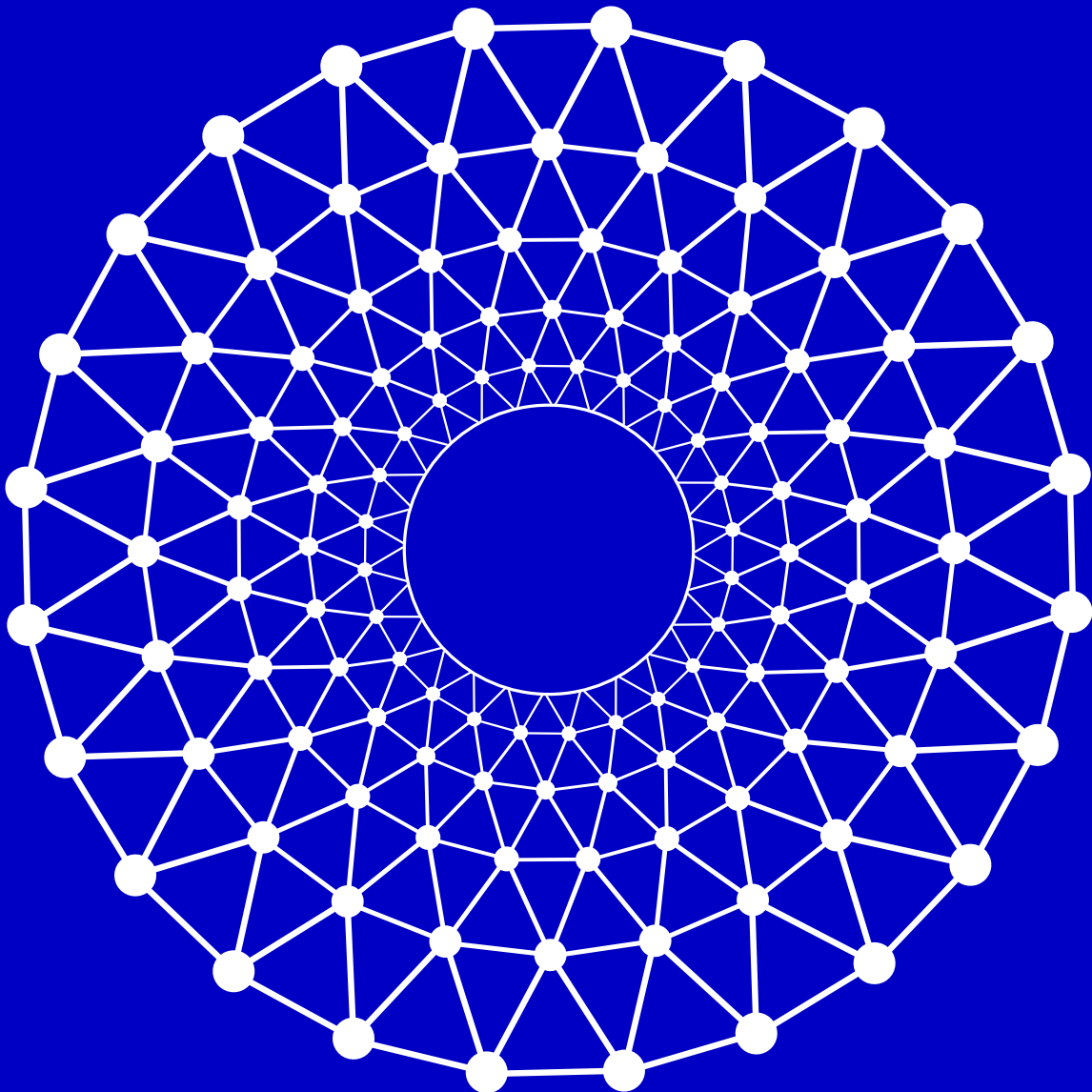


Social & Economic Impact Report

(With Recommendations)

2025



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Foreword

I am delighted to present the Leeds College of Building Social and Economic Impact Report.

As the Principal and CEO, I have witnessed firsthand the transformative power of education and the profound impact our college has on the community.

Leeds College of Building, established in 1960, stands as the UK’s only Further Education College dedicated exclusively to construction and the built environment education. Over the years, we have cultivated strong connections with local and regional industries, contributing significantly to job creation, apprenticeships, and social mobility. Our diverse range of programmes, from entry-level to degree-level courses, ensures that we meet the evolving needs of the construction sector and beyond.

This report highlights the social and economic contributions of Leeds College of Building. It provides a comprehensive analysis of how our institution impacts its diverse communities and influences educational advancement, job creation, and community strengthening. By showcasing our achievements and the positive changes we bring to the community, we hope to inspire continued support and collaboration from our stakeholders.

This report is dedicated to all our staff, students, and partners who have played a crucial role in our success. Together, we will continue to build a brighter future for all.

Nikki Davis
Principal and CEO
Leeds College of Building

Introduction

Leeds College of Building (LCB) is a historic educational institution of iconic pedigree. Established in 1960, LCB remains the UK's only college dedicated exclusively to construction education. It boasts a diverse range of programmes, from entry level to degree-level courses, and has cultivated strong connections with local and regional industries, making a significant contribution to job creation, apprenticeships, and social mobility.

This forms the basis for its wider stature as a top-tier national leader in construction education. Given the increasing emphasis on educational institutions to substantiate their social and economic impact, this report aims to establish the social and economic impact of LCB on its diverse communities, offering insights into how it might leverage its value for the whole of the UK and beyond. With 65 years of experience LCB stands as a pillar of the industry poised to stay ahead of the curve.

Executive Summary

As the UK's only specialist construction college of its kind, LCB is a cornerstone of economic development, social transformation, and environmental leadership. With its integrated University Centre, it is the construction institution of choice for its sector. Over the 65 years, LCB has equipped over 100,000 students with life-changing skills, generating a ripple effect across the UK and beyond.

This report highlights LCB's considerable contributions across five impact pillars; Sustainable Futures Innovating for a Better World, Belonging beyond Borders Empowering All to Thrive, Local Roots Global Impact Empowering Communities, Future-Ready Leaders Opening Doors to Success, and Research, Innovation, and Knowledge Exchange, while quantifying its economic, social, and global influence. These five impact pillars are the emergent themes from the data gathered and will be reviewed in turn.

1. Key Pillars and Impact Highlights

1.1 Sustainable Futures: Innovating for a Better World

LCB leads the construction industry’s transition to sustainability, generating £6.6 million annually through programmes addressing critical green skills shortages, with graduates successfully completing their courses and progressing into employment, further education, or apprenticeships in sustainable construction and infrastructure.

LCB has adopted the Leeds Pipes (North Street Campus) sustainability project, which involves the harnessing of the district heat network to provide heating throughout its buildings, resulting in a 3,796-tonne carbon reduction across 20 years and an estimated saving of £3,639,452.

Over 4,000 students have been trained in sustainability-focused courses, including the Low Carbon Heating Technician Course, Green Rail Skills programme and Joseph Aspdin Skills Trust (JAST) programmes.

Campus upgrades (e.g., LED lighting, ground-source heating systems) have cut emissions by 35%, demonstrating environmental leadership while reducing operational costs.

1.2 Belonging beyond Borders: Empowering All to Thrive

LCB’s Equality, Diversity, and Inclusion (EDI) initiatives have increased apprenticeship students’ sense of belonging by 23% year-on-year, with achievement rates for students from minority ethnic backgrounds exceeding the national average.

Programmes for students with disabilities and ex-offenders significantly reduce unemployment and improve community reintegration, saving £1.25 million annually in public welfare costs.

66% of students come from the UK’s most deprived areas (IMD Deciles 1–3), with targeted support enabling them to achieve career progression.

Local Roots, Global Impact: Empowering Communities: LCB’s direct economic impact totals £20.5 million annually, with an additional £11 million generated through indirect and induced spending.

Initiatives like the employer partnerships have led to an overall healthy positive destination rate of 92%, with 96.5% in the HECDM programme, addressing regional labour shortages and ensuring employability.

1.3 Local Roots, Global Impact: Empowering Communities

Students inject £8.5 million annually into the local economy through housing, transport, and spending.

LCB’s influence extends globally: collaborations with industry leaders like BAM and SES Engineering Services align the workforce with international sustainability and infrastructure standards.

1.4 Future-Ready Leaders: Opening Doors to Success

LCB graduates command a £6,000 wage premium (£30,000 average annual salary) compared to non-graduates, adding £14.5

million annually to the UK economy through higher tax contributions and spending.

Cutting-edge curricula, such as the Digital Construction and Low-Carbon Building programmes, position students to excel in emerging sectors and meet the UK's net-zero carbon goals by 2050.

Apprenticeships drive outstanding outcomes: e.g., 93% attendance rates. Also, 95% of F/T BTEC Level 3 students progress into apprenticeships, higher education or full-time employment, making LCB a pipeline for skilled professionals and industry leaders.

1.5 Research, Innovation, and Knowledge Exchange

LCB's employer-driven innovation delivers economic efficiencies: £4 return for every £1 invested, generating long-term workforce and productivity gains.

Programmes such as the Green Apprenticeship Trailblazer/Groups (Institute for Apprenticeships and Technical Education – IfATE) provide future-proof skills, meeting the UK's rising demand for low-carbon construction expertise.

LCB's research-informed approach has expanded collaborations with global partners, enhancing its potential international reputation as a leader not only in construction innovation, but also in shaping the future of the industry through its thought leadership.

1.6 Overall Impact

LCB's total annual economic contribution stands at £31.5 million, supporting 460 jobs across Leeds, Yorkshire, and the UK. Through direct investment, indirect stimulation, and induced economic

benefits, LCB demonstrates its role as a regional and national economic powerhouse.

The Social Return on Investment (SROI) further highlights LCB's transformative impact. With public savings exceeding £1.25 million annually through reduced unemployment and welfare reliance, and diversity-driven benefits valued at £2 million, LCB contributes to a more equitable and sustainable society.

By addressing critical skills shortages, driving innovation, and fostering social mobility, LCB has positioned itself not just as a local leader but as a national benchmark for excellence in construction education poised for international reach.

1.7 Recommendations

Distinctive Clarity in FE and HE Offerings: LCB graduates command a £6,000 wage premium (£30,000 average annual salary) compared to non-graduates, adding £14.5 million annually to the UK economy through higher tax contributions and spending.

Expand Employer Partnerships and Research Capacity: Formalise collaborations with industry and drive research to advance green skills training, innovation, and inclusive global workforce alignment.

Tailored Support for Retention: Strengthen interventions for at-risk student groups to further improve attendance, retention, and progression rates, enhancing overall student outcomes.

Enhance Alumni Engagement: Build a structured alumni network to strengthen mentorship opportunities, showcase graduate success across a broad spectrum of diverse backgrounds, and demonstrate long-term impact.

Boost Marketing and Visibility: Amplify LCB’s achievements through targeted campaigns, digital platforms, and thought leadership to attract funding, policymakers, and high-calibre students.

Invest in Sustainable Infrastructure: Continue upgrading facilities to reinforce LCB’s leadership in environmental sustainability and energy-efficient education.

Advance from EDI to DEIB: Position LCB as the sector’s thought leader by redefining Equality, Diversity, and Inclusion (EDI) through its evolution into Diversity, Equity, Inclusion, and Belonging (DEIB). Emphasise ‘belonging’ as the unifying value that fosters engagement and inclusion among students, staff, employees, stakeholders, and partners, ensuring everyone finds their valued place at LCB. Showcase LCB’s strategic commitment to delivering impactful content and programmes that drive progress for all, solidifying its reputation as the premier authority and innovator in DEIB practices in the sector.

Section Summary

Leeds College of Building is a transformative force driving economic prosperity, social inclusion, and sustainable progress. Its influence spans from local communities to international markets, solidifying its reputation as the National College of Construction. Through innovation, targeted interventions, and unwavering leadership, LCB not only builds careers but also builds futures, setting the standard for vocational education in the UK and beyond.

Evolving Methodologies and Frameworks

Several higher and further education institutions in the UK have engaged in rigorous assessments of their social and economic impact. These assessments reflect an evolving methodology, incorporating both quantitative and qualitative approaches to capture the wide-ranging effects of educational activities on regional and national economies, as well as on societal well-being.

2. Methodology

2.1 Research Design

This research employs a comprehensive and systematic design that integrates a mixed-methods approach, combining quantitative and qualitative data collection to evaluate the effectiveness of social impact measurement (SIM) frameworks. The qualitative component adopts reflexivity and phenomenological techniques to deeply explore the professional experiences and perspectives of senior leadership, board members, lecturers, professional staff, and external and internal stakeholders. A core emphasis is placed on preserving respondents' voices throughout the analysis and representation of findings, ensuring that the lived experiences and insights of participants are authentically reflected in the study.

Likewise, this report has adopted an evolving methodology that has inductively sought to build a picture of the quantitative reality on the ground while at the same time maintaining the qualitative voice of the various respondents

in the study. Hence, the emergent five major themes from the data, evolving as the five impact pillars, have been faithful to the diverse voices of the respondents, noting in particular their common, corresponding viewpoints as a basis for critical projection for moving the impact study forward.

The research leverages a holistic SIM framework that incorporates elements of existing tools such as Social Return on Investment (SROI), the Balanced Scorecard, and toolkits like 'Prove and Improve' and 'Outcomes Star.' This approach enables the assessment of outputs (immediate deliverables such as the number of people supported), outcomes (longer-term changes in beneficiaries' well-being), and impacts (broader societal benefits, such as economic savings from reduced unemployment). Fiscal proxies are employed where possible to quantify these benefits, offering tangible evidence of value while recognising that some areas, though monetarily unquantifiable, still hold significant intrinsic value.

Through a comparative analysis, the study evaluates the efficacy of different visualisation methods for presenting complex, multidimensional data. This ensures that the strengths and limitations of each method are identified, facilitating the selection of the most suitable approach for effectively communicating findings. By incorporating participatory techniques, stakeholders are engaged at every stage, helping to focus on what matters most and ensuring that the analysis remains grounded in real-world relevance. The research also provides insights into return-on-investment ratios, enabling organisations to better understand and communicate the fiscal and societal value of their interventions.

By synthesising quantitative metrics and qualitative insights, the study delivers a nuanced understanding of social impact, equipping researchers and practitioners with a robust framework to measure and communicate the effectiveness of their programs while addressing the unique demands of multidimensional datasets.

2.2 Data Collection Methods

The qualitative methods include interviews, focus groups and narrative enquiry. The quantitative data collection process involves a meticulous review of scholarly articles, research papers, and relevant literature published in reputable journals and conference proceedings. Databases such as IEEE Xplore, PubMed, ScienceDirect, and ACM Digital Library were systematically searched to identify studies addressing visualisation techniques in multidimensional data. The inclusion criteria were focused on recent publications that contribute to the understanding

of diverse visualisation methods and their applications in handling complex datasets.

