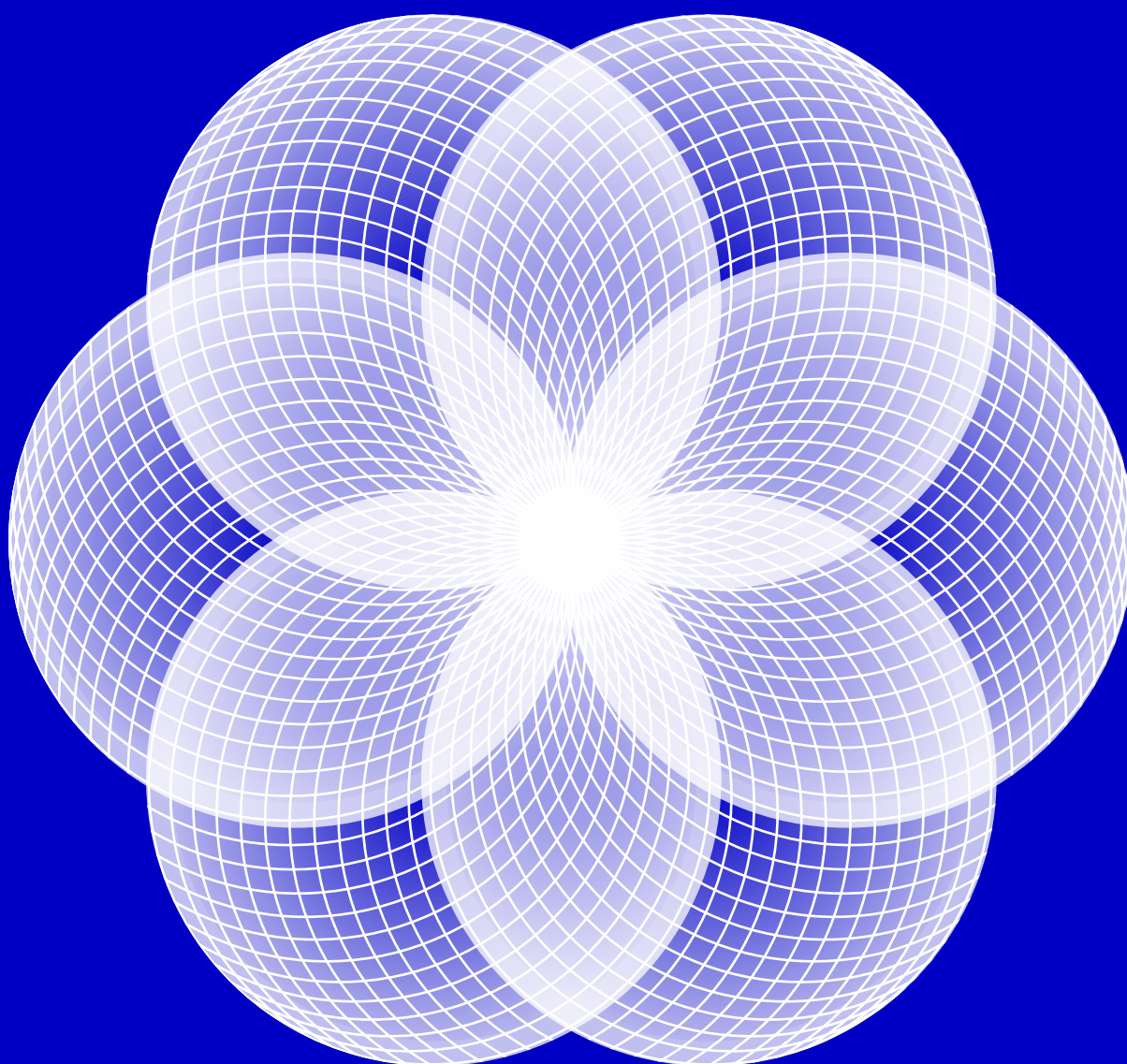


# Strategic Plan

2025 - 2030



# Our Mission

“Inspiring lives and building futures”

# Our Vision

Leeds College of Building will be recognised as the leading provider for construction and the built environment education and training, for all our students.

# Our Contribution

Leeds College of Building will contribute to social, economic and environmental values, by ensuring our students are highly skilled, curious, responsible, resilient and respectful people, who recognise that with dedication, they can achieve more than they thought possible.

