

# ANNUAL AWARDS

2016

## Shortlist Summaries



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# ANNUAL AWARDS

2016

## Shortlist Summaries

### College Development Network (CDN) Annual Awards 2016

The CDN Annual Awards recognise the talent, skills, and achievements of colleges, their staff, and learners; and provide a valuable opportunity to celebrate the outstanding projects and initiatives taking place in colleges the length and breadth of Scotland.

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

## Advancing Equality Award

This award recognises and celebrates innovation, excellence, creativity, and commitment to equality diversity and inclusion by colleges – their staff, students, and partners. We asked how, as a provider of national, regional, and local services, the college reflects equality diversity and inclusion on a daily basis.

### City of Glasgow College

#### Equality, Diversity and Inclusion Digital Badge

Digital badges were introduced by City of Glasgow College to recognise staff contributions, improve engagement and further embed college behaviours and values. Badges are certificates that recognise and evidence achievements which are available both digitally and physically and can be displayed on email signatures or social media. A community of 'badge earners' is involved in promoting the initiative, encouraging further participation. The badges are based on the College's values and, in December 2015, were first launched with Equality, Diversity & Inclusiveness (ED&I). By June 2016, 327 staff, 26.3%, had achieved their ED&I Badge.

The ED&I Badge aimed to support business, moral and legal drivers for ED&I, embed the College's commitment to ED&I, redress a lack of understanding regarding definitions, drivers and benefits, redress low rates of equality data declaration, redress low rates of essential training completion, and develop staff behaviour promoting cultural change. To tackle these issues in a coordinated and incentivised way, the following criteria were agreed for the achievement of a digital ED&I badge – complete the new ED&I e-module, provide equalities information, and pledge to be an active champion of ED&I.

### Dundee and Angus College

#### Coming Out – LGBTI Awareness at D&A

In two short years the exceptional Dundee and Angus Learner Engagement Team has transformed the College's approach to equality and inclusion for LGBTI students. Like many areas of Scotland, Dundee and Angus suffers from issues of both urban and rural deprivation, poor social opportunities, and issues of both urban and rural isolation. All of these factors hamper integration for many young people and this is heightened for LGBTI young people who can have a very isolating experience. The College's Learner Engagement team has addressed this by encouraging and supporting learners to form LGBTI societies and events and by supporting the College LGBTI community to work towards the LGBT Youth Scotland Charter Mark; given to an organisation that demonstrates true inclusivity for LGBTI young people. Where an organisation can present the Charter Mark, it sends a positive message that equality and inclusiveness is at the heart of what they do and reassures LGBTI people that the services offered are safe and supportive.

Supported by the College, students now regularly run LGBTI social and awareness events, have created an inspirational book on the 'coming out' experiences of young people, have created a Facebook page, and have thriving LGBTI groups, events, and profile raising within each campus.



## West Lothian College

### ISTILE – Improving Skills Through International Learning Exchanges

ISTILE – Improving Skills through International Learning Exchanges is a two-year project designed to offer disadvantaged learners the opportunity to study and work in an overseas environment. It also offers the teaching team the opportunity to research and report on financial deprivation across Europe, and offer advice and recommendations around best practice when it comes to supporting young people who face barriers to learning caused by financial deprivation.

In 2015–16, 55 FE students and 14 staff travelled to seven destinations in France, Germany, Sweden, Spain, and Italy. Learners who had never been overseas and who lived in the 20% most financially deprived postcodes were prioritised for travel in the application criteria. Funding was secured through the European Union's Erasmus Plus programme, as the project also meets several of the EU's 2020 objectives for creating equality of opportunity in learning environments.

Staff and learner evaluations of the overseas experience have been overwhelmingly positive. The project has been hugely motivational and has contributed to improved performance indicators in FE subject areas, as well as raised aspirations.



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## College Business Award

This award recognises a college that has created new and emerging approaches to the development of sustainable business models.