2.3 Ethical Consideration

This review paper adheres to ethical guidelines and principles throughout the research process. The primary sources reviewed are cited appropriately to give credit to the original authors and contributors. No data manipulation or misrepresentation is tolerated, ensuring the integrity of the information presented. Ethical considerations also extend to the fair and unbiased evaluation of the visualisation techniques, avoiding any potential conflicts of interest that may compromise the objectivity of the study.

The ethical treatment of data involves respecting the intellectual property rights of the authors whose work is included in the review. Furthermore, the findings and conclusions drawn from the analysed literature are presented transparently, providing readers with a clear understanding of the strengths and limitations of each visualisation technique without bias or misinterpretation.

2.4 Gaps in Existing Methodologies

Despite the advances in measuring social and economic impacts, several gaps remain. The Social Value UK framework points out that the long-term societal impact of higher education, for example, is often under-assessed, with most studies focusing on short-term outputs such as employment rates and GVA.

Impact Pillars

Five Impact pillars were identified through The Social Value UK framework, with core organisational focus on improved societal well-being, enhanced environmental sustainability and stronger economic growth, which in many ways are reflected in LCB's leadership strategy. These pillars are: Sustainable Futures Innovating for a Better World; Belonging beyond Borders Empowering All to Thrive; Local Roots Global Impact Empowering Communities; Future Ready Leaders Opening Doors to Success; and Research, Innovation, and Knowledge Exchange. The economic value is calculated from actual costs and proxy costs across labour, assets, bursaries, etc.

We will now look at the pillars in turn.

3. Sustainable Futures Innovating for a Better World

Sustainability is a driving force behind the strategic vision of Leeds College of Building (LCB), shaping its curriculum, partnerships, infrastructure, and community engagement. The college's leadership has been instrumental in embedding sustainability across its operations, highlighting its role as a leading institution in preparing students and industries for a sustainable future. This report explores how sustainability intersects with economic, social, and environmental dimensions while addressing challenges and future opportunities.

3.1 Sustainability Leadership at LCB

LCB demonstrates a proactive commitment to sustainability, positioning itself as a leading example within the education sector. LCB commits to embedding sustainability into all decision-making processes and establishing a dedicated Climate & Sustainability Committee. Biannual progress reports ensure accountability, tracking milestones toward carbon reduction targets of 50% by 2030, 75% by 2035, and net zero by 2040. (See 01. LCB Sustainability Strategy 2025-2030 v2 document).

The leadership has strategically aligned the college's offerings with both regional and national priorities, such as the West

Yorkshire Combined Authority's skills improvement plan, which focuses on the transition to net-zero carbon emissions and digitisation. Collaboration with key stakeholders plays a vital role in advancing this agenda. For example, partnerships with organisations like the Joseph Aspdin Skills Trust (JAST) have enabled impactful programmes, including climate change lessons and green skills training for over 4,000 students. This collaborative approach ensures that LCB stays relevant, forward-thinking, and responsive to industry needs. As one stakeholder summarised, "Leaders actively contribute to the green skills agenda, working with employers to ensure curriculum relevance and fostering innovation in sustainability education."

3.2 Sustainability in Curriculum and Skills Development

Sustainability is seamlessly integrated into LCB’s educational framework, preparing students for successful careers in green industries. By 2026, it will be integrated into 100% of the curriculum with specialised qualifications in green technologies and low-carbon construction preparing students for leadership roles in the sustainability sector (01. LCB Sustainability Strategy 2025-2030 v2 document).

The Low Carbon Heating Technician Course stands as a flagship programme, training students in technologies such as ground, air, and water-source heating to address critical skills shortages in the UK’s sustainability sector.

To ensure alignment with global priorities, LCB has actively mapped its courses to the Sustainable Development Goals (SDGs), providing education that is not only future-proof but also environmentally responsible.

Further strengthening its role in social transformation, LCB’s Green Rail Skills programme supports ex-offenders by training them in safety-critical roles that incorporate sustainability-focused practices [See Appendix I]. These initiatives reflect LCB’s mission to equip students with essential green skills. As noted in a recent report, “The college is leading efforts to embed sustainability into its curriculum, equipping students with the green skills essential for a low-carbon future.” [See Appendix I.]

3.3 Sustainable Partnerships

LCB’s sustainability agenda is amplified through its strong partnerships with industry and community organisations. One

example is the collaboration with Leeds Art Gallery, where students engaged in practical projects that promoted cultural sustainability through art. Another key partnership is with BAM, which provides apprenticeships in civil engineering and construction. These programmes focus on sustainability-driven training, boosting student employability while directly addressing the needs of a changing industry. Such partnerships ensure that students gain industry-relevant experience while also advancing sustainable practices. As one partner remarked, “LCB’s partnerships ensure that students gain industry-relevant skills while advancing sustainable practices across sectors.”

3.4 Socio-Economic and Environmental Impact

LCB’s sustainability efforts generate measurable benefits for the community, economy, and environment. By addressing skills gaps in green technologies, LCB contributes £6.6 million annually to regional economic growth through improved student retention and employment outcomes that eventuates in their successfully completing their courses. The college plays a key role in promoting social mobility by providing targeted support for disadvantaged students, helping to bridge educational gaps and foster inclusivity.

On the environmental front, campus upgrades such as LED lighting systems and ground-source heat pumps exemplify LCB’s leadership in reducing carbon emissions and achieving greater energy efficiency. These efforts have earned positive feedback, with the 2023-24 Student Perception of College (SPOC) survey showing that 89% of students reported a positive learning experience, which is above the sector’s 85% exceptional

satisfaction levels. This further illustrates LCB's holistic approach to integrating sustainability into education. [See Appendices E & I.]

Furthermore, LCB has adopted the Leeds Pipes (North Street) sustainability project. In essence the council harnesses the heat from the local incinerator and through a network of hot water pipes heat buildings with steam. This replaces LCB's inefficient gas boilers and over a 20-year period is estimated to save 3,796 tonnes of carbon and, including capital costs and maintenance, £3,639,452. with a revised carbon saving over the same period of 3,796 tonnes. [See Appendix J.]

3.5 Sustainability and Well-being

Recognising the intrinsic link between sustainability and well-being, LCB prioritises initiatives that benefit both staff and students. Programmes such as Staff Well-being Days foster community spirit and environmental appreciation through activities like outdoor challenges and mindfulness sessions. For students, targeted support programmes address the needs of learners with difficulties or those from deprived areas, reflecting LCB's strong commitment to social sustainability. These initiatives build resilience and create a culture of inclusion and environmental consciousness. As one statement encapsulates, "Sustainability leadership at LCB extends to well-being initiatives that build resilience and foster a culture of inclusion and environmental consciousness."

3.6 Challenges and Areas for Improvement

While LCB has made significant strides in sustainability and social impact, challenges remain. These are anticipated in the recent Sustainability Strategy 2025-2030

v2 document, which sets a clear roadmap to embed environmental and social sustainability across all aspects of the college's operations, curriculum, and partnerships, with the ultimate goal of achieving net zero carbon emissions by 2040. Guided by the EAUC Sustainability Leadership Scorecard, the United Nations Sustainable Development Goals (SDGs), and the Climate Action Roadmap for Colleges 2024, LCB aims to position itself as a leader in sustainability within the Further and Higher Education sector.

While the retention rates for students from disadvantaged backgrounds and minority groups are higher than the national average, LCB cannot afford to be complacent but continue to require targeted strategies to address barriers to progression and success.

Additionally, further efforts are needed to strengthen employer engagement, particularly in encouraging businesses to invest in green skills training.

Overcoming these challenges will be essential to sustaining and expanding LCB's long-term impact.

By addressing these areas for improvement, LCB can further enhance its leadership in sustainability education, ensuring its transformative influence continues to grow across local, regional, and national levels.

Section Summary

Under strong sustainability leadership, LCB has positioned itself as a pathfinder in integrating environmental, social, and economic sustainability into its educational model. By aligning its curriculum with global goals, fostering impactful partnerships, and prioritising community and staff well-being, the college is setting a benchmark for other institutions.

4. Belonging beyond Borders Empowering All to Thrive

Inclusion and belonging are pivotal to creating a thriving educational environment that supports both individual achievement and community well-being. At LCB, these principles underpin strategic efforts to foster equity, representation, and a deep sense of connection among students, staff, and external stakeholders. This analysis examines the manifestation of these themes across the college’s practices and initiatives, assessing their impact while addressing areas for further improvement.

4.1 Framework of Inclusion and Belonging

LCB’s commitment to inclusion and belonging is evident through its establishment of an Equality, Diversity, and Inclusion (EDI) framework. This framework is supported by the EDI Committee, which provides leadership and governance in driving institutional progress. The committee has been instrumental in exploring policies and practices that promote equity, ensuring that all members of the college community feel valued and empowered. This includes fostering respectful and inclusive learning environments and creating opportunities for diverse voices to shape the college’s strategic direction. Additionally, the framework’s success is reinforced by initiatives like the student-led tutorial programme, which engages students in critical discussions about mental health, British and multicultural values, and personal

development. These efforts contribute to a sense of belonging that connects individuals to the institution and prepares them to participate fully in a diverse society.

At LCB, women learners (9% in 2023) reflect a microcosm of the broader challenges and progress seen nationwide in the construction industry. This underscores the ongoing challenges and opportunities in embedding EDI within the sector. While efforts such as mentorship programmes and gender-inclusive policies signify a commitment to fostering diversity, structural barriers such as unconscious bias, unequal access to leadership roles, and workplace cultures that marginalise women persist. These challenges highlight a need for a more robust EDI framework that actively addresses inequities, ensures fair access to opportunities, and promotes

an inclusive environment where women's contributions are valued and celebrated. [See Appendix G.]

LCB is not ignorant of their obligations to minoritised students. For example, neurodiverse students have been targeted with bespoke approaches to inclusion, ensuring their completion of their courses with excellent exit velocity, where their improvement peaks by the time they graduate. By prioritising EDI principles, LCB can position itself as a leader in cultivating a diverse workforce, harnessing the benefits of varied perspectives, and driving innovation and collaboration in the construction industry. [See Appendix H.]

To further advance equity, diversity, and inclusion, LCB has an opportunity to embed a comprehensive EDI strategy that tackles these systemic issues, promotes female role models, and creates a pathway for women and other minority groups to excel in both operational and leadership roles. This strategy should be accompanied by continued support through community outreach, partnerships, and investment in addressing workplace challenges, ensuring that all minoritised groups can thrive and contribute meaningfully to the industry.

4.2 Achievements in Promoting Inclusion

LCB has demonstrated significant progress in embedding inclusion within its practices. A key success has been the increase in students' sense of belonging, which rose by 23% in the past year. This achievement reflects the college's emphasis on student support and engagement, as well as its strategic focus on addressing barriers faced by

underrepresented groups. For instance, data highlights that students from non-British ethnic backgrounds often outperform their British counterparts in achievement rates. However, challenges with retention within certain groups signal the need for additional targeted support. LCB has also excelled in fostering partnerships with organisations like the JAST, which enable students from socioeconomically disadvantaged backgrounds to access opportunities in green skills and sustainable construction. These collaborations bridge opportunity gaps and enhance the college's community impact.

The college's approach to inclusivity extends to its provision of tailored support for students with disabilities. Specific interventions, such as resources for hearing-impaired students, exemplify how LCB strives to meet the diverse needs of its learners. Furthermore, its programmes for ex-offenders illustrate the transformative potential of inclusion, offering stability and reducing reoffending rates through targeted vocational training. Such initiatives underscore LCB's role as an institution that not only educates but also actively contributes to social equity and resilience.

4.3 Persistent Challenges

Despite its successes, LCB faces ongoing challenges that require attention to ensure the sustainability of its inclusive practices. Retention remains a significant issue, particularly for students with disabilities, those on Education, Health, and Care Plans (EHCPs), and those from the most socioeconomically disadvantaged backgrounds. While the college has made strides in supporting these groups, further investment

in personalised interventions is needed to address the root causes of these disparities. Similarly, issues with attendance and punctuality, especially among younger learners, highlight the need for more effective engagement strategies to foster readiness and participation.

Another area for improvement lies in the college’s workforce composition. Male staff continue to dominate key roles, revealing an opportunity to enhance gender diversity through proactive recruitment and retention initiatives. Additionally, a significant proportion of staff have not disclosed their demographic data, which limits the institution’s ability to develop data-informed strategies for workforce diversity. Addressing these gaps is critical to ensuring that the college’s commitment to inclusion is reflected at all levels of the organisation. [See Appendix I.]

The absence of a structured alumni engagement strategy also limits LCB’s ability to assess the long-term social and economic impact of its programmes. Establishing an alumni network, such as Activate Learning, would provide valuable insights into the outcomes of its graduates, enabling the college to strengthen its case for continued investment in inclusive practices. This would also support the development of an institutional culture that celebrates achievements and fosters ongoing connections with former students.

4.4 Retention and Well-being among Staff

The longevity of staff at LCB contributes significantly to the overall well-being of both students and colleagues, fostering a stable, nurturing, and supportive environment. LCB’s high staff retention rates are a testament to its inclusive and supportive

workplace culture. Many staff members have remained at the college for over a decade, contributing to an estimated

£68.5 million in regional economic impact. This longevity translates into deeper community ties and consistent delivery of high-quality education. Staff surveys frequently highlight the pride and satisfaction of being part of such an environment, underscoring the college’s role as an exemplary employer.

The longevity of staff at LCB plays a critical role in supporting vulnerable learners by providing stability, trust, and consistent mentorship. While long-serving staff bring invaluable institutional knowledge, enabling them to implement tailored strategies and reduce student anxiety, systemic challenges still persist. For example, students with disabilities account for 47% of non-progressing learners, compared to 40% of the total cohort, and 69% of non-progressing students are from the lowest three IMD deciles.

In addition to student well-being, staff longevity positively influences workplace culture by fostering strong professional relationships and shared values. At LCB, 63% of the workforce is male, highlighting a need for gender diversity, yet the stability of experienced staff remains pivotal in maintaining high-quality provision and ensuring institutional growth.

Long-serving employees are often at the forefront of implementing safeguarding initiatives and mentoring newer colleagues, ensuring that best practices become embedded across the organisation. The collaboration between longstanding tutors and external stakeholders, such as the

local PC officer, exemplifies this impact. Their role in addressing antisocial behaviour through engagement with students has been strengthened by the support of committed staff, leading to a reduction in community complaints and improved student conduct. Educational values workshops for students have emerged, allowing for greater awareness and trust between students, the college and the community. The development of this community relationship has referenced the college as the first port of call for residents' recourse. This consistency also allows for effective partnerships with employers and community organisations, contributing to higher apprenticeship completion rates and workforce readiness for graduates. [See Appendices C & I.]

However, the challenges associated with maintaining a long-serving workforce cannot be overlooked. While longevity fosters stability, it can risk stagnation if professional development opportunities are not prioritised.

