HOPWOOD HALL COLLEGE

EQUALITY, DIVERSITY & INCLUSION
2022/23

Hopwood Hall College
& University Centre

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.

If you have any comments, questions or queries about the information contained herein, or for an alternative format please contact him at **adam.carney@hopwood.ac.uk.**

This report sets out the relevant internal and contextual data for Hopwood Hall College and University Centre (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.

2022/23

Throughout the 2023/2022 academic year, the college continued to embrace and celebrate the college community and took part in a range of awareness events. Event highlights included disability awareness, LGBTQ+ celebrations, women and racial issues but also celebrating the cultural identity of the college.

The HHC commitment to EDI was recognised during our OFSTED inspection in April 2023, with the report stating that HHC was 'integrating equality, diversity and inclusion in the classroom'.

Furthermore, the report described how 'the [HHC] Leaders provide a wide range of activities that broaden learners' experiences and increase social mobility. This includes cultural events such as Eid celebrations and a voluntary café where ESOL learners can practise their language skills'.

Act of Kindness 2023

Strategic Intentions

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

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.

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
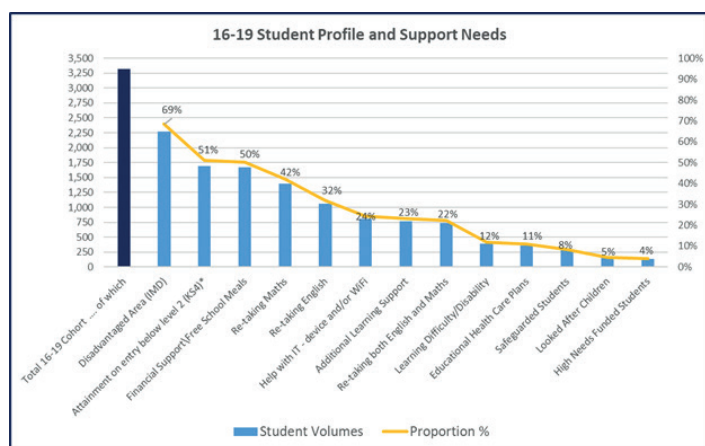
The chart above shows the total cohort of fundable 16-19 Study Programme learners in 2022/23. Over two thirds are from disadvantaged areas with many more aligned to at least six of the indicators categorised in the chart.

The college has a diverse learner profile and recruits a high number of vulnerable learners. The 2022/23 learner profile included

- 267 safeguarded learners at the end of 2022/23
- 395 safeguarded learners throughout 2022/23
- 216 cared for learners throughout 2022/23
- 205 learners accessed counselling support throughout 2022/23

Regarding learners with learning difficulties and/or disabilities, there were 408 learners with Education Health Care Plans (EHCPs) with a wide range of support available and 131 High Needs learners.

The college student profile has been changing over recent years whereby proportionately larger volumes of learners have the support of an Educational Health and Care Plan (EHCP), Additional Learning Support Needs, exams access arrangements, behavioural support requirements, are Cared for Children, in financial hardship and entitled to free school meals and other personal and social support needs.

As a result of this profile, the college is under increased pressure to provide the correct level of support and/or intervention to ensure that all learners have a good experience, reach their potential and are readily prepared for the world of work or Higher Education.

A more joined up approach across the borough to share information between the college and high schools helps to provide the intelligence to inform strategies to support our learners, ways to bid for additional funding to support vulnerable and "at risk" learners and aim to avoid them dropping out of college early and becoming Not in Education, Employment or Training (NEET).

LSAs supporting International Day of Disabled People 2022 awareness

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)	24%
Black (British, African, Caribbean, other)	8%
Mixed (all)	3%
White (British, English, Scottish, Welsh, Irish, other)	56%
Other	9%

Sex

	%
Male	52%
Female	48%

Champions of Inclusivity
Artwork created by Hopwood Hall College students

Inclusion wall

International Women's Day 2023

Faith/Belief

Faith	%
Declared faith	60%
No Faith/Atheist	35%
Prefer not to say	5%

Intellectual disability/Disability

Learning Difficulty/ Disability	%
No	77%
Yes	23%

Attainment data 2022/3

22/23 Attainment Data	Proportion to overall population	Withdrawals	Achievement
Highlighted health problems	9.77%	1.93%	77.87%
Ethnicity (Non White British)	55.54%	2.93%	78.15%
Female	55.97%	2.94%	79.76%
LLDD	9.27%	1.76%	74.89%
Male	44.03%	2.15%	74.93%

Overall achievement rate	77.46%

Attainment data

- 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

As part of our college's Mental Health and Wellbeing strategy, Rochdale Public Health have supported the college to provide a young Person's Social Prescribing Link Worker over the last year. Tutors and the Safeguarding and Wellbeing team signpost learners to the social prescriber.

