



**CDN COLLEGE  
AWARDS 2017**



# **SHORTLIST SUMMARIES**

#collegeawards

## **Morrison Construction sponsors the Employer Connections Award**

Our vision ‘to be leaders in the construction of a sustainable future’ underpins our strategic approach to managing our social, environmental and economic impacts, which we achieve year on year by delivering significant community benefits in the areas we operate in across Scotland.

Our delivery includes an established educational programme that directly links to the education curriculum, providing meaningful learning experiences from the classroom environment to delivering practical activities on our live construction sites. We fully support the **Developing Scotland's Young Workforce** agenda and believe that by taking this structured approach and working together with educators to introduce students to the ‘World of Work’ provides students with the opportunity to develop the necessary skills which is influential in developing tomorrow’s workforce.

Our college partnerships give us the opportunity to work with teaching staff and students studying both professional and trade related courses to deliver:

**Curriculum Supported Sessions, Industry talks and Employability workshops:** We regularly offer and deliver our employer-led, structured programmes that focus on STEM (Science, Technology, Engineering and Maths) related subjects that directly supports students in developing a wide range of skills and knowledge which are vital in the work place.

**Bespoke Work Experience Placement Opportunities:** Work experience placements help support students to make informed choices about their career direction. We support all students studying professional and trade related courses at our partner colleges and customise placement opportunities to ensure students

# **Morrison Construction**

gain valuable experience and feedback from their experience. Students who are successful in securing a work placement on our projects are selected following an interview process, using their employability skills learned in the classroom and applying this to a real life scenario. All students are enthusiastic and often bring new and fresh ideas to our working practices and go on to secure an Apprenticeship or employment within the industry.

**Educational Site Visits:** From pre-Apprentice to Degree level, vocational and academic study, we continuously work with our partner colleges to provide meaningful learning opportunities. Visits to our live construction sites provide invaluable first-hand experience into the practicalities of construction while complimenting course work, enhancing employability skills and the opportunity to talk to our project teams about all things construction!

- **931 students with curriculum supported activities, talks and employability sessions**
- **250 work experience placement days**
- **465 students visiting our live construction sites**

If you are interested in learning more about our college partnership opportunities please contact Alice Harley, Corporate Social Responsibility Manager: [alice.harley@morrisonconstruction.co.uk](mailto:alice.harley@morrisonconstruction.co.uk) or our office at Rowan House, 1 Robroyston Oval, Glasgow, G33 1AP or telephone 0141 557 6500.



**West Lothian College, civil engineering students visiting our Newbattle Campus project**



**Cardonald College, pre apprenticeship students, visiting our Largs Campus project**



**CDN COLLEGE  
AWARDS 2017**

# **SHORTLIST SUMMARIES**

## **COLLEGE DEVELOPMENT NETWORK (CDN) COLLEGE AWARDS 2017**

The CDN College Awards recognise the talent, skills and achievements of colleges, their staff and learners. They provide a valuable opportunity to celebrate the innovation taking place in colleges across the country. The Awards showcase the impact the sector is having – every day – for our learners, communities, and the wider economy.

Provided for your information are the summaries from each of the categories submitted by the colleges shortlisted.

Thank you to all those who entered the CDN College Awards and congratulations to all the shortlisted colleges and winners.



**College  
Development  
Network**

Leading  
Creating  
Sharing



#collegeawards

[www.cdn.ac.uk/cdn-college-awards-2017](http://www.cdn.ac.uk/cdn-college-awards-2017)

# STUDENT CITIZENSHIP AWARD >

This award recognises an individual student who has made a significant investment of talent and time which has had a positive impact on others within the college and/or in their community.



# CAROLANN BURNS

## New College Lanarkshire

### 'That's Sound' – Getting Girls Into Sound Production

As part of her BA Commercial Sound Production programme at New College Lanarkshire, Carolann Burns was challenged to come up with a creative and innovative 'industry facing' project which would give her an opportunity to network professionally in the music industry and develop her employability skills.

She exceeded all expectations (achieving an A grade and winning a UWS entrepreneurship award in the process) by establishing 'That's Sound', an ongoing project focused on addressing the gender imbalance in the technical and production side of the music industry.