Additionally, retaining experienced staff requires addressing well-being concerns to prevent burnout, particularly in light of increasing demands on teaching and support teams. With only 3.87% of staff declaring a disability, there is a need to ensure that well-being support is accessible to all, safeguarding the mental and physical health of LCB's workforce. Without ongoing investment in staff development and workplace culture, the benefits of longevity may be undermined, impacting both student outcomes and institutional resilience.

Section Summary

Inclusion and belonging are integral to Leeds College of Building's mission, shaping its approach to education, community engagement, and organisational development. While the college has made commendable progress, particularly in fostering student engagement and building strategic partnerships, addressing persistent challenges will be essential to fully realise its vision. By strengthening retention strategies, diversifying its workforce, and investing in alumni engagement, LCB can amplify its impact, creating a culture of inclusion that transforms lives and contributes meaningfully to society. As a beacon of equity and belonging, LCB has the potential to lead the way in promoting sustainable and inclusive educational practices.

5. Local Roots Global Impact Empowering Communities

Leeds College of Building (LCB) exemplifies the transformative potential of community engagement in fostering social equity and economic resilience. By strategically aligning its educational programmes with community needs and prioritising inclusive practices, the college creates significant social and economic benefits. This analysis explores LCB’s multifaceted contributions to its diverse communities, highlighting its success in enhancing employability, addressing social challenges, and fostering long-term community development.

5.1 Social Impact: Nurturing Inclusion and Addressing Social Challenges

LCB’s commitment to social inclusion is evident in its proactive engagement with underrepresented and vulnerable groups. Through programmes such as with BAM, the college addresses sectoral skills gaps while offering opportunities to individuals from marginalised communities. By employing a rotating model of placements and mentorship, the scheme ensures participants gain comprehensive industry experience, boosting their career prospects.

Additionally, initiatives led by LCB’s Safer College Police Officer demonstrate the college’s efforts to address community challenges like antisocial behaviour and crime. By fostering positive relationships between students and law enforcement, LCB not only improves local safety but also creates an inclusive environment where students feel supported. Tutorial sessions on knife crime and gang culture provide students with essential knowledge while addressing broader community concerns.

The college’s EDI Committee further strengthens this social impact by embedding equality, diversity, and inclusion into its core activities.

Programmes addressing issues such as safeguarding, mental health, and cultural sensitivity cultivate a sense of belonging and safety among students, particularly those from disadvantaged backgrounds.

5.2 Economic Impact: Empowering Individuals and Strengthening Communities

LCB’s economic contributions are substantial, both at the individual and community levels. The college’s alignment with regional labour market needs ensures that its graduates are well-positioned to fill critical skills gaps. For instance, its sustainable building and low-carbon technology programmes address emerging demands in green industries while preparing students for high-growth sectors.

Apprenticeship schemes, such as those with BAM and JN Bentley, serve as a cornerstone of LCB’s economic impact. However, LCB is also championing apprenticeships within smaller businesses, recognising the vital contributions of construction crafts and trades, often operating as SMEs or sole proprietorships and the role they play in the cohesion of communities. For example, I could say that the Construction Crafts department deals with around 500 separate apprenticeship employers annually, the vast majority of who are SMEs.

These partnerships contribute significantly to wider economic landscape locally to essential skills areas, such as bricklaying, carpentry and joinery and roofing. These programmes are essential for fostering skills development and driving growth within the diverse business landscape of Leeds & West Yorkshire, given its complex and unique communities.

These partnerships enable students to gain practical skills while contributing to regional infrastructure projects. The high retention and achievement rates within these programmes underscore their efficacy, with graduates often securing employment within the local economy. [See Appendix A.]

LCB's focus on accessibility amplifies its economic influence. As highlighted in its EDI Annual Report, the majority of the student population comes from the lowest deciles on the Index of Multiple Deprivation (IMD). By providing tailored support and resources, the college enables these students to overcome barriers to success, resulting in increased economic participation

5.3 Community Development: Long- Term Contributions

The establishment of an alumni network represents a key strategy for fostering long-term community development. By reconnecting graduates with the college, LCB aims to create a supportive ecosystem that celebrates success and provides mentorship for current students. This nascent initiative not only can strengthen professional networks but also can reinforce the college's role as a hub for community empowerment.

LCB's partnership with organisations such as Leeds Art Gallery exemplifies its cultural contributions. Collaborative projects enable students to engage with their communities creatively, fostering social cohesion while broadening their perspectives. Similarly, events like fresher's week activities, facilitated by PC Beilby, break down barriers between students and local stakeholders, promoting inclusivity and mutual understanding.

5.4 Social Impact and National Repositioning

Leeds College of Building (LCB) is uniquely positioned to become the UK's National College of Construction, distinguished as the first-choice institution for students aspiring to excel in construction at both further and higher education levels. Building on its unparalleled expertise in construction education and its deep connections with industry, LCB is redefining its role from a regional institution to a national leader in vocational and academic excellence. This new repositioning comes at a critical time, as the UK faces persistent skills shortages in construction and a growing demand for innovative, sustainable practices. By aligning its mission with these national priorities, LCB is set to lead the way in shaping the future of construction education.

Leeds itself serves as a microcosm of the challenges and opportunities facing the construction sector across the UK. While the city has areas of vibrant economic growth, significant socioeconomic disparities persist, particularly in communities that experience low income, high youth unemployment, and limited access to technical training. These local dynamics reflect

broader national issues, making LCB's initiatives and achievements highly relevant on a national scale. As LCB steps into its new role, it brings a proven track record of addressing these challenges through innovative education, strategic partnerships, and a steadfast commitment to inclusion.

Central to LCB's repositioning is its emphasis on delivering world-class education that seamlessly integrates technical skills with industry standards. Partnerships with leading construction firms, such as BAM, demonstrate how LCB bridges the gap between classroom learning and workplace readiness. These collaborations ensure that students are not only prepared for immediate employment but also for long-term success in a rapidly evolving industry. The college's focus on employer-driven curriculum design, coupled with high retention and progression rates among apprentices, underscores its ability to produce graduates who are industry-ready and future-focused.

LCB's repositioning as a 'National College of Construction' also emphasises its capacity to provide comprehensive pathways across all levels of education. By offering an integrated model that spans further and higher education, the college caters to students at various stages of their academic and professional journeys.

This dual focus ensures a seamless progression for learners, whether they are entering the workforce, seeking to advance their careers, or transitioning into leadership roles. Moreover, the college's expertise in sustainable construction, green technologies, and digital innovations places it at the forefront of preparing students for the demands

of a modern construction industry increasingly driven by environmental and technological imperatives.

Equally important to LCB's national ambition is its commitment to widening participation and fostering social mobility. As the college expands its reach, it continues to champion inclusivity and equity, particularly for students from underrepresented or disadvantaged backgrounds. Initiatives such as the Personal Development Programme, which allows students to tailor their learning to their interests, and targeted attendance and engagement strategies exemplify the college's holistic approach to student success. These efforts ensure that LCB's reputation as a leader in construction education is underpinned by a strong social impact.

LCB's growing emphasis on research and higher education further supports its emerging ambition to be the first choice nationally for construction students. By integrating sustainability, advanced construction methods, and cutting-edge digital tools into its higher education offerings, the college equips graduates with the knowledge and skills needed to tackle the most pressing challenges facing the construction industry today. This focus on innovation not only enhances LCB's appeal to students but also solidifies its position as a key partner for employers and policymakers shaping the future of the sector.

However, LCB's evolution into a national college of construction is not without challenges. Attracting students to specialised programmes, particularly in sustainability and green construction, remains a priority. Additionally, addressing logistical issues such as housing

for apprentices and maintaining the agility to adapt curricula to emerging industry standards will be critical to sustaining its growth. To meet these challenges, LCB must deepen its engagement with stakeholders, formalise its partnerships more broadly, and amplify its visibility through targeted marketing and advocacy efforts.

The repositioning of Leeds College of Building as the national college of construction reflects a bold vision for the future of vocational and higher education. By capitalising on its heritage as a specialist institution, its commitment to excellence, and its proven ability to adapt to industry needs, LCB is well-equipped to lead the UK in addressing critical skills gaps, fostering innovation, and driving social and economic impact. This transformation not only strengthens its local roots in Leeds but also elevates its influence across the nation, setting the standard for how construction education can shape a more sustainable and inclusive future.

Since LCB's focuses on construction education and training, it directly addresses critical skills shortages in the UK construction sector, making it a prime candidate for demonstrating

a tangible impact on workforce development. Furthermore, it has a timely opportunity to reposition itself as the number one choice for construction education and training.

5.5 Recommendations for Enhancing Social and Economic Impact: Expand Alumni Engagement

Strengthen the alumni network to amplify mentorship opportunities and track the long-term impact of LCB's programmes.

Enhance Data Collection: Improve the quality of demographic and outcome data to better assess the effectiveness of inclusion and engagement initiatives.

Scale Successful Programmes: Extend the reach of impactful apprenticeship and sustainability-focused initiatives to address broader community needs.

Foster Multistakeholder Collaboration: Deepen partnerships with local organisations to create integrated solutions for social challenges, such as crime prevention and youth engagement.

Section Summary

LCB's holistic approach to community engagement demonstrates its capacity to drive both social and economic change. Through targeted programmes, strategic partnerships, and a commitment to inclusion, the college addresses critical community needs while preparing students for meaningful careers. By continuing to innovate and expand its efforts, LCB can further enhance its role as a catalyst for regional growth and resilience, benefiting its diverse communities for generations to come.

6. Future Ready Leaders Opening Doors to Success

6.1 Context of Socioeconomic Challenges in Leeds

Leeds presents a complex socioeconomic landscape, characterised by significant disparities. While parts of the city experience economic growth, others face deep- rooted deprivation. Key challenges include lower-than-average incomes, youth unemployment, and a mismatch between the skills young people possess and those required by local industries, particularly in technical sectors like construction. Addressing these gaps is essential for both individual and community upliftment, and LCB is uniquely positioned to tackle these issues.

6.2 LCB’s Role in Addressing Socioeconomic Gaps:

A. Community Integration and Partnerships: LCB has developed strong partnerships with employers and organisations to bridge opportunity gaps for its students. Notable collaborations include the partnership with BAM, along with SMEs, which provides apprenticeships tailored to industry needs. This partnership has enhanced job readiness and retention rates, boasting a 93% attendance rate for Level 4 apprentices and 96% progression to Level 6. Such efforts have also led to national awards and recognition, improving both employability and visibility for apprentices and their communities. [See Appendices A & F.]

Additionally, focus group discussions highlighted the contributions of key partners like JN Bentley, SES Engineering Services, and the West Yorkshire Combined Authority. These collaborations provide critical resources and

create pathways for students to transition into skilled roles within the construction industry.

B. Support for At-Risk Populations:

LCB demonstrates a strong commitment to supporting students from disadvantaged backgrounds. Through its Personal Development Programme, the College has implemented a “choose your pathway” approach, allowing students to select development topics that align with their interests. This strategy has not only increased engagement but also reinforced values like equity and inclusivity, which are integral to the institution’s mission.

To address attendance challenges that disproportionately impact socioeconomically disadvantaged students, LCB has introduced strategies in an effort to increase attendance rates from 83% to 86%. These initiatives aim to improve student readiness for learning and reduce barriers to success. [See Appendix E.]

C. Education Innovation: LCB has positioned itself as a leader in sustainability education, integrating green construction practices into its curriculum. These programmes prepare students for emerging industry demands, aligning their skills with a future focused on sustainable development. However, despite the importance of such programmes, attracting students to these courses remains a challenge due to low initial demand. This could be mitigated by highlighting the outstanding creativity of students who go on to inspire others. [See Appendix G.]

The college also places a strong emphasis on Equality, Diversity, and Inclusion (EDI). Initiatives such as mental health talks, mock End-Point Assessment (EPA) interviews, and biodiversity workshops aim to develop students holistically, equipping them with both technical skills and the resilience needed to thrive in diverse environments.

6.3 Social and Economic Outcomes

A. Economic Impact: LCB's programmes play a crucial role in reducing youth unemployment and addressing skills shortages in the construction sector. By involving employers in curriculum design, the college ensures its graduates are well-prepared for industry demands, reducing training costs for employers and strengthening the local economy.

B. Social Impact: The college's efforts have led to significant social benefits, such as a 23% increase in students' sense of belonging. This reflects LCB's success in creating an inclusive and supportive learning environment, increasing the faith of the community in its attraction for holding and transforming students learning to feed back into the community.

Furthermore, the recognition students and programmes have received through awards and media coverage highlights LCB's role in raising aspirations among diverse populations. [See Appendix A & F.]

6.4 LCB's Broader Role in the UK

Leeds College of Building stands out as a transformative force in vocational education. Its unique focus on construction enables it to address technical skills gaps while simultaneously tackling long-term socioeconomic challenges. The college's comprehensive approach, combining education, partnership, and community engagement, serves as a model that could be replicated nationally to support similar efforts in other regions.

This narrative showcases the integral role of LCB in bridging opportunity gaps while tackling the socioeconomic challenges of its region. It highlights the college's innovative practices and substantial social and economic contributions, positioning it as a leader in inclusive vocational education.

Section Summary

LCB faces several challenges as it continues to expand its impact. Maintaining curriculum relevance amidst rapidly evolving workplace standards requires frequent updates, while logistical issues such as securing safe and affordable accommodations for apprentices add complexity. Furthermore, despite the availability of sustainability-focused courses, attracting students to these programs remains a hurdle due to perceived high costs and low interest.

To address these challenges, LCB can formalise the informal contributions made by employers and partners, ensuring these efforts are documented and publicised to strengthen funding proposals. Expanding communication about LCB's achievements through targeted marketing could attract prospective students, policymakers, and funders. Additionally, deeper engagement with local schools and community groups could establish pipelines for students from disadvantaged areas, further expanding the college's reach and impact.

7. Research, Innovation, and Knowledge Exchange

LCB’s commitment to research, innovation, and knowledge exchange is integral to its repositioning as the national college of construction. These anchors form the foundation of its ability to drive both social and economic impact, establishing the college as a leader not only in education but also in advancing the construction industry. LCB understands that the challenges facing the sector—skills shortages, sustainability demands, and the integration of new technologies—require solutions informed by both cutting-edge research and dynamic industry collaboration. [See Appendix C & H.]

Linked to research is innovation. At LCB, it is not a theoretical exercise, but a practice deeply embedded in its partnerships and pedagogy. Through initiatives like the Royal Green Apprenticeship programme and sustainability-focused curricula, the college is equipping students with future-proof skills that address the urgent need for low-carbon construction and environmentally responsible practices. These programmes, while addressing the technical demands of industry, also contribute to wider societal goals, such as reducing carbon emissions and promoting energy-efficient building practices. The emphasis on sustainability, as showcased in partnerships with organisations like BAM, reflects LCB’s ability to align its offerings with national and global priorities. [See Appendix F & G.]

