



CDN COLLEGE AWARDS 2018

SHORTLIST SUMMARIES

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**CDN COLLEGE
AWARDS 2018**

SHORTLIST SUMMARIES

COLLEGE DEVELOPMENT NETWORK (CDN) COLLEGE AWARDS 2018

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.



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COLLEGE COLLEAGUE OF THE YEAR AWARD >

This award recognises a member of staff within a college 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.

TRIBAL

CONGRATULATIONS



to all those shortlisted
for the CDN Awards 2018

From Tribal's
Benchmarking Team





ALISON MARTIN

Dumfries & Galloway College

Alison has made a life changing impact on unemployed young people aged 16-25 in the region, leading 31 teams of Prince's Trust members through a 12-week programme, developing confidence and skills in a supportive environment, raising aspirations and leading to real change in their lives.

Initially, by working on her own with vulnerable, disengaged young people she built relationships and pushed for the best outcomes through knocking on doors, calling in favours, raising standards and expectations; alongside which she has become an excellent line manager and colleague.

This year teams have completed projects with Leonard Cheshire, Elmvale Primary School, the Community Garden, The Oyster Festival, Let's Get Sporty, Ace Playgroup, Little Acorns Nursery, Kids Ahoy and Lochduhar Nursing Home. More than 50 community projects have benefitted over the past 10 years and the now five strong staff team received the highest marks given out in a review by Prince's Trust and became the first in Scotland to receive 'Direct Claims' status.



COLIN MCLAUGHLIN

West College Scotland

Colin McLaughlin is a lecturer in the Motor Vehicle team and has been a linchpin in the College's partnership with DYW West, particularly their joint delivery of STEM activities to young people.

Colin has supported many young people through a number of events and competitions, putting them at ease and carefully explaining the benefits they will gain in terms of an understanding of STEM, as well as the essential and employability skills they will gain which will last them a lifetime.

Colin worked far beyond what his contract of employment required, putting

in many additional and unsociable hours at evenings and weekends. This involved travelling across Scotland to deliver competition material to different locations.

His passion and way of engaging with young people is without doubt one of the main reasons the STEM-related activities, delivered in partnership with DYW West, have been such a success.





STEVE SWINLEY

Dundee and Angus College

Steve is a successful product of the College system and now, a few years later, he is spearheading a dynamic drive by his team to become the leading motor vehicle training centre in Scotland.

Such is Steve's passion and dedication to his subject he is brokering deals with industry leaders (such as the electric car manufacturer Tesla) to bring the best equipment and training initiatives to Dundee and Angus College.

But it's not just a case of giving the department new direction and energy, Steve's 'can do' attitude has had the knock-on effect of inspiring and encouraging his students and colleagues in equal measure.

Steve has doubled employer engagement, driven an eye-watering increase in apprenticeship opportunities, grown course provision, increased commercial revenues and dramatically improved student results. He has even found time to support the work of the Energy Skills Partnership. Steve is quite simply a natural born leader.



DIGITAL LEARNING 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.





AYRSHIRE COLLEGE

Water Rescue VR Project

Ayrshire College has the vision of 'inspiring learners to achieve their full potential by playing a lead role in the development of skills, the economy and community life'.

In South Ayrshire one key community priority is to improve community safety with a focus this year on water safety. The innovative water rescue VR project was designed in partnership with the Scottish Fire and Rescue Service to create a water rescue situation that would lead to students assessing the virtual incident and improving their first aid skills. The idea behind this is to train and assess the students in a virtual environment to help save lives.

This innovative partnership saw the college come together with the Scottish Fire and Rescue to deliver a very successful outcome that not only ties into our innovative teaching approaches but also local and national agendas relating to community water safety.





DUNDEE AND ANGUS COLLEGE

Memory Media

Getting top marks in any IT class, laudable as it is, is no predictor of success in the world of work. With this in mind the Dundee and Angus College Computing and Creative Media Team launched a final year HND Interactive Media project which would not only encourage a whole range of working life critical thinking and problem-solving skills among the students, but would also provide vital support in the real world for dementia sufferers and their care providers on a global scale.

'Memory Media', was delivered as part of an Erasmus+ strategic partnership. Dundee and Angus College students were tasked with creating a digital aid

for dementia sufferers and their carers that would not only help with memory retention but would improve their quality of life.

