



CRAVEN COLLEGE EQUALITY, DIVERSITY AND INCLUSIVITY

Annual Report 2024-2025

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BACKGROUND INFORMATION

Craven College is a small general further education college, based in the market town of Skipton, North Yorkshire, 'The Gateway to the Dales'.

Skipton has two selective grammar schools which both have sixth-form provision. This means that most full-time students choosing Craven College have vocational ambitions or have not met the stringent entry requirements of selective schools. We also have a significant proportion of students with mental health needs and are a first-choice provider for the local authority for High Needs transition. Students choose Craven College for our reputation for individualised support and the appeal of a small, friendly and semi-rural campus.

Our unique position draws students from the dispersed towns and villages of the Yorkshire Dales, East Lancashire, and West Yorkshire (WY). Both Bradford and Pendle local authorities are within c.5miles of the main College site with strong transport links to the two respectively. This proximity and reliable transport links mean that the College currently attracts over 60% of its learners from these areas. Learners from Leeds and Harrogate (the next 2 largest local authorities for students) relate to the College's Aviation Academy at Leeds Bradford Airport and Evolve at Ripon respectively.

The College operates over a number of sites, with the main Aireville Campus and Auction Mart Campus situated on the outskirts of Skipton town. The Aviation Academy is based at Leeds Bradford Airport, Evolve is based in Ripon and supports young people with social, emotional and behavioural difficulties. Community programmes are delivered at the Aireville campus and in outlying premises that are local to needs including Keighley, Settle and Burnley. These programmes are often the first study experience for some demographic groups and are informed through strong collaboration with community leaders and Job Centre Plus.



Craven College offers a broad range of vocational and technical qualifications to young people and adults. The most popular subject sector areas are Health & Social Care, Horticulture & Forestry, Animal Care, Building & Construction, Preparation for Life & Work and Business Management. The College also delivers Apprenticeships, serving a base of employers in the local area with a small provision in Scarborough that are mainly in Accounting & Finance, Construction and Service Enterprises.

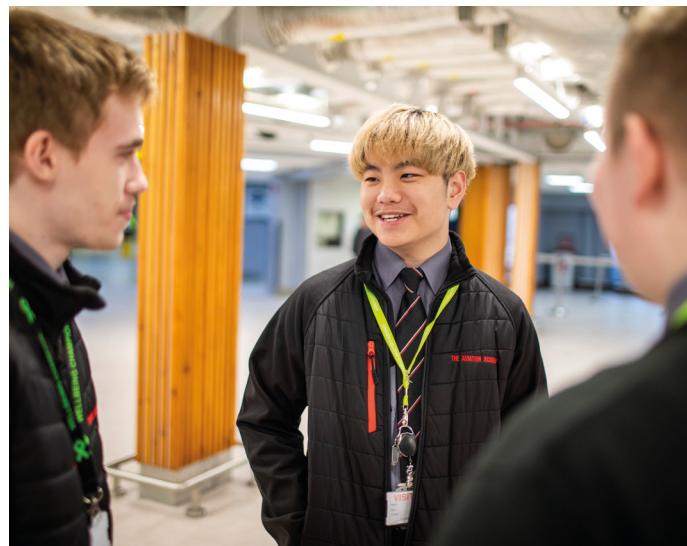
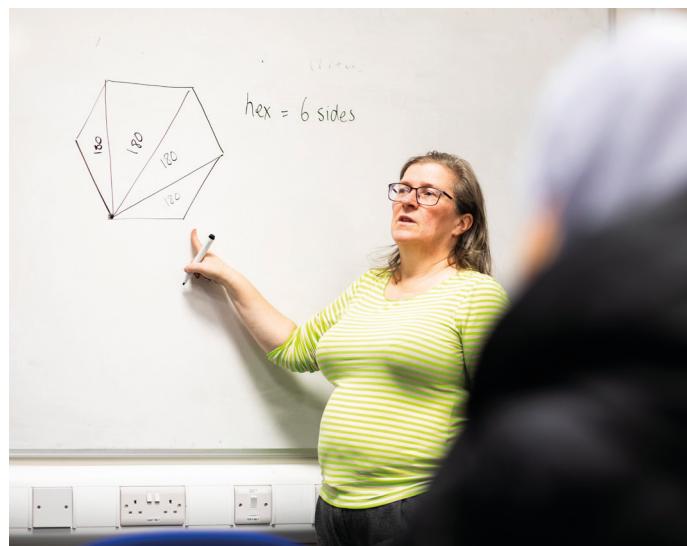
Although Craven ranks as the 275th most income-deprived local authority in England (IMD Deciles, 2019), students from this area make up only 26% of our 16-18 cohort and 16% of our adult cohort. The largest proportion of students come from the Bradford district (50% of 16-18 and 27% adults), which is the 27th most income-deprived local authority in England (ONS, 2023). Notably, Bradford also falls 11 percentage points behind the national average in both Level 2 and Level 3 attainment. Over half of our students are in the lower social deprivation bands. Often, students are the main or significant contributor to their household income and are working to support their families alongside their studies.