Carolann made a number of key achievements through her project, but highlights included:

- Organising a hugely successful event at Platform (Glasgow) attended by 130 schoolchildren and students (the numbers would have been

higher if not for Storm Doris which prevented two schools/colleges from attending)

- Establishing a website – [thatssound.co.uk](http://thatssound.co.uk)
- Establishing a social media network around the project
- Enlisting the help, support and endorsement of many established music industry professionals.

Through running this project Carolann has achieved well beyond even her own ambitious targets, creating an active and ongoing project and brand which has not only given her the platform to establish her own professional career, but also to inspire and encourage girls into an industry in which they are drastically under-represented.



## SCOTT GUTHRIE

### Dundee and Angus College

Scott Guthrie has transformed himself from being a young person who experienced isolation and depression, whose sole interest was gaming, to a confident and outgoing young man with an HND in Interactive Media in less than two years. It's an incredible turnaround, which has seen him shake off his old skin and grow a new confident persona, flourishing in the process.

It's not only Scott's personal journey that is impressive but what he has done to cajole, badger, encourage and inspire others like him to succeed, that is outstanding.

As a participant in the Dundee and Angus College Cashback For Creativity programme, Scott was one of many young people who had lost their way.

The Academy was an outstanding success in terms of helping these young people reconnect with the world, but leading and inspiring the pack at all times was Scott Guthrie.

An unofficial leader for the group, Scott found new powers of communication and worked hard to inspire and encourage wherever he could.

Even now as Scott completes his HND, he is still working hard to bring others along on the journey and to experience the same turnaround that he has.

Scott Guthrie is quite simply a great role model for us all.





# KAYLEIGH HAGGO

## Ayrshire College

### Making A Difference Matters

Kayleigh is a current HNC Sports Coaching and Development student who gained an 'A' for her Graded Unit and has secured a place at university.

Kayleigh has a form of cerebral palsy which affects her balance and motor skills but that has never stood in her way as she has racked up thousands of online fans who followed her journey to winning three golds in the European Paralympic Youth Games, setting 13 world records and four national age group records in swimming, race running and club throw sports.

This is testament to her phenomenal drive, determination and commitment to succeed, irrespective of any barriers that are placed in front of her. A prime example of this was when she came to national prominence as she took on the government and won her battle, a story which was featured by the Daily Record.

Since starting college Kayleigh has always displayed an excellent attitude to her course work and college life in general. Her time-keeping, attendance and positivity have been exceptional.

Ayrshire  
College 



# DEVELOPING A REGIONAL CURRICULUM AWARD >

This award recognises how colleges are developing a coherent and relevant curriculum which is responsive to the needs of the region, is learner-focused and aligned to employer demands and sustainability.



**THE SCQF: FOR YOUR LEARNING JOURNEY**  
[scqf.org.uk](http://scqf.org.uk)





# AYRSHIRE COLLEGE

## Ayrshire College Prepares to Care

Ayrshire College provides a unique, sector-leading, employer-led programme which addresses health and social care integration, in line with the Scottish Government's 2020 Vision.

The College responded to demand by developing a programme which would provide the required skills and knowledge set out in the 2020 Vision. Ayrshire College is unique in providing the programme, which is flexible, and meets the Scottish Social Services Council (SSSC) requirements to develop the skills required to deliver integrated health and social care.

The programme is also aligned to the local authorities' Induction Programme and is a robust delivery of academic and vocational learning.

The programme has been successful in helping the local authorities to address the recruitment and retention needs in Ayrshire in the health and social care sector, by identifying integrated solutions.





# FIFE COLLEGE

## STEM and addressing the Gender Imbalance within Engineering

Fife College has recognised the important role it plays in creating solutions to the current lack of STEM skills and gender imbalance issues facing the engineering sector. These issues were outlined by the Scottish Government and also employers within the industry. Fife College has introduced a variety of learner-focused programmes to help meet employer demands and to address the lack of STEM skills as well as gender imbalance.

The first programme was delivered in collaboration with Shell UK and Fife Council, called 'Girls in Energy' which involved 44 young females from schools across Fife undertaking a national training programme at Fife College. This was a demand-led course which helped develop a strong school-college partnership across the region.