What resulted was utterly amazing, the 'Memory Media' tool kit is a custom based web application that includes features such as 'My life story', an interactive memory game and a photo upload facility.





WEST COLLEGE SCOTLAND

Creative Computing for After School Care Workers

West College Scotland (WCS) has been working in partnership with the Scottish Out of School Care Network (SOSCN) to design and deliver a course which trains candidates from the out of school care field to deliver and evaluate STEM (computer coding) playful learning activities to children in out of school care services.

Funded by the Scottish Government Children, Young People and Families Early Intervention Project Fund, staff have recently completed a Continuous Professional Development course providing an Introduction to Creative Computing.

This course aimed to equip staff with the skills needed to introduce creative computing into their after-school care setting using a variety of tools, including: Scratch, Microbit and Raspberry Pi. They were able to learn how to create games in Scratch and

make controllers using Makey Makey and everyday objects such as play-doh. They made digital badges, games and music using the Microbit and got creative with Minecraft on Raspberry Pi.

This project was delivered as part of a wider Digital Agenda at WCS which seeks to cultivate young people's engagement in digital learning and STEM subjects from an early age and support a sustainable approach to learning by providing local teaching staff with the skills and resources to deliver engaging digital activities in the classroom.



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 The Scottish Government's Developing the Young Workforce and Skills Strategy.



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Scotland



DUNDEE AND ANGUS COLLEGE

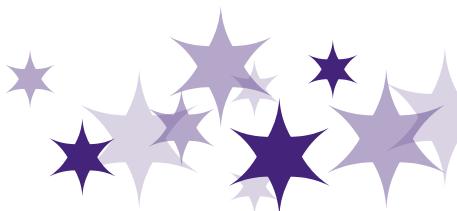
Future Skills College

Future Skills College is an innovative and effective way of creating a pathway for school pupils from S4-S6 into an apprenticeship. With the direct engagement of a whole host of employers and backing from DC Thomson and local councils, Dundee and Angus College developed a programme that gives senior phase school pupils the opportunity to straddle college, school and work. This means that they can complete school with not only SQA National 5/Higher and VQ qualifications, but also with high quality on-the-job training and extensive work experience that almost always guarantees an apprenticeship in their chosen career.

This is an innovative opportunity for young people that builds on the excellent employer connections to deliver education and training that meets the regional economic needs without compromising the educational value of a broad based school and College curriculum.

The Future Skills College has been heralded at the highest levels of government as 'one to watch' and is provision that is successful in making employer connections and in delivering outstanding results and progression for young people.

The Future Skills College has ambitious plans to grow, backed by the key focus on employer connections as the route into education and training that reflects the changing employment trends and opportunities within their region.





EDINBURGH COLLEGE

Employer Connections in Creative Industries

Edinburgh College's Creative Industries Faculty expanded its strategic approach to employer engagement throughout 2017-18. The faculty developed new opportunities and enhanced existing partnerships between employers, students, staff and schools to ensure the needs of industry and its future workforce are met.

The faculty is working to embed strong employer engagement at each stage of young people's journeys through education and into employment, starting from school and continuing after they launch careers.

Developing stronger connections with employers is ensuring young people can develop their creative sides as early as possible, make better choices about their careers and become the next generation of professionals in key national growth areas. They are also supported to become an inspiration for future creatives by working with subsequent cohorts of students. Additionally, good engagement is ensuring teaching reflects changes in industry.

Key projects that have driven the faculty's enhanced employer engagement this year include:

- Student-led industry-partner projects providing pupils with career inspiration
- The faculty's showpiece employability day event with hundreds of students and dozens of industry partners
- Industry showcase event organised jointly by students and a top creative agency
- Employer mentorship programme
- Broadcast Media students producing real work for real clients.





WEST COLLEGE SCOTLAND

Work-ready for Employment

West College Scotland's (WCS) Learner Development Sector has built a sustainable, attractive and effective programme to give learners with learning and health needs the opportunities to develop work-related skills as part of a supported transition from education to employment.

The College believes that the methods are sector-leading and can evidence this with year-on-year success in supporting young people to access the world of work, as well as high-level employer engagement and employer satisfaction with the young people who have been recruited.

WCS has been pleased to invest significant resource on this programme. The learner, parents/carers, lecturers,

college Employability Advisors, third-sector partners and employers are all involved. Other stakeholders are local authorities, Skills Development Scotland and Department of Work and Pensions.