Similar to the trend in North Yorkshire (NY) where 23% of residents are at retirement age, the Craven district has an increasing older demographic with a steady increase in those aged 65 or older (27%) whilst those aged 64 and under has been decreasing. The age profile for West Yorkshire (median age 38) is broadly similar to the national average (median age 40) although Bradford has a younger population with a media age of 35.

More than 50% of people aged 16-64 in Craven district have a NVQ 4 or higher compared to 40% in England. This is also true for NY where 41% are educated to level 4 or higher. However, the situation is very different in WY with 34% qualified to this level, and in Bradford only 26% are educated to level 4 or higher. The proportion of the population with no formal qualifications is small in NY at 5% compared to 8% in West Yorkshire and 7% nationally. In Bradford however, 15% of the working age population have no formal qualifications.

The diversity of the student population of Craven College in terms of headcount has stayed fairly consistent over the past 3 years with a 17% non-white British population. This is above the Craven district figures at 3.1% and North Yorkshire at 5.8% (Source: 2021 Census). White British is the College's largest student ethnic group at 83%, followed by Asian/Asian British at 12%.

Over 422 staff work at Craven College with 37% in a teaching role, 25% in a teaching support role and (37%) in a business support role. Eighty-one percent of staff are in a salaried role, this is a decline by 1pp on the previous year, with 19% in a variable hours role. In line with other FE Colleges, the workforce is predominantly female (72%) and remains concentrated in the 41-60 age brackets. The majority of the workforce identify as White at 87% and although the ethnicity profile has increased over the past year from 3.7% to 4.3% over the past 3 years, it does not reflect the student population. The number of staff that identify as LGBTQ+ has increased slightly compared to this time last year, with a decrease in the number that prefer not to say. The percentage of staff that have declared a disability has remained constant.



KEY EQUALITY & DIVERSITY PRINCIPLES

The College's vision, mission and values were refreshed and launched in 2024/25. These are as follows:

VISION

To be exceptional in everything that we do.

