

HOPWOOD HALL COLLEGE

ANNUAL ACCOUNTABILITY STATEMENT 2024/25

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Purpose, Vision and Strategic Objectives

Vision



Our Vision:
Bringing out the best in you!

We work with our community and have restless ambition to raise aspirations by encouraging and enabling people of all ages.

We provide inspiring learning opportunities for all to thrive in life and work and make a positive impact across the Borough of Rochdale, Greater Manchester and beyond.

Values

INTEGRITY
We do the right thing, our learners and our community are at the heart of all we set out to achieve. Our learner-centred approach underpins everything we accomplish.

NURTURING
We empower staff and learners to build autonomy and be the drivers of their own destinies, developing resilience, pride and confidence in life, learning and work.

ENJOYMENT
Success and achievements are encouraged, recognised and celebrated in our thriving college community.

AMBITION
We encourage learners and staff to have the courage to aim high, push their boundaries and achieve higher aspirations.

SUSTAINABILITY
We are continually working to create a sustainable college that demonstrates an agile curriculum, healthy finances and a positive impact on the environment and economy.

Strategic Intentions

Our Strategic Intentions:

Providers of excellent education and skills

Our ambition is to have:

- A curriculum that is co-developed and designed with employers and sector skills leads.
- A technical, vocational and professional offer that enables learners to develop, utilising industry standard learning spaces and resources.
- Excellent careers, advice and support that is pivotal to learner success.
- A flexible and professional workforce that keeps pace with industry developments.
- An innovative pedagogy that supports learners' skills, knowledge and behaviours that enables progression.

Drivers of economic prosperity

Our ambition is to have:

- The anchor institution that leads local skills, supported and enabled by partners of purpose.
- Enterprising and innovative, delivering a curriculum that contributes to economic growth.
- Driven by labour market information that identifies and supports local, regional and national economic priorities.
- A college that prepares a skilled workforce that meets employer demand.

Champions of Inclusivity

Our ambition is to have:

- A personalised learner centred approach that supports the needs of all.
- A culture that promotes equality and celebrates diversity.
- A community that has access to digital technology, knowledge and skills.
- An inclusive college environment that enables learners to be confident and independent members of society.
- A curriculum offer across all levels that is ambitious and accessible for all.

Guardians of our environment

Our ambition is to have:

- Contributors to society's ambition of being net carbon zero.
- Active in minimising our carbon footprint.
- Protectors and conservators of our natural environment.
- Providers of a curriculum that upskills and informs learners regarding the Green Agenda.
- An organisation that empowers staff and learners' involvement in activities that have a positive impact on our environment.

Hopwood Hall College & University Centre

Underpinned by
Sustainability • Growth • Finances • Estate
People • Healthy • Happy • Professional
Quality • Compliance • Assurance • Improvement

Purpose

Hopwood Hall College is one of the leading general further education colleges in the region, providing education and skills training in the borough of Rochdale for over 25 years. Operating across two campuses, Rochdale town centre and Middleton in the south of the borough, the college is situated north-east of Manchester. In 2023/24 the college catered for 3,522 16-19 olds, 4,010 adults and 705 apprentices.

The college continues to prioritise and commit to improving the economic prosperity for the Borough of Rochdale and its population, particularly for those facing the most disadvantage. Rochdale is one of the most disadvantaged boroughs in the country and appears in the 30 most deprived districts out of 317, it is therefore essential that the college supports local business in innovation and growth. 67% of the college's 16-19 cohort are from disadvantaged postcodes, for adult learners this disadvantage is slightly higher, being in the top 3.7% according to the Index of Multiple Deprivation.

A key challenge for Rochdale is to close the skills gap as Rochdale lags behind the rest of Greater Manchester as the number of people aged 16-64 qualified to Level 3 or above in Rochdale is 50.8% compared to regional rate of 57.9%.

The college works to address this challenge by ensuring curriculum provision meets current employer demand for skills by planning an innovative curriculum in order to meet national, Greater Manchester and Rochdale priorities and plan to meet the future skills needs of the regional economy whilst making the college sustainable.



Context and Place

Rochdale is a large town in Greater Manchester in the dale of the river-Roch. Rochdale's population size has increased by 6%, from around 211,700 in 2011 to 224,100 in 2023.

Rochdale rose to prominence in the 19th Century as a mill town and centre for textile manufacture during the Industrial revolution. Rochdale is also the birthplace of the modern Co-operative Movement and Rochdale Equitable Pioneers Society.