Knowledge exchange is central to LCB’s strategy for fostering social mobility and economic resilience. The college’s collaborations with employers, such as its employer advisory boards and

Green Apprenticeship Trailblazer groups (IfATE), exemplify how it brings together the worlds of education and industry to co-create relevant and responsive training programmes. The partnership with BAM, for example, has resulted in tailored learning experiences, mock assessments, and workshops that ensure students are not only job-ready but also capable of advancing in their chosen careers. This exchange of expertise enriches the educational experience while driving innovation in workplace practices, creating a virtuous cycle of improvement for both students and employers.

LCB’s role in research and innovation extends to its internal systems and processes, ensuring that its own operations are aligned with its mission to generate social and economic impact. The Quality Improvement Plan highlights the use of structured performance reviews and employer feedback to continually refine and enhance its curriculum. This feedback loop ensures that the college remains agile and responsive to both the immediate needs of students and the long-term demands of the construction sector. Furthermore, by addressing logistical barriers such as apprentice accommodation and travel through initiatives like CITB’s Travel to Train funding, LCB demonstrates its commitment to practical solutions that improve access and equity. [See Appendix A.]

The social impact of LCB’s research and knowledge exchange activities cannot be overstated. By integrating inclusivity into its approach, the college ensures that the benefits of its innovation reach diverse communities across

Leeds and beyond. Programmes like the Personal Development initiative empower students to take ownership of their learning while engaging with themes of equity and social responsibility. These efforts not only enhance student outcomes but also foster a more inclusive and representative workforce, addressing systemic inequalities within the construction industry. [See Appendices F–H.]

Economically, LCB's focus on knowledge exchange supports the resilience of local and national economies. By aligning its training programmes with industry needs, the college reduces the skills gap, enhances productivity, and contributes to the long-term sustainability of the sector.

Research-driven initiatives, such as those focused on green technologies and digital construction, further position LCB as a vital partner in providing thought leadership that may advance the UK's construction industry in an increasingly competitive global market.

In positioning itself as the National College of Construction, LCB recognises that its role extends far beyond delivering education. It is a convener of ideas, a generator of innovation, and a champion of social equity. By fostering a culture of research and knowledge exchange, the college not only prepares students for the challenges of today but also equips them to shape the future of construction, ensuring that its impact is both profound and enduring.

While LCB contributes significantly to regional innovation ecosystems through research and knowledge transfer, there might be opportunity to commercialise research outputs, particularly through spin-outs and licensing. This way of demonstrating its contribution to industry innovation, particularly in construction methods, digital technologies, or sustainability practices, could be an essential part of enhancing its impact.

Section Summary

LCB integrates research, innovation, and knowledge exchange to position itself as the national college of construction. By addressing industry challenges like skills shortages and sustainability, LCB develops future-ready talent through initiatives such as green apprenticeships and tailored training programmes.

Employer partnerships ensure its curriculum aligns with national priorities while fostering inclusivity and social mobility. Practical solutions, such as CITB's Travel to Train funding, enhance access and equity, while feedback-driven improvements keep LCB responsive to industry needs. This approach strengthens the construction sector and secures LCB's role as a leader in advancing innovation and social impact.

8. Economic Impact

Leeds College of Building is not just an educational institution; it is an economic powerhouse driving transformative change in Leeds, Yorkshire, and the UK. Its activities contribute significantly to the local and national economy, with impacts that ripple across industries, communities, and families. Through direct expenditures, indirect economic stimulation, and social benefits, LCB strengthens local infrastructure, supports workforce development, and fosters inclusive economic growth.

8.1 Direct Economic Impact

The direct financial contribution of LCB to the economy is substantial and multifaceted. This impact is derived from three main components: employee salaries, operational costs, and capital investments. Together, these expenditures form the foundation of the institution’s economic influence.

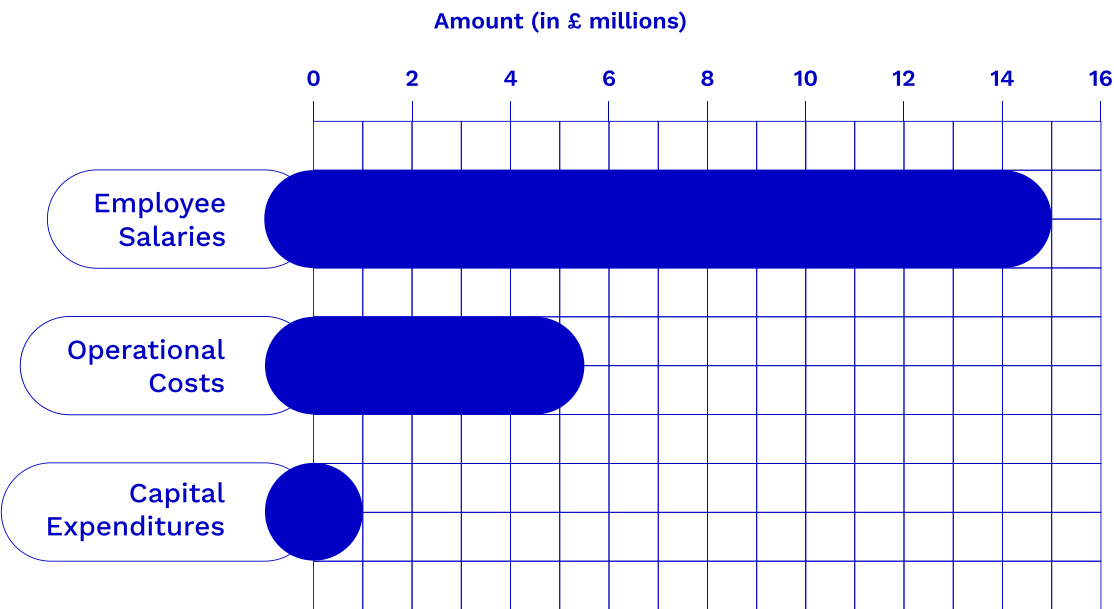


Figure 1: Direct Economic Impact of LCB

Employee Salaries: LCB pays approximately £15 million annually in salaries and benefits to its workforce, including teaching staff, administrators, and support personnel. These payments sustain 384 jobs and ensure financial security for employees and their families. The college’s commitment to competitive wages further stimulates the local economy through increased consumer spending in housing, retail, and services.

Operational Costs: LCB allocates £5.5 million annually to essential services such as utilities, equipment, technology, and maintenance. These expenditures directly benefit local suppliers and service providers, enhancing the economic vibrancy of Leeds and surrounding areas.

Capital Expenditures: The college invests £750k–£1 million annually in infrastructure development, ranging from state-of-the-art construction labs to IT systems and modern classrooms. These projects not only enhance educational delivery but also support local construction firms, generating jobs and fostering innovation in the built environment.

In total, LCB’s direct spending injects over £20 million into the economy annually, underpinning its role as a key economic anchor in the region.

8.2 Indirect and Induced Economic Impact

The economic contributions of LCB extend well beyond its direct spending, creating ripple effects that benefit local businesses and service providers.

Indirect Economic Impact: LCB’s procurement of goods and services, such as construction materials, catering, and IT equipment, stimulates demand

for local suppliers. These activities generate an estimated £6.6 million annually in additional economic activity. Suppliers, in turn, hire workers, purchase materials, and expand operations, amplifying the college’s economic reach.

Induced Economic Impact: The wages paid to LCB employees and suppliers result in further spending in the local economy. Household spending on essentials such as housing, groceries, and transport adds another £4.7 million annually in economic value. This induced impact strengthens sectors such as retail, real estate, and leisure, ensuring widespread benefits across the region.

These secondary effects highlight the interconnectedness of LCB’s operations with the broader economy, demonstrating how institutional spending supports a continuous cycle of economic growth.

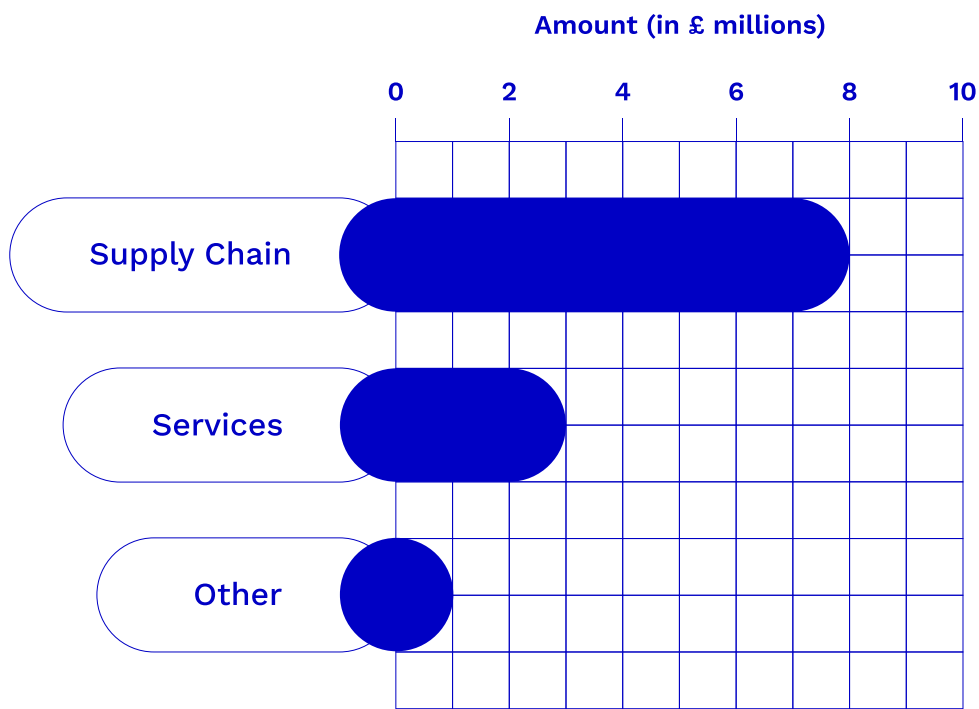


Figure 2: Indirect and Induced Economic Impact of LCB

8.3 Student and Visitor Spending

The financial contribution of LCB’s students and visitors is another critical dimension of its economic impact. With over 2,000 enrolled students annually, their spending habits significantly influence the local economy.

Housing: Students spend approximately £4.5 million annually on accommodation, benefiting landlords and property developers in Leeds. This demand supports both private rental markets and purpose-built student housing.

Food and Transportation: An additional £2.8 million is spent annually on dining, public transport, and commuting. This spending

directly supports local businesses, including cafes, restaurants, and transportation providers.

Entertainment and Miscellaneous Expenses: Recreational activities and other personal spending contribute £1.2 million annually, stimulating industries such as cinema, retail, and leisure services.

Collectively, student and visitor spending adds £8.5 million annually to the economy, reinforcing LCB’s role as a community asset and driver of local business growth.

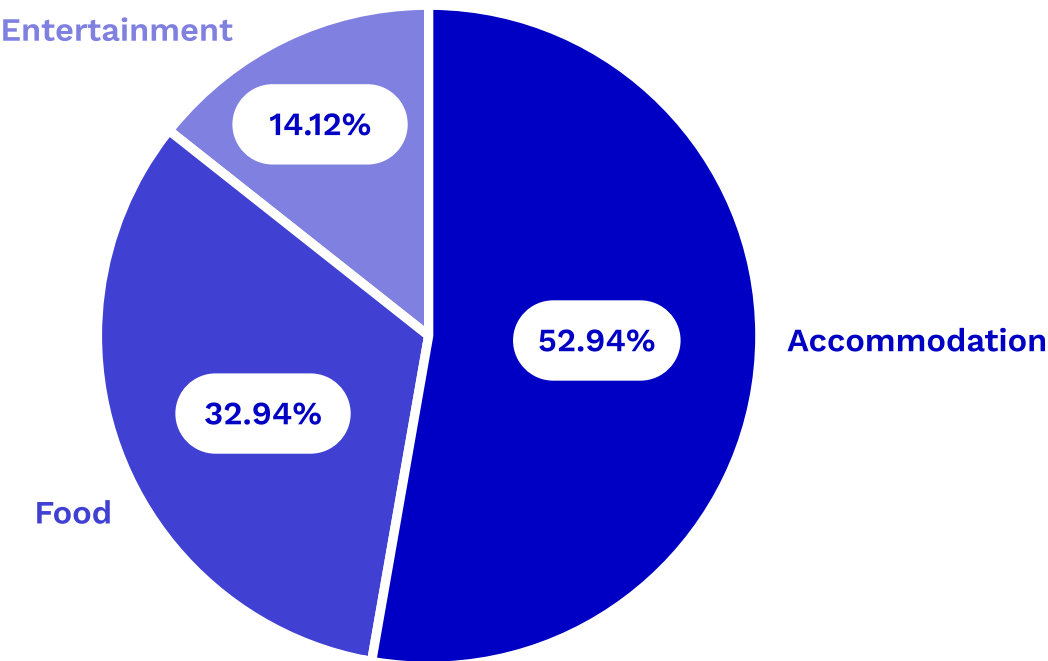


Figure 3: Student and Visitor Spending Impact

8.4 Employment Impact

LCB’s influence on employment is both direct and far-reaching, supporting hundreds of jobs across various sectors.

Indirect Employment: Approximately 125 jobs are created or supported in businesses that supply goods and services to LCB, ranging from IT firms to construction companies.

Direct Employment: With 384 staff members, LCB provides stable, full-time employment opportunities in teaching, administration, and facility management. These jobs represent a critical source of income for households in Leeds.

Induced Employment: The economic activity generated by employee and supplier spending indirectly supports 85 additional jobs in sectors such as retail, real estate, and transportation.

In total, LCB’s operations are responsible for supporting approximately 460 jobs, underscoring its importance as a regional employer and contributor to economic stability.

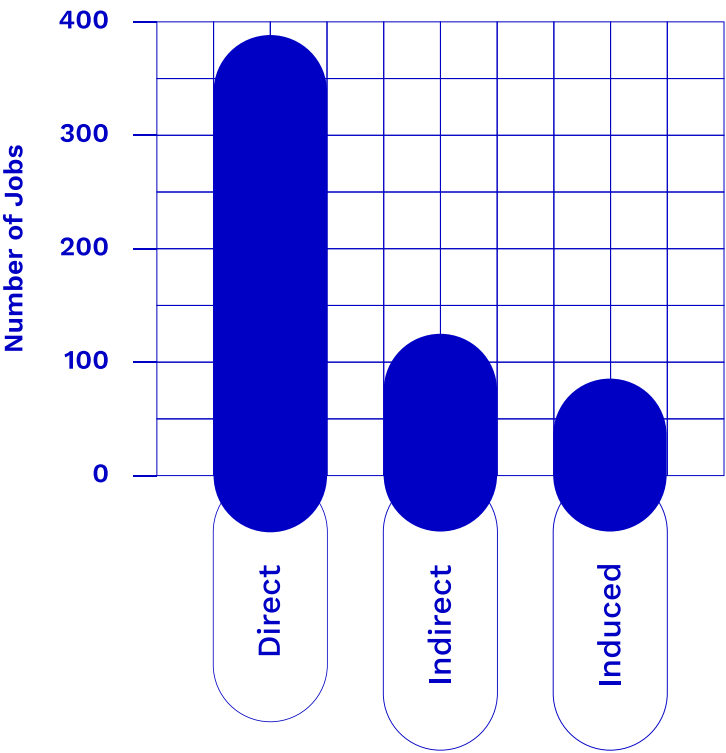


Figure 4: Employment Impact of LCB

8.5 Long-Term Economic and Social Contributions

Beyond immediate financial impacts, LCB delivers transformative social and economic benefits through workforce development, sustainability, and inclusion initiatives.