MISSION

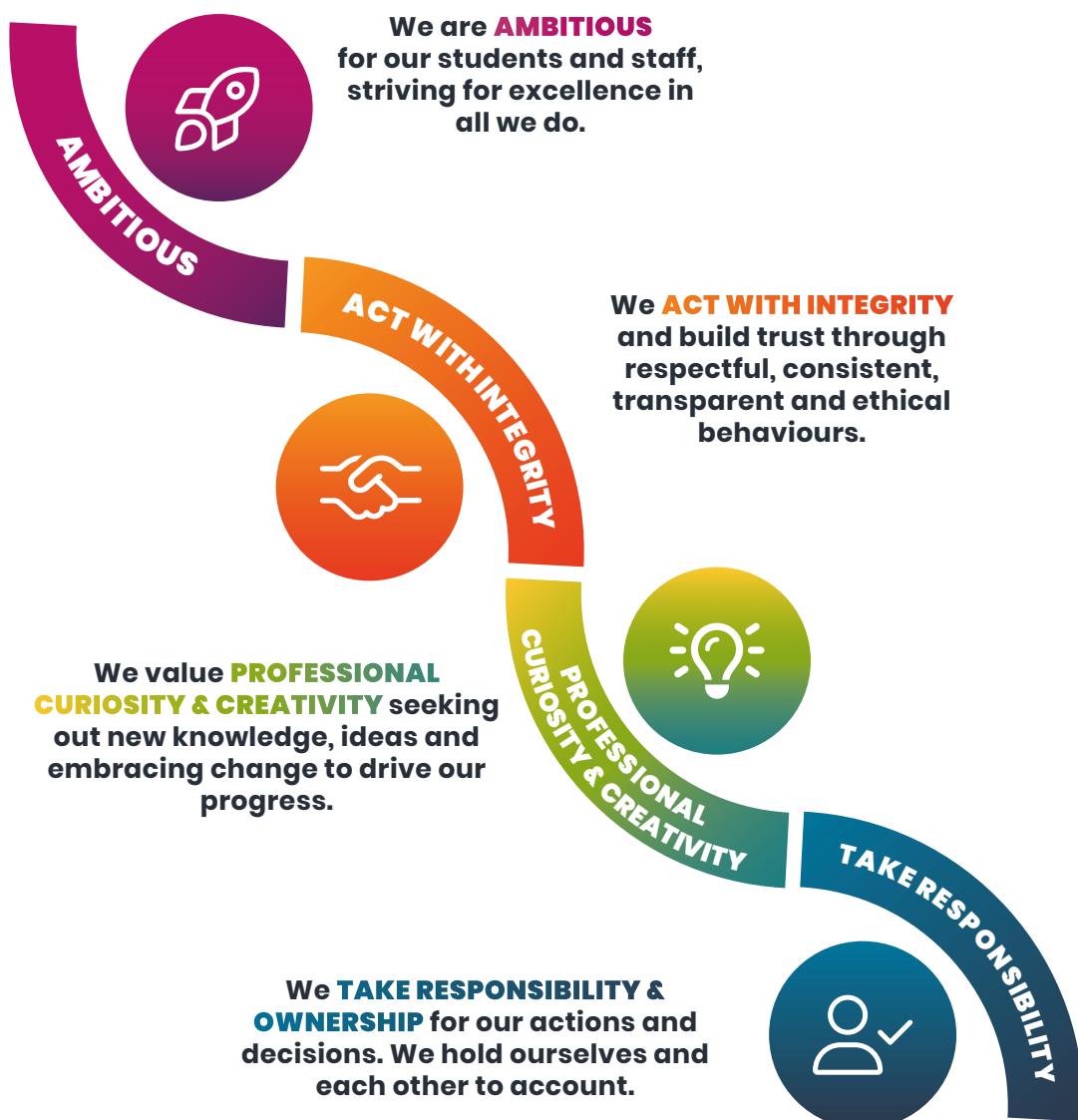
Proudly serving our communities by delivering high quality education and training.

STRAPLINE

Unlocking potential, changing lives

OUR VALUES

We are 'One College, One Team' working together in a respectful and considerate way to achieve our Vision and Mission. Our core values underpin our conduct and our decision-making.



1. EQUALITY COMMITMENTS

We are committed to:

- Promoting equality of opportunity for all;
- Promoting a good and harmonious environment in which to work and study, and in which everyone is treated with respect and courtesy at all times and where differences are not only respected but are celebrated.
- Preventing occurrences of unlawful direct discrimination, indirect discrimination, harassment and victimisation;
- Fulfilling our legal obligations under the Equality Act 2010 and associated codes of practice;
- Complying with our own Equality, Diversity and Inclusion policy and associated policies;
- Ensuring all instances of bullying, harassment or discrimination are taken seriously and fully investigated, with appropriate action taken.

2. EDI OBJECTIVES

Objective 1 - To further develop and promote a socially inclusive, diverse and accessible College for the recruitment of staff and students

Objective 2 - To continue to identify, prioritise, address and reduce any significant gaps in retention, achievement, progression and destination, between groups of learners

Objective 3 - To ensure equality and diversity, and British values continue to be fully and explicitly developed within the curriculum and that all discrimination, bullying or harassment is challenged appropriately.

Objective 4 - To work with employers and actively engage with local community activities to enable a greater understanding of local diverse communities.

STUDENT AND STAFF ACTIVITIES RELATED TO EDI

The College actively promotes diversity through a comprehensive calendar that celebrates key religious and cultural events throughout the year. As part of enrichment activities, we hold an annual cultural fair where students and staff can relax, socialise, and enjoy food, games, and experiences from various cultures. Each fair is designed with a wellbeing and educational theme to support students' personal development and prepare them for adulthood, fostering an inclusive and supportive environment for all.

Throughout 2024/25, students have taken part in a number of events and activities that foster community cohesion, inclusion and belonging. The College is inclusive and advocates for groups and individuals that face conscious or unconscious bias. Students set up an LGBTQ+ group, for instance, and take part in tutorial debates about issues that impact marginalised groups. Examples of activities include Humber & West Yorks NHS Learning Disability Nursing Workshop, Makaton workshop, mental health and wellbeing talks, Black history month, LGBTQ+ history month, neurodiversity awareness, a wellbeing fair and a cultural fair, holocaust memorial day, refugee week, Earth day and holding a Peace meal with local faith and community groups. Many of these events are done in partnership with local community groups and are also attended by staff. The college staff and students also took part in an EDI conference held jointly with 2 other local FE colleges.