'Speedy STEM' was another programme delivered by Fife College at primary and secondary schools across Scotland. The programme was designed to give high school pupils an experience of STEM careers which they may not have considered otherwise. The gender split was 50/50 with many females taking great interest in the roles available. This helped contribute to the development of Curriculum for Excellence by introducing potential opportunities to young people and encouraging them to strive and work hard to achieve their goals.





# GLASGOW REGION: GLASGOW CLYDE COLLEGE, CITY OF GLASGOW COLLEGE, GLASGOW KELVIN COLLEGE

## Developing a Regional Curriculum – Glasgow's three colleges working in partnership to meet the needs of learners

In 2014, the three Glasgow colleges developed a five-year Curriculum and Estates Plan for the Glasgow Region setting out how, following significant regional restructuring, the colleges could work together, transferring staff and activity between colleges, to provide a more coherent, outcome-focused and higher quality Glasgow Region curriculum.

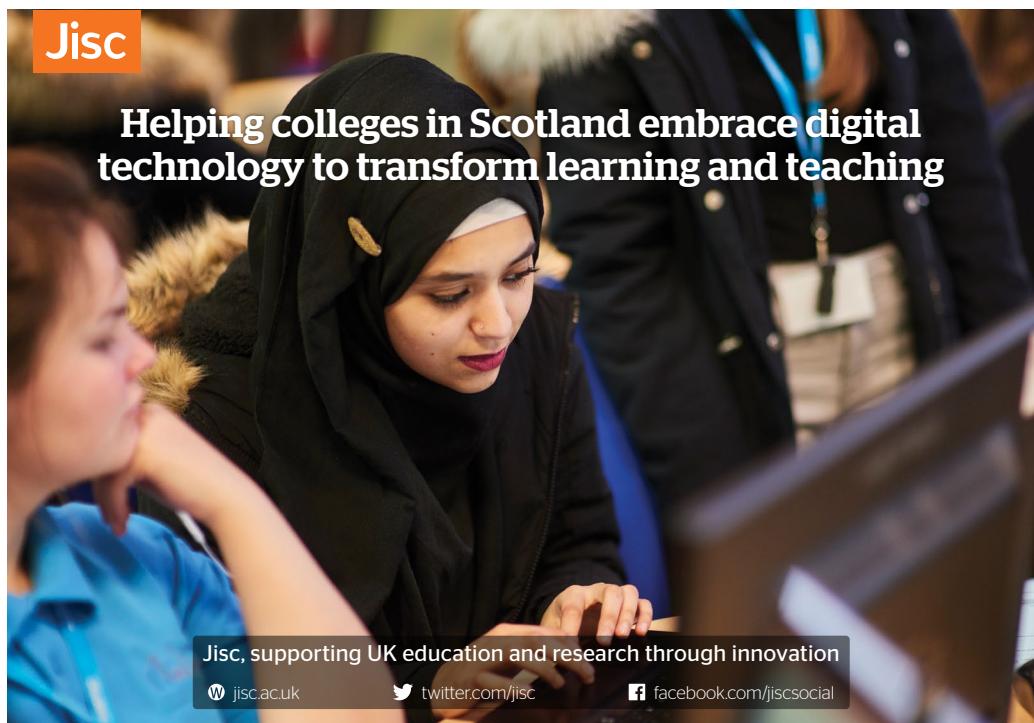
An extensive environmental scan and consultation exercise identified regional stakeholder 'asks' and a regional 2020 curriculum vision was created. Eight regional Curriculum Hubs, related to key sectors of the regional economy, reviewed the curriculum and consultation events held with employers and stakeholders. The Curriculum Hubs produced regional curriculum maps, enhancing access through schools'

vocational pathways and common entry qualifications. College and regional STEM strategies were created promoting the development of Curriculum for Excellence capacities.

A vocational pathways' website and video for senior phase school pupils was developed, the quantity and quality of college learning opportunities for school pupils improved and joint school/college CPD events held. Interim outcomes from the five-year plan include successfully transferring significant areas of the curriculum and related staff between the three colleges, aligning the curriculum more closely to identified economic demands, increasing schools provision, closing all poor quality accommodation, and increasing provision in areas of greater deprivation and economic non-participation.

# DIGITAL EDUCATION AWARD >

This award recognises a college that has implemented creative ideas to improve the quality and effectiveness of technology-enhanced learning, teaching and/or assessment practice.