We will develop our students to become critical thinkers, creative problem solvers and professional communicators, able to work within any organisation. The leaders of the future.

# Our Values

Our organisation is built on a set of core values, which set out how we work, together and with our staff and partners. These values underpin all we do and are how we support and hold each other accountable for our actions, shaping our behaviours and culture.

**Fairness**

Treat everyone fairly, consistently and with respect

**Ownership**

Take responsibility for your own actions and influence

**Collaboration**

Working together, as a college community, for the whole college

**Understanding**

Be compassionate, supportive and empathetic, without judgement

**Standards**

Set the highest standards for ourselves, our students and our college

**Equity**

Positively value differences and the lived experience of everyone

**Deliver**

Do what you say you will do, being reliable and proactive

# Context

Leeds is our home and is a dynamic city with an ever-changing demographic and skyline.

‘The Leeds economy is the main economic centre of the Leeds City Region driving growth across the North. In 2021, the size of the Leeds economy measured through GVA (Gross Value Added) was £26.3bn. There is a large and varied geographical footprint that allows us to plan for growth in a more sustainable way than many other comparative cities.

Leeds has a growing population, which increased from around 751,500 in 2011 to 812,000 in 2021. This represents an increase of 8%, which is above the English population rise of 6.6% over the same period. Although Leeds has a younger population than most other UK cities, the long-term trend shows that the population is ageing and with it, the median age in Leeds is increasing from 35 to 36.

Leeds has undergone significant development and change over the last decade with £4bn invested in large scale development projects and an even larger active pipeline of over £7bn including the East Leeds Extension – the biggest infrastructure project undertaken by the Council in fifty years, easing congestion and unlocking 5,000 new homes and green space in the north east of Leeds and the Flood Alleviation Scheme (FAS) protecting 3,000 residential properties, 500 businesses and 22,000 jobs from flooding. There has been continued investment in the city centre while several neighbourhoods in Leeds continue to be cut off from the opportunities that exist in the city centre through physical barriers, poor transport connectivity and difficulties connecting people to the types of opportunities available. Only 38% of the Leeds population can reach the city centre on public transport in 30 minutes, and the city has a concentration of older poor-quality housing predominantly in more disadvantaged areas.’

<https://democracy.leeds.gov.uk/documents/s249534/Inclusive%20Growth%20Strategy%20Cover%20Report%20110923.pdf>

Leeds College of Building has, since it was established in the 1960’s, played a pivotal role in delivering high-quality education and training for the construction and built environment sector, training over 100,000 students and apprentices. We remain committed to ensuring that our education and training meets the needs of the dynamic and ever-changing sector.

Ours is a unique organisation. Whilst categorised as a General Further Education College (GFEC), we are the only college in the country to focus on construction and the built environment education and training. This specialist nature provides many advantages; direct and purposeful links with industry, clear and well understood progression routes for our students and an ability to attract the very best teachers, to provide their expert knowledge and skills for the benefit of our students. The dynamic nature of the construction and built environment sector also provides challenges, some of which are longstanding, others which all sectors across the economy are now facing.

Diversity in construction has been an issue for decades, and the skills crisis shows no sign of slowing. It is imperative that the sector responds by providing an inclusive environment for all. Only by attracting and retaining all parts of society into the construction and built environment sector, will this crisis be addressed.

Sustainability and the ‘green’ agenda are now well understood, and with the construction and built environment sector being one of the largest contributors to carbon emissions, it is incumbent on us all to do more in this space, both individually, organisationally and sector wide.

Artificial Intelligence (AI) and Digital are not new concepts, but their use, potential benefits and dangers are becoming clearer. How we as an organisation ensure we realise the benefits of efficiency from AI whilst ensuring our students know how to safely and effectively use AI and digital technologies in their work and life is a challenge all organisations are addressing.

# Strategic Aims

Our vision is for Leeds College of Building to be recognised as being the leading provider for construction and the built environment education and training, for all our students.

