age
Sustainability	90
Management	41
Offsite	17
Digital	24
Lean	30
FIR	26
Procurement	49
People	41
Retrofit	13
Construction	78
Infrastructure	40
Facilities Management	21
Homes	17
Future Workforce	15
Finishes & Interiors	12

Figure 29. Country users operate in:

Country	%age
England	90
Scotland	42
Wales	44
Northern Ireland	21

\*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 30. Breakdown of respondents by organisation type:

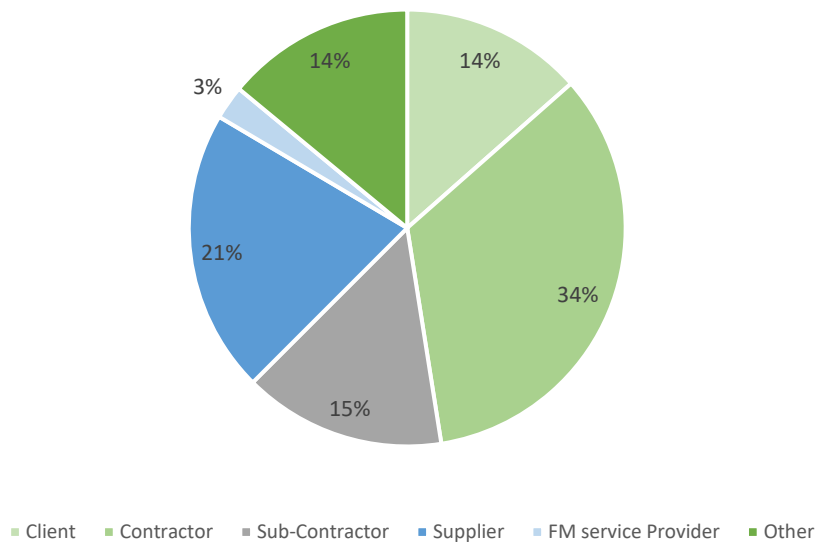
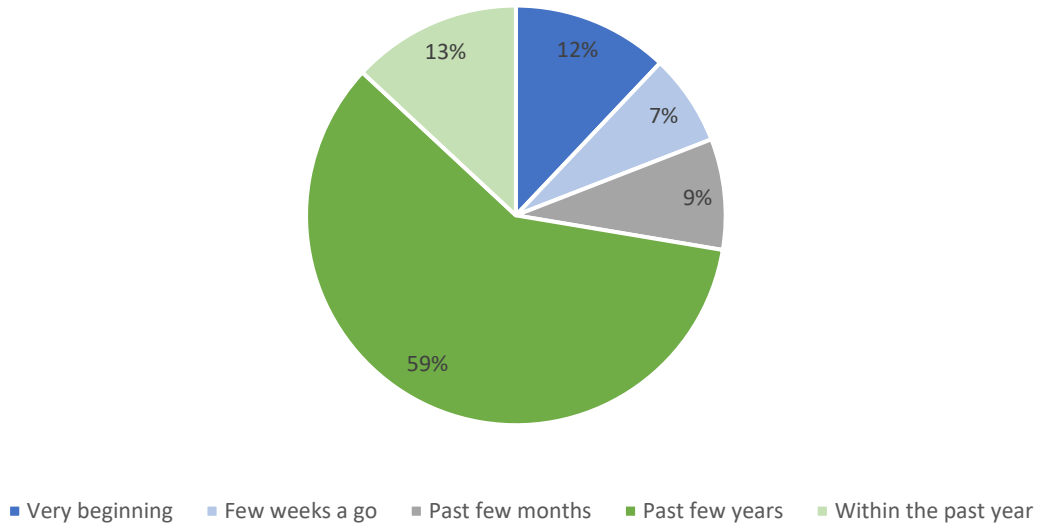
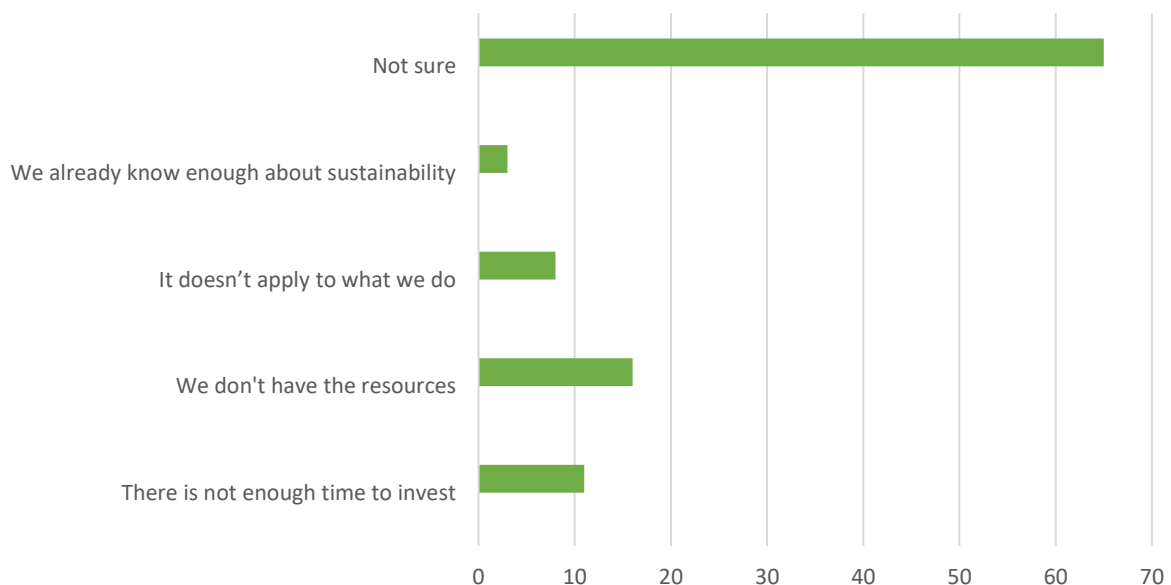


Figure 31. Breakdown of respondents by length of School membership:



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). 43% stated they were quite active within the School, 52% said they were engaged to some extent. 11% (or 114 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 32 indicates the reasons given. Of those who had never engaged with the School, 44 respondents said they would engage in the School in the future. Five said no and 65 said they were unsure.