All staff undertake EDI training through our online portal (iHASCO). Two well-being days were held in winter and summer and included activities such as wreath making, cooking, yoga and wellbeing walks. The key workers working in the Projects team work with the most disadvantaged groups in local communities. They are invested in getting people who are economically inactive or unemployed to overcome barriers and move closer towards employment, as well as addressing a range of social issues such as poverty, isolation and social exclusion. In doing so, participants benefit from increased skills, confidence and resilience.

EMPLOYEE DATA BY PROTECTED CHARACTERISTICS

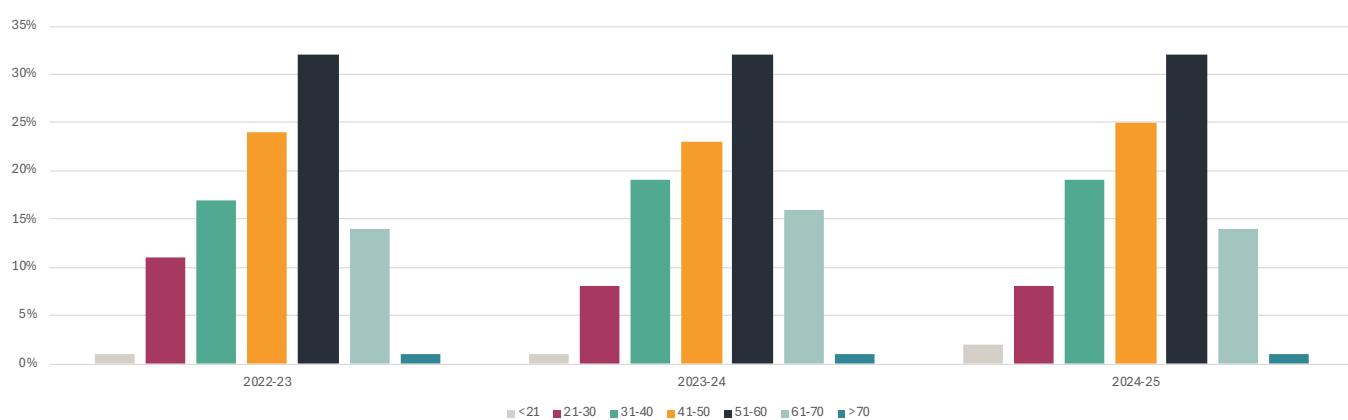
1. STAFF PROFILE BY AGE

1.1. The College age profile at the end of 2024/25 shows a high number of those aged between 51-60 (accounting for nearly a third of the workforce), however this is closely followed by the 41-50 age group. It is pleasing to see an increase in the less than 21 age group. The college is already looking at succession planning, with Heads of Dept identifying key roles across their teams. This forms a key strand of the People Strategy. Follow up actions are mitigation of the risks of the employees in these roles leaving and developing others across teams to be able to fill gaps.

TABLE 1: STAFF PROFILE BY AGE

Age	2022-23		2023-24		2024-25		Trend
	Number	%	Number	%	Number	%	
<21	4	1%	0	1%	9	2%	↑
21-30	48	11%	35	8%	32	8%	→
31-40	74	17%	80	19%	79	19%	→
41-50	105	24%	100	23%	105	25%	↑
51-60	140	32%	136	32%	134	32%	→
61-70	61	14%	68	16%	57	14%	↓
>70	4	1%	3	1%	6	1%	→
Total	452		436		422		