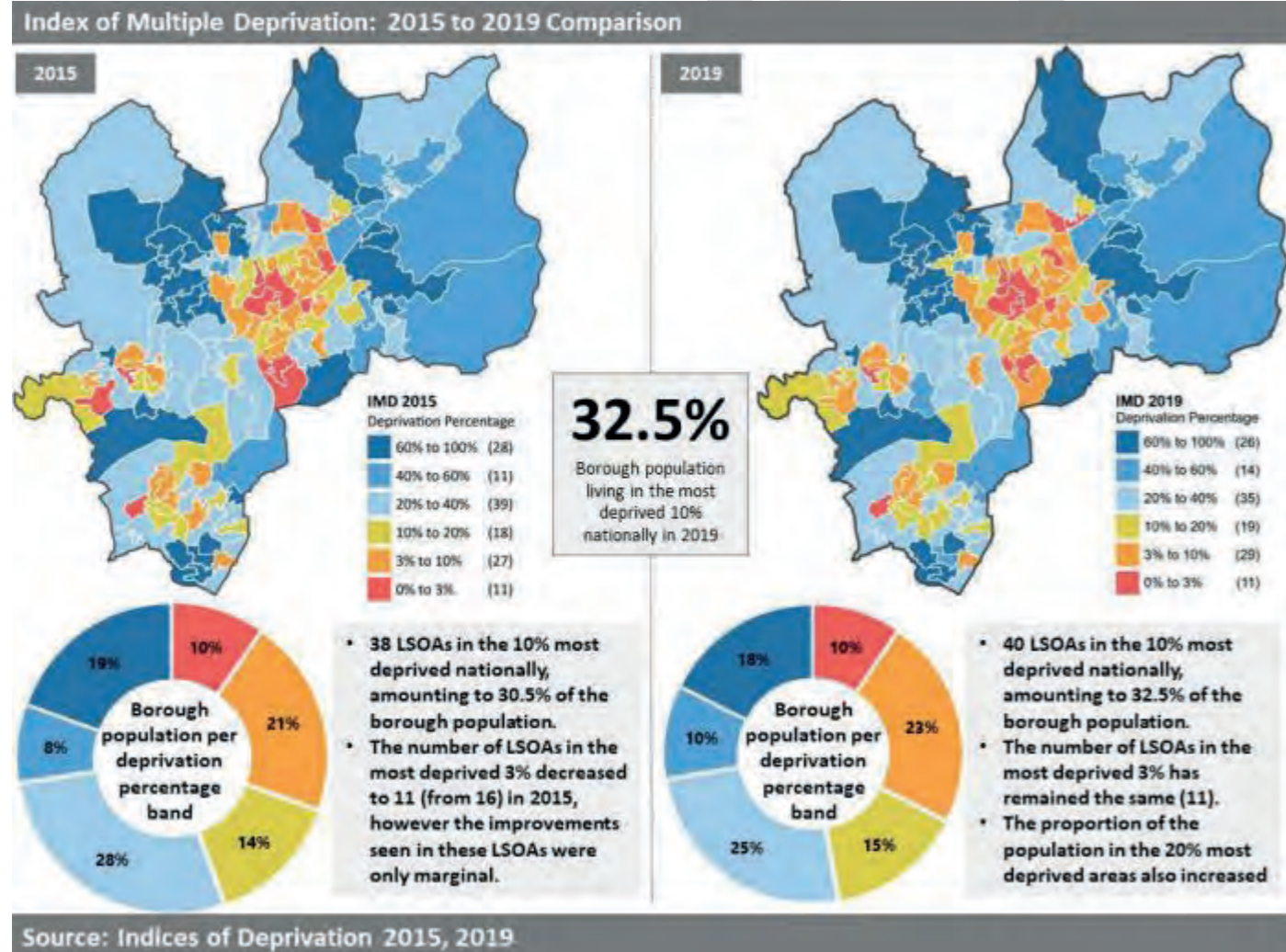
Rochdale currently has over 7,000 active business enterprises. Of which, 88.0% are micro businesses. 9.9% are small businesses. 1.7% are medium businesses. 0.4% are large businesses. The number of active enterprises has steadily grown over recent years and has increased by 15% since 2016.