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# FIFE COLLEGE

## Immersive Hybrid Reality (iHR) for Wind Turbine Safety and Maintenance Training

Innovation in the Architecture, Engineering and Construction (AEC) sector continues to be a key UK government agenda due to the importance it plays in ensuring the sector maintains high performance, competes internationally, and delivers best value and quality.

As a result of significant growth in the Energy Sector over the last decade in the UK (which largely overlaps with the AEC sector), there is an increased need for skilled workers. Delivering a response to this need has required Fife College to work with external partners to generate creative and enterprising approaches, not only in the form of new and upgraded training programmes and centres but also in the use of new technology-enhanced learning and digital approaches to improve training provision.

Fife College recently launched the immersive Hybrid Reality (iHR) system, which employs cutting-edge Information and Communication Technologies with initial focus on raising awareness on Health and Safety issues and establishing trainees' readiness to work at extreme height. The iHR will also enable Wind Turbine Maintenance trainees to conduct typical proactive maintenance activities on top of a wind turbine, without being exposed to any of the health and safety risks associated with such dangerous work.



# INVERNESS COLLEGE UHI

## Going the Xtra Mile

'Going the Xtra Mile', a project developed by Inverness College UHI (ICUHI), adopted a creative approach in utilising Lego Mindstorms equipment to ignite young people's interest in digital education.

Recognising the need to embed a culture of digital learning early in a young person's life, the project engaged 159 P5–P7 primary school pupils by collaborating with six schools. Pupils engaged effectively in the project, becoming the 'creators' of digital technology by learning programming skills. Ensuring that the gender imbalance in STEM subjects was addressed, 51% of participants were female.

To ensure project sustainability, digital sessions were created to 'teach the teachers' so that primary teachers can continue Lego Mindstorms learning units with future pupil cohorts.

The Computing Department at the College worked with the Education Department to embed these sessions into UHI's primary-school teacher training programme, Postgraduate Diploma in Education (PGDE), so that future teachers across the Highlands and Islands are already equipped to deliver digital education effectively.

The successful project resulted in three Lego Mindstorms clubs being set up in primary schools, and the creation of an annual Lego Mindstorms competition, run by the College, enabling school and College collaborations to continue in future years.



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**Inverness College**



# WEST COLLEGE SCOTLAND

## Digital Xtra – Coding in the Classroom

West College Scotland (WCS) delivered Coding Clubs to lower secondary school pupils (S1/2) in targeted schools in Renfrewshire. The clubs were delivered as extra-curricular afterschool clubs, once a week for the duration of the school term. The Coding Clubs aimed to deliver activities in a fun and informal way that engaged secondary age pupils, built their skills and stimulated pupils' interest in computing science and digital technologies, and helped to influence their subject choices for S3/4.

The College's highly experienced Curriculum Quality Leader for Computing, David Renton and Computing Lecturer Amanda Ford, have overseen the operation of the clubs, and supported and mentored a team of WCS STEM Ambassadors, recruited from HNC and HND computing students who are running the clubs on a week-to-week basis.

The sustainability of the Coding Clubs in schools has been further supported through the delivery of CPD sessions in association with Microsoft Education, to Renfrewshire Primary and Secondary School Teachers. They have encouraged use of coding in the classroom and training the teachers on coding tools and applications, and delivering Coding Clubs, including use of the BBC micro:bit. This has aimed to create a sustainable approach to the development of Coding Clubs in Renfrewshire schools, and take advantage of the BBC micro:bit in schools to support the development and growth of Coding Clubs and computing science.



# EMPLOYER CONNECTIONS AWARD >

This award recognises creative approaches that a college has taken to enhance active and effective engagement activity with employers that supports the ambitions of Developing the Young Workforce. These approaches should demonstrate clear, positive benefits to the employer, stakeholders, staff and learners in colleges as a result of the activity.



## AYRSHIRE COLLEGE

### Ayrshire College leads the way in partnership working

Ayrshire College has established successful working relationships with employers, resulting in increased employment in the aerospace and STEM sector for Ayrshire's young people.

The College encourages positive choices, creates pathways to industry and aligns courses to opportunities and growth.

Ayrshire College believes in industry-led skills planning, which brings the employers within their network together to understand common needs and offer training on an economy of scale. Being able to hear directly from employers about where the specific skills gaps are in the industry allows them to enhance course provision.