World Mental Health Day 2022

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. HHC provides internal counselling services for our learners to access.

The college has 51 trained Mental Health First Aiders with plans to train further staff over the coming year. Significant work has taken place to support the mental health and wellbeing of our students which has been recognised through a series of awards including the prestigious Queen's Anniversary Award.

Learners with additional learning needs

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 additional learning needs have the right environment to learn.

Learners with an Education, Health and Care Plan (EHCP) in place of whom 28% are enrolled onto a Skills for Life course, with the remaining 72% enrolling onto courses and levels across college. In terms of learners with High Needs, 6.6% of EHCP learners study in the in Skills for Life area, the remaining 93% study courses across the college.

- 408 Learners with EHCP and 131 (110 HNF places) High Needs with a total of 1408 SMART targets achieved

- 131 High Needs Costing Applications (V10s) submitted to the relevant LA in Term 1, early October (draft costs submitted in August/ September)

- Over 408 EHC Review Meetings took place (this figure does not include emergency/ interim reviews or professional meetings)

- Over 408 EHC Review Meeting Reports provided to the relevant LA's, individual learners, and their families

- High Needs learners across 11 Local Authority areas

- Termly High Needs Reviews (includes attendance) provided to the LA

- Over 3000 hours of transition work carried out with learners, schools and other agencies

- 28% of EHCP learners enrolled onto a Skills for Life course, with the remainder across college and courses/levels. 6.6%, High Needs learners in Skills for Life.

- Data shows 63 (15.4%) learners with an EHCP were also a LAC in 2022/23, 24 (5.8%) of which were High Needs

- Data shows 60 (14.7%) learners with an EHCP were safeguarded in 2022/23, 19 (4.6%) of which were High Needs learners

- 457 Form 8 Exams Access Arrangements Assessments carried out by the SpLD Assessors

- 121 Form 1 Exams Access Arrangements Assessments carried out by Learning Support (Centre-based arrangement - not an SpLD Assessor)

OFSTED Inspection / Support for High Needs Learners Graded 'Good'

The OFSTED Inspection of the College took place in April 2023. The provision for High Needs and Supported Learners formed a significant thread which ran through the inspection. One inspector was tasked solely with inspecting provision for High Needs Learners. The Inspector thanked the Learning Support Manager personally stating, 'it was pleasure to observe the Learning Support Team working with students in the classroom, in fact, it was beautiful'. The Overall Effectiveness of provision for Learners with High Needs was deemed to be 'Good'.

A sample of quotes from the final report is listed below:

• Learners with high needs who study across the range of courses provided by the college make good progress.

• Curriculum and support staff work very well together to ensure that learning is accessible for all. For example, in creative and media, staff adapt equipment so that it is accessible to wheelchair users.

• Learners with high needs who study across the range of courses provided by the college make good progress. Curriculum and support staff work very well together to ensure that learning is accessible for all.

• Leaders and staff promote a highly inclusive and welcoming atmosphere in the college.

Nasen Award Winner

Lots of Awareness Days and events, and celebrations have taken place. Level 3 Hair and Beauty student, Maham Butt, was nominated for a Nasen Award 2023 for Young Advocate of the Year (age 17 and over). Maham is deaf and supported by a Communication Support Worker using British Sign Language to communicate.

The Award Ceremony took place in October 2023. The nomination included the work she has carried out advocating for deaf people both in college and in the community.

Maham is progressing to a Level 4 HE course for 2023/24 and has also devised a business plan to work in a Beauty Salon providing beauty treatments for deaf clients. Maham won! Maham is an inspiration and enriched our lives at college.

