

HOPWOOD HALL COLLEGE

EQUALITY, DIVERSITY & INCLUSION

2021/22



Hopwood Hall College
& University Centre

Introduction

Introduction This report is produced in accordance with the Equality Act 2010 and the Public Sector Equality Duty. It was produced by Adam Carney, Equality Diversity and Inclusion Manager.

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This report sets out the relevant internal and contextual data for Hopwood Hall College (HHC) students and staff to ensure all members of our community have equality of opportunity within our organisation

Hopwood Hall College

Hopwood Hall College (HHC) provides a wide range of high-quality education and training across the Borough of Rochdale and beyond. Hopwood Hall College has two campuses – Middleton campus set in acres of farmland and Rochdale campus in the heart of Rochdale town centre.

HHC offers a broad range of full-time and part-time courses funded by the Education and Skills Funding Agency (ESFA) and a portfolio of Adult Education courses funded primarily by Greater Manchester Combined Authority (GMCA). In addition to these provisions we offer higher education courses in partnership with the Universities of Salford and Bolton as well as providing support to a range of local and community-based organisations.

2021/22

Within the 2021/2022 academic year, the college embraced and celebrated the college community and took part in a range of awareness events.

These include Mental Health Awareness, International Women's Day and Pride. There are college LGBTQ+ groups for staff, learners and allies who met regularly to share practice, understanding and network.

The college supported Rochdale Borough's Rochdale in Rainbows Pride event and raised awareness of important LGBTQ+ topics through training, workshops and celebration events. The Learning support and Learner Voice Team also worked hard to raise awareness of key SEND themes through Deaf Awareness Week and Autism Awareness Day.



Supporting Mental Health Awareness for young people. Staff and students out in full force for greater awareness.

In March 2022, Hopwood Hall College students and staff travelled to London to support British Sign Language Bill that was at third stage of the parliamentary process.



Strategic Intentions

'Champions of Inclusivity' is at the heart the HHC strategic objectives, with the members of the Senior Leadership Team (SLT) promoting this through their respective areas to their teams and ultimately throughout the college community.



EDI Objectives

- Appropriate data collection which includes options for everyone, to support Hopwood Hall College to produce meaningful analysis.
- Everyone has completed basic EDI training within their probation period then every 2 years, and has access to high quality information about a range of EDI topics.
- EDI is embedded in all aspects of college life, including each area having their own EDI journey mapped out and all taking responsibility.
- Diversity is celebrated at all levels within college.

Student population

Gender	%
M	51.4%
F	48.6%
Total	100.0%

* Learner Numbers - Based on individual count of Learners

Intellectual disability/Disability

Learning Difficulty/ Disability	%
No	78.0%
Yes	22.0%

Sexual Orientation/Gender Identity

	%
Identify LGBT+	4%
Non-LGBT+	65%
Prefer not to say	19%
Other	4%
Unknown	8%

Ethnicity

Ethnic Groups	%
Asian British (Arab, Bangladeshi, Chinese, Pakistani, other)	23%
Black (British, African, Caribbean, other)	10%
Mixed (all)	4%
White (British, English, Scottish, Welsh, Irish, other)	59%
Other	5%

Religion

Faith	%
Declared faith	56%
No Faith/Atheist	32%
Prefer not to say	5%
Unknown	7%



Supporting Black History Month and ILearn resources.

Achievement data 2021/2

21/22 Attainment Data	Proportion to overall population	Withdrawals	Achievement
Highlighted health problems	29%	9%	85.40%
Ethnicity (Non White British)	45%	7%	88.40%
Female	52%	8%	88.70%
LLDD	22%	10%	85.30%
Male	48%	10%	83.80%

* Learners count multiple times based on the number of qualifications enrolled.

- **Proportion to overall population** – This refers to the proportion of the population compared to the overall student population.
- **Withdrawals** – This is the amount of that population that withdrew before completion of the course.
- **Achievement** – The amount of that population who have achieved their qualification.

Supporting our Students

Rochdale Public Health have supported the college to provide a young Person's Social Prescribing Link Worker. Tutors and the Safeguarding and Wellbeing team signpost learners to the social prescriber.

The social prescriber delivers sessions such as mindfulness, groupwork and meetings to give advice to learners about health and wellbeing, friendship groups and LGBTQ+ amongst other activities to address low level mental health issues.

SEN Learners

The college works effectively across all service areas and curriculum departments, and with external agencies and stakeholders to ensure all learners including those that are most vulnerable or have SEN needs have the right environment to learn. 71.46% of EHCP and 75.57% of High Needs learners are in mainstream provision in the college with the remainder accessing foundation learning in the Skills for Life department where they enjoy and achieve successes

Safeguarding

2021/2022 Safeguarded learners:

- (93.8%) 16-18
- (42.2%) Learning difficulty or disability
- (14.3%) Non-straight (24.6%) if you include prefer not to say
- (61.9%) male, (38.1%) female, (7.57%) learners with a non-declared gender

Incidents classed as bullying, harassment or discrimination

The college closely monitors the number of incidents that feature protected characteristic and takes appropriate action. The most common theme in 2021/22 year was:

- Bullying 24% of EDI recorded incidents
- Cyber-bullying also being stated within incidents (12% of EDI recorded incidents).
- Harassment was listed in incidents (8%)
- Racism (11%).

There were 30% incidents that were categorised as having EDI themes within them this year, of which they are broken down further into sub-categories such as homophobic, racist etc.

