

HOPWOOD HALL COLLEGE

**ANNUAL
ACCOUNTABILITY
STATEMENT**

2025/26

Purpose, Vision and Strategic Objectives

Vision



Hopwood Hall College
& University Centre

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.

Purpose

Hopwood Hall College and University Centre stands as a beacon of educational excellence within the borough of Rochdale, having dedicated over thirty years to the provision of superior education and skills training. The college's presence spans two key campuses, strategically located in Rochdale town centre and Middleton, thereby ensuring comprehensive coverage and accessibility to its educational services in north-east Greater Manchester.

In 2024/25 the college enrolled 3,730 16-19 olds, 4,200 adults, 900 apprentices and 150 HE students.

Hopwood Hall College and University Centre remains unwavering in its commitment to enhancing the economic prosperity of Rochdale and its residents, particularly those who encounter significant socio-economic disadvantages. It is noteworthy that Rochdale ranks among the top thirty most deprived boroughs out of 317 in the nation, thus underscoring the college's critical mission to support local businesses in their endeavours towards innovation and growth. Notably, 67% of the college's 16-19-year-old cohort originate from disadvantaged postcodes, with adult learners exhibiting even greater levels of socio-economic challenges, placing them within the top 3.7% as per the Index of Multiple Deprivation.

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.

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 the 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..

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 upsills 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



Context and Place

Rochdale, a significant urban centre within Greater Manchester, is situated in the scenic dale of the River Roch and stretches across the Metropolitan Borough to the townships of Heywood, Middleton and Pennines. The Borough has experienced a steady population increase, growing from approximately 211,700 in 2011 to 224,100 in 2024, marking a 6% rise. Historically, Rochdale emerged as a prominent mill town and a hub for textile manufacturing during the Industrial Revolution. It is also renowned as the birthplace of the modern Co-operative Movement, with the Rochdale Equitable Pioneers Society playing a pivotal role in this legacy.

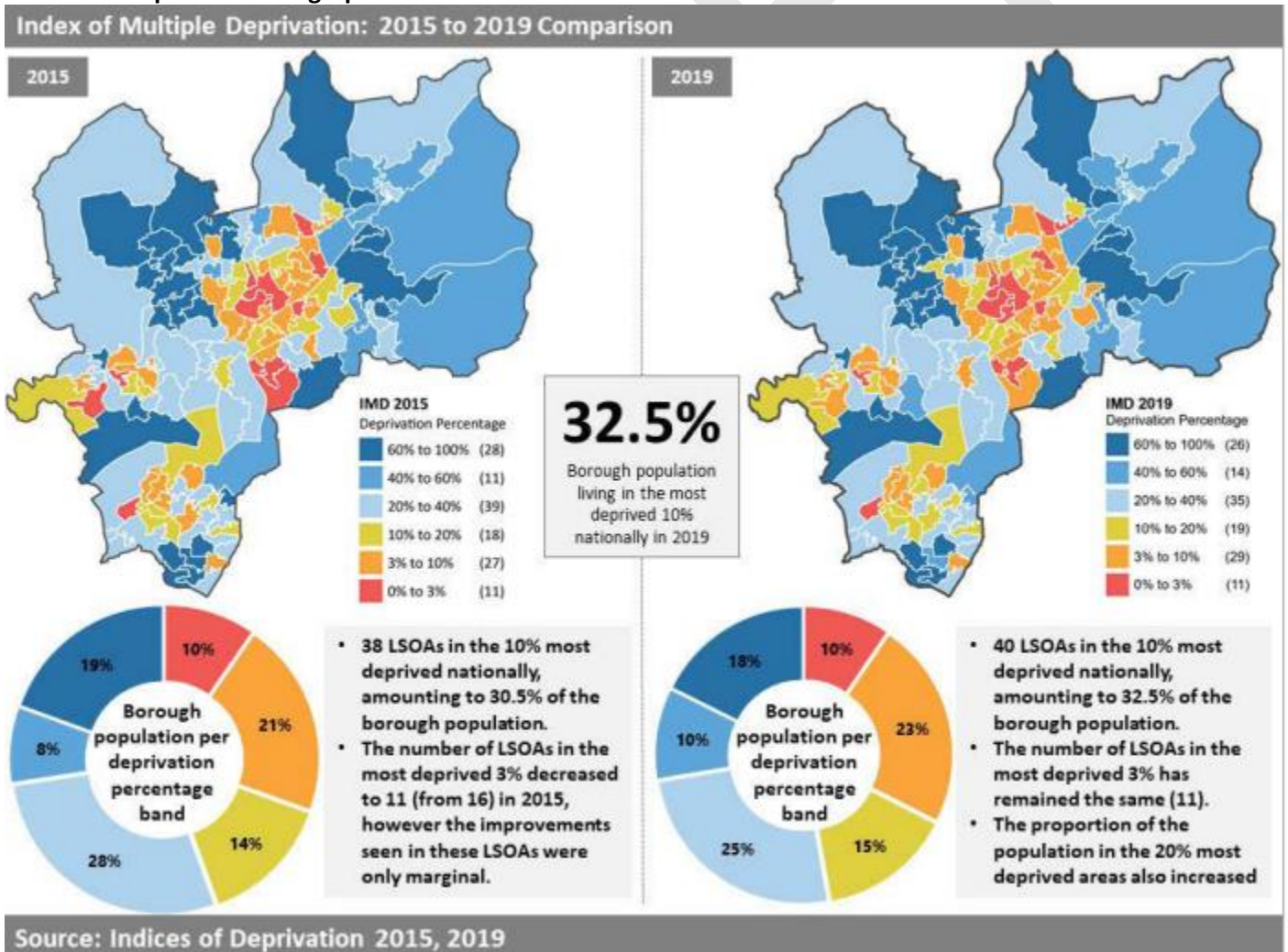
The town is currently home to over 7,000 active business enterprises, the vast majority of which are micro-businesses (88%), followed by small businesses (9.9%), medium-sized businesses (1.7%), and large enterprises (0.4%). This business landscape has seen considerable growth, with a 15% increase in the number of active enterprises since 2016. Despite these positive economic trends, Rochdale continues to grapple with significant pockets of deprivation, as reflected in its high scores on the UK Index of Multiple Deprivation.