As a direct result of listening to and acting upon feedback received from the organisations with which they are working in partnership, Ayrshire College continues to exceed expectations in industry.

The College's strong partnership approach has led to increased opportunities for a wider range of young people.





# MORAY COLLEGE UHI

## Hospitality Association Moray

This submission from the Hospitality and Tourism Academy at Moray College UHI is based around the work of the Hospitality Association Moray (HAM) established in September 2016. The idea was predominately driven from a need to support the industry across Moray to work together more effectively.

The group's overall aim is to support industry by developing a communication network to provide opportunities for effective collaboration.

The group's interconnected aims are to:

1. Develop a mentoring programme for students and employers to increase placement and employment opportunities
2. Support the work of the Moray Community Planning Partnership (CPP), Moray Speyside Tourism, Developing the Young Workforce (DYW) and Moray Skills Pathway programme
3. Support the industry in their recruitment
4. Increase the number of Modern Apprenticeship opportunities for young people
5. Raise awareness amongst industry of the value of employee development and training
6. Develop bespoke training provision for employers
7. Ensure that Hospitality staff have opportunities for Continuous Personal Development through industry engagement
8. Enhance opportunities for future curriculum development linked to industry.

This submission explored the progression made to date towards these aims and considers future actions to further develop this programme.



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**Moray College**



# WEST HIGHLAND COLLEGE UHI

## Local Care Workforce Development

The College has established a partnership with Carr Gomm for workforce development, benefiting the employer, the College and rural communities. West Highland College UHI (WHC) operates in areas considered 'economically fragile', with challenges of extreme remoteness and dispersed populations. Retaining young and working-age people locally in employment and in education, contributes to the economic sustainability and diversity of small, rural communities. West Highland trends show a more significant decline in the population of young people (9.3%) and working-age population (17.6%), than the rest of the Highlands (HIE 2014).

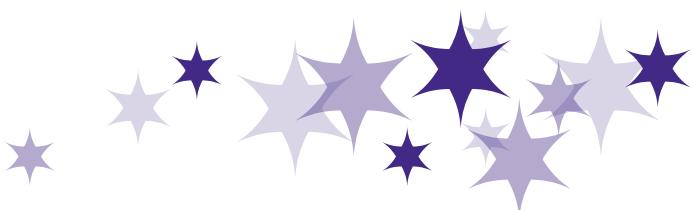
Historically, the West Highlands have fewer working-age people and some employers find it difficult to recruit and retain staff.

This effective working arrangement offers work placements for students, potential new employee recruits and qualifications to existing workforce. The unique College delivery model means that individuals and businesses in small and rural communities can study locally and continue to work. The delivery model presents employers with a sustainable workforce development stream, which will educate and help retain young people in the local area.



University of the  
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**West Highland College**

Oilthigh na Gàidhealtachd  
agus nan Eilean  
**Colaiste na Gàidhealtachd an lar**



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# ESSENTIAL SKILLS AWARD ➤

This award recognises a college that has embraced one or more of the opportunities presented by the Essential Skills Statement of Ambition.

## DUNDEE AND ANGUS COLLEGE

### Essential Skills@D&A

With consistent sector leading results, the Dundee and Angus Essential Skills Team already employs some of the most imaginative and innovative techniques in terms of engaging students and improving their core skills. These include robotics, virtual reality games, skill-swaps and even customer skills with pets.

To this end, the team has launched 'Essential Skills@D&A', aimed not at the students, but at the staff who teach them day in, day out.

Inspired by CDN's Essential Skills Statement of Ambition, this online programme offers support, advice,



explanations and above all, a crucial overview of the myriad of ways in which essential skills can be implemented within the curriculum.

In the midst of our curriculum review and 'Good to Great' strategy, Dundee and Angus College is focused on the true development of 'T-Shaped' learning and recognises that essential skills are equally if not more important to the success of their students than the vocational element of their courses. The College believes that the Essential Skills@D&A programme ensures that their staff are ready to make the Essential Skills Ambitions the day-to-day norm.



# GLASGOW CLYDE COLLEGE

## Tackling the Textiles Skills Gap

The west of Scotland is a hub for the creative industries and there are opportunities for those to make a living as a sole-trader, contributing to the wider creative and digital economy. Manufacturers, often in areas where there was traditionally a textiles industry (such as Ayrshire), are struggling to fill skills vacancies, as after many years of offshore production, which can be unreliable and expensive, production is returning to the UK.