Workforce Development: LCB plays a critical role in addressing national skills shortages in construction. Its apprenticeship programmes boast retention rates 21% above the national average, ensuring that graduates are job-ready and highly sought after by employers. Alumni contribute to the economy as skilled professionals in construction, engineering, and green building practices.

Inclusion and Equity: As an institution committed to Equality, Diversity, and Inclusion (EDI), LCB provides opportunities for students from underrepresented and disadvantaged backgrounds. Sixty-six percent of students come from the most deprived areas of the UK (IMD Deciles 1-3).

Sustainability Leadership: LCB is at the forefront of green construction education, integrating sustainability principles into its curriculum. This emphasis on low-carbon building techniques positions graduates as leaders in a rapidly evolving sector.

8.6 Community Engagement and Partnerships
LCB amplifies its impact through strategic partnerships and community-focused initiatives:

Collaborative Projects: Partnerships with organisations like BAM provide students with hands-on experience while contributing to public infrastructure projects such as refurbishing community centres and renovating public spaces. [See Appendix A.]

Volunteerism: Students regularly participate in community projects, such as building facilities for charities and improving local parks. These

activities generate non-monetary value by enhancing community cohesion and quality of life.

8.7 Return on Investment
The economic benefits generated by LCB far exceed its operational costs. Using established economic multipliers, it is estimated that for every £1 spent by LCB, the local economy benefits by £3 to £4. This high return on investment highlights the institution’s efficiency in leveraging resources to create widespread economic value.

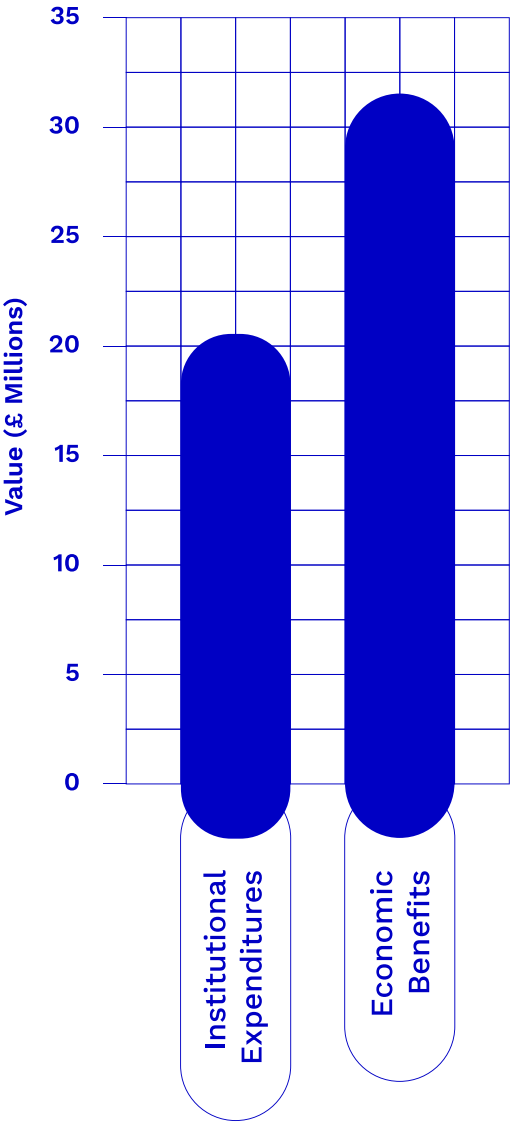


Figure 5: Return on Investment (ROI) of LCB

The Return on Investment (ROI) analysis positions LCB as a high-value institution, with Institutional Expenditures totalling £20.5 million yielding Economic Benefits of £31.5 million. This equates to a return of £1.54 for every £1 invested, or a net economic gain of £11 million. Such figures demonstrate the efficiency and impact of LCB’s resource allocation. This strong ROI highlights the institution’s ability to transform investments into significant economic advantages, reinforcing its value proposition to stakeholders and policymakers.

8.8 Social Return on Investment (SROI) of LCB

The Social Return on Investment (SROI) analysis reflects LCB’s broader societal contributions. With Public Savings amounting to £1.25 million, LCB reduces costs associated with unemployment, healthcare, and welfare. Additionally, Educational & Diversity Benefits, valued at £2.0 million, showcase the institution’s commitment to fostering inclusivity and social equity.

These figures emphasise LCB’s dual role in generating economic and social value. By addressing societal challenges through education and diversity, LCB demonstrates its alignment with holistic development goals, contributing to a more equitable and sustainable community.

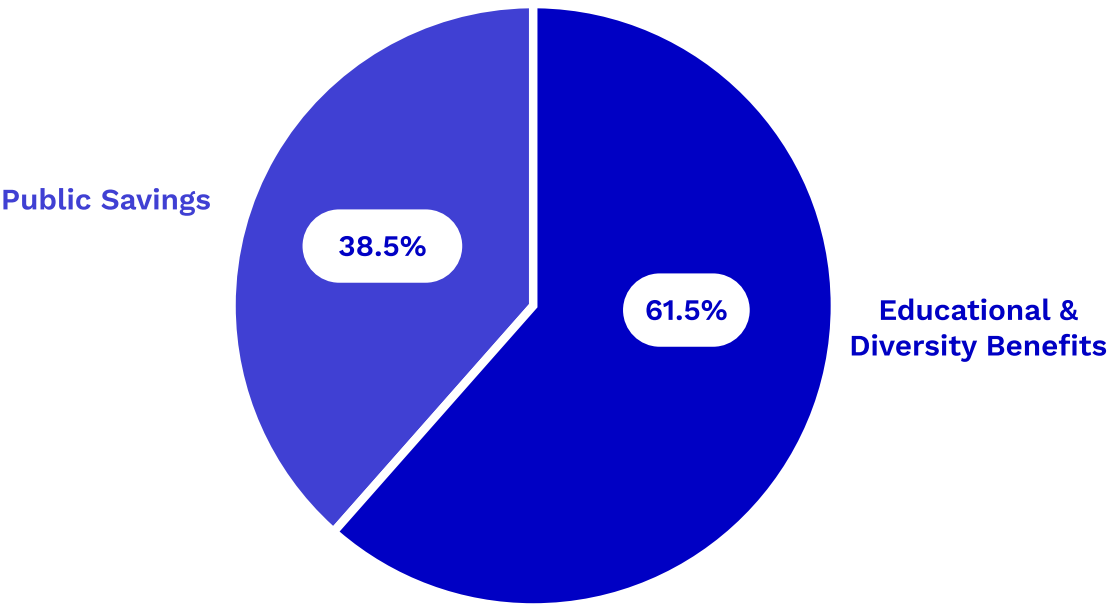


Figure 6: Social Return on Investment (SROI) Breakdown

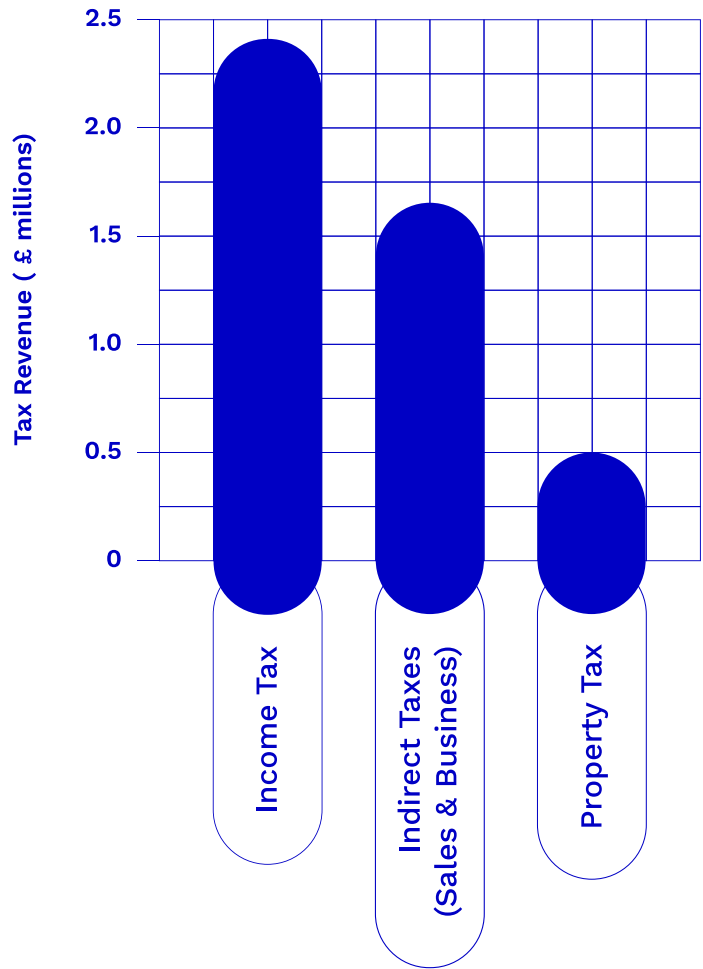
8.9 Impact of Tax Revenue Generated by LCB

The tax revenue generated by LCB has a profound and far-reaching impact on both the local and broader economy. Income Tax, as the largest contributor at £2.4 million, reflects the institution's critical role in fostering a highly skilled and well-paid workforce. Graduates and employees associated with LCB benefit from higher wages, which directly translate into increased tax contributions, helping fund essential public services such as healthcare, education, and infrastructure. This revenue stream not only bolsters economic stability but also ensures societal development through sustainable fiscal inflows.

Indirect Taxes (Sales & Business), contributing £1.65 million, signify the broader economic dynamism spurred by LCB's activities. The spending power of students, staff, and graduates, coupled with the procurement of goods and services by the institution, creates a ripple effect that stimulates business activities across various sectors. This indirect fiscal contribution supports local enterprises, enhances employment opportunities, and strengthens supply chains, further reinforcing LCB's role as an economic catalyst.

While Property Tax contributes £0.5 million, it highlights the institution's influence on the local property market, including student housing, institutional facilities, and real estate development. Though modest in comparison, this revenue has significant potential for growth as LCB expands its infrastructure and fosters urban development.

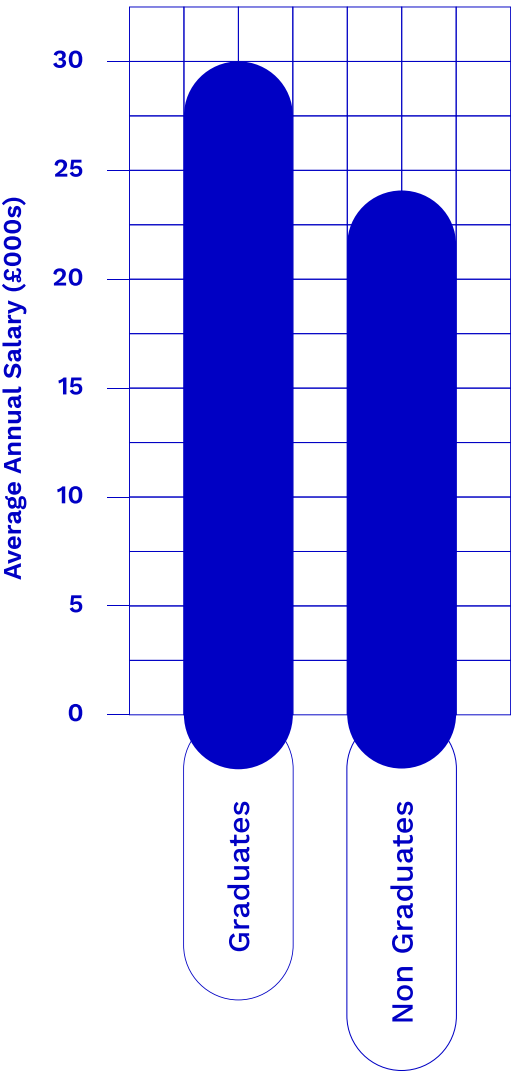
Figure 7: Tax Revenue Generated by LCB



Collectively, these tax revenues underscore LCB’s substantial fiscal impact, providing governments with the financial capacity to invest in public services, reduce fiscal deficits, and stimulate economic growth. By driving higher incomes, fostering local business activity, and contributing to public finances, LCB emerges as a cornerstone of economic development, exemplifying the transformative power of education and institutional investment.

8.10 Impact of Wage Premium for LCB Graduates

The wage premium for LCB graduates highlights the transformative economic and societal impact of higher education.



Graduates from LCB earn an average annual salary of £30,000, which is £6,000 higher than the £24,000 earned by non-graduates. This significant wage differential underscores the institution’s role in enhancing individual earning potential and fostering upward economic mobility. By equipping graduates with advanced skills, knowledge, and credentials, LCB enables them to access better employment opportunities, higher wages, and career progression.

From an economic perspective, the wage premium drives greater consumer spending and tax contributions, creating a positive ripple effect throughout the economy. Higher salaries mean increased disposable income, which fuels demand for goods and services, supporting local businesses and stimulating economic activity. Additionally, the substantial Income Tax generated by these earnings strengthens public finances, funding vital services such as healthcare, education, and infrastructure. This highlights how LCB’s role extends far beyond education, directly contributing to fiscal sustainability and economic resilience.

On a societal level, the wage premium reduces income inequality by providing individuals with the opportunity to improve their economic standing. It also supports greater financial security for graduates and their families, reducing dependence on public welfare systems. Furthermore, the wage premium reflects the institution’s success in bridging the skills gap, aligning educational outcomes with labour market demands and ensuring that graduates contribute productively to the workforce.

Figure 8: Wage Premium for LCB Graduates

Overall, the wage premium for LCB graduates demonstrates the institution’s pivotal role in driving economic prosperity, increasing individual wealth, and fostering a skilled and sustainable workforce. By empowering graduates with the tools for success, LCB not only transforms lives but also strengthens the broader economy and society.

8.11 Impact of Total Economic Impact Breakdown

The Total Economic Impact Breakdown highlights the significant and multifaceted contributions of LCB to the economy, divided into Direct Impact, Indirect Impact, and Induced Impact. Together, these components demonstrate how LCB acts as a powerful economic engine, driving sustained growth and prosperity across various sectors.