This is partly due to staff and learners becoming more aware of what falls into these categories, partly due to more categories being added to our reporting fields.

The biggest difference noted is that instances of Sexually Harmful Behaviour (SHB), which were the most frequently recorded in Term 1 (25% of EDI related incidents), were only reported within 11 (55% of incidents recorded against EDI themes) in Term 3. The decrease in cases in term 3 is due to increased staff training and awareness of how to intervene with inappropriate conversations at an earlier stage and increased learner awareness of what SHB behaviour is through teaching within college and coverage in the media.



Show Racism the Red Card event.



Our ESOL learners had a fantastic time at Khizra Mosque. Hosted by our partners, MACFEST, this amazing Iftar event, allowed students to learn all about Ramadan, tour the mosque and breakfast together.

Workplace - Diversity & Inclusion

Staff Engagement Survey Feedback

- 96% of employees understand and support the College's vision for equality and diversity
- 92% of employees agree that appropriate attention is given to EDI in the college
- 95% of employees who are aware of the College's EDI policy
- 91% of employees agree that the college provides a suitable environment for staff and students with disabilities
- 96% of employees understand their role in promoting E&D and tackling bullying, discrimination and harassment

- 94% of relevant employees' agree that they are confident in embedding Equality, Diversity and Inclusion into their teaching
- 88% positively agree with the statement "I feel that I belong at Hopwood Hall College"

In comparison to other FE Colleges, Hopwood Hall College employees believe that "equality of opportunity is embedded into the culture of the College" at 93%, 7% above benchmark.



Transgender Day of Visibility



Pride Celebrations

Staff Demographics

Age	%
Under 25	7%
25 - 34	21%
35 - 44	21%
45 - 54	26%
55 - 64	21%
65 +	4%
Totals	100%

Disability	%
Yes	6%
No	77%
Prefer not to say	6%
Unknown	11%

	%
Identify LGBT+	3%
Non-LGBT+	69%
Prefer not to say	12%
Unknown	16%

Gender	F	M
	61%	39%

Ethnic Groups	%
Asian British (Arab, Bangladeshi, Chinese, Pakistani, other)	8%
Black (British, African, Caribbean, other)	2%
Mixed (all)	1%
White (British, English, Scottish, Welsh, Irish, other)	76%
Prefer not to say/Unknown	10%
Other/Don't know	3%

Faith	%
Declared faith	56%
No Faith/Atheist	13%
Don't know/Prefer not to say	31%

I feel that I belong at Hopwood Hall College.

I feel confident in embedding Equality, Diversity and Inclusion into my teaching practice (question for Lecturers and Progress Tutors).

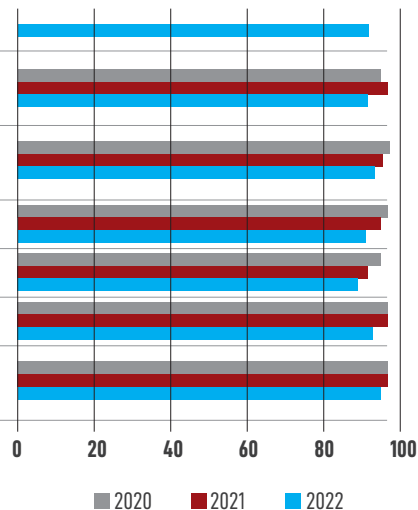
I understand my role in promoting equality and diversity, tackling bullying, discrimination and harassment.

The college provides a suitable environment for staff and students with disabilities.

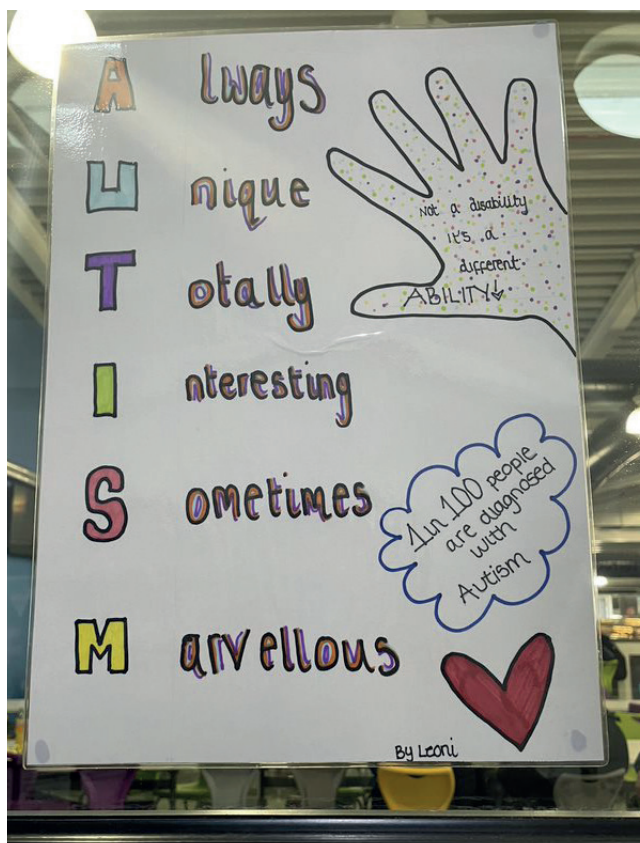
Appropriate attention is given to equality, diversity and inclusion in the college.

I am aware of the college's Equality, Diversity and Inclusion Policy.

In general I understand and support the college's vision for equality, diversity and inclusion.



Students and staff raising awareness for Autism.





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