Glasgow Clyde College is attempting to tackle these skills gaps at grassroots level through its partnership with Dumfries House, Future Textiles and by hosting 'Make it in Fashion' events which act as a bridge between the project and further education, with attendees joining college programmes.

Over 2,000 people have engaged with Future Textiles since October 2014, predominantly young people taking part in skills workshops and now in its second year. One hundred and forty eight school pupils attended this year's 'Make it in Fashion' event.

The involvement with Future Textiles has also led to quality industry partnerships being developed, which benefit participants and also the College's Fashion and Textiles students.

Pupils are learning the essential skills that they will require to enable them to consider the textiles industry as a viable career option.



# NORTH EAST SCOTLAND COLLEGE

## SilverNote – Music Enterprise

Through the Silvernote initiative, students are able to create a highly networked system of teams where they can develop the entrepreneurial, interpersonal, digital skills, knowledge and personal qualities required for life, learning and work.

Students, across subject disciplines, can learn by working together and completing tasks which can and do lead them into contact with industry. Silvernote also challenges academic staff to take on more of a coaching and/or mentoring role as students develop their project plans.

Staff work collaboratively, highlighting opportunities where essential skills can be developed across different contexts and at different levels. The development and application of skills are evidenced in various pieces of written course work and in the student-led productions.

This is an innovative development as there are no boundaries in terms of what students can learn and what skills they can acquire, which ensures that the College's graduates are highly sought after by employers or are better equipped to work freelance if they choose.



# HEALTH PROMOTING COLLEGE AWARD >

This award recognises a college that has made a significant contribution in addressing the health and wellbeing needs of its staff and students.

## Healthy workers deliver business success.

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**Adviceline 0800 019 2211**



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# FORTH VALLEY COLLEGE

## Collaborative promotion of positive health and wellbeing throughout the college learning community

In June 2016 Access and Student Services (ASS), supported by departments across Forth Valley College (FVC) developed projects focused on enhancing new approaches to the delivery of Health and Wellbeing services for students and staff. The College successfully gained funding from the Integrated Care Fund (ICF) which focuses on prevention, early intervention and care. The Integrated Joint Board chair commented on the innovative approach taken by FVC. This grant has funded a Wellbeing Support Officer (WSO). The new role complements existing services and on-going Wellbeing Projects. It focuses on pre-entry, on-course and pre-exit support where students can be referred to in-house counselling, external agencies, and WSO, a qualified Mental Health practitioner who offers an early stage intervention through one-to-one support with regards to anxiety, stress and positive steps to support wellbeing.

Simultaneously, in response to increasing need for support relating to students' mental health and wellbeing, ASS supported the development of FVC's Mindfulness Project. This provides a flexible, experiential programme introducing students and staff to a range of mindfulness techniques, supporting participants to establish their own mindfulness practice.

These projects link directly to the objectives and subsequent award from Healthy Body, Healthy Mind (HBHM) led by the College's Student Association.





# UNIVERSITY OF THE HIGHLANDS AND ISLANDS

## Healthy Happy You

All colleges and research institutions across the University of the Highlands and Islands partnership and the regional student association (HISA) agreed to work strategically and collaboratively to plan for a region-wide approach to the now branded 'Healthy Happy You' fortnight in February 2017. Common branding, use of digital technologies, incorporating and promoting National University Mental Health Day, inclusive health initiatives and cooperative working between students, staff and stakeholder organisations, such as NHS, High Life Highland and health related charities and organisations, contributed to a very successful fortnight. Large numbers of students and staff engaged in a varied range of health and wellbeing activities throughout.

Feedback from the Student Health and Wellbeing group suggests that 2017 was the most successful year for health and wellbeing to date. This can be attributed to the 'Be Active' initiative and the involvement of HISA and cooperative working. 'Be Active' provided a chance to unite the partnership in striving to achieve a common goal. HISA was a great addition, in supporting and working closely with staff locally in arranging activities and engaging students by generating a buzz via their network of HISA student deputes and social media channels.