Figure 32. 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 33. Performance against targets (target in brackets)

Group	Active Co. (actual/ target)	Active Ind	Workshop	L&L	Virtual Conf	Learners at Training	Elearning downloads	Learning Pathway	Assess (Corp/ Ind)	Re-ass (Corp/Ind)	Bronze, Silver, Gold	Ambassador
Const.	4,179/5,050	13,209/17,750	--	--	--	--	--	--	--	--	--	--
Homes	1,462/3,000	3,623/8,000	--	8	2	--	--	150	--	--	--	--
FM	977/1,260	2,793/4,900	--	--	--	--	6,678/2,900	400	--	--	183/260	--
Infra	1,651/2,250	6,823/9,750	--	8	4	600	--	--	--	--	--	--
Offsite	1,575/1,500	6,733/3,750	12	12	4	1,250	714/3,000	--	69/434 100/400	Inc. in assessment	--	--
Lean	1,459/1,300	7,476/3,000	8	8	2	1,000	--	--	50/639 80/600	Inc. in assessment	--	--
Digital	1,397/800	8,673/2,000	8	10	2	2,120	--	--	68/1,186 100/1,000	Inc. in assessment	176/250	--
Proc	--	--	--	--	--	--	--	--	--	--	--	--
Retrofit	359/350	1,901	6	6	2	400	350	--	21/258 50/100	Inc. in assessment	--	--
Wales	671/720	1,724/2,000	4	4	2	450	--	--	366/681 250/1,300	Inc. in assessment	172/250	--
Scot	915/750	2,534/1,700	6	8	6	--	--	--	499/914 200/400	Inc. in assessment	257/300	--
FIR	2,584/458	--	52	8	3	--	--	--	--	--	--	975
<b>Overall</b>	<b>6,867/7,500</b>	<b>43,247/35,000</b>	<b>285/264</b>	<b>220/199</b>	<b>22/23</b>	<b>27,406/25,895</b>	<b>76,476/60,270</b>	<b>--</b>	<b>1,210/9,517</b> 1,800/9,570	<b>1,244/1,932</b> 1,470/2000	<b>1,089/990</b>	<b>--</b>

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 39 for more details.

### 5.1 Supply Chain Engagement: resource access

There have been **227,277 resource views** (including e-learning) **in 2023/24 compared to 140,681 the previous year: a 62% increase.** The School marketing team continue to build the drive around engaging members to learn online and not just engage in the School via training activities. The automated educational journeys and campaigns around engaging members to assess have been successful. There are significant increases MOM.

Figure 34. Comparison of resource views in 2024 vs previous years

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

The continued development of the marketing campaigns and the automated messaging is clearly successful. The team continue to strive for new ideas and initiatives to further the reach of the School.

There are around 60 Partners who have the School e-learning modules hosted on their own LMS. Partners are asked to report back on active individuals, as well as e-learning completions. **This data represents 21,404 e-learning completions and 10,897 active individuals.**

## 5.2 Supply Chain Engagement: assessments

Overall, there has been an increase in the number of corporate and individual assessments taken. However, most markets saw a decrease in overall assessments taken compared to the previous year. Figures 36 and 37 illustrate the completion of assessments.

Figure 36. Company assessments by sector comparison 2024 vs 2023  
(bracketed figures are individuals)

Assessment (individual)	Change corporate	Change individual	2024	2023
<b>School Overall</b>	<b>+41%</b>	<b>+9%</b>	<b>1,932 (9,517)</b>	<b>1,387 (8,761)</b>
Construction	-35%	-50%	813 (3,605)	1,252 (7,283)
FM	-36%	+7%	181 (802)	281 (1785)
Homes	-42%	-44%	313 (1,146)	444 (2,075)
Infrastructure	-173%	-51%	317 (1,921)	510 (3,918)
Offsite	-18%	+7%	31 (369)	38 (344)
Wales	-24%	-50%	140 (488)	186 (985)
Scotland	-63%	-57%	200 (684)	540 (1,613)
Digital	-18%	+26%	52 (1,053)	64 (1,026)
Procurement	+23%	+4%	281 (1,129)	227 (1,086)

Figure 37. Table showing re-assessments completed to date vs 2023.

Re-assessment (individual)	Change corporate	Change individual	2024	2023
<b>School Overall</b>	<b>+93%</b>	<b>+9%</b>	<b>2,244 (1,932)</b>	<b>1,159 (1,777)</b>
Construction	+4%	-210%	1,111 (1,196)	1,066 (1,528)
FM	-3%	-29%	209 (272)	215 (382)
Homes	+3%	-18%	432 (362)	420 (443)
Infrastructure	-8%	-26%	393 (544)	428 (734)
Offsite	-87%	-15%	38 (65)	23 (77)
Wales	0%	-1%	193 (226)	193 (224)
Scotland	+8%	-25%	299 (230)	277 (308)
Digital	-11%	+11%	16 (133)	18 (120)
Procurement	+59%	-8%	81 (167)	51 (182)

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

This year has once again seen an increase in the number of learners attending virtual training activities. As explained earlier in the report, the virtual offering does remain popular, coupled with the drive to raise the average number of attendees at the virtual conferences.

To date there have been 27,406 learners at training workshops, lunch & learns / webinars, and Virtual Conferences. This is the equivalent of **47,936 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 94%**.
- **Relevance:** 90% of employers will rate the training received as relevant to their needs, **achieved 89%**.
- **Impact:** 75% of employers agree training will change the way they do business, **achieved 84%**.

The below illustrates the results for this year.

*Figure 38. Ratings of the training activities*

Target and measure	2024 Actual	2023 Actual
95% of employers will rate the training quality as good or excellent	94%	95%
90% of employers will rate the training received as relevant to their needs	89%	89%
75% of employers agree training will change the way they do business	84%	85%

## 7. Collaboration Groups

There are now twenty-one 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

**The collaboration and outputs of the groups are currently under review with the aim of creating greater impact within the industry.**

Future Workforce and Nature were additional this year. Below gives a brief outline of what each group has achieved over the year:

### 7.1 Climate

- the Climate Action Group (CAG) has significantly enhanced the development and application of the Carbon Calculator, expanding its use in the supply chain to meet the growing demands for carbon reporting, reduction, and transparency.
- the Group shifted from discussions to action-oriented outcomes (task/finish), this includes interaction with 19 other leadership groups to minimize duplicated efforts.
- Building on the success of 2023, CAG has fostered essential collaborations, disseminating new standards for Whole Life Carbon Assessments and deepening engagements with CIBSE, Construction Carbon, and RICS. Interest in the Group led to external discussions and the offer of development of knowledge partnerships with BRE and One Click Carbon and hosting of a groundbreaking Foundation Level training for LCA assessors in collaboration with Construction Carbon and CIBSE.

### 7.2 Construction

- The Construction Partners' collaboration focus for this year was with the Climate Action, Social Value and Waste & Resource Efficiency Groups. Representatives from each group were welcomed to present at quarterly meetings, providing insight into what was ongoing and planned for each group, and how our Partners could become involved.
- At least 10 Partners in the Construction Group have updated their Priority Suppliers lists this year, another key aim of the Group this year. This helps



drive supply chain engagement, allowing Partners to monitor and target their suppliers' interactions with the School. Additionally, 35 Partner workshops have been run for the Construction cohort, upskilling internal colleagues and supply chains.