We will have achieved this vision when we are:

- The recognised leader for construction and the built environment education and training for 16-19 students and for apprenticeships
- The recognised leader for construction and the built environment education and training for adult students supporting people to enter the industry and for upskilling the existing adult workforce

- A go-to partner for the construction and built environment sector when seeking out development and training opportunities
- The employer of choice and recognised as a great place to work, delivering a supportive and ambitious culture
- An engaged and valued part of the local and regional community, supporting and enhancing wider opportunities for all
- Providing excellent facilities and resources for our students, colleagues and partners, whilst maintaining financial stability

To achieve our aims, we must have a sound base of people and resources, providing stability and confidence. We must take the opportunities for growth seriously and address any barriers rapidly. Continued growth provides opportunities for more students to gain well-paid and productive careers, whilst ensuring that future students will have investment in resources, facilities and services to support them. The growth of Leeds College of Building is the foundation which will underpin achievement of our strategic priorities.

# Strategic Priorities

How we will address our strategic priorities are set out in the following documents:

1. People Strategy
2. Digital and AI Strategy
3. Diversity, Equity, Inclusion and Belonging Strategy
4. Sustainability Strategy
5. Stakeholder Strategy
6. Curriculum Strategy

A comprehensive curriculum strategy sets out our approach to programmes, qualifications and wider curriculum, how it develops students for the workplace and how we measure success. The curriculum strategy will set the standard for our offer to all students and employers.

It should be considered that this document, and the supporting strategies are set at a time of change. A new government, curriculum and regulatory reform, changes to the Apprenticeship Levy and the continued impact of Covid-19 and the cost-of-living crisis all continue to play a role in our strategies and how we respond. It is important we remain flexible and agile

to be able to respond to the challenges. Any updated positions will be reflected in our Accountability Agreement, which is published annually.

The Local Skills Improvement Plan (LSIP) and our Accountability Agreement are reference documents for our work. The LSIP has rightly identified Construction and the Built Environment as a priority industry for the region, alongside Low Carbon. Importantly, education has also been identified as a priority sector, as without addressing the recruitment and retention of Further Education staffing issue, progress on other priorities will stall.

The LSIP has five cross cutting themes; Net zero transition and sustainability; transferable skills; equality, diversity and inclusion; leadership and management; digitisation and automation. These priorities closely align to Leeds College of Buildings priorities, and that of Leeds City Council, which has refreshed its Inclusive Growth Strategy, focusing on people, place and productivity.

Inclusion is one aspect of our college which is deeply embedded. As a college, we pride ourselves in our ability to support a young person from any background or experience and see them achieve great things in construction and the built environment – indeed construction is one of the best sectors to support social mobility. We recognise that not everyone’s path is a straight line, and our aim is to have a curriculum which enables all students to access it, at the right point for them. Our partnership with Leeds Learning Alliance supports our organisation by providing support, challenge and collaboration in the work required to be truly inclusive.

A significant challenge locally, is the volume of young people who are not in education, training or employment (NEET). In 2023, 9.2% of the cohort in Leeds were NEET or Not Known. This is against a national average of 5.2%. Yorkshire and Humber are at 6.5%, so this is a local issue, which needs urgent attention.

Leeds College of Building is working in partnership with other education providers, the local authority and wider partners from the third sector to rapidly address this. At the core of the issue are young people who need to be engaged in education or training to be able to achieve their potential and we cannot allow a generation of young people to be left behind.

Through our Apprenticeship provision, particularly Higher and Degree Apprenticeships, Leeds College of Building is operating on a national basis. Growth potential in this area is significant and will broaden the employer base of the College. Our engagement with employers at all levels is extensive – from Tier 1 contractors through to micro-SMEs, and as such we recognise, we need to improve our communication and systems to ensure all employers receive timely and accurate information. This work is being developed through a wide-reaching and long-term information strategy which will underpin all aspects of our development for the lifetime of this plan.

# What Success Looks Like

Over time, and as our information strategy is developed and embedded, these measures will become more sophisticated. As such, they will be reviewed each year, as part of the strategic planning process. Progress against the strategic aims will be provided to the Corporation on a termly basis.