PERCENTAGE BY AGE



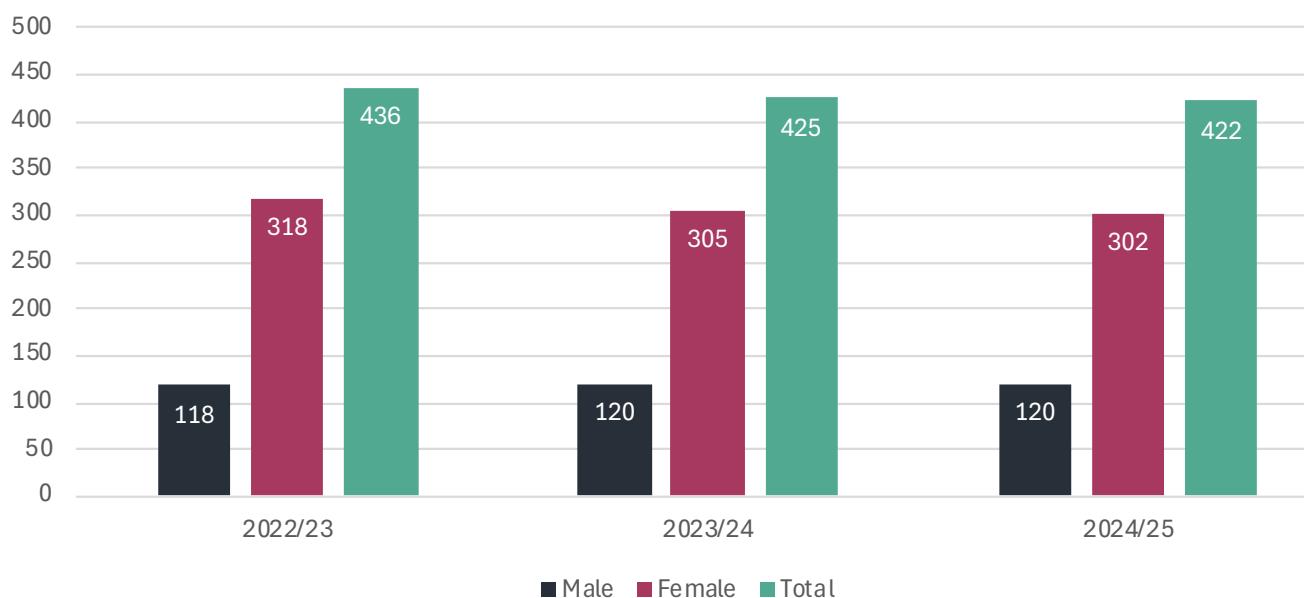
2. STAFF PROFILE BY SEX

2.1. The employee profile of the College at the end of the 2024/25 shows a reduction in employee numbers since 2023/24 from 436 to 422. The profile shows a predominantly female workforce at 72% which is consistent over the last 3 years. This is higher than the national FE workforce which in 2023/24 reported 65% of the workforce being female in general FE (GFE) colleges. The overall Male: Female ratio for the year has stayed the same at 28:72. This information will also drive our gender pay gap information.

TABLE 2: STAFF PROFILE BY SEX

%	2022/23	2023/24	2024/25	Trend
Male	27%	28%	28%	↗
Business Support	9%	9%	8%	⬇
Senior Management	1%	1%	1%	↗
Teaching	13%	13%	15%	↑
Teaching Support	4%	4%	4%	↗
Female	73%	72%	72%	↗
Business Support	27%	24%	28%	⬇
Senior Management	1%	1%	1%	↗
Teaching	24%	22%	22%	↗
Teaching Support	21%	25%	25%	↗
Male : Female	27 : 73	28 : 72	28 : 72	↗

HEADCOUNT BY SEX



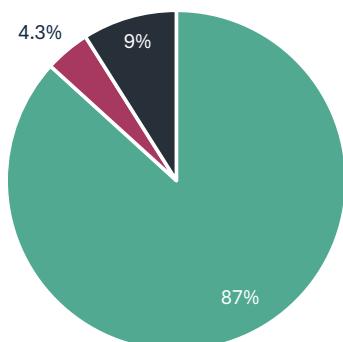
3.1. The table below shows the ethnicity demographics of the college. The proportion of staff of black and minority heritage had been declining since 2021 but the data for 2024/25 shows a very small increase although the actual numbers have stayed the same. In addition, the percentage of staff that have not stated their ethnicity has increased from 4.9% to 9%. Whilst this is still below the national rate for FE with 11% not disclosing their ethnic identity, more work needs to be done locally to encourage disclosure of ethnicity. An EDI audit in 2023/24 identified ways in which the College can attract employees from different ethnic backgrounds, but this has had limited impact to date. A review of our recruitment practices was undertaken to ensure that there were no barriers to recruitment. Equality Impact assessments are done in respect of all employment policies to ensure there is no discrimination in the use of these policies.