Nonetheless, the spirit of ambition and investment is palpable in Rochdale, driving substantial improvements and regeneration efforts. The college is an active participant in transformative initiatives such as Atom Valley, a public-private partnership aimed at establishing an advanced manufacturing hub and generating 20,000 jobs across Bury, Rochdale, and Oldham.

Additionally, Sustainable Materials and Manufacturing Centre (SMMC), a consortium of research and development institutions including University of Manchester and the National Physical Laboratory, has secured funding and a site within Rochdale. Funding, provided through the UK Research and Innovations' flagship Strength in Places Fund, promises to catalyse further economic and technological advancements across the region.

Despite the socio-economic challenges, Rochdale has shown remarkable resilience and ambition. The town is actively engaged in substantial improvements and regeneration efforts, which are driving positive change throughout the borough.

FIGURE 3: Deprivation Infographic - Rochdale



Approach to developing the annual Accountability Statement

Key External Stakeholders

Senior Leaders work with national, regional and local influential organisations, to ensure that the curriculum is both employer-led and addresses national, local and national skills needs.

The government's national priority for construction has always been a priority for our curriculum offer. The Principal/CEO is a board member for the Construction Industry Training Board (CITB) which ensures that the college is aware of skills and training needs and priorities nationally, regionally and locally whilst providing a skills provider input into CITB strategy and government policy.

The North-east 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 identified as the site for the SMMC and developments here will offer a link with West Yorkshire and parts of East Lancashire as well as across Greater Manchester. The college CEO is an advisor to the Atom Valley Board as Chair of the Skills Group.

Rochdale Development Agency (RDA) Ltd. (owned by Rochdale Borough Council RBC) 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 that 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 work closely to ensure a 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 has now established a Local Innovation Centre in the borough with an advisor who will identify and work with businesses requiring support. 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. In 2025/26 the advisor will focus on supporting local businesses with the use of AI to improve productivity and sustainability.

The college works on specific projects with RBC such as a community learning project and 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.

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 for Planning, Performance and Information is a governor at a local secondary school. 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.