- The Groundworkers learning pathway for the construction sector has been completed by 46 new individuals this year, bringing sustainability knowledge to this high-risk trade.

### 7.3 Digital

- The priorities for the Digital Team were to develop a next-level Digital Leadership Course. The extended digital leadership course is nearing completion and will be piloted during 2024-25. Meanwhile, the 'original' Digital Leadership Group has continued to attract cohorts and generate positive feedback.
- The group also prioritised the continuation of developing new and relevant resources. The team delivered webinars highlighting numerous digital innovations, such as:
  - AI in sewer inspections
  - Machine learning in measuring air pollution
  - Assessing digital investments
  - Using blockchain technology and weather data to manage projects.

### 7.4 FIR

- **Training, Events & Resources** – Continued to deliver FIR resources, training, and events to a record number of individuals and businesses over 2023-24, promoting existing content and drawing out issues from our research to target areas of most need. This year we also delivered 4 conferences, including our successful 2023 Inspiring Change Conference and Awards in-person in London, and 2023 Diversity Data Benchmarking Conference in-person in Birmingham, and re-engaged our FIR Ambassador's Network through our dedicated Ambassadors Conference.
- **Tools & Research** – Continued to grow the reach of our FIR Growth Assessment (maturity assessment for businesses), FIR Culture Impact Survey (providing critical insights into the state of FIR in the sector), and annual Diversity Survey. This year's Culture Impact Survey saw a 19.6% increase in responses, with positive impacts reported across individual and organisational outcomes. The 2023 Diversity Survey captured close to 527,000 workers from 537 organisations, a 98% increase in organisations and 55% increase in workers represented from 2022 results.

- **Industry Collaboration & Expanded Reach** – Built our relationships with industry trade and professional bodies, who are key multipliers of our reach and impact, and broadened the reach of the Programme into the market segments of construction & fit out, housing and facilities management. We also worked with colleges and training bodies to increase understanding and promote opportunities to embed FIR.

## 7.5 FM

- The FM group has played a leading role in actioning two critical areas for work for the School; development of the School's first ever energy efficiency focused resources and a related webinar addressing energy efficiency and the process, and cultural approaches required to address the energy crisis. The second was providing the initial impetus and basis for the work programme of the School's Nature Recovery Group
- This year's FM Virtual Conference was an exemplar for the theme of expanding and developing relationships with stakeholders and forming practical working relationships with other School leadership groups. The group developed its relationship with the World Green Business Council who presented their publication Social Impact across the Built Environment: Prioritising people throughout the building life cycle. Core School themes including Digital, Wellbeing and Retrofit were strongly represented in the partner presentations and will be followed up next year.

## 7.6 Future Workforce

- Formed as an established leadership group in the School with 42 different contacts from 30 Partner organisations committed to the group.
- Welcomed 15 college Partners into the School and gave them a group to work within to ensure the School meets that audience's needs.
- Defined key priorities to work on as a group that enable industry to engage better with education, and for those in education to access learning from the School and insights into industry.

## 7.7 Homes

- Working in collaboration with homebuilder Partners to drive learning in the sector. In 2023/24 13 Homes Partners refreshed their supplier lists on the School, and 7 have set specific targets to engage their supply chain in the learning; examples include setting Bronze/Silver/Gold targets for all group suppliers and setting targeted learning pathways on certain sustainability topics. 5 homebuilder Partners have the School included in their PQQ's.

- Ran a Homes specific virtual conference Greening the Supply Chain – the Homebuilders’ View on 11 October, supported by 9 major UK homebuilder Partners with a common message, designed to build the supply chain’s knowledge of the sector’s drive to net zero. The conference received 700 registrations and 348 attendees, and 84% attendees said they were likely or very likely to implement the training given.
- Developed two new workshops on Sustainable Procurement available for School Partners to run. Bridging the Gap is designed to develop links between procurement and sustainability teams, helping them to collaborate better and incorporate sustainability into procurement practice. ISO20400 is a detailed interactive run through the standard to align with best practice in sustainable procurement. 4 of these collaborative sessions have been booked in so far.

## 7.8 Infrastructure

- The group continues to grow in numbers as new Partners join.
- Key learning from clients such as National Highways, Cadent Gas, and others through shared learning sessions
- Recent debate on aspects of hydrogen as a low carbon fuel will lead to additional work in this space.

## 7.9 Interiors

- The School’s Partnership with the Finishes and Interior Sector (FIS) continues to develop. The School and FIS share a leadership group providing FIS and its members with access to learning and expertise in key sustainability topics and the School access to the FIS membership of over 500 interior companies.
- Key aims of the leadership group are to:
  - Increase understanding and expertise in sustainability.
  - Establish targets and standardization.
  - Create a sharing network.
  - Inform design.
- Targets have been set and agreed for the School’s reach into the FIS membership and more widely into the interiors sector with an agreed joint marketing plan and workshop schedule. A FIS learning pathway aligned to FIS’s five priority sustainability topics has also been launched.
- The group also reviewed the School’s new Sustainability Maturity Matrix and is adopting it to benchmark the FIS membership. Other initiatives of

the group included i) Case study presentation on key topics such as Social Value, Modern Slavery and Circular Economy, Response to the Defra Packaging extended producer regulations; ii) Feasibility discussions on a pre-cycle agreement; iii) Discussion on mapping materials exchange initiatives.

### 7.10 Modern Slavery

- Raised the group's profile as the UK's largest anti-slavery collaboration in the built environment through collaborative social media campaigns, partnership with CCLA investment's and Cabinet Office's Roundtable event for investors and CEOs of the UK's construction companies and representation on Yorhub's new modern slavery group.
- Developed new resources launching in May / June 2024:
  - Operational toolkit to address modern slavery and labour exploitation risks on site.
  - Common approach to identifying modern slavery and labour exploitation risk in the built environment.
- Updated modern slavery resource library:
  - All the latest tools, guidance, videos are now available through the School – including resources developed by organisations such as GLAA, Unseen, Stronger Together, Slave Free Alliance, Action Sustainability, Hope for Justice.
  - Resources have been mapped against the headings in BS 25700 and the new categorisation will be live by May 2024
- Delivered virtual conference on remediation approaches to modern slavery and labour exploitation with 266 attendees.

### 7.11 Offsite

- The offsite team exceeded the targets for the number of attendees at the numerous events this year, a target which was already considerably higher than for the previous year. A significant proportion of the outputs this year were related to the report the School's 'Whole Life Carbon Guidance for Offsite Report' published in March 2023; hence we held webinars and workshops that focussed on the carbon impact of the various materials commonly used in offsite construction.