## Strategic Aim 1

The recognised leader for construction and the built environment education and training for 16-18 students and for apprenticeships

Measure (national rate)	2023-24	Target 2024-25	Target 2025-26
16-18 qualification achievement rate	77.8% (81.7%)	80%	82%
16-18 attendance rate	75%	90%	90%
Overall apprenticeship achievement rate	59.9% (57.8%)	65%	68%
Progression to a positive destination (16-18)	89.9%	91%	93%
Progression into sustained employment Apprentices)	89.5%	91%	93%
To become the largest provider of Apprenticeships in Construction and the Built Environment*	2	2	1
Progression into sustained employment Apprentices)	89.5%	91%	93%
To become the largest provider of Apprenticeships in Construction and the Built Environment*	2	2	1

\*Based on starts within Construction, Planning and Built Environment SSA

## Strategic Aim 2

The recognised leader for construction and the built environment education and training for adult students supporting people to enter the industry and for upskilling the existing adult workforce.

Measure (national rate)	2023-24	Target 2024-25	Target 2025-26
Adult qualification achievement rate	85.4% (87%)	89%	91%
Progression to a positive destination (19+)	87%	89%	91%

**Strategic Aim 3**

A go-to partner for the construction and built environment sector when seeking out development and training opportunities.

Measure	2023-24	Target 2024-25	Target 2025-26
Employer survey: providing the right training at the right time	83%	86%	88%
Employer survey: improving apprentice skills	85%	88%	90%
Employer survey: communication with employers	46%	49%	52%
Employer survey: reporting on progress of apprentices	26%	29%	32%
Employer survey: reporting on progress of apprentices	26%	29%	32%

**Strategic Aim 4**

The employer of choice and recognised as a great place to work, delivering a supportive and ambitious culture.

Measure	2023-24	Target 2024-25	Target 2025-26
Percentage of employees who feel valued in the College	78%	Increase	Increase
Percentage of employees who are not thinking of leaving the College	87%	Increase	Increase
Percentage of employees who agree there is an opportunity to progress within the College	62%	Increase	Increase
Presenteeism rates	94%	Increase	Increase

**Strategic Aim 5**

An engaged and valued part of the local and regional community, supporting and enhancing wider opportunities for all.

Measure	2023-24	Target 2024-25	Target 2025-26
Percentage of female students on Study Programmes	6.6%	Increase	Increase
Percentage of minority ethnic Apprentices	11.9%	Increase	Increase
Number of schools being classified as 'feeder' schools (15+ students)	8%	10%	15%
Increasing the volume of Leeds based students on Higher and Degree Apprenticeships (postcode data)	19.4%	20%	22%
Increasing the volume of Leeds based students on Higher and Degree Apprenticeships (postcode data)	19.4%	20%	22%



**Strategic Aim 6**

Providing excellent facilities and resources for our students, colleagues and partners, whilst maintaining financial stability.

Measure	2023-24	Target 2024-25	Target 2025-26
Cash balances	£6,327	£7,868	£9,194
Pay as a percentage of income	62%	65%	65%
Adjusted cash days in hand	106	117	133
Financial Health	Outstanding	Good	Good

# Summary Actions & Timeline – 2025-26

Within the strategic documents which support the strategic plan, there are clear actions which the College has committed to undertake. Below is the summary of actions which will be undertaken in year one of the strategic plan.

## People Strategy

This strategy will be overseen by the Finance and Resources Committee.

### Recognition and Reward

- Continue developing and publicising the employee benefits platform, ensuring that all employees are well-informed and can fully utilise the comprehensive range of financial savings and benefits available as part of the College's total reward offer. This will include access to the College's Employee Assistance Programme providing access to confidential counselling services, work-life balance support and health and wellness programmes.

### Employee Development and Retention

- Provide comprehensive onboarding and induction programmes, to engage and integrate new hires into our culture and values.
- Provide staff training on unconscious bias, inclusive practices and cultural sensitivity.

**Recruitment and Selection**

- Develop a strong employer brand that resonates with diverse candidates by emphasising our commitment to inclusion and innovation.
- Review recruitment practices to eliminate bias.
- Highlight the advantages of working at LCB through engaging employee case studies, authentic written testimonials, and captivating videos that showcase the work environment and culture at LCB.

**Performance Management**

- Establish clear performance expectations and objectives aligned with the College’s mission and values. Setting measurable targets that reflect the College’s strategic objectives.
- Align individual goals, ensuring that each employee’s goals and responsibilities are directly linked to the College’s broader strategic aims and values.
- Communicate expectations clearly to our employees on performance and objectives to ensure a shared understanding and commitment.
- Implement regular performance reviews and effective feedback mechanisms to recognise achievements, address challenges, and identify opportunities for growth.
- Conduct regular performance reviews to evaluate progress towards goals. Establish a culture of ongoing feedback where employees receive timely recognition for achievements and constructive advice for overcoming challenges. Include development plans during reviews to address skill gaps and advance professional growth.