When students are designated 'work ready' placements can be arranged in a wide range of occupations including retail, transportation, hospitality, early years care and the leisure industry.



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.





AYRSHIRE COLLEGE

Inclusive Learning

Ayrshire College uses a range of imaginative approaches to maximise the opportunities for staff and students to recognise the importance of core skills and then for students to develop their essential skills in a vocationally-related manner.

Central to their approach is an emphasis on improving communication between essential skills staff and vocational staff, and between essential skills staff and students.

Essential skills staff deliver several core skills to each class through holistic projects that emphasise overlapping skills, not discrete subjects. Projects are vocationally-relevant, purposeful, and meaningful, encouraging students to take ownership of their learning





DUNDEE AND ANGUS COLLEGE

D&A Attributes

Dundee and Angus College wants to give its students the opportunity to access a whole range of other life experiences that will broaden their horizons and develop their essential skills. The board of management has also identified a key ambition – that students are not just successful, but that they are actively sought after by employers.

These aims fit seamlessly within the Essential Skills Statement of Ambition, and the desire to ensure that 'Skills and attributes will be clearly identifiable by staff, students and employers in a common taxonomy of skills'.

With this in mind, the College has spent the last three years developing and refining a programme, with the direct input of local employers, designed to complete the full educational circle and help nurture a more 'rounded' student with all of the attributes needed to be both successful and sought after.





FIFE COLLEGE

MathsLAB – A Pioneering New Approach to Raising Attainment and Improving Numeracy Skills in Fife

Fife College has developed its new Levenmouth Campus, which specialises in STEM subjects (science, technology, engineering, and mathematics) next door to the recently opened Levenmouth Academy. This development is cutting-edge in a number of ways and has led to the creation of a unique MathsLAB within the campus.

The MathsLAB has already made a significant contribution to the local Levenmouth community. Courses aimed at adults and children are transforming public attitudes to maths and numeracy and improving confidence and fluency in numeracy for children and parents alike.

In a pioneering initiative between Fife College and Levenmouth Academy, high school pupils are benefitting from a focused programme of intervention which not only improves their numeracy skills but also raises attainment rates, with many of the young people taking part and achieving vital SQA qualifications which they may not otherwise have gained. Together, this improves their future employment and educational prospects.



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.

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AYRSHIRE COLLEGE

Promoting Wellbeing

The Promoting Wellbeing Action Plan 2018-2021 is Ayrshire College's commitment to improving mental health and wellbeing among its staff members and students.

A cross-section of staff members and student representatives have designed the Action Plan, which has three outcomes, over the 2017-2018 session.

The three outcomes in the Promoting Wellbeing Action Plan 2018-2021 are:

Outcome 1: Promote positive wellbeing within the College

Outcome 2: Develop and sustain resources within the College

Outcome 3: Develop fully internal and external partnerships to support positive wellbeing within the College.

Ayrshire College are committed to supporting the wellbeing of all within the College, and believe their action plan can deliver these aims for the College community. The College have been proactive in efforts to support positive mental wellbeing and is the first college in Scotland to appoint a Mental Health Liaison Officer.





INVERNESS COLLEGE UHI

Whole College Approach to Mental Health

Inverness College UHI have taken a strategic approach to supporting health improvement through a whole college, holistic approach to mental wellbeing. The college recognise the increasing challenge faced by the sector, and society in general, which mental ill health poses. They have adopted a two-pronged approach focussing on proactive initiatives to promote and maintain positive health whilst also ensuring that they remain responsive to students who experience difficulties. The approach takes account of the linkages between environmental, social and physical health.

The approach offers an inclusive model which shifts support from being reactive to being more proactive and moves towards a wider social model of health. It also focuses on working with external partners from NHS and third sector agencies to provide a comprehensive support package for students.

Our whole college approach has been successful in:

- Early recognition of those who are at risk of not successfully completing their course
- Provision of the appropriate and bespoke support students require to sustain their studies
- Improved successful outcomes in 2016-17
- A reduction in further withdrawals in 2016-17
- Colleagues feeling more aware, supported and confident in how to best support their students and recognise emerging issues through investment in staff development
- 91% of students are 'very satisfied' or 'satisfied' with Wellbeing and Counselling services (SSES results)
- Increased number of referrals and successful referral outcomes to keep students on their course
- HISA Awards student nominations for support staff reflecting the impact of the service on student lives.