### 7.12 Operational Excellence (Lean)

- Redeveloped the School's Lean Maturity assessment and realigned the associated training materials ready for its release at the end of March 2024, aiming to actively engage employers and individuals. Developed a

Construction Productivity e-learning module launching at the end of March 2024, because of the engaging video suite released in 2023.

- A comprehensive programme of engagement with National Highways. This includes facilitated supply chain leadership workshops; a highly successful programme of workshops and Lunch n Learns and the attendance confirmation of its senior directors and supply chain to BBI's Construction to Production Masterclass. This is a framework of engagement for sub-sectors, with opportunities arising in HS2 and Network Rail.
- Engaged a main contractor in a focused improvement programme pilot, intending to engage other contractors through the results generated.

### 7.13 Nature

Progress has been made on the following priority tasks:

- Development of a conceptual framework for stakeholders, illustrating the scope and remit of the group including how and where it will address topic matter.
- Improving knowledge and understanding of Biodiversity Net Gain/Nature Positive/Net Benefits as well as the Taskforce on Nature Related Financial Disclosures. Two well attended webinars have already been delivered on these topics with support from Mott MacDonald, ARUP and WSP
- Commencing a full resource review, auditing, and suggesting improvements on existing School material and suggesting new or replacement resources where needed
- Preparation for a "Biodiversity Net Gain – the first three months" virtual conference in Q1 2024/25.

### 7.14 Plant

- Successfully certified 18 organisations as signatories to the plant charter.
- Developed and launched a beginner level learning pathway for plant and equipment. Assigned to over 200 and completed by nearly 30 people.
- Developed a suite of resources, including: the Eco-operations National Training Delivery Framework; minimum standards and plant charter overlay to the Construction Leadership Council's zero diesel sites route map; graphic to represent roles and responsibilities within the sector; graphic with the recommended steps to be taken to reduce carbon and air quality emissions.

### 7.15 Procurement

- Held workshops with buyers and suppliers to identify barriers to SMEs doing business with big purchasers, new content being created to address findings.
- Developed a learning pathway to help SMEs improve their procurement skills and tested with a group of SMEs. Plan to promote the pathway and create a more advanced level pathway.
- Engaged with Climate action and Modern Slavery groups to align work on decarbonising the supply chain and due diligence.

### 7.16 Retrofit

- Developed 6 new e-learning modules that cover; the business case for retrofit, the standards surrounding it, the whole building approach to retrofit, the data required in design and the link to carbon and people. These were launched in November 2023 and by March 6<sup>th</sup>, 2024, had over 1,000 downloads.
- Developed and published 2 retrofit training needs assessments: for individuals and companies. These were launched in November 2023 and there have been 279 assessments taken to end of March.
- Launched the retrofit programme to deliver virtual conferences, webinars, and workshops. This was launched in November 2023 and by March 6<sup>th</sup>, 2024, 724 unique individuals had been trained in this programme.

### 7.17 Scotland

- School numbers in Scotland have grown significantly since April 2023, with 740 current active Members compared with 493 at the start of the year, representing 50% growth in 12 months (these represent Companies with a Scottish postcode). There are now 101 Gold Members in Scotland, plus 83 at either Bronze or Silver level.
- A specific training programme for Scottish members continues to focus on market drivers such as the industry transformation plan and the Circular Economy legislation and route map.
- The Leadership Group in Scotland has expanded to include more Partners, with Mott Macdonald, McLaughlin & Harvey, Speedy Hire, Certas Energy and Taziker all joining recent meetings.
- Several Partner events have been supported and the School has spoken at recent project launches for Laing O'Rourke and Balfour Beatty

## 7.18 Social Value

- The social value group has developed a guide on Navigating the Social Value Landscape following research and Partner supply chain surveys. The guide serves as a handbook for navigating the changing social value landscape driven by shifts in regulation, reporting standards, and frameworks.
- Developed and launched a new workshop on Understanding Social Sustainability and integrating it into procurement processes for complex supply chains based on Partners' requests.
- The virtual conference 'The 'S' in ESG – Why Social Value Matters, held in March, had 1,300+ registrations with 630+ attendees and served as a platform to discuss future requirements of ESG and Social Value practices within the sector.

## 7.19 Wellbeing

- The Wellbeing Group have appointed a new Group Chair following Louise Watmough (Amey) leaving the organisation. Jonathan Parker (Wolffkran) has now taken up the position. His first meeting will be on 19 July.
- Mapping & Gap Analysis: Mapping of School Wellbeing Training Programme with Lighthouse/Mates in Mind/FIR to better understand where The School can make the biggest impact, avoid duplication and enabling signposting. Result: Focus of the 'wellbeing topic' to be on 'Workplace Wellbeing' – proactive support & actions to improve the contributing factors to poor wellbeing. Signpost to individual support elsewhere (e.g. Lighthouse).
- Delivered new training content to provide more proactive training and support to drive positive culture change. New Content included: How to develop a wellbeing strategy that works workshop (39 registrations) / Blokes, Brains, Balls & Brawn (176 registrations) / Money Matters (212 registrations) / Mindfulness and how it is implemented (174 registrations) / Managing Anxiety (183 registrations).

## 7.20 Wales

- The year from 2023-24 saw the building of relationships with Welsh Government so that, in 2024-25, the result will be some significant outputs, such as:
  - The delivery of six workshops with Welsh Government to help them develop guidance documentation for the Social Partnership and Public Procurement (Wales) Act.



- Supporting the 'Delivering Net Zero' project, in which 19 social landlords have come together to develop a standardised pattern book for the next generation of high performing, timber based off-site manufactured homes. This project builds on the foundational work of 'Home Grown Homes' and is aligned to Welsh Government plans to build 20,000 new low carbon affordable homes.
- The School was represented at one of our Partner companies' Supplier Days and at a Welsh Government workshop.

## **7.21 Waste & Resource Efficiency**

- The group's work on packaging resulted in publication of the well-received publication Packaging Optimisation in the Housebuilding Sector: Packaging Optimisation in the Housebuilding Sector Report. This was marked by events including the well-attended Packing Optimisation virtual conference on 8<sup>th</sup> August and a webinar led by Biffa on 28<sup>th</sup> November explaining future requirements under Extended Producer Responsibility. EPR will create significant cost and administrative implications for many School partners and members.
- Extensive Partner and stakeholder consultation has been conducted creating a baseline for work in FY 2024/25 in achieving a more accountable and structured reporting and related metrics for waste.
- Amongst other relevant legislative and policy updates, the announcement of imminent launch of mandatory Digital Waste Tracking by April 2025 prompted the Waste and Resource Use Group to shape and host a very well attended Virtual Conference on digital waste tracking for the built environment on 20<sup>th</sup> February. Considerable preparation will be required as the deadline approaches.