Alongside economic growth and prosperity, unfortunately Rochdale has areas of significant deprivation and scores high in the UK Index of Multiple Deprivation.

However, ambition and investment in Rochdale is driving improvement and regeneration is occurring with the college working closely on initiatives such as Atom Valley, which is a public-private partnership with plans to build an advanced manufacturing hub and create 20,000 jobs across three separate sites in Bury, Rochdale and Oldham, and the Advanced Machinery and Productivity Institute (AMPI).

AMPI is a consortium led by the National Physical Laboratory which has secured £22.6m funding for a 5-year innovation initiative, the first for the AMPI which will be based in Rochdale. The funding has been provided through UK Research and Innovations' flagship Strength in Places Fund.

FIGURE 3: Deprivation Infographic - Rochdale



Approach to developing the annual Accountability Statement

Key External Stakeholders

Senior Leaders work with the region's most influential organisations, to ensure that the curriculum is both employer-led and addresses local, regional and national skills needs. The Northeast Greater Manchester growth corridor, located in the adjoining metropolitan boroughs of Rochdale, Oldham and Bury, with its centrepiece 'Atom Valley' has a focus on early-stage developments around advanced manufacturing, materials and other product development and research businesses.

This area is already the site of the Advanced Machinery and Productivity Institute (AMPI), and developments here will offer a link with West Yorkshire and parts of East Lancashire. The college CEO is a member AMPI strategy group along with local businesses such as Holroyd Precision, CR Solutions and The National Physical Laboratory. and is also Chair Designate of the Atom Valley Skills Group. The Executive Director for Apprenticeships & Future Skills is an active member of the AMPI skills board and Towns Fund Board and ensures the college's curriculum strategy aligns with the needs of the local area.

Rochdale Development Agency (RDA) Ltd. (owned by Rochdale Metropolitan Borough Council RMBC) was established in 1993 and is dedicated to promoting Rochdale as a central investment location whilst continuing to support and assist existing investors. The Principal and CEO is a Director at RDA which ensures the college is aware of skills and training needs in the local community. RMBC is an important strategic partner for the college and senior managers attend councils work and skills group to ensure joined up approach to curriculum planning and innovation to meet the ambition of the Borough.

As part of the GM further education Innovation fund project, the college will establish and manage a Local Innovation Centre in the borough with advisor that will identify and work with businesses. The centre and advisor will help business to understand how they can adopt innovation in technologies, business models and processes to help grow, future proof their business and improve productivity.

The college works on specific projects with RMBC such as a community learning project, Family Learning. The Family Learning Service provides training courses for families across the borough of Rochdale. Sessions are delivered in schools, children's centres, community settings and alongside partner agencies. Community Learning Provision supports those furthest away from the workplace and Talk English, a project for those residents where their first language is not English.

To RMBC have committed £5m of capital investment to develop in partnership with the college a University Centre in the heart of Rochdale to ensure a more local higher-level skills offer in the Borough of Rochdale.

Work with other local providers is a key element of the college's approach to meeting skills needs. Hopwood Hall College and University Centre has a unique Memorandum of Understanding with Rochdale Sixth Form College, which is part of the Altus Education Partnership. This is signed by both governing bodies, and its purpose is to ensure that every young person in Rochdale has access to high quality education.

The two institutions do not overlap their offer and actively support each other during enrolment to ensure first-class advice and guidance across the borough. The Principal and CEO is a Director of the Altus Education Partnership to facilitate this unique relationship.





Work with local secondary schools is of upmost importance to the college and to this end, the Principal and CEO is a director of the Pioneers Trust, a group of local headteachers who work together to support and share good practice across the borough. The college works closely with feeder schools to ensure a coordinated curriculum offer.

The Executive Director of Business and Student Support is governor of the Virtual School in addition to being a governor at a local secondary schools. To ensure more wide-ranging links, the Vice Principal for Apprenticeships & Future Skills is a board member of an Independent Training Provider in Merseyside, the Vice Principal of curriculum is a governor at a college in West Yorkshire and the Vice Principal of Quality is governor at a college in Merseyside.

There are two independent training providers located in the area Rochdale Training Agency (RTA) and MANTRA. The college works strategically together with the organisations for example the college does not deliver warehousing and logistics because Mantra provide this. The Principal and CEO and Vice Principal of the college sit on several boards with the CEO of RTA. This close working relationship has meant that RTA have signposted apprentices to Hopwood Hall College and University Centre if they do not offer an appropriate standard.