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agus nan Eilean





# WEST COLLEGE SCOTLAND

## Gold Standard Health Promotion

This submission looks at how the College's hard won Healthy Working Lives (HWL) Gold Award provides a flexible framework for addressing the health and wellbeing needs of staff and students. It illustrates the value of this initiative by showing how, using this framework, they are able to implement a carefully targeted, strategic approach to addressing health issues.

In 2016 the College spotted an area of concern – mental ill health – in their HR metrics and looked to their HWL agenda to provide a platform for a multi-layered response. First of all, the HWL programme offered both physical and mental health activities which would supplement their targeted offering. They supplemented these with a resilience focused programme for their March CPD week – including classes in resilience and mindfulness – which received an enthusiastic response with requests for follow-ups.

There is a raft of other initiatives – some associated with HWL, some spontaneous – but which taken together demonstrate the confident assertion that West College Scotland is a Health Promoting College. It is quite simply part of the culture.

The College is proud not only of winning the Gold Award, but of using it as a practical operational and strategic tool in addressing important health concerns.



# INCLUSIVE COLLEGE AWARD >

This award gives colleges the opportunity to be recognised as an institution that practises inclusiveness to advance equality and promote diversity.



A photograph showing four young people in a workshop or industrial setting. They are wearing blue coveralls and yellow hard hats. Three of them are standing behind large green and blue pipes, while one woman is kneeling in the foreground, smiling at the camera. A white callout box in the top left corner contains the Skills Development Scotland logo.

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## AYRSHIRE COLLEGE

### Respect Ayrshire – Contextualising delivery and assessment to highlight and address Inequality and Inclusion

The innovative practice behind the campaign was that the Respect Ayrshire project was fully underpinned by various SQA units that were embedded within the curriculum. The initiative gave the student the opportunity to deliver a real-life ground-breaking inclusion initiative, and make a difference to the College and wider community. None of this would have been possible without the desire and commitment of the staff members to drive this project and engage the students, colleagues and community partners. The Ayrshire College mantra is 'Raising Aspirations, Inspiring Achievement and Creating Opportunities' – these staff members and students certainly do this.

The staff strongly believe in creating opportunities to engage with community partners in 'real-life' projects which will be of benefit to the students, staff and community partners and all participants. This takes careful planning to best contextualise the teaching, delivery, assessment and evaluation of these initiatives to meet the requirement of the units.





# DUNDEE AND ANGUS COLLEGE

## Film Festival

Dundee and Angus College runs one of the most extensive, varied, and successful Supported Education programmes in Scotland. Regularly achieving over 95% student success, the department has worked with passion and dedication to expand and improve the quality and depth of their teaching, using employability qualifications as a passport into a better, more independent life, for many of their most vulnerable young people.

Their international short film festival is an immensely successful and innovative project that unlocks student potential and uses filmmaking in an innovative way to engage and develop students with a range of learning disabilities.

They wanted to provide their Lifeskills Plus students from Supported Education with a real, sustainable enterprise experience which would not only encourage independent thought processes but would above all be fun, inspiring and creative.

This year's Festival saw the students in charge of all the decision making, growing in confidence and building a whole new skillset along the way. For a group of people who at times struggle to fit into their local community, they received a remarkable response across the globe from filmmakers eager to take part.

Buoyed up by this success, the same group will organise next year's event, allowing the students to embed their learning and to develop or grow their enterprise. Cannes – eat your heart out!





# GLASGOW CLYDE COLLEGE

## Creating the inclusive college with assistive technology

Glasgow Clyde College is promoting inclusiveness through the use of assistive technologies. Their Glasgow Clyde Education Foundation-funded development project aims to ensure that their digital environments, learning and teaching materials and college spaces are inclusive and accessible to everyone through the effective use of technology.

The College engages with the students to identify and understand barriers to learning, taking proactive measures to remove them. Student experience is the main driver of the overall project and it is this interaction that informs staff training provision and the development of subsequent curriculum based pilot projects.

Their pilot projects have spanned many areas and have impacted upon a large number of staff and students. Furthermore, their staff and student technology workshops and online training resources have allowed them to create an inclusive ethos by ensuring that everyone within the College is confident in inclusive practice and is proficient in the use of assistive technologies.

The development project also extends to their online environments and public facing services. Glasgow Clyde College was the first college in Scotland to introduce the contactScotland BSL service and the Sensus Access media conversion tool for both staff and student use, allowing everyone to access their provision independently.