Direct Impact, valued at £20.5 million, represents the immediate effects of LCB’s operations, including employment, institutional expenditures, and the delivery of goods and services. This figure underscores the importance of LCB as a major employer and purchaser within the local economy.

The jobs created, salaries paid, and services utilized not only support individuals but also provide stability to local businesses and communities. The scale of the direct impact reflects the institution’s foundational role in driving economic activity at the core level.

Indirect Impact, amounting to £6.6 million, demonstrates the ripple effect LCB generates throughout its supply chains. As the institution procures goods and services, it stimulates demand for suppliers,

contractors, and associated businesses, creating further employment and economic activity.

This impact highlights LCB’s role in supporting a diverse network of industries, from technology and construction to hospitality and retail. By sustaining businesses and fostering new opportunities, LCB contributes to economic diversification and resilience.

Induced Impact, valued at £4.7 million, captures the economic effects of increased consumer spending resulting from the wages and salaries paid to LCB’s employees and the broader workforce connected to its operations. As workers spend their earnings on housing, food, transportation, and entertainment, the local economy benefits from increased demand and activity. This induced spending amplifies the institution’s reach, benefiting small businesses and service providers across the region.

Collectively, the total economic impact of £31.5 million showcases LCB’s pivotal role in regional development, with every level of impact contributing to a thriving economy. The breakdown highlights how LCB’s activities create a multiplier effect, where initial investments generate successive waves of economic benefits. This positions LCB as a cornerstone of economic stability and growth, underscoring the broader societal and financial value of investing in education. By driving direct, indirect, and induced impacts, LCB creates lasting economic prosperity that benefits individuals, businesses, and communities alike.

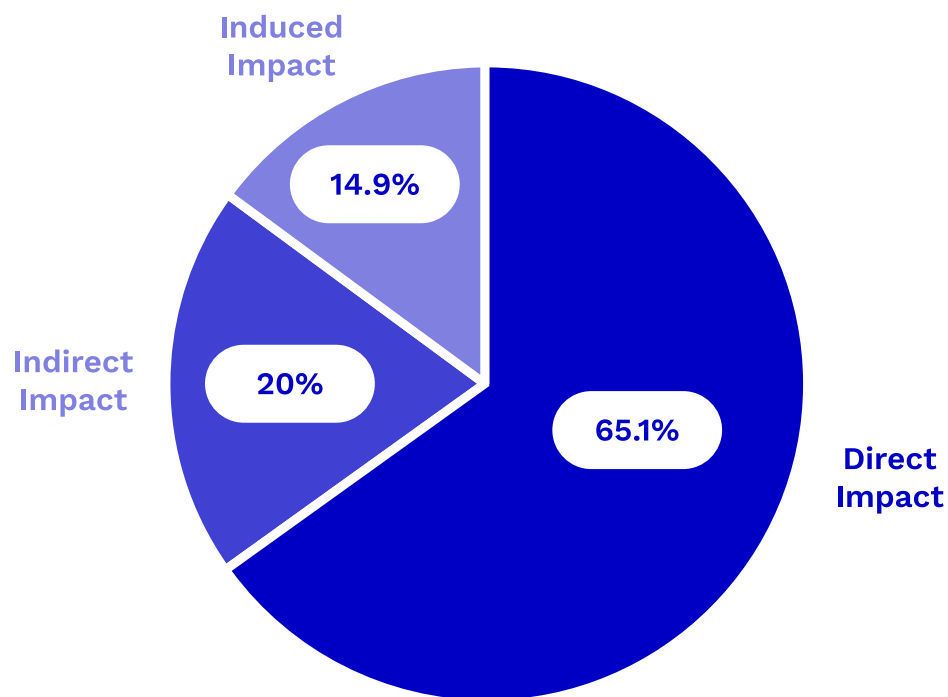


Figure 9: Total Economic Impact Breakdown

Section Summary

Leeds College of Building is a cornerstone of economic and social development in Leeds, Yorkshire, and the UK. Its contributions span direct financial investments, job creation, and community engagement, while its long-term impact on workforce development and sustainability positions it as a national leader in construction education. As LCB continues to grow and innovate, its role as an economic engine and agent of social change will only become more pronounced, ensuring lasting benefits for the communities it serves.

Conclusion

9. Conclusion

Leeds College of Building (LCB) stands as a transformative force in construction education, shaping the landscape of workforce development, economic resilience, and social equity. As the UK’s only specialist construction college, LCB’s contributions resonate across communities, industries, and national priorities, aligning seamlessly with the UK’s “Build Back Better” strategy, net-zero goals, and the demand for green, future-focused skills.

9.1 Unmatched Economic Contribution

LCB generates an annual economic impact of £31.5 million, demonstrating its role as a cornerstone of regional and national economic growth. This figure reflects a powerful £3-£4 return for every £1 invested, underscoring its efficiency and value as an economic engine. Key contributions include:

Direct Economic Impact of £20.5 million through salaries, operations, and capital investments.

Indirect and Induced Impact of £11 million, driven by procurement, supply chain spending, and increased local consumer activity.

460 jobs supported annually, both directly and across connected industries.

Over £8.5 million annually in student and visitor spending, stimulating local housing, transport, and businesses.

LCB’s graduates further amplify its economic reach, earning an average annual salary £6,000 higher than non- graduates, generating £14.5 million annually in increased wages and tax contributions.

LCB’s strategic plan, which is being reviewed, emphasises alignment with national priorities, such as the UK’s “Build Back Better” initiative, infrastructure growth, and net-zero carbon targets. By training a workforce skilled in construction and modern building practices, LCB supports economic growth both locally and nationally. This is particularly important as the construction sector is expected to play a critical role in economic recovery, with LCB contributing a pipeline of qualified professionals ready to fill industry gaps in skilled labour and technical expertise.

9.2 Transformative Social Value

LCB leads with purpose and inclusion, empowering underrepresented communities and creating pathways to social mobility:

66% of students come from the UK’s most deprived areas (IMD Deciles 1-3).

23% increase in students’ sense of belonging, supported by EDI initiatives that champion equity and representation.

Programmes for students with disabilities and ex-offenders save £1.25 million annually in public welfare costs while delivering stability and opportunity.

New partnerships with organisations like the Anglian Alliances Collaborative Skills Programme and the Thames Water Apprenticeship Scheme provide a tangible route to employment, fostering personal and economic transformation.

9.3 A Vision for Sustainability and Innovation

At the forefront of green skills development, LCB leads the construction sector's transition to a low-carbon future:

Over 4,000 students trained in sustainability-focused courses, including the Low Carbon Heating Technician and Green Rail Skills programmes.

Cutting-edge infrastructure upgrades have achieved a 35% reduction in carbon emissions, reinforcing LCB's commitment to environmental leadership.

Partnerships with BAM and other global industry leaders ensure that LCB remains innovative, employer-focused, and future-ready.

9.4 Strategic Recommendations for Amplified Impact

To further solidify its position as the National College of Construction, LCB must:

Clarify and Distinguish FE and HE Offerings: Elevate Higher Education (HE) degree visibility to attract top-tier students and position LCB as the premium institution for advanced construction education.

Expand Employer Partnerships: Formalise collaborations to advance green skills and global workforce alignment.

Invest in Alumni Engagement: Build a structured alumni network to highlight graduate success, strengthen mentorship, and showcase long-term impact.

Amplify Visibility: Use targeted campaigns and thought leadership to attract high-calibre students, funders, and policymakers.

Enhance Sustainable Infrastructure: Maintain momentum in energy-efficient facilities to reinforce LCB's green leadership.

9.5 A National and Global Beacon of Excellence

As LCB moves boldly into its next chapter, its reputation as an economic powerhouse, community catalyst, and innovator will only deepen. By addressing critical skills shortages, fostering social mobility, and leading on sustainability, LCB not only builds careers but also builds nations, contributing to a stronger, more equitable, and future-ready UK.

With its unparalleled focus on transforming lives and industries, LCB is not just educating students; it is empowering generations to thrive, innovate, and lead on the global stage.

Appendix A

Case Study: BAM’s Partnership with Leeds College of Building

One standout example of good practice at LCB that has had a significant impact is the strategic partnership with BAM, which showcases how collaboration and innovation can lead to exceptional outcomes for apprentices. This partnership has been instrumental in fostering a tailored approach to apprenticeship training that aligns closely with industry demands, creating a model for success in technical education.

1.1 Achievement Highlights: Enhanced Success Rates

The partnership achieved a 72% overall completion rate for Level 4 apprentices in 2023/24, surpassing the national benchmark by 21%. Attendance rates were also impressive, with 93% at Level 4 and 96% for Level 6 progression.

Exceptional Retention: Over the five-year programme, the attrition rate was maintained at a low 15%, demonstrating the programme’s ability to engage and support apprentices effectively.

1.2 Innovations in Training

Mock EPA Interviews and Skills Workshops: These sessions, designed collaboratively by BAM and LCB, provide apprentices with hands-on experience, reinforcing their training and boosting confidence.

Sustainability and Biodiversity Courses: BAM delivered a CITB-accredited course, equipping apprentices with knowledge on green skills and sustainable practices, directly addressing industry demands for net-zero goals.

Professional Mentoring Network: With access to 16 subject matter experts and 150 mentors, apprentices are supported in both technical skill development and professional growth.

1.3 Industry Recognition

The partnership has led to numerous accolades, including:

- ICE Jean Venables Awards for apprentices Davey Wallace (2024) and Kayla Browne (2022).
- National honours such as the CIHT Apprenticeship of the Year and the Doug Allenby Medal.
- Media features, like Arooj Ali’s work on the Co-op Live Arena showcased on BBC’s The One Show.

1.4 Addressing Challenges

The collaboration between LCB and BAM has overcome significant logistical and curriculum alignment challenges:

Accommodation Solutions: By shifting from shared housing to a hotel near LCB, using CITB funding, the programme improved apprentices' living conditions, enhancing their overall experience.

Curriculum Relevance: Regular feedback loops between LCB and BAM ensure that the curriculum evolves to meet changing industry standards and qualification requirements.

1.5 Impactful Outcomes

This partnership has opened unparalleled career opportunities for apprentices in high-demand sectors. Graduates are well-positioned for promotions and career growth within BAM and the broader construction industry. The structured progression from Level 4 to Level 6 ensures a continuum of learning, with 85% of apprentices advancing to higher levels.

Conclusion

The collaboration between LCB and BAM is a prime example of how partnerships can transform apprenticeship training into a model of excellence. By integrating tailored education, practical experience, and robust support systems, the programme not only elevates apprentices' skills and confidence but also strengthens the construction industry as a whole.

Appendix B

Case Studies of Students Driving Social and Economic Impact

1.1 Student-Led Personal Development and EDI Programme

Empowering Student Voices:
Overview: Leeds College of Building revamped its tutorial and personal development programme to centre on student choice and agency. Recognising that pre-defined sessions were not always engaging or relevant, the programme allowed students to democratically select topics aligned with their interests and lived experiences.

Details:
Students were provided a curated list of topics alongside mandatory sessions like Safeguarding, Prevent, and British Values. Optional topics included “Racism in Online Gaming,” “Healthy Relationships,” and “Understanding Alcoholism.”

A digital QR code system enabled students to anonymously choose their sessions, fostering a sense of ownership while maintaining privacy.

Impact:
Increased Engagement: Allowing students to shape their learning improved attendance and enthusiasm, creating a more dynamic and participatory environment.

Tailored Support: Sensitive topics such as grief and substance misuse resonated with specific groups, highlighting the diverse challenges students face. This approach allowed LCB to adapt its resources and address these needs effectively.

Enhanced Inclusivity: Sessions on equity, diversity, and inclusion (EDI) encouraged students to explore broader social issues, contributing to a more aware and inclusive campus culture.

1.2 Collaboration with External Partners

Amplifying Community Impact:

Example 1: Prevent Radicalisation Awareness through Theatre:
External theatre companies delivered powerful performances exploring radicalisation, followed by interactive discussions with students.

Students engaged in rewriting and re-enacting scenes, fostering critical thinking about societal issues.

Example 2: Charity and Volunteering Committee: Partnering with Good for FE, LCB established a committee that engaged staff and students in local volunteering efforts, such as working with the Wall Garden project to support mental health initiatives.

Impact:
Bridging Education and Real-World Issues: The theatre sessions enabled students to relate abstract issues like radicalisation to tangible experiences, sparking meaningful conversations and deep understanding.

Building Community Links: The charity initiatives strengthened LCB's relationship with local organisations while instilling a culture of giving back among students and staff.

Empowering Students: These projects provided leadership opportunities and enhanced employability skills, such as teamwork and problem-solving.

1.3 Cooking Masterclass for Black Students

Cultivating Confidence and Connection:

Overview: This initiative, aimed to support black students in developing essential life skills while fostering a sense of community and belonging. Details:

A series of cooking and life skills sessions focused on teamwork, communication, and confidence-building.

The project was supported by college staff and external resources, ensuring a high-quality experience for participants.

Impact:

Skill Development: Participants gained practical skills that boosted their confidence and improved their communication and teamwork abilities.

Increased Representation: By focusing on black students, the programme highlighted the importance of addressing the needs of underrepresented groups, contributing to a more equitable learning environment.

Community Building: The sessions created a supportive space for students to connect and share experiences, fostering a stronger sense of identity and belonging.

1.4 Well-Being Initiatives

Prioritising Mental Health and Community Cohesion:

Overview: LCB prioritised the well-being of its staff and students through targeted mental health and well-being programmes.

Details:

Student-Focused Initiatives: Sessions on topics like grief, stress, and social media's impact on mental health were delivered in collaboration with organisations such as MindMate.

Feedback-driven changes ensured these sessions remained relevant and impactful.

Staff Well-Being Day: Staff were given a day off to participate in activities like yoga, sound baths, hiking, and museum visits. The initiative was informed by feedback from previous well-being weeks.

Impact:

For Students: Enhanced access to mental health resources and tailored sessions empowered students to seek help and build resilience, addressing anxiety and stress at critical times (e.g., exams).

For Staff: Near 100% positive feedback underscored the initiative's success in reducing stress, improving morale, and fostering a supportive work environment.

Ripple Effect: By promoting mental health, LCB created a thriving community, positively impacting both academic performance and overall institutional culture.

1.5 Knife Crime Awareness and Police Engagement

Strengthening Community Safety:

Overview: LCB’s partnership with its dedicated college police officer bridged gaps between law enforcement and students, addressing critical issues such as knife crime and community safety.

Details:

Optional sessions on knife crime awareness, domestic abuse, and child criminal exploitation were delivered collaboratively by the college and police.

The police officer maintained a visible presence on campus, fostering trust and open communication.

Impact:

Breaking Barriers: The initiative humanised law enforcement for students, many of whom harboured negative perceptions of the police. Trust-building interactions changed these dynamics.

Promoting Safety: Interactive sessions equipped students with knowledge to navigate and avoid risky situations, fostering a safer community.

Enhancing Employability: For some students, these sessions provided insights into careers in public service, broadening their aspirations.