The college has key external stakeholders in the Greater Manchester region and works closely with the Greater Manchester Combined Authority (GMCA). GMCA is a devolved mayoral authority and funds the adult skills budget within the region. The Greater Manchester College's Group (GMCG) is an excellent source of support for the Further Education colleges within Greater Manchester. There is a well-established Principals' and Deputies' Group which meet regularly to act as both a lobby and support network.

Each curriculum area within the college has developed strong links with employers to help meet employer needs and is co-designed to ensure the curriculum is enriched and current.

Strategic Partners and key stakeholders:

CIVIC	Rochdale Council Rochdale Development Agency Greater Manchester Combined Authority Greater Manchester Chamber AMPI (Advanced Machinery Productivity Institute)
COMMUNITY	Talk English Rochdale Connections Trust Family Learning YourTrust Acorn Recovery Projects
EDUCATION	Rochdale Sixth Form Greater Manchester Colleges Group Greater Manchester Provider Learning Network Atom Valley – Work and Skills Group Redwood Secondary School
EMPLOYERS	Simkiss Group Northern Care Alliance (NHS) Primary Health Academy Danish Crown Future Skills Hydrogen

In April 2023, Ofsted made the judgement that Hopwood Hall College makes a strong contribution to meeting skills needs.

Leaders have a comprehensive and well-informed understanding of local and regional skills needs. They align the curriculum extremely well to the key priorities of a wide variety of stakeholders in the locality and in the region. This ensures that learners and apprentices develop specific skills to move into employment where there are skills shortages.

For example, working with science and engineering employees through the Advanced Machinery and Productivity Institute. Stakeholders see Hopwood Hall College as a trusted partner. The college engages effectively with local employers to understand current employment and sector skills needs and is active in involving a diverse range of employers in the curriculum's design and delivery.

For example, employers assist in the teaching of skills through employer delivered workshops. This includes the importance of dignity in adult care, colour correction in hairdressing and drone surveying in construction.

As part of the launch of T levels the college has engaged in several collaboratively funded projects with the Greater Manchester Combined Authority and the Greater Manchester Colleges Group e.g. working with employers to secure industry and work placements, technical and vocational education, leadership and management training and skills development, delivery of Multiply.

In addition, leaders and managers engage with employers at a wide range of events both externally and internally. Employers attended The Greater Manchester Skills Business and Travel Competition acting as judges and sponsoring prizes for students. Engineering and Construction employers supported our students by hosting a day of speed interviews as well as providing an overview of career opportunities within their respective sectors. Employers regularly attend open events and progression events at the college,

We have worked with Health Innovation Manchester and Boehringer-Ingelheim developing a partnership with Greater Manchester in raising awareness of the diverse range of careers available within the life sciences sector to students, and to impart some of the skills that are readily shared within our industry with the region's young people.

Over the last two years this programme has manifested itself as a virtual welcome event and an in-person skills experience day where we worked with 30 students.



Higher Education

We provide a range of courses as part of our wider HE offer, and work with the University of Salford on initiatives including learner progression opportunities. We have also agreed and been validated by the Open University to work on developing Higher Technical Qualifications. We provide Foundation Degree courses in Early Years in partnership with the University of Bolton. We offer a range of HNC/HND courses across a range of subjects and deliver Teacher Education qualifications up to level 5.

Hopwood Hall College has been successful in securing monies from the Higher Technical Skills Injection Fund. This funding is provided to develop higher technical education to support students to get the skills the economy needs. This grant funding is supporting the college to develop curriculum cutting-edge, skill-based content and flexible delivery models to support learning and training objectives. This will provide additional capacity to raise high quality higher technical education and raise the prestige of Higher Technical Qualifications (HTQs) amongst learners and employers.

Safeguarding

We have a dedicated Safeguarding and Wellbeing team comprising of a Designated Safeguarding Lead (DSL) and five Deputy Safeguarding Officers who lead a team of Pastoral Welfare Officers. Executive Director for Business and Student Support is SLT Safeguarding Lead, and we have a Safeguarding Governor and provide termly reports to our Governing body.

Robust Child Protection, Safeguarding, and Prevent Policies are in place, and we adhere to strict guidelines in safer recruitment of staff. All staff, irrespective of status, undertake mandatory safeguarding training and we offer this training to our partners and employers.