## 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. Construction Productivity

A 30-minute beginner e-learning module, examining the business case for improving productivity and processes on construction sites, in the planning and design of construction projects and at the factory that manufacture the products.

### 2. Sustainability Strategy

Complete this e-learning module on sustainability strategy to find out more about the benefits of developing and delivering a sustainability strategy for your business. On completing the module, you should have a better understanding of how a strategy can help you achieve your business goals and what you might need to do develop and deliver your own strategy.

### 3. Welcome to the Supply Chain Sustainability School – Sustainability Short

Find out more about the Supply Chain Sustainability School - what it is, the key features and how it can benefit your business. Share the video with your supply chain and workforce to help them understand how to get involved and make the most of this free resource to upskill on sustainability.

### 4. Climate Change and Carbon - Sustainability Short

In this short, animated video, we explore the basic science and causes of climate change, both globally and across different sectors, including the built environment. We look at the historical and geographical spread of carbon emissions across the planet over time and the key impacts of this, and delve into the options for, and benefits of, acting against climate change, through key concepts such as mitigation and adaptation.

## 9. Income and Partners

The School budget this year was set at **£2,917,872**.

As the year has progressed, extra income was generated vs budget (**£481,761/ 16.55% increase**). This was made up of:

- overachievement on Partners sales,
- an additional grant fund for a specific FIR training programme and ad hoc clients
- adjustment of the Digital and Procurement funding
- income generated at the summit.
- NatWest sponsoring the development of the retrofit programme.

This, coupled with keeping cancellation of Partners at 5%, has contributed to a successful year financially. Partner recruitment has been very successful with **51 new Partners** for the financial year against a target of 46. **The School now has 219 Partners**. We continue to have a repeat rate of Partners of 95%, this is critical for the long-term success of the School.

This of course meant that the School could do more, and we did.

More training workshops; more investment in upgrading the learning management system to a newer version of Moodle, production of a capability and action plan format for the sustainability, lean and offsite corporate assessments, and the production of a Sustainability Strategy e-learning module.

*Figure 39. Actual income 2023/24 (compared to previous three years)*

Income by source	2020/21	2021/22	2022/23	2023/24 Budget	2023/24 Actual	Variance against budget
Partner income	1,019,292	1,491,809	2,080,479	2,311,297	2,472,900	
CITB Core Grant	352,436	0	0	0	0	
FIR Grants	94,427	149,000	94,247	181,000	206,920	
FIR Client Sponsorship	38,791	53,160	100,000	100,000	100,000	
FIR Other Delivery	0	0	55,614	0	22,717	
Digital Skills	65,309	102,946	59,549	0	39,445	
Procurement	119,615	310,874	358,206	99,675	173,079	

Income by source	2020/21	2021/22	2022/23	2023/24 Budget	2023/24 Actual	Variance against budget
Project Sponsorship (RDP, SDF, PDF, HS2)	25,000	74,760	115,327	193,900	190,514	
NatWest	0	0	0	0	117,167	
Commission, Licence & Other	13,672	45,063	61,896	32,000	76,891	
<b>Total Income</b>	<b>1,728,542</b>	<b>2,227,612</b>	<b>2,925,318</b>	2,917,872	3,399,633	<b>+16.5%</b>

## 10. Costs against budget

The School has performed well against budget this year. When the business plan was first produced, the profit margin was at just 0.1%. The delivery partner was incentivised to bring in additional income as well as keep cancellation rates at a minimum. The profit margin has ended on 8.8%.

Over the year a combination of additional Partner revenue and new income such as the NatWest sponsorship has contributed towards this. There was subsequent extra spending mainly around delivery of training (Partner led workshops) as well as investments in growing the team and investment in upgrading the LMS. The figure below illustrates expenditure compared to last year:

*Figure 40. School expenditure by activity compared to last FY.*

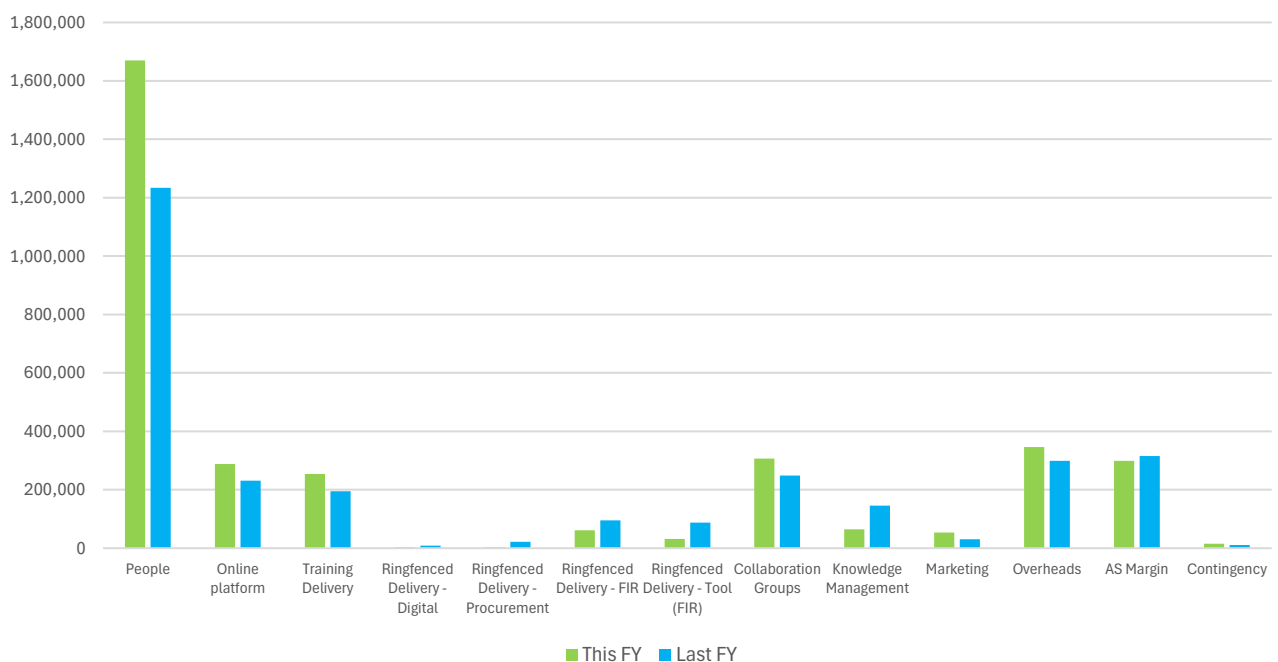


Figure 41. Detailed School expenditure

Category of spend	Detail	Amount	No.	Total	Actual	No.	Total	Variance
People costs	Direct employees	£1,335,059	22.8		£1,647,054	28.7		
	FM Sector group	£23,562	0.3	<b>£1,358,621</b>	£23,469	0.3	<b>£1,670,523</b>	<b>+\$311,902</b>
Online platform	Learning Management System cost	£60,000	1		£60,000	1		
	Maintenance: Titus	£24,600	1		£28,476	1		
	Ongoing development: Titus	£90,000	1		£117,600	1		
	Content Management System: Strategic	£12,600	1		£15,100	1		
	Web platform Manager	£64,890	1		£58,928	1		
	Online hosting	£1,271	1	<b>£253,361</b>	£8,474	1	<b>£288,578</b>	<b>+\$35,217</b>
Training delivery	Workshops x 170	£106,050	170		£147,922	210		
	Business Bytes x 20	£8,800	20		£12,780	21		
	Lunch n Learns x 120	£13,700	120		£21,690	186		
	Face to Face training 4 x supplier briefing (inc. summit)	£51,875	4		£43,082	2		
	National Highways training programme	£31,600	52		£23,664	41		
	HS2 training programme	£24,600	26	<b>£236,625</b>	£5,465	18	<b>£254,603</b>	<b>+\$17,978</b>
Ring fenced delivery	FIR direct costs (inc. Diversity Tool)	£106,450	1		£93,470	1		
	Procurement direct costs	£13,500	1		£3,629	1		
	Digital direct costs	£0	0	<b>£119,950</b>	£3,740	0	<b>£100,839</b>	<b>-\$19,111</b>
Collaboration Groups	Climate Action Group (includes Carbon Calculator) Partners are being upsold the Calculator to cover cost.	£100,000	1		£100,000	1		
	Plant Category Group	£33,000	1		£36,645	1		
	Waste Category Group	£33,000	1		£33,000	1		
	Labour Category Group	£33,000	1		£33,000	1		
	Social Value Group	£33,000	1		£33,000	1		
	Interiors (inc. direct costs)	£20,000	1		£525	1		
	Retrofit (direct costs)	£5,000	1		£51,141	1		
	Wellbeing (direct costs)	£5,000	1		£0	1		
	Lean (direct costs)	£8,500	1		£16,000	1		
	Market Groups (direct costs)	£35,000	6	<b>£305,500</b>	£0	6	<b>£306,311</b>	<b>+\$811</b>
Knowledge Mgt	Expert Advice (ad hoc)	£5,000	1		£4,310	1		
	Library Review & E-learning refresh x 25	£39,750	1		£14,403	1		
	E-learning contractor	£75,000	25		£37,727	25		
	Filming (update video clips & e-learning)	£25,000	1		£960	1		
	CPD accreditation	£7,595	1	<b>£152,545</b>	£6,897	1	<b>£64,296</b>	<b>-\$88,248</b>
Marketing	Marketing, Comms & PR	£50,095	1		38,508	1		
	Marketing automation	£15,000	1	<b>£65,095</b>	15,000	1	<b>£53,508</b>	<b>-\$11,587</b>
Overheads	Office & general Overheads	£190,000	1		£251,231	1		
	CIC (2.5% of turnover)	£70,609	1		£67,987	1		
	Travel & Courier	£15,000	1	<b>£275,609</b>	£27,282	1	<b>£346,500</b>	<b>£70,891</b>
Contingency	Contingency	£35,000	1	<b>£35,000</b>	£15,000	1		
	5% retained Partner cancellation fee	£112,500	1	<b>£112,500</b>	£0	0	<b>£15,000</b>	<b>-\$97,500</b>
				<b>Total Costs</b>	<b>£2,914,606</b>		<b>£3,100,159</b>	<b>£185,553</b>

## 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**:

- **Construction market:** Construction industry downturn due to complex global supply chains. Metals and steel suppliers are currently the main issue, but any supply can be affected. Worst case is that the sector stops **growing, and the number of Partners is affected.**
- **School Growth & Partner revenue:** Non-controllable pressures such as the economic risk posed by current inflation may impact employment levels; wage inflation; materials shortages, fuel, and energy increases etc, are all a threat to future partner growth and retention.
- **Technology:** Technological risks. The School is a software-based system and currently the delivery partner currently lacks specific skills found in an equivalent role, such as a CTO, to ensure that risks around technology are fully mitigated but also key technological developments are considered from a specialist perspective. Risks and threats include lack of agility/ capacity; no integration across products & cohesiveness across processes (i.e. School & Tool). Threats include competition; cyber security, software developers leave, islands of knowledge across the business only, reputational risk should failure happen.

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

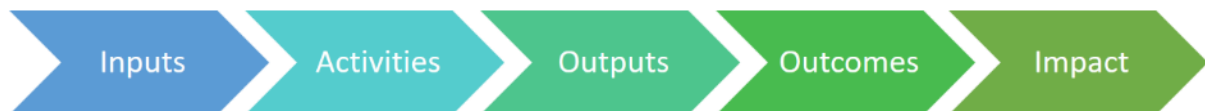
### 12.1 Survey Approach and Design

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](#).

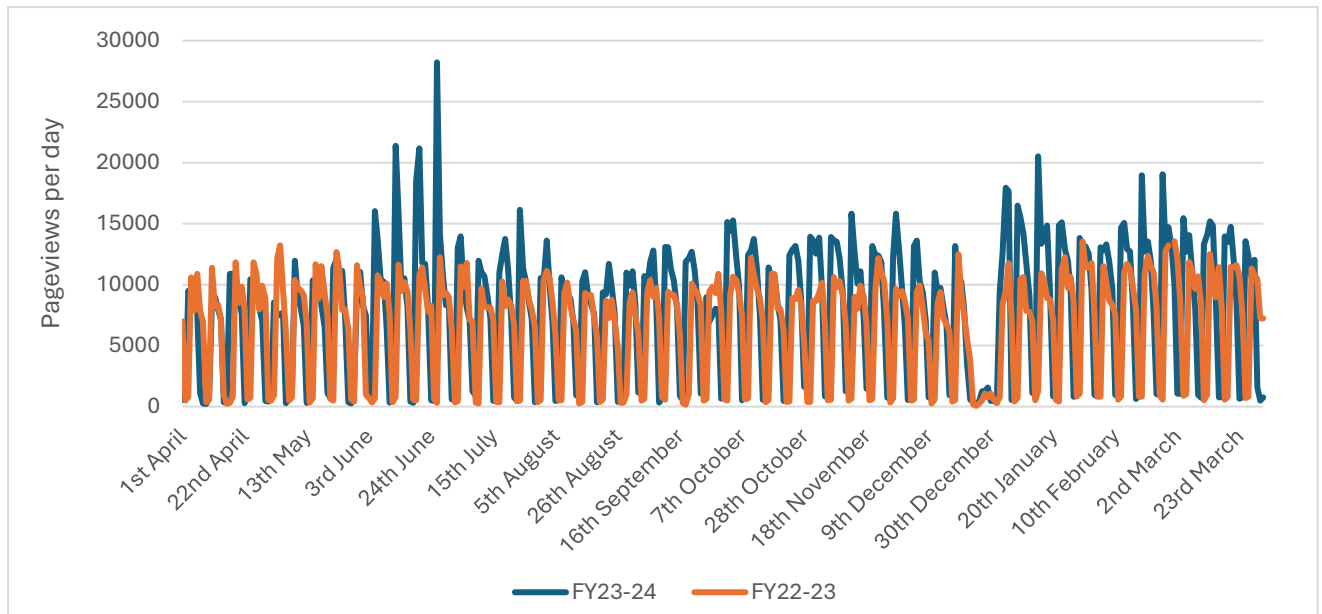
### 12.3 Marketing Strategy & Communications Report