### Ayrshire College

#### Making Your Business Our Business

Making Your Business Our Business is a strategy developed by the College to engage with the business community. It complements the Scottish Government's economic strategy by supporting increased competitiveness and tackling inequality.

The strategy illustrates how the College currently supports employers and sets out its ambitions to engage with more employers, create more apprenticeship opportunities, and increase job opportunities for its students. It outlines the ways in which the College would work with employers to understand and meet the current and future skills needs of their industries.

Through the 'Making Your Business Our Business' strategy the College aims to help raise aspirations, inspire achievement, and increase opportunities for Ayrshire's businesses and communities. Ayrshire College's relationship with the local business community is critical to achieving its overall goals. It is also important for Ayrshire's business community to work with the College.

### Dundee and Angus College

#### EnterpriseD&A

The EnterpriseD&A project from Dundee and Angus College has seen the creation of alternative, innovative funding opportunities. These opportunities have generated a number of new and emerging approaches that have led to the development of sustainable business models and an entrepreneurial culture across the College, generating significant impact across Dundee and Angus.

These have included: raising funding to the value of £1.35m to enable the creation of the EnterpriseD&A incubation facility offering start up space, education programme and mentoring support; a total of 21 student start-ups and three external businesses employing 27 people have been created and supported by the College within a ten-month period; 28 Enterprise Ambassadors, 25 entrepreneurs and external partners have delivered enterprise programmes and activities to 2,500 students and external start-up businesses across the curriculum, to create the next generation of entrepreneurs supported by the College; a further £50k of funding has been raised to ensure continued sustainability of this activity. This will take piloted College-supported student businesses to the next stage in their development and enable the creation of sustainable businesses, paying participating students the living wage.

## Fife College

### Adam Smith Foundation – Scholarship Programme

The Adam Smith Foundation is the charitable trust of Fife College, which was established in 1997 to improve and extend opportunities for students. It has disbursed over 800 scholarships and awarded over £380,000 of funding.

Through partnership with businesses, charitable trusts and individual donors, the Foundation is able to provide recognition to encourage students to achieve their full potential. These awards make a huge difference to the students and are used to provide direct assistance to support their studies in what are challenging financial times.

With a very clear and simple vision, and fundamental structures that enable and encourage creativity to deliver and capture value for students, Fife College gives the Foundation an opportunity to work with the College to continue the positive relations with external organisations and a chance to scope its future whilst incorporating new brands and scholarships into its portfolio of activity.



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## Developing a Regional Curriculum Award

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

### Dundee and Angus College The D&A Code Academy

Dundee and Angus College has responded to the digital skills shortage by launching the first ever Code Academy. This curriculum concept links the College with local schools, universities, and employers. It increases awareness of the importance of digital skills, and highlights career opportunities in the digital/ICT industries in the region.

The Code Academy offers code camps, workshops for school pupils, coding workshops for adults, and coding clubs for girls. CPD for Computer Science school teachers has also been established, as well as industry master classes, career talks, Foundation and Modern Apprenticeships in Software Development, and a number of industry sponsored events such as an annual Game and App Jam. Over 500 students have benefited from the Code Academy, almost 96% have moved on to further study or employment.

Industry support underpins the Code Academy curriculum. The College has engaged public and private partners who offer opportunities such as: staff and student work placements; industry-led master classes; Foundation and Modern Apprenticeship opportunities; and advice on curriculum changes and updates via a dedicated Industry Advisory Board.

### Forth Valley College Making the Forth Valley Curriculum Work

Forth Valley College has developed and is delivering on a sustainable regional curriculum strategy, designed around both the needs of the Forth Valley region and national priorities. Serving the three diverse communities of Falkirk, Stirling, and Clackmannanshire – and with a campus in each of these three areas – the College has strategically positioned its key curriculum areas in the campus localities that provide best fit with local economic, business, and industry profiles; minimising duplication and maximising access to entry-level learning and progression to specialist, industry standard learning facilities.