We take all concerns seriously and where there are concerns about the welfare of young people and vulnerable adults, we take all appropriate actions to address those concerns, we actively encourage students to report using a variety of mechanism to enable to do this safely. We work in partnership with local agencies including and Safeguarding Leads sit on various panels including Youth Justice Decision Panel, Channel, Inclusion Board, Serious Youth Violence, Complex safeguarding and have strong relationship with Local Authorities.

We are committed to ensuring student safety and to providing a college environment that is free from bullying, harassment (including sexual harassment). We deliver a range of sessions to students through our PACE program on a range of subjects covering safeguarding and safety including online safety and local issues and concerns.

We promote and reinforce shared values: providing a learning environment which offers a safe place for learners to explore views and we consistently promote our College Values.

Contribution in meeting national, regional, local priorities

The college aims to provide more opportunities locally for people to gain higher level qualifications, including apprenticeships, that are linked to support the planned growth of the borough. The aim is to support the ambitions of Rochdale becoming a university town, including the expanding provision in high demand areas such as health and social care, engineering and manufacturing, construction, education and training, creative and digital and finance, business and professional services.

The college addresses these challenges by ensuring the curriculum provision meets current employer demand for skills by planning an innovative curriculum, that meets Greater Manchester LEP priorities and meets the future skills need of the regional economy.

Significant, sustained work has been undertaken to ensure the college is well positioned financially. As part of the curriculum planning cycle, the college uses labour market information (LMI) extensively along with the research and data analysis conducted by GMCA. Through this, the college has been able to re-engineer its curriculum plan to offer a more sustainable curriculum, including more advanced level skills that meet both local and regional priorities, meet skills gaps and in doing so, prepare learners of all ages for the world of work.

The curriculum plan for 2024/25 includes a range of new courses and expansions in current provision volumes to target specific skills needs across a range of industries identified as priorities at the local, regional, or national level.



Planned changes are significant as Hopwood Hall College continues to prioritise the needs of the local and regional economy. Examples include the introduction of a range of qualifications linked to green skills and net-zero, specifically targeting retrofit and alternative energy skills. The health and social care offer will see further expansion in the range of occupational specialisms offered within the T-level and a significant expansion in learner volumes to support skills shortages across the NHS and other organisations operating within the health sector.

As an inclusive college, tackling NEET in Rochdale is a key priority and the college works collaboratively with local high schools, Positive Steps Rochdale and the Local authority to signpost young people to college programmes of re-engaging including a summer project aimed at successfully progressing small cohorts of young people transitioning from school to further education.

To contribute to local and regional growth, the college has seen significant growth in Apprenticeship volumes over the past two years and will reach 900 apprentices in-learning by the end of 2024/25.

Of the current apprenticeship cohort in learning, the vast majority are in sectors identified as both local and national priorities. All our new planned provision in 2024/25 is in key priority sectors including Construction, Professional Services, Advanced Manufacturing, Green/Net Zero, Health & Social Care and Education & Training. The mix and balance of provision has steadily grown to more Levy employers.

This is representative of the change in the makeup of employers in the sub-region and the demand for skills within the borough and due to the college securing some large contracts with national employers. Initiatives such as Atom Valley are now attracting more large employers into the Borough.

As part of the GMs drive to improve growth and productivity, Hopwood Hall are participating in Innovate UK's project (GMFEIF). This initiative is designed to engage SMEs, helping them to future proof and innovate within the business, simulating growth and efficiency.

A key part of our strategy is to be the 'go to' provider for apprenticeships, for green energy and utilities, with particular interest in the production, storage & transportation of Hydrogen. We intend to implement the following standards in 2024/25;

- Low Carbon Materials testing
- Drive to increase progression routes we are introducing a number of high-level Apprenticeships in 24/25. These include
- Teaching & learning Level 5
- Departmental Operation Managers Level 5
- Facilities Level 4

In 2024/25, we will expand our green energy and utilities hub, containing heat pumps, solar panels, electric charging points and wind turbines. The equipment contained in this facility is to be used in the delivery of several retrofit courses, designed to facilitate the decarbonisation of homes, contributing to Greater Manchester Net Zero ambitions. Existing staff are currently being trained on the different aspects with a view to starting delivery in 2024/25.