#### 12.3.1 Website

The School displayed huge growth in FY23-24, registering over 2.85m page views, an increase of 21.3% compared to FY22-23. This was led by a 58% increase in the number of users visiting the School website.



Figure 42. Website traffic

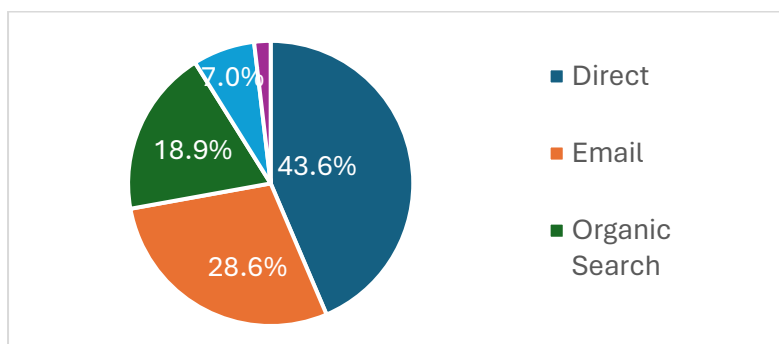


Most users accessed the School site via desktop (89.5%), followed by mobile (10.4%), and tablet (0.1%). Predominantly, users are from the UK (63.4%), yet the School continues to attract international visitors, notably from the USA (13.8%), the Netherlands (3.5%) and Finland (3%).

Email marketing has surpassed organic search as the second most utilised channel for visitors to discover the School website (28.6%), highlighting the efforts of the marketing team to enhance the School’s email deliverability rating. This endeavour aimed to boost engagement with School emails and circumvent spam filters. Currently, organic search occupies the third position with 18.9%, while referral traffic from sources (such as the Carbon Trust's site) constitutes 7%.

A significant portion (43.6%) of the School’s web traffic stems from users directly inputting the School's URL into a search bar or accessing it via a saved tab, which is expected from a member’s platform. This underscores the strength of the School’s user base and reflects its well-established status within the built environment industry.

Figure 43. How members find the School



Topics that attracted the most attention were 'Fairness, Inclusion & Respect', with 19.1k page views, and 'Sustainability', particularly 'Environmental Management', which accumulated 9.3k page views throughout FY23-24. Notably, 'Environmental Management' has risen to become the leading sustainability subtopic page over the past two fiscal years, followed by 'Energy and Carbon', which amassed 3.3k page views.

Regarding market interest, 'Construction' remains the most popular market page with 3.6k page views, followed by 'Facilities Management' with 1.2k views. The 'Interiors' market also surged in popularity, surpassing 'Infrastructure' to claim the third position with 917 page views on the School website.

### 12.3.2 Content and Email Marketing

Email has emerged as the School's primary acquisition channel for driving visitors to the School website, with over 85k users visiting through marketing emails. This signifies a significant increase from FY22-23, where over 37k users visited via email, reflecting a remarkable growth of over 123%.

*Overview of email performance (1 April 2023 - 31 March 2024):*

- **Topics Engagement (automated):** Following its launch in September 2022, the marketing team observed the outcomes of a full year of engagement emails as part of the topic's engagement series. This series aims to assist members in continuing their learning on topics they've previously expressed interest in, such as carbon. Across 2,559 contacts, there have been 828 unique engagements throughout the series, leading to a conversion rate of 32.4% to further our member's learning.
- **Re-engagement Campaign (automated):** In June, the marketing team initiated an ongoing email automation series to re-engage contacts who had been inactive on the School within three years prior to April 1st, 2023. To date, over 6,490 School members and 2,743 priority suppliers have undergone this marketing campaign, resulting in a notable 12.6% (1,159 individuals) becoming re-engaged with learning on the School. This figure includes 766 members and 393 Partner's priority suppliers respectively.
- **Partner Acquisition Campaigns (automated):** In September, email automation series were implemented to boost the effectiveness of Partner acquisition campaigns, utilising School event, partnership data and LinkedIn advertising. Among 1,853 targeted contacts, 3.2% (59 leads) were converted into a meeting with the School's Business Development team. Currently none have converted into becoming a Partner, but many opportunities remain open.
- **Monthly Newsletter:** Distributed to 45K engaged School Members on the first Wednesday of every month, focusing on promoting the free resources available on the School and updating members on the latest School

content. Each month features a distinct topic focus, with an average open rate of 28.2% and an average click rate of 13%, highlighting the consistent engagement of the School's audience with diverse content offerings.

The highest-performing newsletter in FY23-24 was distributed in August on the theme 'Management'. It achieved an impressive open rate of 36.1% and a click rate of 27.2%, indicating a keen interest among members in exploring resources and insights pertaining to management practices and strategies.

- **Training Alert:** A weekly email promoting free training sessions (webinars, conferences, workshops) to members has an average open rate of 26.4% and an average click rate of 12%, underscoring the active engagement of the School community with the training offered.
- **FIRry Friday:** A weekly email dispatched to fairness, inclusion, and respect (FIR) Ambassadors maintains an average open rate of 19.7% and an average click rate of 19.9%, indicating robust engagement from this specific segment of our audience with the content and initiatives tailored to their interests.

### 12.3.3 Media Coverage

In FY23-24, the School released press releases covering various topics:

- Published the School's FY22-23 Impact Report
- Published the 'Whole Life Carbon Guidance for Offsite Construction' report.
- Announced the NatWest Group Partnership
- Launched Future Workforce initiative.
- Achieved the milestone of 200 Partners.
- Released the Sustainable Procurement Progress Report 2023
- Launched Solar PV Guidance
- Released Packaging Optimisation in the Housebuilding Sector
- Published the FIR Culture Impact Report
- Released the Diversity Survey Benchmarking Report
- Announced the launch of the Irish School
- Highlighted the RSMA collaboration with the FIR Programme
- Introduced three new appointments to the School Board

In total, the School was featured in 145 press articles during FY23-24, marking a 21.9% increase year-over-year from the 119 articles in FY22-23. This coverage spanned across various industry-related publications and websites, such as Construction Magazine, Construction News, Edie, Environment Journal, PBC Today, This Week in FM, and others.