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 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 Atom Valley Development Board CITB
COMMUNITY	Talk English Rochdale Rochdale Connections Trust Rochdale Family Learning Your Trust Acorn Recovery Projects
EDUCATION	Rochdale Sixth Form College Greater Manchester Colleges Group Greater Manchester Provider Learning Network Atom Valley – Work and Skills Group Pioneers Trust
EMPLOYERS	Simkiss Group Salt Separation Woodall Nicholson Cara Construction Future Skills Hydrogen Northern Care Alliance

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



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 been validated by the Open University to work on developing Higher Technical Qualifications and full degrees.

This validation has enabled the college to gain programme validation for a BSc in Zoo Science and Wildlife Conservation, Foundation Degree in Health & Social Care and BSc in Indie Games Design. The college is currently working towards further programme validations with the OU for and a BEng Manufacturing and Engineering, Technology. We continue to offer HNC/ HND courses across a range of subjects and deliver Teacher Education qualifications up to level 5.

Safeguarding

We have a dedicated Safeguarding and Wellbeing team comprising of a Designated Safeguarding Lead (DSL) and four Deputy Safeguarding Officers who lead a team of Safeguarding & Welfare Officers. The Executive Director People, Culture and Wellbeing 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 mechanisms to enable them to do this safely. We work in partnership with local agencies and our 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 and 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 demonstrates a robust and forward-looking curriculum planning process that is firmly aligned with national, regional, and local skills priorities. Utilising comprehensive labour market information (LMI) and in-depth research conducted by the Greater Manchester Combined Authority (GMCA). The college meticulously crafts its curriculum to address existing and emerging skills gaps. This alignment ensures that learners are equipped with advanced level qualifications and competencies tailored to the demands of key sectors, including health and social care, engineering and manufacturing, construction, creative and digital industries, and finance and professional services. Such an approach not only supports the college's overarching goal of fostering academic excellence but also directly contributes to the economic vitality and workforce readiness of the borough and the region at large.

In addition, the college's curriculum planning process reflects its commitment to both sustainability and innovation. By re-engineering its curriculum with a strong focus on the Greater Manchester Local Skills Improvement Plan (LSIP), the college ensures that it remains adaptable to evolving economic and employer needs. This focus on high-demand areas and future skills requirements positions the college as a key driver in Rochdale's ambition to become a borough whose residents have high level, relevant skills to support local economic growth.



The curriculum plan for the academic year 2025/26 builds upon the range of innovative provisions introduced in the preceding year. The college remains steadfast in aligning its offerings with national, regional, and local skills priorities, while aiming to increase the volume of learners benefiting from the newly developed curriculum. However, there will be a more measured expansion in the diversity of the college's overall program offerings.

The planned curriculum changes will focus primarily on enhancing the college's T-Level programs within the Health and Engineering & Manufacturing pathways. This expansion will include both an increase in pathways and a broader range of occupational specialisms to address critical workforce needs in these key sectors.

Additionally, the college will introduce new apprenticeship standards within the construction sector and plans to expand the number of apprenticeship places available under existing standards. The new apprenticeship standards will prioritise fields such as civil engineering and plant & machinery operations, further supporting industry demands.

The GMFEIF (Greater Manchester Further Education Innovation Fund) project, funded by Innovate UK, will continue into its second year. This initiative enables the college to champion innovation within the Borough of Rochdale by helping local organisations to effectively engage with and implement artificial intelligence technologies. To date, the college has supported over 40 organisations. This work will be strengthened by the continued operation of an Innovation Hub located at the Rochdale campus, which serves as a resource for ongoing development and collaboration.

As reported previously, the college remains committed to offering new curriculum content that supports the green economy. For the upcoming year, efforts will be intensified to increase the number of learners benefiting from this pivotal area of focus. The curriculum will continue to deliver essential skills for retrofitting at Levels 2, 3, and 4, alongside training in green energy technologies, including solar panels, wind turbines, electric vehicle charging points, and heat pumps.