Among the growth in student numbers the College has also seen a marked increase in those with an Education and Health Care Plan (EHCP) and additional learning support needs. Our specialist support teams work in collaboration with the curriculum teams, exams staff, pastoral and safeguarding teams to remove the academic disadvantage students might otherwise experience and enable them to achieve their full potential academically, in their personal development in preparing for adulthood in life and in work, their progression and in their chosen destinations.

At Hopwood Hall College we believe in a whole college approach to support for learners with inclusion needs (SEND). The Learning Support team supports learners to maximise their potential and to enable their progress to the next stage in learning and their career. The Learning Support Policy details the vision and strategic overview of the College for learners with a learning difficulty and/or disability or Special Educational Need and Disability (SEND).

Learners who are 16-18 and 19+ and adults who require some extra help in their studies and accessing college and learning, and learners with an Education, Health, and Care Plan (EHCP) in place. High quality learning support is underpinned by inclusive, high-quality teaching, learning and assessment. All college employees have a duty to make reasonable adjustments for students with learning difficulties and/or disabilities or SEND.

Hopwood Hall College is committed to making its learning environments accessible and inclusive to all learners and provides a Learning Support Team to promote this, providing a service to students. The college and Learning Support have a moral and legal duty to ensure accessibility to the College, its courses and learning, and facilities in line with current legislation, The Children and Families Act 2014, SEND Code of Practice 2015, The Equality Act 2010.



Response to National Priorities and Local Skills Improvement Plan

N/R/L	Priority Area	Aim	Targets (2024/25)
N R L	Engineering	To increase the range of engineering courses offered at Levels 3 and 4 in response to the LSIP	Introduce 1 new T-Level engineering course by September 2024
N R L	Engineering	Offer a range of courses linked to the green skills priorities within the LSIP	Offer the HTQ (Higher Technical Qualification) - Construction by September 2024
N R L	Construction	Introduce retrofit courses into the construction curriculum in response to the LSIP	Introduce 1 level 3 (advisor) and 1 level 4 (assessor) retrofit course by December 2024.
N R L	Construction	Introduce higher level curriculum to address the priority for construction and project management	Introduce Level 4 Construction Site supervisor apprenticeship standard by January 2025
N R L	Construction	Increase the number of learners studying a level 3 qualification that includes surveying	Increase the number of students starting the T level Design Surveying and Planning by 25% by October 2024
N R L	Health	Introduce new provision linked to the demand for mental health professionals and adult nursing.	Introduce 1 new T level occupational specialism linked to supporting the mental health team in the academic year 2024/25
N R L	Health	Introduce higher level curriculum to address the priority for health and social care	Introduce a degree pathway by January 2025
N R L	Health	Increase the range of digital skills embedded with the Health and Social care	Complete a capital investment programme (£500,00) to upgrade simulated ward and integrate digital technology by October 2024
N R L	Digital	Support residents of Rochdale with increased access to essential digital skills training	Introduce 3 community based essential digital skills cohorts between October 2024 and May 2025
R L	Education	Introduce new curriculum that supports the demand for supporting teaching and learning careers	Introduced 1 new T level occupational specialism in Assisting Teaching from the Education and Early Years pathway.

Key:

N = National

R = Regional

L = Local

Local Needs Duty

Hopwood Hall College effectively meets its local needs duty. The current LSIP identifies 6 sectors for the borough of Rochdale.

- Construction
- Health
- Education
- Green/Net Zero
- Manufacturing
- Professional Services

Construction: The college offers over 25 courses, including 7 apprenticeship standards, across level 1-3 training over 1000 students with skills to support the construction industry.

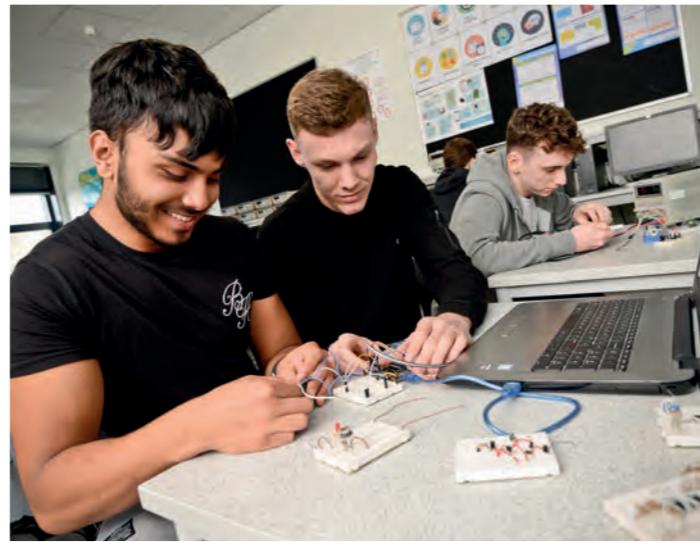
Health: The college offers over 18 courses, including 3 apprenticeship standards, to support skills needs within this sector training over 500 learners

Education: The college offers courses from Level 2 to Level 5 in supporting local residents to enter the education sector. The offer includes 6 courses and supports 120 learners.