1.6 Staff and Student-Led Recognition Programmes

Celebrating Success: Overview: LCB created platforms to celebrate the achievements of its staff and students, fostering a culture of recognition and pride.

Details:

Showcasing Talent: An end-of-year staff meeting highlighted exceptional contributions across departments.

Student Ambassadors for EDI: Students were encouraged to join the EDI committee and shape college policies, creating a more inclusive environment.

Impact:

Building a Positive Culture: Recognising achievements bolstered morale and reinforced a sense of community.

Inspiring Leadership: Students and staff alike were motivated to contribute meaningfully, knowing their efforts would be celebrated.

Conclusion

The collaboration between LCB and BAM is a prime example of how partnerships can transform apprenticeship training into a model of excellence. By integrating tailored education, practical experience, and robust support systems, the programme not only elevates apprentices’ skills and confidence but also strengthens the construction industry as a whole.

Appendix C

Case Study of Apprenticeships

The Leeds College of Building (LCB) demonstrates a strong case study of good practice with tangible social and economic impacts through its Level 3 Transport Planning Technician Apprenticeship programme. This programme stands out in several key areas:

1.1 Attracting a Nationwide Cohort and Enhancing Diversity

The programme draws apprentices from across the UK, from cities as distant as Exeter, Bristol, and Southampton. This geographic diversity not only enriches the learning environment by fostering varied perspectives but also positions LCB as a unique and specialist provider in a niche subject. The programme’s ability to attract employers such as Transport for London, Leicestershire County Council, and prominent consultancies like Arup highlights its industry credibility.

The gender balance in the programme is also noteworthy, occasionally achieving close to 42-48 split in specific cohorts in the past, which is rare in related fields. This contributes to breaking traditional gender stereotypes in transport planning and encourages broader participation.

1.2 Economic Mobility and Career Advancement

The apprenticeship caters to a diverse demographic, ranging from school leavers to professionals in their mid-40s, and provides distinct pathways for economic advancement. For younger apprentices, the programme offers a gateway into Higher Education and professional roles, while for mid-career professionals, it facilitates upskilling and access to higher-paying specialist roles. This adaptability ensures that the programme meets various learner needs and directly supports career progression.

1.3 Unique Field Trips and Experiential Learning

The integration of international field trips to the Netherlands and Germany into the curriculum provides apprentices with exposure to cutting- edge research and world-class transport systems and planning methodologies. These trips are not merely extracurricular but are embedded within the qualification’s assessments, ensuring practical learning. The apprentices develop global insights that they can adapt to the UK context, thereby enriching their professional competence.

1.4 Neurodiversity Support and Success Stories

The programme’s support for neurodiverse students, including tailored assistance and mentorship, is a testament to LCB’s inclusive ethos. One notable success story involved a neurodiverse apprentice who, despite challenges with academic recall and confidence, completed the qualification with distinction. This was achieved through patient

mentoring and innovative teaching practices, such as encouraging site visits to enhance practical understanding. Such success underscores the programme's role in nurturing potential and fostering resilience.

1.5 Broader Community and Professional Impact

Although direct community engagement is limited by the block-release teaching model, the programme fosters significant professional networks among apprentices. These networks often extend into their careers, enhancing collaboration across the transport planning sector.

Additionally, the college facilitates professional development by hosting events with bodies such as the Chartered Institution of Highways & Transportation and Intelligent Transport Systems UK, thereby strengthening ties between education and industry.

Conclusion

LCB's Transport Planning Technician Apprenticeship programme exemplifies good practice by creating opportunities for diverse groups, driving economic mobility, and contributing to a more inclusive workforce. Its embedded international experiences and support for neurodiverse learners further highlight its innovative approach. The programme's ripple effects—ranging from enriched professional networks to its graduates' contributions to the sector—demonstrate its far-reaching social and economic impact.

Appendix D

Case Study of Pipelining of School Leavers

At Leeds College of Building (LCB), the engagement of Year 10 and Year 11 students from the 14-16 Skills Programme demonstrates significant social and economic impacts through well-structured delivery and innovative teaching practices. The programme offers tailored experiences that align practical skill-building with individual needs, ensuring inclusivity and engagement. One standout example of good practice is the work of the tutor, Richard, whose approach has yielded measurable results in both attendance and student engagement.

Gemma Simmons-Blench, Deputy CEO of Luminate Education, provided an inspiring example of how LCB has enabled young people, particularly those in alternative provision, to transition into construction careers seamlessly. Through collaborative initiatives, LCB offers placements for 14-16-year-olds from alternative education settings to engage with technical and vocational skills in a supportive environment. These placements not only foster familiarity with the college but also significantly enhance the students' confidence and skills, enabling smoother transitions into post-16 education.

The impact is profound. 20-30 young people per year who might otherwise disengage from education are given a lifeline, creating a pathway to career readiness. Families of these students often express gratitude for the opportunities, as the children transition from being at risk of exclusion to thriving in a structured, skill-focused environment.

Social Impact: This programme has reduced barriers for disadvantaged youth and fostered inclusivity. It has also created a pipeline of skilled workers in construction and related trades, directly supporting community development.

1.1 Social Impact: Empowering Students Through Tailored Instruction

Richard's teaching consistently reflects a deep understanding of the 14-16 cohort, as evidenced by a series of well-documented sessions. For example, during the first session on 16 September 2024, he established a rapport with students by introducing himself, setting clear expectations, and transitioning seamlessly into a hands-on painting activity. This initial interaction helped foster a sense of belonging and purpose among the students, particularly those at risk of disengagement in traditional academic settings.

Subsequent sessions highlight Richard's adaptability and ability to respond to the students' needs. On 7 October 2024, recognizing that the students were hyperactive, he simplified the lesson to drawing shapes on the wall with precise measurements. This modification avoided overwhelming the students while keeping them engaged in a constructive task. Such an approach underscores the importance of emotional intelligence in teaching— an essential factor in fostering confidence and reducing anxiety among young learners.

1.2 Economic Impact: Practical Skills Development for Career Readiness

LCB's focus on vocational skills, exemplified by Richard's sessions on wallpapering and bricklaying, equips students with marketable abilities. For instance, on 14 October 2024, the students tackled a complex task of matching patterned wallpaper in pairs. Through a combination of demonstration and hands-on practice, the students developed attention to detail and teamwork-both critical skills for careers in construction and design.

The transition to bricklaying in the second half-term further illustrates the programme's economic impact. During the session on 25 November 2024, students actively engaged in mastering basic bricklaying techniques, laying a foundation for future employment opportunities. Feedback from the students, combined with their enthusiastic participation, indicates that these sessions not only improve technical competency but also inspire confidence in their career prospects.

1.3 Attendance and Retention: A Measure of Success

The programme's overall attendance rates; 100% for Year 10 and 82% for Year 11, demonstrate its effectiveness in retaining student interest. These figures far surpass typical attendance rates in similar initiatives, reflecting the programme's ability to engage students who may struggle in conventional educational environments. Notably, even students like Joshua Thorpe, who left to pursue a different vocation, benefited from the foundational skills gained at LCB.

Conclusion

LCB's Transport Planning Technician Apprenticeship programme exemplifies good practice by creating opportunities for diverse groups, driving economic mobility, and contributing to a more inclusive workforce. Its embedded international experiences and support for neurodiverse learners further highlight its innovative approach. The programme's ripple effects, ranging from enriched professional networks to its graduates' contributions to the sector, demonstrate its far-reaching social and economic impact.



Appendix D - Case Study of Pipelining of School Leavers

Appendix E

Case Study: The LCB Quality Improvement Plan (QIP) for 2024/25

1.1 Improving Attendance, Punctuality, and Student Readiness

The 2023-24 Student Perception of College (SPOC) survey results reveal that 89% of students reported a positive learning experience, exceeding the sector benchmark for exceptional satisfaction set at 85%. This achievement highlights LCB’s robust commitment to delivering a high-quality education that consistently meets and exceeds student expectations.

The positive outcomes of the SPOC survey are a testament to LCB’s focus on creating an engaging, student-centred learning environment. This includes providing personalised academic support, fostering a culture of inclusivity, and offering innovative teaching practices that cater to diverse learning needs. By prioritising student satisfaction and engagement, LCB ensures that learners are not only academically supported but also feel valued and empowered throughout their educational journey.

Moreover, this result serves as an important indicator of LCB’s operational excellence and its ability to maintain a consistently high standard of service delivery across departments. The institution’s commitment to professional development for staff, utilisation of modern teaching resources, and emphasis on effective communication channels further contribute to its ability to exceed sector benchmarks.

Exceeding the 85% satisfaction level also reflects LCB’s success in fostering a well-rounded educational experience that goes beyond academics. Co-curricular activities, career support services, and strong industry partnerships enrich the student experience and enhance employability outcomes, contributing to the overall positive perception of the college. The SPOC survey results validate LCB’s strategic efforts to remain competitive and relevant in the further education sector while delivering exceptional value to its students.

LCB implemented an Attendance, Punctuality, and Engagement Strategy across all provision types to raise attendance from 83% to 86% overall, with EPYP attendance targeted to rise from 79% to 84%. The changes were operationalised through:

Enhanced Visibility and Accountability: Weekly attendance reports flagged students below 80%, enabling swift intervention by curriculum teams.

These reports provided college managers with actionable insights, fostering a culture of accountability.

Policy and Induction Overhaul: The behaviour policy was updated to reflect attendance expectations. Students received a thorough induction highlighting responsibilities, supported by the Inclusive Classroom model.

Expectations were communicated to parents through progress updates.

Tracking and Early Intervention: LCB collaborated with secondary schools to obtain behavioural data, enabling tailored early interventions for at-risk students before enrolment.

Social Impact: These efforts created a consistent framework for student engagement, contributing to a positive learning culture. Enhanced readiness for learning prepared students for success in both academic and professional settings.

Economic Impact: By reducing absenteeism and dropout rates, LCB maximised the return on investment in education while increasing the employability of graduates. Improved attendance is directly linked to higher retention rates and performance outcomes, benefiting the institution's reputation and funding prospects.

1.2 High Grades in English and Maths GCSEs

To improve English and Maths outcomes to the national average, LCB undertook targeted initiatives, including:

Focused Support for Grade 3 Students: Students were streamed for bespoke interventions aimed at achieving grade 4 outcomes. Staffing increases supported lower-ability classes, ensuring equitable attention for all learners.

Revision Programmes: Structured revision classes, held during term and holidays, directly addressed knowledge gaps, helping students better prepare for exams.

Social Impact: By closing the attainment gap in essential skills like English and Maths, LCB empowered students to access higher education and career opportunities, promoting social mobility.

Economic Impact: Improved GCSE outcomes increased students' qualification profiles, leading to higher future earnings and reducing reliance on social support systems. These improvements also bolstered the institution's performance metrics, attracting further enrolments.

1.3 Increasing Industry Engagement

To improve English and Maths outcomes to the national average, LCB undertook targeted initiatives, including: LCB committed to boosting structured work placements and industry encounters by 20% within the next academic year. This was achieved by Industry Partnerships and Advisory boards with 12 industry representatives provided curriculum feedback, aligning learning outcomes with workforce needs.

Employability Roadmaps: New tools outlined clear pathways for meaningful work encounters, tailored to Entry- Level and Level 1 students through community-based projects.

Social Impact: Students developed key workplace skills- communication, teamwork, and resilience-bridging the gap between education and employment. Work placements fostered confidence and adaptability among students, particularly those from disadvantaged backgrounds.

Economic Impact: By preparing students to meet industry standards, LCB enhanced employability and reduced youth unemployment.

Engaging with local businesses strengthened regional economic ties and supported workforce development.

1.4 Aspiring Leaders Programmes

To address professional development, LCB launched leadership programmes for managers, leaders, teachers, and support staff. The approach included:

Needs-Based Design: Programmes covered essential skills such as financial literacy, team leadership, and pedagogical strategies. Cross-college projects provided practical leadership experience.

Pilot Implementation: Feedback from initial cohorts shaped programme refinement before full-scale rollout.

Social Impact: These programmes cultivated a culture of continuous improvement and professional growth within the college, fostering a supportive and aspirational environment.

Economic Impact: Investing in leadership development enhanced operational efficiency and decision-making within the institution. It also created a pipeline of skilled leaders, reducing recruitment costs and boosting staff retention.

Conclusion

The LCB QIP exemplifies good practice by linking educational strategies to tangible social and economic outcomes. Improvements in attendance, academic achievement, industry engagement, and leadership development demonstrate the institution’s commitment to student success, workforce readiness, and community impact.

Appendix F

Case Studies of Apprenticeship Partners

Case Study 1: JN Bentley

Helen Bradford’s partnership with LCB highlights the exceptional role the college plays in providing apprenticeships for civil engineers and quantity surveyors on a national scale. JN Bentley relies heavily on LCB’s innovative block-release training model, which allows apprentices from all over the UK to receive consistent, high-quality education in Leeds. Helen noted that the support provided by LCB, from curriculum development to end-point assessments, is unmatched in the industry.

The impact is reflected in the success stories of apprentices such as those winning ‘Quantity Surveying Apprentice of the Year’ awards. Many of these apprentices now lead projects independently, demonstrating both technical proficiency and professional growth.

Economic Impact: By developing industry-ready professionals, LCB is directly contributing to workforce development in the construction sector. The block-release model ensures a steady stream of skilled professionals, boosting local and national industries.

Case Study 2: STEM Explored

Caroline Sudworth shared a remarkable example of LCB’s role in offering the Transport Planning Technician Apprenticeship, a unique programme addressing a niche but critical area. With LCB as the sole provider, over 250 apprentices have completed the programme, directly impacting the development of transport infrastructure in the UK.

One standout success story involves a neurodiverse apprentice who leveraged their unique perspective to influence transport infrastructure design, making it more inclusive and accessible. Such initiatives not only meet immediate industry needs but also encourage innovation by bringing diverse perspectives to the forefront.

Economic and Social Impact: The programme supports the development of critical infrastructure, drives innovation, and provides employment opportunities in a specialized field. It also champions inclusivity by enabling apprentices from diverse backgrounds to excel.

Case Study 3: Leeds Learning Alliance

Simon Flowers highlighted LCB’s proactive role as a founding member of the Leeds Learning Alliance, a cross-sector organisation promoting inclusion and collaboration. By engaging with schools, universities, and employers, LCB strengthens ties within the Leeds community. This includes outreach efforts that target underrepresented groups, encouraging them to consider careers in construction and related industries.

LCB has become a preferred choice for many students, with increasing numbers of school leavers opting for its programmes. Its outreach efforts, including school visits and hands-on experiences, inspire

young people to explore vocational careers, breaking stereotypes about the construction industry.

The partnership between LCB and Carr Manor Community School highlights how collaborative efforts can enhance educational pathways and community engagement. This relationship is grounded in mutual benefits and shared goals of inclusion and opportunity. The college's relationship with Carr Manor exemplifies its dedication to fostering alternative educational routes for students who may not thrive in traditional academic settings.