**Leadership and Management**

- Drive cross-function and departmental initiatives in support of College priorities, building the collective awareness of the contributions that all teams play
- Enable and support efficient and effective management practice at all levels
- Develop a culture where our managers – at every level – listen to ensure everyone in the team is clear about individual and team work priorities and what is expected of them.
- Managers will conduct regular one-on-one and team meetings to discuss work priorities and expectations. This ensures clarity and alignment within teams.
- Establish a no blame culture where feedback is welcomed, and failures are seen as learning opportunities.
- Enhance our data collection to monitor workforce diversity and inform strategic decision making.

## Digital and Artificial Intelligence

This strategy will be overseen by the Curriculum, Quality & Performance Committee.

### Digital Learning Environment

- Provide training for staff so they have the knowledge and confidence to effectively use the digital learning environment
- Create digital content and resources to support online learning and student led learning outside of the classroom

### AI Integration

- Review and establish AI-driven personalised learning platforms to tailor education to individual student needs, focusing on feedback, planning for different needs, and reducing barriers to learning
- Identify and implement the right AI tools for the College and its students

### Staff Training and Development

- Establish starting points of all staff ensuring a clear link relevant to their role
- Offer continuous professional development programs focusing on digital skills and AI literacy
- Encourage staff to share best practice and lessons learned, when they are using digital & AI
- Establish a support team for digital and AI tools, including IT experts and instructional designers

### Student Engagement and Support

- Embed digital literacy into the curriculum across all subjects where appropriate and in line with current industry requirements

# Diversity, Equity, Inclusion and Belonging

This strategy will be overseen by the Curriculum, Quality & Performance Committee.

## Learning Environment

- Establish a robust DEIB ambassador programme to promote inclusion across all campus sites and within the community
- Host cultural events and awareness campaigns to celebrate diversity

## Workforce

- Review recruitment practices to eliminate bias
- Enhance our data collection to monitor workforce diversity and inform strategic decision-making
- Audit teaching, learning and assessment through our Professional Growth Observation process to ensure representation and relevance for all students
- Ensure all staff complete a package of advanced DEIB training to foster inclusive teaching and workplace environments.

## Access and Inclusion

- Provide targeted support services, such as one-on-one mentoring for students and tailored professional development for staff
- Be relentless in our monitoring and improving of retention rates for Neurodivergent & SEND students

## Local Roots, Global Impact

- Partner with local and national organisations to promote DEIB within the construction industry
- Invite diverse industry leaders and alumni to inspire students through guest lectures and mentorship

## Sustainability

This strategy will be overseen by the Curriculum, Quality & Performance Committee.

### Leadership and Governance

- Ensure that all strategic decisions integrate sustainability, following Emerging (basic considerations), Established (systematic integration), and Leading (comprehensive integration) measures.
- Embed sustainability metrics in governance systems, tracking progress through the climate action roadmap Emerging, Established, and Leading measures to ensure continuous improvement
- Establish a sustainability committee, reporting to senior leadership, to oversee progress towards 50% carbon reduction by 2030, 75% reduction by 2035 and net zero by 2040, ensuring alignment with the Roadmap's targets across all performance levels

### Estates and Operations

- Develop a Sustainable Estates Strategy to drive energy efficiency, utilising leading technologies such as renewable energy and real time performance monitoring, in line with the climate action roadmap's recommendations

### Partnerships and Engagement

- Collaborate with EAUC and other institutions to lead and share best practices in sustainability, advancing through Emerging, Established, and Leading levels of impact

## Stakeholders

This strategy will be overseen by the Curriculum, Quality & Performance Committee.

### Listening to Stakeholders

- Implement biannual employer and stakeholder forums for further education and higher education.
- Use feedback to update the curriculum, invest in resources and deliver continuing professional development for our staff

- [illegible]

## Communication to Stakeholders

- Implement a biannual communication to employers showcasing the Colleges achievements, changes made because of feedback and upcoming events
- Ensure Apprenticeship reviews are completed, and are of high quality, leading to students making good progress