Green/Net Zero: The college will be offering over 6 courses from level 2 to level 5 focusing on green skills and Net zero focusing on alternative energy types and retrofit. These courses will support over 100 learners to meet skills shortages within the local and regional economy.

Manufacturing: There are 16 courses, including 7 apprenticeship standards, offered relating to this sector from levels 1 to 5 with over 500 learners supported.

Professional Services: There are 14 courses, including 6 apprenticeship standards, from levels 1-5 supporting 300 learners.



The governing body regularly reviews how Hopwood Hall College is meeting local, regional and national skills needs through several mechanisms that enable both long-term strategic planning and near-term operational oversight. Key processes include the annual curriculum planning cycle, which ensures alignment to priority sectors and labour market demand which takes an outward-looking approach to position the college at the forefront of changing skills needs.

This year's accountability statement focuses on addressing urgent curriculum needs it supports longer term plans for a level 4 offer in health care, animal management engineering, construction, the built environment, and digital.

Together these mechanisms of review enable regular scrutiny of how the college serves its communities by filling skills gaps, avoiding duplication, and collaborating with partners like the University of Salford and the Open University. Collaboration remains crucial; work continues with the University of Salford, Open University and Pearson to align higher education curriculum and enable clear progression pathways.

The college is developing a revised offer which focuses on Higher Technical Skills in key priority sectors including, for example, the introduction of higher-level study and investment into artificial intelligence and virtual reality to support higher level pathways in health care. While meeting economic needs, developing wider employability skills and raising aspirations remains a priority.

The Corporation continues looking outward, responding agilely to changing regional, national and global skills landscapes. This multifaceted approach enables the Corporation to ensure that Hopwood Hall College leads on technical education, boosting productivity and inclusive growth across the Greater Manchester region.



Strategic Intention	Our ambition	Impact and/or contribution to local, regional and national skills priorities
<ul style="list-style-type: none"> • Providers of excellent education and skills 	<ul style="list-style-type: none"> • A curriculum that is co-developed and designed with employers and sector skills leads • A technical, vocational and professional offer that enables learners to develop, utilizing industry standard learning spaces and resources • Excellent careers, advice and support that is pivotal to learner success • A flexible and professional workforce that keeps pace with industry developments • An innovative pedagogy that supports learners' skills, knowledge and behaviours that enables pr 	<ul style="list-style-type: none"> • Introducing 3 new T Level specialism (total 14 T level occupational specialisms across 8 routes) • Consistently achieve 100% Gatsby benchmarks and deliver high quality CEIAG measured by MATRIX accreditation • Capital Investment of over £4m in the college's Smallbridge & Milnrow buildings to support the delivery of T levels in Animal Management and Engineering. • Investment of over £500k in Health & Social designing a state of the art hospital ward with key digital applications to simulate a real working environment. • Further invest in VR to support innovative curriculum development • Continue to deliver 100% AEB to meet skills gaps • Continue to increase L4+ offer including HTQs • Grow apprenticeship provision in areas of skills need • Continue to develop relationships with all local high schools to support technical and vocational pathways • All curriculum areas to engage with employers to enhance and support curriculum delivery • Further develop a comprehensive CPD programme to ensure the latest pedagogy and industry standards especially in emerging green technologies • Ensure 90%+ learners progress into a positive destination