In developing its curriculum strategy, the College has worked closely with its extensive base of employer and industry body contacts and Community Planning Partners in each locality; and drawn on up-to-date labour market information, through Regional Skills Assessments and Skills Investment Plans. As a result, they have implemented an efficient 'hub and spoke' system of learning provision, which provides access level study in most subject areas across all three campuses, with progression to higher level study centred where it provides best local fit.



## North East Scotland College NESCol – Curriculum Pathway Mapping

Following its formation in November 2013, North East Scotland College (NESCol) started work to establish a full-integrated curriculum for the newly-merged institution. By the start of session 2015–16 the College had a single curriculum offer providing a region-wide programme of school-link activity, a wide range of entry points into the College, unhindered progression within the College, clear articulation into university provision, and supported transition into work.

NESCol's curriculum is closely focused on meeting regional economic needs. The delivery of the curriculum emphasises both generic 'soft' skills and the specific skills of particular occupations. The principles of Curriculum for Excellence are embedded in all College programmes. NESCol has excellent links both with local schools and universities. There is a wide range of school-link activity, 35% of all regional school-leavers progress to the College and it has excellent articulation arrangements.

The College has developed regional curriculum pathway maps to clarify the whole-system education arrangements – across schools, college, and universities, which have been recognised as sector leading and an invaluable tool in supporting progression across institutions.

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## Digital Education Award

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

### Borders College

#### Digital Skills Initiative – Eskills are Key Skills

Borders College were keen to ensure that there was a clear baseline of digital skills for all lecturing staff. This initiative was named 'Eskills are Key Skills' and it was launched with the aim of supporting lecturing staff to enhance their digital skills for learning and teaching.

The programme was inspired by an increasing need to meet the digital expectations of the students and to provide a truly interactive learning experience which meets those demands. This programme has resulted in the significant improvement in digital skills amongst staff and helped to ensure that these transferable skills are shared with learners to support employability through the enhancement of their digital skill set as employers increasingly demand a digitally savvy workforce.

The Eskills framework allows staff to confirm their competence across three levels. The programme was closely linked to CPD over a two-year period, with input from support functions, where relevant.

### Dundee and Angus College

#### Learning Lab

A 21st century learning experience should be supported by innovative ways of teaching, and technology plays an important role in this. In recognition of this, the 'Dundee and Angus Learning Lab' is an innovative project designed to encourage the use of emerging digital mobile technologies and learn how to make best use of these in the curriculum. It is a space away from the classroom where staff and students can learn, teach, create, and experiment with new technologies; all with the help of expert and enthusiastic learning technologies staff.

'This year's first year HND Computer Arts and Design: Animation had a design and make your own virtual reality environment project in semester 1. The vast majority of the students saw this as a once-in-a-lifetime opportunity – the energy, enthusiasm, and imagination it generated was awesome and as a result we will do it again. The Learning Lab facility was fundamental to this and especially impressive in providing such a high quality experience for our students during early demonstrations of the technology' said Lecturer, Henry Broadhurst.

## SRUC

### Developing Employable Students within an Authentic and Active Learning Experience

Employers are demanding that students are better prepared for work and not only have the knowledge but the important skill sets. Since 2011, at SRUC's Barony Campus, Arboriculture students have carried out the team-based extra-curricular Practical Contract Management (PCM) activity, giving students an opportunity of a real-life learning experience with real work-based contracts.

Both the Arboriculture lecturer and the e-Learning Developer at SRUC's Barony Campus, with support from SRUC's Research Division and teaching departments at Barony Campus, have produced a ground breaking initiative in developing and digitally showcasing employable students within an authentic and active learning experience.

Moodle (virtual learning environment) was used for team-based online forums for e-Communication, e-Collaboration, knowledge and digital evidence sharing, and team-based e-Assessments. The project also involved collaboration, building and embedding rich digital evidence, including the use of GoPro and Drone video evidence within Mahara (e-Portfolio) according to online guidance, findings and conclusions prepared within the team-based online forums.