Key coverage included:

- Press around the School's Partnership with NatWest Group

- Articles authored by the Supply Chain Sustainability School team, including Mark Turner (Sector Manager/Consultant for FM and Waste), Cathryn Greville (Head of Fairness, Inclusion and Respect), and Imogen Player (Senior Consultant)
- Shaun McCarthy OBE (Director) featured in the Business Reporter's *Supply Chain Talk* podcast.

The School also received many articles from members of the School announcing their updated Bronze/Silver/Gold status and new Partners announcing them joining the School.

#### 12.3.4 Partnerships

The School partnered with various industry events, including UK Construction Week (Birmingham and London), Offsite Expo, and Futurebuild. At each event, the School operated its own branded exhibition stand, staffed by School representatives. Additionally, the School's subject-matter experts participated in speaking opportunities across a total of 25 thought leadership panels, addressing topics such as decarbonisation, social value, modern slavery, just transition, retrofit, fairness, inclusion, and respect, and more!

As part of our partnership efforts, we gathered data from 1.1k attendees through exhibiting and School experts featured on panels. Subsequently, these contacts were integrated into the School's email automation series, to support the School's membership growth.

#### 12.3.5 Multi-Channel Campaigns

*It's essential to note that there were numerous other campaigns which took place in addition to the below:*

- **200 Partners and Future Workforce Campaign**

In July, the School launched a joint campaign celebrating the achievement of reaching 200 Partners and introducing the 'Future Workforce' initiative. The campaign aimed to raise awareness of this milestone, promote the new programme, and encourage partnership opportunities. Utilising press releases, social media, and email content, the campaign received significant attention, resulting in 7 press mentions and notable increases in key metrics, including a 78% year-on-year surge in page views for the 'Become a Partner' website page and a 23.6% rise in overall website traffic.

- **Net Zero Summit Campaign**

Following the success of the previous year's 10th Anniversary Summit, the School organised a Net Zero Summit in September 2023. An 18-week marketing campaign was executed to drive registrations and attendance for the Summit, while also bolstering the School's visibility and reputation. Strategies included

social media outreach, email campaigns, re-engagement efforts, and providing promotional materials to speakers and Partners for dissemination. T

his campaign saw high member engagement, evidenced by increased Summit microsite page views (5.6k, a 33.9% increase from the previous year), registrations and attendance (367 attendees out of 790 registered), and social media engagement (12.2k impressions, 495 clicks, 47 shares, and 290 engagements). Notable Partners like Bellway, CECA, Laing O'Rourke, and Travis Perkins actively participated and shared campaign content on their channels.

- **COP28 Campaign**

A 7-week COP28 campaign ran from 27<sup>th</sup> October to 15<sup>th</sup> December. As part of this, a COP28 training pack and microsite was developed, including carbon training sessions, learning resources, and driving uptake of the free Carbon Calculator. This content was disseminated via social media, email marketing, and the School website, with Partners encouraged to share related assets on their channels and within their networks.

The campaign gained significant member engagement, reflected in 2.5k microsite views, 1.2k total training attendees out of 2.9k registered, and 1.5k total views of energy and carbon e-learning content, leading to a 20% increase in viewership. Notably, the COP28 Virtual Conference and webinar series emerged as among the most popular virtual events hosted by the School during FY23-24.

- **New Year's Campaign**

For the second consecutive year, the School's marketing team orchestrated a New Year's multi-channel marketing campaign in January, aiming to attract new members and Partners and encourage existing members to interact with School resources. It contributed to a year-on-year increase in overall website traffic for January, with page views up by 69% and new users by 88%. It also resulted in ~2k members (re)assessing themselves on key topics.

The campaign utilised email outreach, social media channels, and tested a dynamic website pop-up tailored to users' names and last assessment dates, derived from the user report. An innovative component of the email campaign was the introduction of a dynamic 'achievements' email, presenting members with personalised statistics on their learning activity sourced from the School's user report. This email achieved a notable open rate of 25.1% and a click rate of 9.1%, resulting in an 11.4% increase in assessments and an 11.6% increase in reassessments two weeks post-email.

Additionally, social media assets and copy were shared with Partners via the Partner Newsletter for dissemination across their channels and networks. Notable engagement was observed from Partners such as Advanté, Bouygues UK, RSK, and Willmott Dixon.

### 12.3.6 Social Media

LinkedIn is the School’s primary platform with the largest following, boasting 10.5k followers, followed by Twitter with 5.5k followers. Additionally, LinkedIn emerges as the School’s most engaging platform, accumulating 6k engagements throughout FY23-24, averaging 17 engagements per post.

Platform	# Followers	# Posts	Engagement
<b>LinkedIn</b>	10.5k	354	6k
<b>Twitter</b>	5.5k	448	384
<b>Facebook</b>	304	205	219

**KEY**  
*\*Followers: The total number of followers for SCSS pages.  
 \*Posts: The total number of posts published to SCSS pages.  
 \*Engagement: The total number of likes, comments, and shares received on content associated with SCSS pages.*

The most engaging posts on **LinkedIn** in FY23-24 were surrounding:

- The announcement of three new appointments to the School Board acquired significant traction with 145 reactions, 7 comments, 3 shares, 198 clicks, and 10.8k impressions.
- An Anti-Slavery Day post about the Modern Slavery Group generated 106 reactions, 2 comments, 16 shares, 183 clicks, and 6.9k impressions.
- The Net Zero Summit 2023 opening session attracted 97 reactions, 3 comments, 7 shares, 270 clicks, and 2.8k impressions.
- Dale Turner's remarks on the 200th Partner milestone sparked engagement with 82 reactions, 2 comments, 7 shares, 34 clicks, and 1.8k impressions.
- Additional promotion for the School’s Plant Commitment Charter garnered 74 reactions, 2 comments, 10 shares, 86 clicks, and 3.3k impressions.

The most engaging posts on **Twitter** in FY23-24 were surrounding:

- BAM UK & Ireland Carbon Calculator case study (25 engagements, 2k impressions)
- NatWest Group partnership announcement (20 engagements, 745 impressions)
- Anti-Slavery Day post about the Modern Slavery Group (12 engagements, 1.6k impressions)

The most engaging posts on **Facebook** in FY23-24 were surrounding:

- Net Zero Summit announcement (6 engagements, 78 impressions)
- 11<sup>th</sup> Anniversary reflections from Hilary Hurrey (5 engagements, 106 impressions)
- Packaging Optimisation Showcase virtual conference promo (3 engagements, 469 impressions)

**Ends.**