# INNOVATIVE COLLEGE AWARD >

This award recognises a college that has shown leadership in taking a business idea from conception to inception, to produce a product or service that satisfies the needs of its customers and stakeholders.





# AYRSHIRE COLLEGE

## The use of Learning and Predictive Analytics to reduce student withdrawals

Ayrshire College is leading the sector in using learning analytics and predictive analytics to help reduce student withdrawals and improve attainment. Using student data and machine learning algorithms to predict the likelihood of students withdrawing, the College provides a predicted score of a student's likelihood of withdrawal on a weekly basis. This information is given to support staff in the College to help reduce a student's likelihood of withdrawing from their course through targeted support.

This predictive information is provided to managers and support staff in the College in the format of a web-based application called the 'Retention tool' which performs the function of a customer relationship management system.

This system has revolutionised how staff monitor and communicate with the students and their colleagues to provide vital support to the students and track the 360-degree support.

Since the introduction of learning and predictive analytics and the retention tool, Ayrshire College has progressively reduced early and further withdrawal rates and improved student success.

The work undertaken by Ayrshire College has already drawn the interest of commercial partners and has been showcased at a number national events.

Ayrshire  
College 





# DUNDEE AND ANGUS COLLEGE

## D&A Future Talent

Dundee and Angus College is proud to be the first college in Scotland to launch a dedicated career coaching and management service that firmly switches their emphasis from courses to careers – Future Talent.

With the volatility and economic challenges of the job market, they have taken a new and innovative approach to their course provision, positioning themselves as a responsive and flexible interface between school pupils, students, employers, employees and universities. They wanted to enable those interacting with them to access a holistic approach to career management, whatever side of the fence they are on.

To do this they have created a raft of unique and innovative techniques that build career bridges for current and potential students. These include:

- ‘Career Coach’, an online career management profiling tool
- Bespoke training for staff to develop their roles as career coaches
- Innovative work alongside Skills Development Scotland and schools to promote career opportunities

- Redesigning the whole approach to course applications
- Developing a schools’ portal system to support schools in managing and overseeing the progression destinations of their pupils.

Alongside these developments, the Dundee and Angus Attributes programme encourages engagement and recognises the additionality that students put in to the development of alternative skills to broaden any aspiring employees’ CVs.

‘D&A Future Talent’ is still evolving and they feel the potential as an employment vehicle bridging the needs of the workplace with those looking for a job, is huge. They really feel that, in many ways, this is only the beginning of something that will quickly move from innovation to core and essential business.





# WEST COLLEGE SCOTLAND

## Growing the Primary Teachers of the Future

West College Scotland's Access to Primary Education (APE) programme and the College's unique approach to it are direct responses to a clear need to engage individuals and communities in education and to use innovative ways of developing teachers of the future.

The programme is supported by the Scottish Wider Access Programme (SWAP) but what makes West College Scotland's approach unique and sector-leading is the way in which the College has provided Primary Education students with a bespoke development programme to help students cultivate the skills that are so critical to achieving a career in teaching and developing teachers of the future.

STEM is among the Scottish Government's educational priorities. Ministers have already identified the need to train and build confidence among nursery and primary school teachers in engaging early-age pupils

in STEM-related subjects. All APE students were trained to become STEM (Science, Technology, Engineering and Maths) Ambassadors.

Thus, their APE students were given additional training in STEM. This training provided them with the confidence to teach and mentor children and young people in school and in college. Additional training included the use of Promethean digital technology in teaching and basic science experiments to enthuse young people.

This year students from the Primary Education programme were asked to showcase their skills at the Holyrood 2017 STEM event.





Can you show your students and prospective students how your courses link to careers?  
**With Emsi's labour market insight you can.**

A photograph showing three young adults—two women and one man—smiling and looking down at a tablet device. They appear to be in a classroom or study group setting. A green decorative bar runs horizontally across the top of the image.

Through our granular data focused on your region, we can give you the insight you need to show your students and prospective students how the education you provide can connect them into sustainable employment.

- ✉ [info@economicmodelling.co.uk](mailto:info@economicmodelling.co.uk)
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.**Emsi** is proud to be sponsoring the Innovative College Award at the CDN College Awards 2017