TABLE 3. STAFF PROFILE BY ETHNICITY

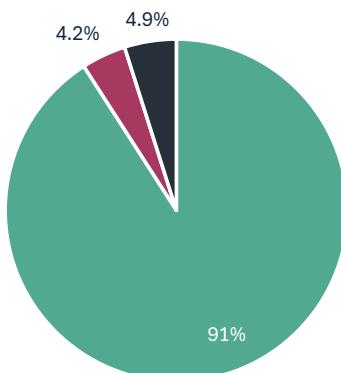
Totals	2022/23	2023/24	2024/25	Trend
Asian or Asian British - Bangladeshi	1	1	1	↗
Asian or Asian British - Indian	3	2	2	↗
Asian or Asian British - Other Asian Background	3	3	2	↓
Asian or Asian British - Pakistani	4	8	8	↗
Black or Black British - African	1	2	2	↗
Black or Black British - Caribbean	2	2	1	↓
Black or Black British – Other Black	1	0	0	↗
Chinese	0	0	0	↗
Mixed Heritage - White and Asian	0	0	0	↗
Mixed Heritage - White and Black Caribbean	1	0	2	↑
White - British	166	159	166	↑
White - English	217	205	180	↓
White - Irish	7	6	6	↗
White - Other White Background	10	11	10	↑
White - Scottish	2	3	4	↓
White - Welsh	2	1	1	↗
Any other mixed	0	1	2	↑
Not stated	16	21	35	↑
%BAME	3.7	4.2	4.3	↑

OVERALL ETHNICITY BREAKDOWN

2024/25



2023/24



■ White ■ BAME ■ Not Stated

■ White ■ BAME ■ Not Stated

4. STAFF PROFILE BY DISABILITY

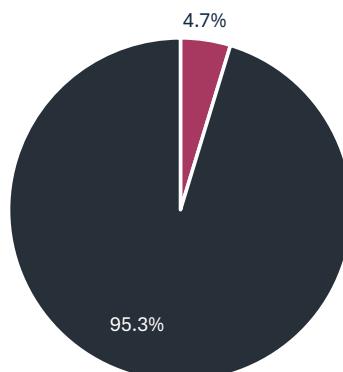
4.1. The number of staff with a disability has stayed the same as last year. Nationally, 7.6% of the FE workforce identified as having a disability.

TABLE 4 STAFF PROFILE BY DISABILITY

Totals	2022/23	2023/24	2024/25	Trend
Declared disability	15	20	20	↗
None	421	405	402	⬇
% Disabled	3.4	4.7	4.7	↗

OVERALL DISABILITY BREAKDOWN 2024/25

2024/25



■ Disability ■ No Disability

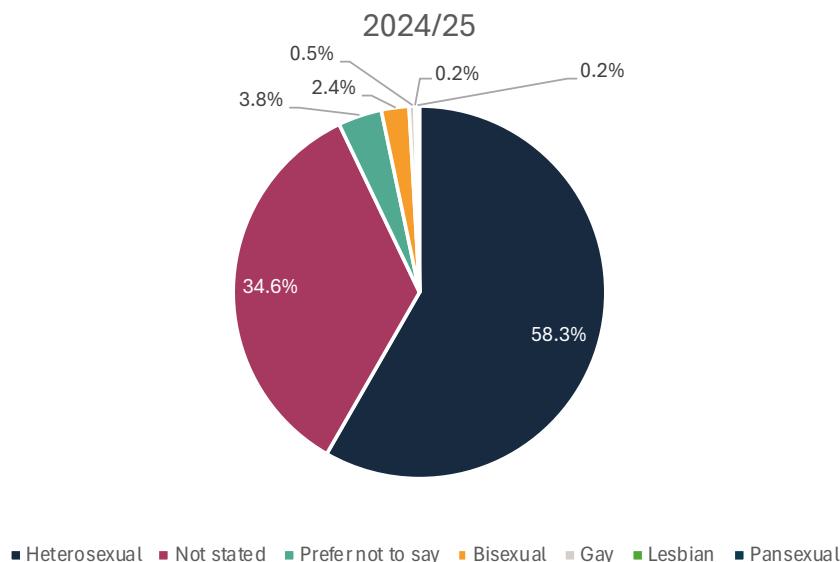
5. STAFF PROFILE BY SEXUAL ORIENTATION

5.1. Based on the information completed by employees, most of the college workforce is heterosexual, however there are a proportion of employees who have not stated, and some who have said they prefer not to say. This represents 38% of the staffing cohort but has decreased compared to the previous year (42%). The data indicates that the proportion of LGBTQ+ staff has only increased slightly, with the actual number only increasing by 1.