Incidents classed as bullying, harassment or discrimination

The college closely monitors the number of incidents that feature protected characteristic and takes appropriate action. There were 19% incidents that were categorised as EDI related.
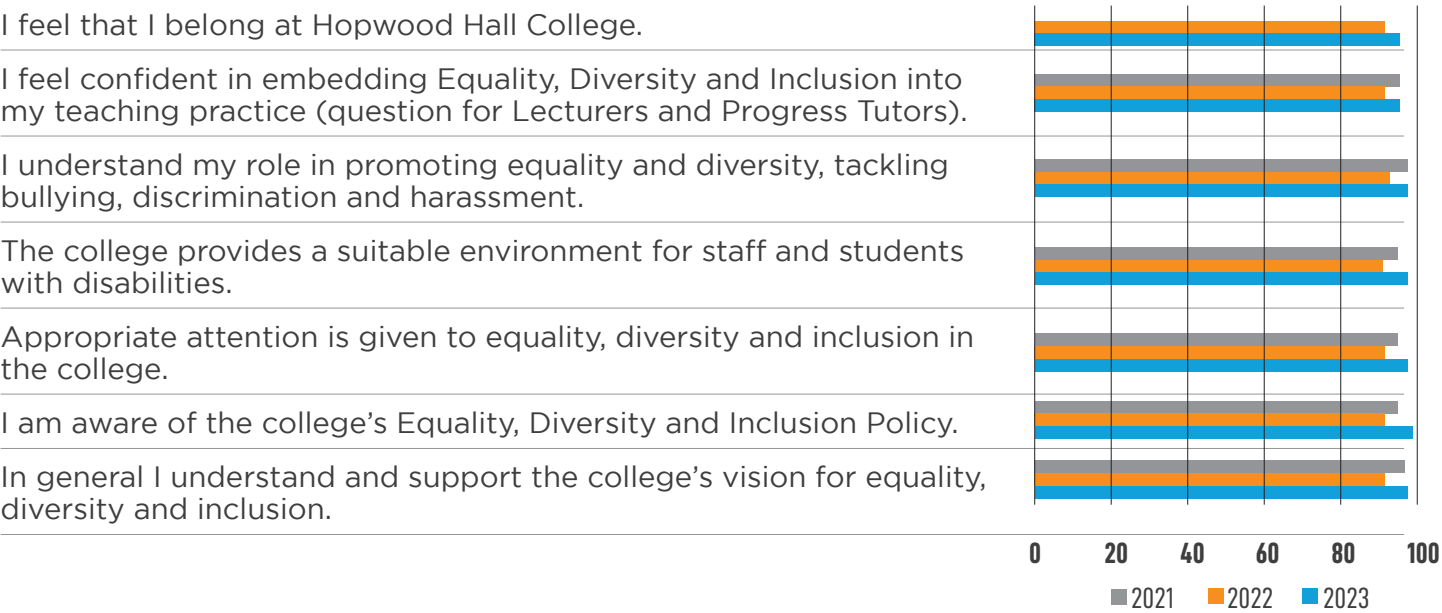
The most common theme in 2022/23 year was:

• Sexual Harmful Behaviour (SHB) incidents (53%).

• Bullying (EDI related incidents) (18%)

• Cyber-bullying (EDI related incidents) (18%).

• Homophobia (13%)

• Harassment (10%)

• Racism (7%)

• Transphobia (less than 1%)

Please note that incidents can involve a multiply of the above categories.

This is a significant decrease & can be attributed to a number of reasons:

• Increased staff training and awareness of how to intervene with inappropriate conversations at an earlier stage to prevent situations from escalating

• Increased learner awareness of what SHB behaviour is through teaching within schools & college

• Increased awareness raising in the media (which may help to reduce the likelihood of learners becoming a perpetrator of this behaviour)

• Learners either having conversations or being given warnings by staff for their own inappropriate behaviour in this regard or learning of others experiencing this and realising that it will not be tolerated in college.

Workplace - Diversity & Inclusion (2023 Staff survey data)

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.

0   20   40   60   80   100

■ 2021   ■ 2022   ■ 2023

Deaf awareness day May 2023

All of the questions in this area continue to have high levels of positive responses, 98% of employees understand and support the College's vision for equality and diversity. 97% of employees agree that appropriate attention is given to EDI in the college.

99% of employees who are aware of the College's EDI policy. 98% of employees agree that the college provides a suitable environment for staff and students with disabilities and 99% of employees understand their role in promoting E&D and tackling bullying, discrimination and harassment.

98% of relevant employees agree that they are confident in embedding Equality, Diversity and Inclusion into their teaching/facilitating. (This question was only applicable to Lecturers and Progress Tutors and has increased by 4% from 2022).

In comparison to other FE Colleges, Hopwood Hall College employees believe that "equality of opportunity is embedded into the culture of the College" at 95%, 9% above benchmark and ranked fourth.

Having introduced the Strategic Intention of "Champions of Inclusivity", a new question was added to the survey from 2022, "I feel that I belong at Hopwood Hall College". 88% of staff positively agreed with this statement in 2022 and in 2023 this has increased to 93%.

The college was ranked first from FE colleges to the question I am treated fairly and with dignity and respect in this organisation.

Staff Demographics

Gender	%
Male	39%
Female	61%

Disability	%
Yes	6%
No	72%
Prefer not to say	9%
Unknown	13%

	%
Identify LGBT+	2%
Non-LGBT+	68%
Prefer not to say	12%
Unknown	18%

Age	%
Under 24	6%
25 - 34	21%
35 - 44	23%
45 - 54	24%
55 - 64	22%
65 +	4%

Faith	%
Declared faith	55%
No Faith/Atheist	13%
Don't know	18%
Prefer not to say	14%

International Men's Day 2022 Boys Get Sad Too