MORAY COLLEGE UHI

Approaches to Alleviating Student Poverty

This project was developed in partnership with Moray Foodbank to support students of Moray College UHI who were facing poverty and potentially facing mental health issues and poor physical health through a poor diet.

Poverty and mental health go hand and hand and in Moray 1,929 adults and 830 children use the Moray Foodbank. The changes to the benefit system has had a negative impact for some of our students and an increase in those reporting that they were unable to afford to buy food.

The initial project has grown since its launch in June 2017 and there are exciting plans for new and related projects into 2018-19. Students from across the College have already been involved with the projects, have been enthused and motivated by doing so and are keen to continue to be involved.

A greater understanding of the link between poverty and mental health across the student and staff body can help early identification of mental health issues, so the learning derived from this project is vitally important.

This work will also contribute to the aims of the Moray 2024 in relation to improving health outcomes across Moray and is a great example of effective partnership working.



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INCLUSIVE COLLEGE AWARD >

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



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FIFE COLLEGE

Assistive Technology Empowers Learners

The goal of Fife College's Supported Learning team is to showcase the students' abilities over their disabilities.

The team strives to empower their students with the skills to access the wider college environment and fulfil their potential. To do this, the Supported Learning team have looked to utilise the virtual learning environment.

The team saw the benefits of this alongside the advances in assistive technologies (AT). Over the last year, the team has worked to incorporate more course work onto the iLearn and ePortfolio platforms that college students use to support and facilitate their studies.

All potential full-time college students undertake a year-long part-time programme called New Directions while they are still at school. During this time, the team look to upskill and promote independence by teaching them about assistive technology.

The rationale behind the move toward increasing the use of virtual learning environments was to encourage inclusion and promote greater independence in the students who need support with their learning.

By empowering students with the technology they need to be able to increase their own knowledge of their subjects, the team is also promoting inclusion and providing students with skills for learning and life, whilst building self-efficacy.



GLASGOW CLYDE COLLEGE

Glasgow Clyde College Community Learning and Development Team

Glasgow Clyde College Community Learning and Development (CLD) team demonstrate their commitment to creating a diverse and inclusive learning ethos through their work with local Glasgow schools in creating a range of innovative outreach provision focused around 'Family learning'.

To support these policy drivers and raise aspiration and achievement within a group often distanced from learning, the CLD team looked at creative ways to equip and build capacity amongst the parents and to capitalise on family learning opportunities to raise attainment and close the poverty-related attainment gap.

The College's CLD team set out to develop courses focused on the core skills of literacy and numeracy linked to the practical skills needed as family educators in order to support the attainment levels of their families. They did this by creating a learning

environment which would blend core learning skills with a practical based curriculum, fostering curiosity, creativity and imagination using a variety of learning experiences. This led to adults being more comfortable in their learning while taking on challenging topic areas.

Learning programmes that have been developed and delivered include:

- ESOL through Story Telling
- Story Telling Through Photography
- Supporting Parents Supporting Children: Numeracy & Mathematics Level 1.





WEST COLLEGE SCOTLAND

EDI – In with the Bricks

West College Scotland (WCS) decided to call their submission 'EDI – In with the Bricks' because they wanted to emphasise that equality and inclusion is not just something they engage with in order to comply with legislation, but something which they pursue on a day-to-day basis because they think of it as a positive benefit to the organisation and the student body.

Governance arrangements are designed to promote positive action on equality, diversity and inclusion, not to simply have equality, diversity and inclusion as an aspiration.

WCS have a highly skilled EDI manager whose role is to make connections, provide advice and promote EDI priorities.

The College EDI Committee serves to energise a whole range of EDI-related activity across the College. Indeed, it is one of their most active committees within the College. WCS Board of Management receive regular updates and help keep a focus on EDI issues.

A major initiative in 2017 was to tackle unconscious bias through a comprehensive programme of training. All college staff receive EDI training and their decision-makers are required to undertake training in unconscious bias to ensure they maximise equality, diversity and inclusion. Evaluation of the programme demonstrates its effectiveness, and additional sessions have been scheduled for session 2018-19.



INNOVATION AWARD >

This award recognises a college that has shown leadership in innovation in colleges.

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The advertisement features a blue background with a white diagonal band containing text and images. On the left, there's a collage of three devices (laptop, tablet, smartphone) displaying the 'mindful' website. On the right, a photograph shows two people working at a desk with laptops and papers, illustrating the 'blended learning approach' mentioned in the text.