This coherent and forward-looking plan underscores the college's dedication to addressing evolving skills needs across critical sectors while fostering innovation and sustainability within the college's local and regional community

Response to National Priorities and Local Skills Improvement Plan

N/R/L	Priority Area	Aim	Targets (2025/26)
N R L	Engineering	Increase the number of students starting a T level in Engineering and Manufacturing	Increase the number of learners starting on a T-level in Engineering and Manufacturing by a minimum of 50%. (October 2025)
N R L	Engineering	Support the advanced Manufacturing sector with a higher skilled local workforce	Introduce a B(Eng) into the college curriculum by January 2026
N R L	Construction	Increase the number of employees with supervisory skills within the regional construction industry.	Increase the number of new starts, on the level 4 Construction Site Supervisor standard by a minimum of 50% (June 2026)
N R L	Construction	To provide further support for the groundwork industry within the Greater Manchester region	Introduce by January 2026 a minimum of one new apprenticeship standard to support the groundwork industry's demand for skills.
N R L	Construction	To accelerate the support the college provides for local employers in response to the increased demand for employees with retrofit skills.	Increase the volume of learners completing the Level 3 retrofit advisor qualification by a minimum of 50% (June 2026)
N R L	Construction	To support the Greater Manchester joint development plan by increasing the number of residents with the necessary skills to work in the housebuilding sector	Increase the number of apprentices undertaking a brickwork standard by a minimum of 30%
N R L	Creative Industries	To further support the Rochdale Borough Council's "Community Wealth Building" model	To offer at least one full degree in a creative industries subject by January 2026
N R L	Health	Increase the number of students starting a T level in Health	Increase the number of learners starting on a T-level in Health by a minimum of 70%. (October 2025).

Key:

N = National

R = Regional

L = Local

Response to National Priorities and Local Skills Improvement Plan - Progress against targets for 2024/25

Hopwood Hall College has demonstrated significant success in achieving accountability statement objectives for the academic year 2024/25.

Key accomplishments include the introduction of a foundation degree (Level 5) in Health & Social Care by January 2025, fully meeting its target of establishing a degree pathway. Furthermore, the college achieved its goal of completing a £500,000 capital investment programme by December 2024, modernising the simulated ward at the Middleton Campus to integrate advanced digital technology.

In the digital and education sectors, the college successfully delivered three cohorts of essential digital skills training for Rochdale residents between October 2024 and May 2025, marking a partial accomplishment of its objective to broaden access to such training. Additionally, Hopwood Hall College met its target of introducing a new occupational specialism in Assisting Teaching from the Education and Early Years pathway by September 2024, addressing the growing demand for teaching support roles. These accomplishments reflect a focused approach to meeting set targets and addressing community and learner needs effectively.

In engineering and construction, the college achieved its goals by expanding apprenticeship, T level and adult skills programs. These initiatives were successfully implemented to enhance both the theoretical and practical training for students, ensuring alignment with industry standards. By establishing partnerships with local employers, the college surpassed expectations in promoting work-based learning opportunities, further solidifying its role in developing a highly skilled workforce tailored to national, regional and local skill demands

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 30 courses, including 9 apprenticeship standards, across level 1-4 training over 1200 students with skills to support the construction industry.

Health: The college offers over 20 courses, including 5 apprenticeship standards, to support skills needs within this sector training over 400 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 250 learners.

Green/Net Zero: The college will continue to offer over 6 courses from level 2 to level 5 in green skills and Net zero focusing on alternative energy types and retrofit. The college will continue to offer the IACS programme with another 3 cohorts expected in the next 15 months. All these courses will support over 200 learners to meet skills shortages within the local and regional economy.

Manufacturing: There are 18 courses, including 7 apprenticeship standards, offered relating to this sector from levels 1 to 5 with over 550 learners supported.

Professional Services: There are 18 courses, including 6 apprenticeship standards, from levels 1-5 supporting 350 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 progression 	<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 • 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



Champions of inclusivity	<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 • 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. • Promote independence and resilience with learners • Inclusive, high-quality teaching and a graduated approach to SEND.
Drivers of economic prosperity	<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. • Developing and validating a range of degrees to meet the needs of our local community

Guardians of our environment

- 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
- 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
 - 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.





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 2025

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:

[Reports & Policies](#)

Chair of Governors
Gary Buxton MBE

Principal and CEO
Julia Heap

Links

[Ofsted - Inspection of Hopwood Hall College](#)

[Rochdale Growth Plan 2020-2030](#)

[Greater Manchester Local Industrial Strategy](#)

[Industry Labour Market and Skills Intelligence Report](#)

[Local Skills Improvement Plan](#)

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