Social Impact

Enhanced Accessibility: The college frequently visits Carr Manor, providing presentations about career opportunities and inviting students to experience the college environment. These activities demystify further education for students, making it a preferred choice rather than a fallback option.

Empowering Choice: Carr Manor has seen a significant increase in students choosing LCB for specialized courses over other local institutions, highlighting the college's growing reputation and its ability to meet student aspirations.

Economic Impact

Community Development: By attracting students who might otherwise disengage from education, this collaboration helps build a skilled and employable workforce, reducing potential socioeconomic disadvantages.

Conclusion

Leeds College of Building exemplifies how education can drive social mobility and economic growth. By nurturing partnerships with stakeholders across industries, local government, and education, LCB creates pathways for disadvantaged and diverse communities to access high-quality vocational training. Its unique approach addresses both immediate industry needs and long-term community development, ensuring that its social and economic impact is both deep and far-reaching.

Appendix G

Case Study: Women in Industry at Leeds College of Building: A Case Study in Transport Planning Apprenticeship

1.1 Breaking Barriers in a Male-Dominated Sector

The Transport Planning Technician Apprenticeship at Leeds College of Building (LCB) has become a beacon of progress for women in the traditionally male-dominated construction and transport planning sectors. This highly specialised programme attracts students from diverse geographic and professional backgrounds, including female apprentices seeking to establish themselves in a challenging field.

Despite the historical underrepresentation of women in the industry, the apprenticeship fosters an inclusive environment where female participants are empowered to thrive.

1.2 Social Impact: Building Confidence and Skills

One of the programme’s most significant achievements is its ability to instil confidence and develop essential skills in female apprentices. Students, particularly younger women, often enter the programme with limited self-belief, frequently hindered by imposter syndrome or societal expectations.

Through tailored support, mentoring, and innovative learning experiences, they gradually overcome these barriers.

For example, the course includes practical assignments like blogs and podcasts, which require students to reflect on field trips

and present their findings creatively. These assignments not only improve technical competence but also enhance communication skills, making students more versatile and competitive in their future careers. The international field trips to the Netherlands and Germany, embedded into the curriculum, offer immersive experiences that expose students to advanced transport systems and urban planning practices. Female students frequently cite these trips as transformative, as they provide cultural exposure, professional insights, and a strong foundation for networking.

1.3 Economic Impact: Driving Career Growth

The economic outcomes for female apprentices in the programme are equally impressive. Many graduates secure roles in high-demand fields such as transport planning, urban development, and stakeholder engagement. Companies like Transport for London, Network Rail, and Arup are regular collaborators, often sponsoring multiple apprentices. These organisations not only cover the costs of tuition and travel but also invest in the development of their apprentices, demonstrating the tangible economic value of diversity in the workforce.

For women, this pathway often leads to promotions, higher salaries, and greater job stability. Some graduates progress to degree-level apprenticeships at institutions like

Aston University, further enhancing their qualifications and career prospects. This upward mobility highlights the programme's role in addressing the gender pay gap and fostering long-term economic empowerment for women.

1.4 Outstanding Achievement

A young female student from a minority background authored an award-winning book in the last academic year (2023–2024). Her achievement, described as 'eloquent and powerful', highlights the supportive and inclusive environment at LCB that empowers students even with intersectional identities to pursue creative and meaningful endeavours.

Initially unknown to many within her department, her story underscores the importance of recognising and celebrating student success, showcasing the transformative impact of LCB's commitment to fostering talent and diversity.

1.5 A Culture of Innovation and Support

A defining feature of LCB's approach is its emphasis on innovation and relationship-building. Female apprentices benefit from a supportive culture that prioritises individual needs, particularly for neurodiverse students or those balancing work and personal responsibilities. For instance, one neurodiverse student

with autism successfully navigated the programme with additional guidance and encouragement, ultimately excelling in his end-point assessment by presenting a self-initiated project on Brighton's bus systems. Such tailored support demonstrates the college's commitment to creating opportunities for all students, regardless of their background or challenges.

1.6 Professional Networks and Long-Term Impact

The apprenticeship also fosters long-term professional growth by creating opportunities for networking and collaboration. Female apprentices often graduate with strong industry connections, having worked alongside peers from diverse employers and regions. This network becomes a valuable resource as they advance in their careers, enabling them to share knowledge and seek support in addressing complex challenges.

Additionally, the international trips and practical projects expose students to real-world scenarios, encouraging innovative thinking and problem-solving. By experiencing transport systems in other countries, students gain a broader perspective, which they can apply to UK contexts, further enriching their professional expertise.

Section Summary

The Transport Planning Technician Apprenticeship at Leeds College of Building exemplifies how focused programmes can drive social and economic impact for women in construction and related industries. By fostering confidence, providing tailored support, and offering exposure to cutting-edge practices, the programme equips female apprentices with the tools to succeed in a competitive field. The resulting career growth and industry contributions demonstrate the profound potential of initiatives that prioritise equity, diversity, and inclusion in education and training.

Appendix H

Neurodiverse Students at Leeds College of Building: A Case Study in Inclusivity and Success

1.1 Addressing Unique Challenges in Education

Leeds College of Building (LCB) has established itself as a leader in creating an inclusive educational environment for neurodiverse students. Recognising the challenges these students often face, such as difficulties with recall, confidence, and navigating traditional academic structures, LCB has implemented tailored strategies to support their learning and development. By prioritising patience, understanding, and individualised mentoring, the college enables neurodiverse students to overcome barriers and succeed in their chosen fields.

1.2 Social Impact: Transforming Self-Perception and Confidence

One of the most compelling success stories involves a neurodiverse apprentice in the Transport Planning Technician Apprenticeship. This student, diagnosed with autism, struggled with self-confidence and often doubted his abilities, describing his mind as a disorganised library where knowledge felt inaccessible. Despite these challenges, the apprentice flourished through the programme, thanks to tailored support from lecturers and additional sessions provided by the college’s specialist staff.

For example, this student demonstrated exceptional initiative by conducting a self-directed field trip to Brighton to study its bus system for his end-point assessment project. The project not only impressed assessors with its depth and originality but also showcased the student’s ability to link practical research with industry- relevant applications, such as health and safety considerations. This case highlights the importance of creating a nurturing environment where neurodiverse students feel valued and capable of achieving their goals.

1.3 Economic Impact: Advancing Careers and Opportunities

The tailored support provided by LCB ensures that neurodiverse students are not only able to complete their qualifications but also transition into meaningful employment. Many graduates enter specialised fields, equipped with practical skills and a strong understanding of industry standards. The economic impact of this success is significant, as it enables neurodiverse individuals to secure higher-paying, stable roles that might otherwise have been inaccessible.

Moreover, employers increasingly recognise the value neurodiverse employees bring to the workplace, particularly in areas requiring innovative thinking and problem-solving. By helping students build confidence and excel in their studies, LCB contributes to a more inclusive workforce, where diversity in thinking and approach is celebrated as an asset.

1.4 A Framework of Personalised Support

The college's commitment to inclusivity is evident in the additional measures it takes to support neurodiverse students. For the apprentice working on the Brighton bus system project, this included providing extra one-on-one sessions, extended deadlines, and a structured approach to managing his coursework. These efforts ensured that he could navigate academic challenges without feeling overwhelmed, allowing him to focus on his strengths, such as his ability to think creatively and independently.

Beyond individual success stories, LCB's emphasis on fostering a supportive community helps neurodiverse students build resilience and self-belief. By encouraging students to take ownership of their learning while offering guidance and flexibility, the college creates an environment where neurodiverse individuals can thrive.

1.5 Broader Impacts: Changing Perceptions and Inspiring Others

The success of neurodiverse students at LCB has a ripple effect, challenging stereotypes and inspiring others within the industry. Employers and peers gain a greater appreciation for the unique contributions of neurodiverse individuals, fostering a more inclusive culture across the sector. The college's commitment to sharing these stories, whether through field trip projects, blog assignments, or public engagement, further amplifies the positive impact.

In one example, the apprentice's self-directed research on Brighton's bus system demonstrated not only his individual capabilities but also the broader potential of neurodiverse employees to approach problems creatively and contribute valuable insights. This serves as a powerful reminder of the importance of creating pathways for diverse talents to shine in any industry.

Section Summary

Leeds College of Building's inclusive approach to neurodiverse students exemplifies how education can transform lives and industries. By providing personalised support, fostering confidence, and equipping students with practical skills, LCB helps neurodiverse individuals succeed academically and professionally. The resulting social and economic impact extends beyond individual achievements, contributing to a more diverse and inclusive workforce and challenging societal perceptions of neurodiversity. This case study underscores the profound potential of inclusivity in education and its role in driving progress for individuals and industries alike.

Appendix I

Case Studies of Other External Partnerships

1.1 Collaboration with Community Health and Safety Groups

LCB’s engagement with local authorities and community safety organisations stems from its proactive approach to addressing youth violence and gang activity among its student body.

This initiative began as part of LCB’s safeguarding strategy. Recognising the risks posed by gang influence, the college partnered with local schools, law enforcement, and community organisations to develop intervention programs. Regular “Youth Violence Panel” meetings became a central component, allowing for a coordinated response to incidents involving students.

Social Impact

Early Identification: By monitoring at-risk behaviours and connecting with local schools, the program ensures that vulnerable students receive support before issues escalate.

Cultural and Social Integration: Students are guided into positive peer groups and activities, reinforcing their sense of belonging and reducing susceptibility to gang recruitment.

Community Relationships: The partnership builds trust between the college and its surrounding community, showing commitment to broader societal concerns.

Economic Impact

Lower Crime-Related Costs: Preventing youth involvement in criminal activities reduces the financial burden on the justice system.

Enhanced Workforce Readiness: Students redirected away from negative influences are more likely to complete their education and enter the workforce, contributing positively to the local economy.

1.2 Employer Partnerships in Skills Development

LCB has cultivated relationships with a broad spectrum of employers, ranging from small businesses to major construction firms such as GMI, Tilbury, and Equans. These collaborations are deeply embedded in the educational journey of students, offering real-world exposure and aligning the curriculum with the practical demands of the industry. Employers actively participate in lessons, workshops, and team-building exercises, while also providing site visits and apprenticeship opportunities. These initiatives particularly benefit T-Level students, who are required to complete 45 days of industry placement as part of their qualification.

The social impact of these partnerships is profound. By bridging the gap between education and employment, LCB ensures students, especially those with Special Educational Needs and

Disabilities (SEND) or behavioural challenges, are better equipped for professional environments. This inclusive approach fosters confidence and offers equal opportunities to all learners. Economically, these relationships address critical skills shortages in fields such as electrical and plumbing, contributing to a more robust workforce. A compelling statistic reveals that students who engage with employers at least four times during their studies are 65% more likely to secure employment or pursue further education in their chosen industry.

1.3 Rail Industry Training for Ex-Offenders

The college's rail track training programme, spearheaded by Philip Bray, is another example of a partnership delivering significant societal value. This initiative caters to ex-offenders, providing them with the qualifications necessary to secure employment in the rail industry. Over a six-week course, students gain technical skills and are awarded a fully-funded PTS (Personal Track Safety) certification, which is essential for working on live rail tracks.

The programme's impact extends far beyond technical training. For many participants, it represents a second chance—an opportunity to reintegrate into society and build a stable future. By reducing barriers to employment for those with criminal convictions, the programme also addresses systemic issues of recidivism. Economically, the programme facilitates entry into a high-demand sector where workers earn competitive wages, further reinforcing the economic independence of participants. The programme's success highlights LCB's commitment to fostering

both personal transformation and economic contribution within the community.

1.4 Marketing and Student Recruitment

Under the guidance of Lindsey Priestley, LCB's marketing and student recruitment team plays a pivotal role in connecting the college to its community and prospective students. Efforts have included the implementation of a destination survey to track student outcomes post-graduation and the development of initiatives aimed at establishing a stronger alumni network.

Socially, these initiatives strengthen community ties and provide an avenue for celebrating the achievements of LCB graduates. By understanding the career trajectories of former students, the college gains valuable insights that inform programme development and ensure alignment with industry needs. Economically, these efforts enhance the college's visibility and reputation, attracting increased enrolments and forging new partnerships that ultimately support regional workforce development.

1.5 Sustainable Technologies Training

LCB's Sustainable Building Services faculty has positioned the college as a leader in training for emerging green technologies. Programmes in heat pumps, low-carbon heating, and electric vehicle (EV) charging infrastructure equip students with skills critical for the transition to a more sustainable future. These courses are not limited to full-time students; evening and retraining options provide opportunities for adults seeking to shift careers into this growing sector.

The social benefits of these programmes are significant, contributing to a wider understanding of and commitment to environmental sustainability. They also offer a lifeline to adults looking to re-enter the workforce with relevant, future-proof skills. On an economic level, the programmes directly address the needs of industries driving the green transition, ensuring a pipeline of skilled workers ready to contribute to regional and national sustainability goals.

Appendix J

Case Study: Leeds City Region’s Sustainable Energy Initiatives

1.1 Background

Leeds City Council and the Leeds City Region Enterprise Partnership (LEP) have prioritised sustainability, integrating innovative energy solutions into urban infrastructure. The Leeds Pipes project (North Street Campus) exemplifies this commitment, utilising excess heat from incinerators to significantly reduce carbon emissions.

1.2 Project Details

Objective: To reduce the carbon footprint of city buildings by repurposing incinerator heat through an extensive heat network.

Scope: Spanning a period of 20 years, the project is projected to achieve a 3,796-tonne carbon reduction.

Technology Implementation: The heat network is designed to provide a lower carbon intensity than traditional heating systems, positioning Leeds as a forward-thinking, environmentally conscious city.

1.3 Environmental Impact

Reduction in Carbon Emissions: The deployment of the heat network directly contributes to Leeds’s goal of becoming a carbon-neutral city.

Flexibility in Urban Design: The project enables better integration of sustainable energy systems in building designs.

1.4 Press Coverage

The adoption of the Leeds Pipes project (North Street) garnered substantial attention from both regional and national press, highlighting the city’s innovative approach to tackling climate change. Media outlets praised Leeds for: Its leadership in sustainable urban development.

The measurable environmental benefits of utilising incinerator heat.

Creating a replicable model for other cities aiming to meet carbon reduction targets.

Articles and opinion pieces from prominent sustainability journals and local newspapers commended the collaborative effort between Leeds City Council, LEP, and private sector stakeholders, portraying the initiative as a pivotal step towards a greener future.

1.5 Future City Connections

Leeds City Council has expressed an interest in expanding partnerships and exploring additional opportunities to further embed sustainability into the city’s infrastructure. This could involve collaborating with stakeholders to integrate complementary technologies or expand the reach of the existing network.

1.6 Significance

This project not only enhances the city’s sustainability credentials but also serves as a blueprint for other municipalities aiming to tackle climate change through innovative energy solutions.