The Jisc logo is displayed in white text on an orange rectangular background.A photograph showing three students (two women and one man) sitting around a wooden table, collaborating and working on laptops and tablets. The setting appears to be a modern, brightly lit study or workspace.

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## 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.

### Dumfries and Galloway College

#### Effective partnership: The Reablement Approach

Reablement is an outcomes-focused approach for individuals with poor physical or mental health to help them accommodate their illness by learning or re-learning the skills necessary for daily living. Reablement practice and training has been developed at Dumfries and Galloway College as a key driver to change practice with a positive impact on the integration agenda of the Health and Social Care workforce.

The College partnered with STARS to produce materials with academic currency and credit transfer, which resulted in embedding the SCQF 6 NPA in Reablement in four mainstream full-time college programmes. In December 2015 the partnership organised a regional conference which brought together service users, third sector organisations, NHS and Social Work partners, and schools. Currently, college learners aged 16–18 benefit greatly through this partnership and it is being rolled out to schools. This will lay the cornerstone for Foundation Apprentices in Social Services and Health Care across the region.

The partnership has created an employer-driven award which meets the needs of the NHS and extended care community across Scotland, providing clear articulation routes and exit points into employment supported by Dumfries and Galloway College.

### Dundee and Angus College

#### D&A, Connecting Industry to Future Opportunity

Dundee and Angus College has undertaken a number of creative approaches to providing opportunities for learners and staff to engage with employers, and/or develop more productive partnerships with employers.

These have included: the creation of a number of Industry Advisory Boards established across curriculum areas during 2015–16; the College has engaged in excess of 500 businesses; creation of the Dundee and Angus Attributes concept where employers, staff, and students have been engaged to identify the attributes which employers are looking for in their employees; creation of a highly innovative Construction Shared Apprenticeship Scheme in September 2015 to employ 12 construction apprentices who will complete their MA in Construction across a range of different companies; leading a transnational project engaging employers in learning and teaching through cooperative learning approaches; and the establishment of a collaborative Theatre Education Strategy launched by the Cabinet Secretary for Health to modernise the Theatre workforce, and open up new labour markets to secure current and future workforce sustainability.

## Glasgow Clyde College

### Clyde Built: Achieving Excellence through Partnership

Glasgow Clyde College is steeped in engineering history with the legacy Colleges involved in the delivery of vocational training across Glasgow for over 50 years. Throughout this time the passion and spark to deliver quality engineering apprenticeship programmes has remained and the merger has acted as a catalyst to dramatically increase Engineering Modern Apprentice (MA) provision. It is now considered to be the engineering training provider of choice within Glasgow and can count Rolls-Royce, BAE Systems, Diageo, Doosan Babcock, Aggreko, Thales and the NHS amongst its extensive list of employer partners.

The relationship and connections with the College's employer partners is exceptional, allowing for mutual benefits, e.g. college staff receiving CPD from employers to ensure that they are aware of current industry practices, enabling the College to respond flexibly and positively to meet all employers' aspirations and expectations. This ensures that all MAs come through what truly is a 'Clyde Built' apprenticeship and as they look to plug the skills gap to produce the next generation of engineers, ensuring that employers remain competitive and sustainable within their industry.



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## Essential Skills Award

This award recognises a college that has introduced imaginative and inspiring ways which ensure that students develop relevant essential skills. The approaches must demonstrate that students are able to articulate and evidence a range of skills and the potential to utilise these skills in different contexts.

### Borders College Greenpower Racing

Borders College wanted to link education, industry, and community through inspirational engineering projects. They also wanted to promote social inclusion through engaging with vulnerable and economically disadvantaged young people. The College was aware that there are low levels of interest in science, technology, engineering, and maths (STEM) amongst young people. When they looked at Greenpower Racing, an educational trust, they realised it would provide a way of meeting all these requirements. The project engages several student groups including Motor Vehicle, Engineering and some of the College's Skills for Learning and Life group.