AYRSHIRE COLLEGE

Open University on Campus

Ayrshire College recognised that on completion of their Social Science HND many students were unable to take their studies any further. Generally, the next step for their students was for them to continue their studies at traditional universities in Glasgow, Paisley or Hamilton. Due to personal circumstances including health, finance and family many of the students had no option to progress their studies and develop themselves.

The College identified this issue and developed an innovative partnership with the Open University which allows learners who have studied to SCQF Level 8 to continue their academic study but in a setting that they are comfortable with.

This course is offered and promoted to any HND student in the country and offers two years of part-time study to gain an Honours Degree in Social Science at the end.

The course is aimed at offering learners the chance to continue with their study while allowing them to balance this with the various other family and work commitments they have.

This year the partnership was extended to offer a Level 2 Diploma route for any student who has achieved an HNC and wished to develop their knowledge and skills within the Social Sciences.

Ayrshire
College The logo graphic for Ayrshire College, consisting of a teal chevron shape pointing to the right, positioned to the right of the college name.



FORTH VALLEY COLLEGE

Celtic Curriculum Connections

In 2017-18 Forth Valley College took its commitment to creative learning and skills development to a new level, by making Celtic Curriculum Connections across the Irish Sea.

Forth Valley College are committed to preparing their students to thrive in a rapidly changing employment environment. They do this by pioneering creative and collaborative approaches to learning, that involve students in working across subject boundaries in imaginative and engaging ways. This year the college forged a unique partnership with South East Regional College (SERC) in Belfast, who have the same strong commitment at the heart of their approaches to learning.

Over the year, staff and students from seven curriculum areas (Science; Art and Design; Design and Manufacture; Electronics; Sports; Make-Up Artistry;

and Early Learning and Childcare) have collaborated on meaningful and engaging projects with their counterparts in the partner college. The project teams communicated digitally throughout and have learned a huge amount, both from the process of digital collaboration and from the variations they discovered in the Scottish and Irish curricula.

The two colleges are holding a ground-breaking joint Creative Learning Conference in August to showcase the projects and to identify a wider range of collaborative projects for session 2018-19.





GLASGOW CLYDE COLLEGE

HND Counselling – Tackling Scotland's Mental Health Epidemic

A genuinely innovative project was completed this year from a partnership of Glasgow Clyde College, the Scottish Qualification Authority (SQA) and the British Association for Counselling and Psychotherapy (BACP). The fruit of this partnership was the ministerial launch of the HND Counselling on 13 March 2018 in the presence of the Minister for Mental Health, Maureen Watt. The Scottish Government has been delighted with the role that this partnership project has played in helping to deliver their mental health strategy, saying: 'This course will add to the workforce and make sure that more people have access to counselling services.'

Glasgow Clyde College played a leading role in campaigning for the creation of this HND to meet an urgent national need for services which support good

mental health. Moreover, their leading expert, Kirsten Amis, also wrote the qualification, ensuring that Glasgow Clyde was the first college approved to deliver it this session.

The existence of this course now means that Scottish students can for the first time achieve an undergraduate qualification which allows them to begin the process of setting up in practice as counsellors.



MARKETING AND COMMUNICATIONS AWARD >

This award recognises outstanding college marketing and/or communications activity. It will highlight a specific campaign which has enhanced the reputation and success of the college.





FIFE COLLEGE

Targeted Marketing and Communication Campaign Ensures the Success of the Flexible Workforce Development Fund

In September 2017, the Flexible Workforce Development Fund (FWDF) was launched by the Scottish Government to provide levy-paying companies (those with an annual salary bill of over £3 million) with up to £10,000 of funding towards the cost of employee training to up-skill and/or re-skill their workforce.

The funding was allocated to colleges according to how many levy-paying companies were estimated to be within their region; Fife College was allocated £545,000.

Since the launch of the FWDF, the College has engaged with local levy-paying companies to assess their training needs and put together tailored packages of funded training to meet their specific staff development needs.

To ensure that targets were met, the Marketing and Communications team developed a targeted marketing

campaign that comprised organic social media posts, highly targeted business to business activity, and a business breakfast.

Through targeted marketing the College has successfully achieved its target of providing funded training for 54 clients, with a total value for this training of £540,000. In fact, the campaign was so successful that the Business Development team were able to sign a total of 66 companies up for training totalling £653,000 - £105,000, more than was originally allocated.