TABLE 5: STAFF PROFILE BY SEXUAL ORIENTATION

Totals	2022/23	2023/24	2024/25	Trend
Bisexual	11	9	10	↑
Gay	2	2	2	→
Heterosexual	274	235	246	↑
Lesbian	2	1	1	→
Pansexual	-	1	1	→
Prefer not to say	12	15	16	↑
Not stated	135	162	146	↓
% LGBT	3.4%	3.1%	3.3%	↑

OVERALL SEXUALITY BREAKDOWN



The table below shows the progress made against the workforce KPIs for 2024/25 against the college targets.

KPI	Target	July 2023 (Q4)	July 2024 (Q4)	July 2025 (Q4)	RAG/Trend
Male : Female Proportion	30:70	27:73	28:72	28:72	→
BAME Staff %	4%	3.7%	4.2%	4.3%	↑
Disability %	3.6%	3.4%	4.7%	4.7%	→
LGBT+ %	1.8%	3.4%	3.1%	3.3%	↑

STUDENT ACHIEVEMENT RATES 2024/25

APPRENTICESHIP ACHIEVEMENT

1. APPRENTICE ACHIEVEMENT BY AGE

1.1. Overall, achievement rates for apprenticeships are above National Rate (NR) at 69.8% and have increased significantly for 16-18. Although the achievement rates for 19-23 have decreased, these are still at or above the NR and account for 21% of the overall apprenticeship cohort. Out of the 3 age groups, the 19-23 cohort have the lowest achievement, and the 16-18 cohort have the highest achievement. The gap in achievement between 16-18 and the 2 other age groups has decreased although there is a notable difference in the apprenticeship numbers (158 16-18; 49 19+ and 25 24+) so any differences in achievement are amplified.

TABLE TO SHOW APPRENTICE ACHIEVEMENT BY AGE.

16-18	2022/23	2023/24	2024/25	Trend
Achievement %	66.1%	62%	70.3%	↑
National Rate %	54.8%	56.1%	59.5%	
19-23	2022/23	2023/24	2024/25	
Achievement %	64.6%	80.6%	71.4%	↓
National Rate %	61.9%	60.8%	65.4%	
24+	2022/23	2023/24	2024/25	
Achievement %	71.4%	81.6%	83.3%	↑
National Rate %	55.4%	57.1%	63.3%	
Total	2022/23	2023/24	2024/25	
Leavers	208	276	245%	↓
Achievement %	66.3%	69.6%	72.2%	↑
National Rate %	57.0%	57.8%	62.3%	
Gap 16-18 : 19-23	1.5	18.5	1.1	
Gap 16-18 : 24+	5	19.5	13	

2. APPRENTICE ACHIEVEMENT BY SEX

2.1. There are more male apprentices than female with the latter making up 41.8% of the cohort. Both females and males achieve higher than the NR, with male achievement improving on the previous academic year. The achievement gap between female and male apprentices has decreased significantly.

TABLE TO SHOW APPRENTICE ACHIEVEMENT BY SEX.

Female	2022/23	2023/24	2024/25	Trend
Achievement %	68.1%	71.6%	71.7%	↓
National Rate %	57.5%	65.1%	65.1%	
Male	2022/23	2023/24	2024/25	
Achievement %	65.0%	68.4%	72.5%	↑
National Rate %	56.7%	60.1%	60.5%	
Gap Female : Male	3.2	3.2	0.8	

3. APPRENTICESHIP ACHIEVEMENT BY DISABILITY

3.1. Achievement rates in 2024/25 for apprentices with a declared learning difficulty or disability have increased significantly compared to 2023/24 and are above NR. The gap between those with a declared learning difficulty/disability and those with none has increased slightly with the former achieving much better.

TABLE TO SHOW APPRENTICESHIP ACHIEVEMENT BY DISABILITY.

Disability	2022/23	2023/24	2024/25	Trend
Leavers	33	52	50	
Achievement %	63.6%	63.5%	80.0%	↑
National Rate %	53.9%	57.7%	57.7%	
No Disability	2022/23	2023/24	2024/25	
Leavers	173	217	183	
Achievement %	67.6%	72.8%	69.9%	↓
National Rate %	58.6%	63.3%	63.3%	
Gap Disability : No Disability	4	9.3	10	

FURTHER EDUCATION ACHIEVEMENT

4. FE STUDENT ACHIEVEMENT BY AGE

4.1. Achievement rates have increased for both age groups in 2024/25 when compared to 2023/24, and with national rates. Adults have a slightly higher achievement than young people, with the achievement gap between the two age groups narrowing over a three year period.