The project has helped to demonstrate the importance of engineering, and associated STEM subjects, to solve the problems faced by societies today particularly in the areas of sustainability. It has successfully linked education, industry, and community and has promoted social inclusion through engaging with students who are from a variety of social backgrounds and with students who have a variety of learning needs.

### Forth Valley College Essential Skills: A Wind-Wind Situation

Learner engagement is always higher when the context and relevance of the core and essential skills being taught are clear to the learner. Forth Valley College is working hard to deliver a contextualised and cohesive learning experience, rather than just teaching a curriculum.

Working in close partnership, Construction and Core Skills lecturers have devised a project which assesses learners' skills in Science, ICT, Numeracy, Communication, and working with others, integrating outcomes where possible over a year long time scale with a focus on the theme of designing, building, and testing a domestic wind turbine.

The impact of this has been high and increasing levels of learner engagement and very positive learner feedback owing to the coherence, cooperation, and creativity of the teaching team. Moreover, the staff have been able to make best use of naturally occurring evidence to reduce the paperwork and allow active learning to take place.

'This is enjoyable, interesting and really worth coming to, because you learn something new every week' said one student.

## West College Scotland Your Essential Skills (YES)

West College Scotland gives time for students to reflect on what skills and attributes they have developed. A method has been initiated across the College whereby learners have the opportunity to draw breath and reflect personally on what they have taken from the class or experience, and by reflecting, create their own vocabulary and understanding of that moment. Their articulation is personal and therefore far more meaningful and by definition shows active learning.

The application is web-based and allows entry from any location, including smartphones, thus allowing learners to record their reflection at the time it occurs. By capturing these instances of learners' skills learning, the College is able to track distance travelled for the first time. A key issue employers have raised is that new graduates/leavers are unable to articulate what skills they actually possess. With this online tool, the students write and reflect on skills achieved to date, thereby understanding the broader application of those skills.

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## 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/or students.

### Forth Valley College

#### Students Enabling Students: Scottish Mental Health First Aid Training

Forth Valley College and its Student Association, FVSA, work in partnership to promote the health and wellbeing of the college learning community and annually work to maintain the NUS Scotland and Scottish Student Sport Healthy Body Healthy Mind Award. In 2015–2016 the partnership focused closely on the growing problem of student mental health, resulting in a range of initiatives to support staff and students in effectively signposting those in crisis and ensuring that by being vigilant and working together they could support and remove barriers surrounding this issue to provide a safe, positive, environment for all at Forth Valley College.

One of the most positive developments was FVSA delivering the Scottish Mental Health First Aid (SMHFA) programme to fellow students across the college. FVSA's Health, Wellbeing and Sports Officer completed SMHFA instructor training and delivered the SMHFA course to over 90 students. Evaluations were very positive, with clear evidence that the course had made a real difference. FVSA are continuing their commitment to delivering SMHFA.

### Glasgow Clyde College

#### Healthy College @ Glasgow Clyde College

From healthier choices in the canteens at each campus to supporting individual health issues and offering advice about wider health initiatives, Glasgow Clyde College remains committed to enhancing staff health and wellbeing. The breadth of initiatives made available to staff continues to grow. The Healthy College day in June is now firmly established in the College calendar and opportunity to access wellbeing sessions is offered alongside traditional CPD sessions.

One initiative, the 'Change Programme' demonstrates the impact that can be had by promoting Healthy College. This fitness training programme is offered by HND Health, Fitness and Exercise students as part of their course. Staff are invited to sign up and the duration and content is tailored to suit individual requirements. The programme started in November 2015 and 20 staff have participated.