WEST COLLEGE SCOTLAND

#BeLike (Digital Recruitment Campaign)

West College Scotland's #BeLike annual recruitment campaign was a highly imaginative one, which looked to leverage their students' own extensive social media networks.

The marketing team enlisted students in each academic area and in each of their campuses to post pictures of themselves on their own Facebook and Instagram accounts, with a sliding scale of rewards for those who achieved more than 20 'shares'.

The tactics were to develop a bottom-up viral campaign which was authentic and engaging and which would show the College as a positive destination for our 16-24-year-old target audience. The images posted by the students were also used in paid-for Facebook and Instagram advertising.

The aim was to push the same audience to the courses pages on the College website and, thereafter, to apply.

A range of images was selected to reflect the breadth of activities in the College. For example, some images were in a teaching environment, while others were taken when the student was relaxing in College social areas.

The concept was devised and delivered entirely in-house. No outside agency was involved. The results were impressive, with 210,000 people reached and a 4% increase in web traffic year on year for a total investment of only £2.5K.





WEST LOTHIAN COLLEGE

Continued Growth at West Lothian College

West Lothian College (WLC) aims to open doors to careers; providing a platform for positive destinations for all, whilst equipping students for lifelong learning, skills and knowledge to succeed.

In order to achieve the overall college visions, aims and values and meet recruitment target, the WLC marketing team ran an integrated marketing campaign for AY 2017-18, which involved working closely with key internal and external stakeholders to continue the growth of WLC as an award winning provider of further education.

Overall, the campaign exceeded the desired results across all aims and objectives and aided with enhancing the awareness, reputation and growth

of WLC. This included achieving 109% enrolments to target for full-time courses and 102% for part-time August start evening courses, increasing social media engagement by 22%, increasing web traffic by 2% and all with limited resources and budget, which was achieved through careful planning and clear objectives.



STUDENT OF THE YEAR 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.





SARAH CAMERON

Edinburgh College

HNC Legal Services student Sarah Cameron excelled in her studies this year and is on track to fulfil her lifelong dream of becoming a lawyer.

But Sarah's route has been very different to almost any other student. Experiencing trauma that would be unimaginable for most people, she has had to overcome enormous personal struggles to reach where she is now. Tragically, her mother was murdered when Sarah was just 12. Sarah spent some of her teenage life living in care and experienced a chaotic existence including hedonism and trouble with the law. She also suffered a double heartbreak when her grandfather was murdered.

After being out of education since she was 13, even getting to college was an incredible achievement for Sarah, so her success so far and the bright future ahead of her now are all the more remarkable.

Sarah plans to enter family or criminal law so she can help other people facing similar issues to her own. As well as being a fine role model for her seven-year-old daughter, Sarah is an inspiration for other young care leavers, single mothers, adult returners and anyone else wanting to succeed in education, no matter their circumstances.





TERESA ELLIOTT

Moray College UHI

Teresa has shown great commitment and determination both within the college where she is regarded as a 'leader and trailblazer' by her peers and lecturers and out in the community where she applies her skills to help people with life-changing conditions.

Much of the work she has developed has led to and will continue to lead to sustainable positive outcomes within the field of healthcare. This is true particularly within the NHS, which historically would not necessarily have understood the benefits complementary therapies could offer in supporting patients and potentially saving money in the long term.

The success of Teresa's idea of working with GPs is evidenced in her entry and is expected to become a long-term project.

This entry also shows the personal journey Teresa has undertaken and through her sheer determination, belief and compassion how she has grown as a person, increased in confidence, and the positive contribution she has made already to in the field of healthcare and will continue to make in the future.



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CAROL HUNTER

Fife College

Carol Hunter joined the Fife College Students' Association (FCSA) in summer 2017 as a Women's Officer. Carol is care experienced and worked alongside the College's President for Welfare and Equality, Jen Anderson, to create a remit for Care Experienced Officers, which was subsequently approved by the Student Council. Carol herself then became a Care Experienced Officer and helped to recruit and mentor two other students for this remit.

Additionally, Carol has volunteered as one of the Fife College HEROES. During this project Carol acted as a mentor for care experienced school pupils who are worried about taking the next step to college. This involved Carol completing a 20-hour training course as well as giving up her time for numerous mentoring sessions.