<p>Champions of inclusivity</p>	<ul style="list-style-type: none"> • Use and develop person-centred strategies and approaches to learning to support individual needs. • A culture that promotes equality and celebrates diversity • A community that has access to digital skills and knowledge • An inclusive college environment that enables learners to be confident and independent members of society • A curriculum offer, across all levels, that is ambitious for all • Work effectively with learners and tutors to remove barriers to learning in the classroom. • Promote and develop skills for independence, life, and work in preparation for adulthood. • Work towards SMART Targets and EHCP Outcomes to help learners to reach their longer-term goals and aspirations. • Build social skills, confidence and self-esteem and resilience to learn, work with others and attend college. • Maximises the use and effectiveness of appropriate Learning Support funding to best meet the inclusion needs of learners with learning difficulties/disabilities or SEND to ensure the right support is in place at the right time. 	<ul style="list-style-type: none"> • Continue to develop our Trauma Informed approach which keeps learners retained • Build on the sharing of good practice as Beacon Award winner for widening participation • Continue, through transition projects, reducing potential NEETs • Ensure that disadvantage groups achieve at least as well as the general cohort • Increase the projects to support hard to engage learners in the Tech Centre and wider curriculum • Deliver our Health and Wellbeing and Mental Health strategies • Develop strategies to increase the diversity of the workforce • Reduce the digital divide by offering Essential Digital Skills within the community. • Maximise support for learners, teaching, and learning, whilst ensuring learners are not disadvantaged. • Promote independence and resilience with learners - not over supporting and gaining skills for independent learning. • Learners accessing the curriculum, learning and college, progressing and reaching targets and aspirations. • Inclusive, high-quality teaching and a graduated approach to SEND.
<p>Drivers of economic prosperity</p>	<ul style="list-style-type: none"> • The anchor institution that leads local skills, supported and enabled by partners of purpose • Enterprising and innovate, delivering a curriculum that contributes to economic growth • Driven by labour market information that identifies and supports, local, regional and national economic priorities • A college that prepares a skilled workforce that meets employer demand • A provider of purposeful life-long learning 	<ul style="list-style-type: none"> • Using LMI data (Vector, EMSI) continue to develop a responsive curriculum plan to meet local, regional and national skills needs in areas such as Health and Social Care, Manufacturing and Engineering, Construction, Green Skills, Digital and Creative, Professional and Business Services • Maintain and develop key employer links established with Northern Care Alliance, AMPI, Atom Valley, Danish Crown, Cadent • Ensure SLT and curriculum managers are contributing to local and regional economic strategies through representation on local boards • Continue to maintain outstanding financial health to enable a robust estates strategy and pay to enable retention and recruitment of staff • Use AEB offer and GM flexibilities to supports higher level skills • Develop an innovation hub to drive improvements in productivity and stimulate growth within local micro and small businesses. • Year on year increase in UCAS applications

<p>Guardians of our environment</p>	<ul style="list-style-type: none"> • Contributing to society's ambition of being net carbon neutral • Active in minimising our carbon footprint • Protectors and conservators of our natural environment • Providers of a curriculum that upskills and informs learners regarding the green agenda • An organisation that empowers staff and learners' involvement in activities that have a positive impact on our environment 	<ul style="list-style-type: none"> • To embed carbon literacy in the FAST programme • Continue to develop the work of the sustainability action group across the whole college • Build on the college's Green Flag accreditation through the work of the student led sustainability group • Positively contribute to the inaugural GM Colleges' ECOFEST event • Following the confirmation of SALIX grant funding, begin to deliver projects to reduce our carbon footprint with a capital investment of £4m to introduce Air Source Heat pumps to the Middleton campus. • Building on the recognition from Educate North Awards for sustainability share good practice across the sector • Strategic partner with the Local Authority, Rochdale Borough Housing and other key partners and local businesses as part of the Climate Emergency Working Group within the borough to address and promote green agenda and decarbonisation targets.
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Corporation Statement

On behalf of the Hopwood Hall College and University Centre corporation, it is hereby confirmed that the plan as set out above reflects an agreed statement of purpose, aims and objectives as approved by the corporation at their meeting on 15th May 2024.

The plan will be published on the college's website within three months of the start of the new academic year and can be accessed from the following link:

Insert Link

Chair of Governors
Nazir Afzal OBE

Principal and CEO
Julia Heap

Links

<https://files.ofsted.gov.uk/v1/file/50220980>

Financial statements 2021/22

[Rochdale Growth Plan 2020-2030](#)

[RDA Business Plan \(1\).pdf \(investinrochdale.co.uk\)](#)

[gm-local-industrial-strategy-web.pdf \(greatermanchester-ca.gov.uk\)](#)

[Industry Labour Market and Skills Intelligence Report - Executive Summary \(greatermanchester-ca.gov.uk\)](#)