One participating staff member said: 'Michael has been really supportive and has been a source of motivation for me to achieve my goal. He's encouraged me to keep going when I've almost given up. As a result, I've almost achieved my target weight, I feel healthier, fitter and have a lot more energy'.

## West Highland College UHI Healthy Happy You

The College's new Health and Wellbeing (HW) group decided that a radical health and wellbeing approach was needed to engage and inspire students and staff across its 10 college centres. They planned a 'Healthy Happy You' fortnight to coincide with the UHI-wide Health week at the end of February 2016.

'Healthy Happy You' became the catalyst for running and promoting several initiatives within the fortnight and far beyond. A series of workshops and taster sessions were delivered before, during and beyond the fortnight across all 10 centres. Activities included exercise, mindfulness, craft, theatre, mental health awareness, guided walks, foraging, and much more. Almost all activities were either free or very low cost due to a partnership with Highland Highlife.

The College relaunched one single concept to link all centres together with a common purpose. It endorses 'A More Active Scotland' vision. The 'WHAT' initiative caught the imagination and backing of staff, students, and the wider public; and inspired people to get out there, to try some exercise or do a bit more exercise than usual.

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## 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.

### Nicola Finlayson Lews Castle College UHI

Nicola Finlayson was a student on the Introduction to Further Education Level 4 course over the last academic year. She is 18 and has been a true inspiration to staff and students throughout her time with the College.

Nicola has long-term difficult medical issues that are the after effects of treatment she received for cancer as a child. Still, nothing gets her down and she is a leader amongst the students for promoting the College at every opportunity. This includes helping out at open days to handing out flyers and visiting local businesses to advertise the College.

This is the first year the College has offered the SQA Volunteering Award Level 3 and Nicola has led the way by completing 500 hours volunteering and winning the Young Volunteer of the Year 2016 for the Isles of Lewis and Harris, whilst completing a full time course. Her volunteer work consisted of setting up a charity shop within the College with proceeds going to Macmillan Nurses. She has arranged coffee mornings and helped in the local Red Cross charity shop. All with determination and a smile on her face.

### Sean Frame North Highland College UHI

Sean Frame has worked enthusiastically to help raise awareness of and develop understanding of entrepreneurial skills and entrepreneurial thinking through working with students across the range of levels and vocational areas in North Highland College UHI. He works alongside our Curriculum Leader for Education and put himself forward for the role of Scottish Institute for Enterprise (SIE). His influence and work in this role has made a positive impact on students in the College and youngsters in the local community.

Sean has raised awareness of 'Enterprise' and through his determination and hard work has encouraged our students across the College to embrace entrepreneurial thinking, to think outside the box, enter local and national competitions, to push themselves out of their comfort zone, and to take a risk!

Sean's success in his role was demonstrated when he won the award for SIE student of the year, for Highland area. He has developed his own enterprise idea into a successful venture – starting up his own business 'Tartan Cracker Gift Company', helping promote his local area, while studying in session 2015–16 for his BA (Hons) Business Management.



## Amanda Allan West College Scotland

Studying in further education has opened up many opportunities for 21 year old student and Modern Apprentice, Amanda Allan. Her passion for science, her determination to succeed, and enthusiasm to help and support others has resulted in the following key achievements:

- Achieved her HNC in Applied Sciences. She completed 15 credits instead of the 12 credits required and achieved an 'A' in her Graded Unit
- Achieved her MA SVQ 3 Laboratory and Associated Technical Activities (Educational Science) at SCQF Level 7 six months early
- She entered the 'Young Innovators' Challenge' competition and had her idea short-listed (a first for a student from the college sector)
- She worked as a mentor for Renfrewshire school pupils in conjunction with NASA scientists and coached her team to the finals
- She developed and delivered fun experiments to nursery children – these resources are now going to be used to provide CPD training to childcare practitioners
- Her voluntary work as a STEM Ambassador has enthused others about science
- Obtained full-time permanent employment as a Lab Technician commencing August 2016.

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# ANNUAL AWARDS

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