Carol was elected to be the FCSA's second Board Representative and has taken an active role including participating in Board Strategy Days and College Committees. Carol also serves as a board member for the Adam Smith Foundation, which provides scholarships for students.

As well as this, Carol is an active member of the College's Corporate Parent Action Group, and the FCSA Executive, all on top of being a full-time student and mum of three young boys.



SUSTAINABILITY AWARD >

This award celebrates a college that has demonstrated leadership and impact in sustainability. It recognises the achievements of colleges who have made connections between all of the different aspects of sustainability to support the development of a whole college approach.

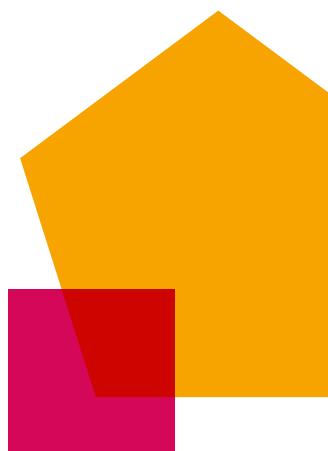


A City & Guilds Group Collaboration

Supporting skills development in Scotland

We are proud to work with College Development Network to sponsor the Sustainability Award 2018. We would like to extend our congratulations to all the finalists.

To discuss how we can support your skills strategy please contact Denise.smith@cityandguilds.com





DUMFRIES & GALLOWAY COLLEGE

Whole College ‘Sustainability’ Ethos

Dumfries and Galloway College have adopted a multi-faceted approach to sustainability by linking campus, curriculum and the use of strategic policy and practice. The purpose of this approach is to engender long-term behaviour change, with staff and students, to transform college culture and deliver future thinking sustainable education.

This begins with top down managerial support to consider sustainability strategically within all college operations. It is bolstered by estates management with climate change consideration at its core, and strengthened by learning for sustainable development curriculum developments.

In addition, student engagement has sustainability embedded within it, which is evident in the number of cross College sustainability projects involving both students and staff. They have adopted an integrated approach across

College departments, and also believe that it is essential to engage with other stakeholders such as campus partners, other colleges and sustainability partners such as the Environmental Association for Universities and Colleges, to spread the sustainability message.

Only by giving students and staff the knowledge, skills, values and approaches to live a more sustainable life can we begin to achieve the aim of the Scottish Government that people in Scotland will become future thinking global citizens.



DUNDEE AND ANGUS COLLEGE

Food for Thought!

The management and reduction of waste is a major environmental issue, and this is increasingly evident in respect of food waste and the proliferation of plastics associated with food production and consumption.

Through the development of a clear sustainability strategy and a focus on engaging students and staff, Dundee and Angus College has tackled these issues and delivered a sustainable approach to food waste that:

- Promotes awareness of the importance of sustainability in everyday activities
- Reduces plastic waste through the use of Vegeware containers
- Creates high quality compost for use by horticulture and landbased students

- Adds to the specialist skills of our landbased students
- Removes dependence on unsustainable peat-based compost and inorganic fertilisers
- Reduces road transport and landfill
- Reduces costs.

All of this has been achieved through the buy-in of students of staff through a planned sustainability strategy and on-going focus on the importance of the sustainability message.





EDINBURGH COLLEGE

Sustainability at Edinburgh College

Throughout 2017-18 Edinburgh College has made major strides on its sustainable journey – from excelling in CO₂ reduction to embedding sustainability in the curriculum. Various projects have had a dramatic effect, resulting in the College's most sustainable year yet.

Projects were developed as a strategic priority. In 2017-18, the College launched a new Strategic Plan, which embeds the principles of sustainability in all operations. The College's Blueprint project, which will deliver its strategic aims, and has a strand focusing specifically on developing sustainability.

This strategic work has guided sustainability projects over 2017-18, which have been overseen by the Sustainability Steering Group (SSG) and carried out by the Sustainability team.

Successes in 2017-18 include:

- Exceeding CO₂ reduction target (18% reduction by 2020) three years early; 28% reduction achieved in 2017

- Development of a Sustainable Education Strategy to ensure sustainability is embedded across the curriculum
- Continued development of two community gardens in partnership with local organisations
- Growth of sustainable travel including EV fleet
- Climate Challenge Funding secured to support future eco-travel initiatives
- Improved campus recycling facilities
- Becoming one of the first FE institutions to receive the NUS Fairtrade College Award.



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