TABLE TO SHOW STUDENT ACHIEVEMENT BY AGE

16-18	2022/23	2023/24	2024/25	Trend
Leavers	2039	2231	2483	↑
Achievement %	76.7%	85.5%	87.6%	↑
National Rate %	81.1%	81.4%	83.4%	
19+	2022/23	2023/24	2024/25	
Leavers	1717	1873	2067	↑
Achievement %	84.8%	87.5%	91.3%	↑
National Rate %	86.7%	87.0%	87.8%	
Total	2022/23	2023/24	2024/25	
Leavers	3756	4101	4550	↑
Achievement %	80.4%	86.7%	89.3%	↑
National Rate %	83.8%			
Gap 16-18 : 19-23	8.1	2	1.7	

5. STUDENT ACHIEVEMENT BY SEX

5.1. Achievement rates in 2024/25 have increased for both female and male cohorts with a three trend of a closing achievement gap for females and males. Both male and female achievement rates are above national rates.

TABLE TO SHOW STUDENT ACHIEVEMENT BY SEX.

Female	2022/23	2023/24	2024/25	Trend
Leavers	2224	2316	2415	
Achievement %	78.5%	85.8%	88.6%	↑
National Rate %	84%	84.4%	85.6%	
Male	2022/23	2023/24	2024/25	
Leavers	1532	1788	2135	
Achievement %	83.2%	87.9%	90%	↑
National Rate %	83%	84%	85.3%	
Gap Female : Male	4.7	2.1	1.4	

6. STUDENT ACHIEVEMENT BY ETHNICITY

6.1. The largest population amongst the student population in 2024/25 is White British (80%) followed by those of Asian heritage (14%), within which those of a Pakistani heritage (11%) are the greatest proportion. Over the past 3 years, students of a Pakistani heritage have shown improving achievement rates and although, this achievement gap had closed in 2023/24, in 2024/25 students of a Pakistani heritage achieved slightly better than White British students. Looking at the wider ethnic groups, the achievement rates are all above national rate with achievement gaps between the main groups decreasing.

TABLES TO SHOW STUDENT ACHIEVEMENT BY ETHNICITY.

White British	2022/23	2023/24	2024/25	Trend
Leavers	2949	3196	4550	
Achievement %	80.1%	87%	89%	↑
National Rate %	83.9%		85%	
Pakistani	2022/23	2023/24	2024/25	
Leavers	448	533	478	
Achievement %	84.2%	86.5%	90.6%	↑
National Rate %	85%	86.5%	86.5%	
Gap White : Pakistani	4.2	0.5	1.6	

White British	2022/23	2023/24	2024/25	Trend
Leavers	2949	3063	4550	
Achievement %	80.1%	87.2%	89%	↑
National Rate %	83.9%	85%	85%	
Mixed	2022/23	2023/24	2024/25	
Leavers	90	118	113	
Achievement %	77%	83.1%	89.4%	↑
National Rate %	81.9%	83.4%	83.4%	
Asian	2022/23	2023/24	2024/25	
Leavers	632	696	656	
Achievement %	82%	86.6%	89.8%	↑
National Rate %	86.2%	87.3%	87.3%	
Black	2022/23	2023/24	2024/25	
Leavers	32	50	49	
Achievement %	88%	80%	93.9%	↑
National Rate %	84.3%	86.5%	86.5%	
Gap White : Mixed	3	4.1	0.4	
Gap White : Asian	2	0.6	0.8	
Gap White : Black	8	7.2	4.9	

7. STUDENT ACHIEVEMENT BY DISABILITY

7.1. Achievement rates in 2024/25 for students with a declared disability have increased compared to 2023/24 and are above NR. The gap between those with a declared disability and those with no declared disability has widened with the latter achieving better.

TABLE TO SHOW STUDENT ACHIEVEMENT BY DISABILITY.

Disability	2022/23	2023/24	2024/25	Trend
Leavers	1272	1599	1902	↑
Achievement %	82%	86.2%	87.1%	↑
National Rate %	81.4%	82%	83.1%	
No Disability	2022/23	2023/24	2024/25	
Leavers	2477	2483	2628	↑
Achievement %	79.6%	87.1%	90.8%	↑
National Rate %	84.6%	85.1%	86.4%	
Gap Disability : No Disability	2.4	0.9	3.7	



Unlocking potential, changing lives

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