



CDN COLLEGE AWARDS 2019

SHORTLIST SUMMARIES

#CollegeAwards

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CDN COLLEGE AWARDS 2019

SHORTLIST SUMMARIES

COLLEGE DEVELOPMENT NETWORK (CDN) COLLEGE AWARDS 2019

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 any 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.



Congratulations to all award nominees and winners. We are delighted to be working in partnership with colleges to advance lecturer professionalism across Scotland.

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ANDY CATHRO

Dundee and Angus College

Andy Cathro's incredible hard work, innovation and enthusiasm has managed to transform the way that students learn and has inspired the way in which Health and Safety is taught in the education sector in Scotland, and the UK. It is even more surprising when you note that Andy is not a member of teaching staff at Dundee and Angus College but is in fact the Health and Safety Officer.

When it comes to the question of what drives Andy's success, it is due in part to his adoption of the LOCHER method of learning.

As a Dundee and Angus College project, LOCHER itself has been commended by the Health and Safety Executive (HSE),

the Royal Society for the Prevention of Accidents (RoSPA) and the National Examination Board in Occupational Safety and Health (NEBOSH). It has even been showcased at the Scottish Parliament and the House of Lords. It is now time to recognise the man behind LOCHER, and the amazing work the 'LOCHER Hero' has led with students of all types to improve their health and safety.





WAI MUN LEE

Forth Valley College

Wai Mun Lee, from Forth Valley College, has been at the forefront of trying to make all employees and students fitter, healthier and happier. As the College's Leisure Facilities Coordinator, Wai is responsible for ensuring that the College's three gyms in Falkirk, Stirling and Alloa, and his three gym assistants, are operating as well as they can. He has overseen a massive increase in usage of these facilities by staff over recent years.

His influence on the College, and the health and wellbeing of staff and students, is quite simply massive. In recent years, Wai has been key in ensuring that the College achieved and retained the Healthy Working Lives

Award by inspiring, challenging and supporting staff and students alike. He also contributes actively to a range of college committees and campaigns; and makes a positive and impactful contribution in the local community. Wai's energy, positivity and determination are infectious, and he is an inspirational role model.





GORDON PATTERSON

West Lothian College

Gordon Patterson, an ex-student from West Lothian College, has been instrumental in pioneering STEM to students, staff and the wider community of West Lothian. Gordon has excelled in his role as Engineering Technician, stepping up to teach classes in STEM, supporting wider College events and undertaking workshops at local schools. Overall, he is a great asset to the College.

Gordon is an enthusiastic and outstanding member of staff at West Lothian College and his efforts have an excellent and positive impact on the College, students and the wider community. Gordon's work ethic and

ideas have helped to drive STEM to all stakeholders, both internally and externally, and create excitement in the subjects through demonstrations, presentations and enthusiasm.



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.

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ARGYLL COLLEGE UHI

Screen Capture Personal Video Feedback

Student Satisfaction Survey results highlighted that some students at Argyll College UHI were unhappy with the amount of dialogue they had with tutors and with the way the College provided feedback. By using screen-capture videos, they have improved students' experience of receiving feedback and are enhancing wider student-tutor communications.

Argyll College UHI deliver most classes using Video Conference technology, which means they are often not in the same room as their students. As a result they are seldom able to have face to face chats with students, so they were looking to improve student-

tutor communication. They have been delighted by the benefits of video feedback – the students find it more personal and feel like they are getting better quality information. The College has found that the students are more likely to engage in further dialogue with their tutors in this way.

Argyll College UHI staff found that a small increase in the time taken to work this way is amply rewarded in the benefits to the student and the improvement of the learning experience. Having developed core principles, the College is now rolling this out across departments and will be working with other UHI partner colleges.



University of the
Highlands and Islands
Argyll College



BORDERS COLLEGE

Creating ePortfolios for Electrical Installation in OneNote

During the 2018-19 academic year, SVQ electrical installation lecturer Dale Clancy set out to make that year's course truly digital for his students. Using Office 365 and OneNote, Dale built an ePortfolio that included instructional videos hosted on YouTube (including 3D video), real-time feedback and marking on complex mathematics and electrical problems, quick student feedback through MS Forms and automated IV processing with MS Flow.

Students were able to engage with the course in college on laptops and PCs, before taking their learning and notes out into the workplace. Some students have reported that they are still using the content they created, even today, well after their courses have ended.

Moving to ePortfolios has meant that the students and staff are no longer carrying around large binders of paper that must stay in the College, restricting staff and student work to the classroom. Both staff and student work has been freed from the restrictions of the classroom and the portfolios have changed from a somewhat dry and difficult object, to an exciting and engaging digital store which students can be proud to show to prospective employers.





EDINBURGH COLLEGE

HNC Mechanical Engineering (Enhanced Distance Learning)

Studying Mechanical Engineering opens a world of possibilities and often leads to lucrative job offers in a wide range of sectors, with the potential to work in some far-removed locations. With technology constantly evolving, organisations rely on workers to be at the other end of the phone. Edinburgh College is making sure the engineering workforce continues to consolidate its learning, and align to the demands of the sector.

The College now offers an Enhanced Distance Learning course in HNC Mechanical Engineering, with the course being delivered online using Desktop Sharing Technology. This allows effective two-way communication between students and staff.

The HNC Mechanical Engineering (Enhanced Distanced Learning) course was integrated into the College's curriculum for session 2018-19. The students who enrolled onto the course come from as close as Port Seton and as far as Arbroath and Dumfries. Additionally, the course also caters to those who only need to complete certain units to fulfil CPD requirements for employers or to meet unit counts required for progression to university.



EMPLOYER CONNECTIONS AWARD >

This award recognises creative approaches that a college has taken to enhance active and effective engagement activity with employers that support the ambitions of The Scottish Government's Developing the Young Workforce and Skills Strategy.



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AYRSHIRE COLLEGE

The Restoration of Belleisle Park: Ayrshire College, South Ayrshire Council and Morrison Construction

After applying for Heritage Lottery Funding to restore the historic walled garden at Belleisle Park, South Ayrshire Council approached Ayrshire College to assist in the project as an educational partner. Belleisle Park comprises a former mansion house and estate dating back to the 18th century, currently owned and managed by South Ayrshire Council. The park incorporates a formal walled garden from that era, which has listed structure status. The wall had fallen into a state of disrepair and required significant structural repairs, together with repointing of the stonework.

Ayrshire College proposed the creation of a bespoke full-time course for the project, which Morrison Construction agreed to fund as part of their community benefits programme. The partnership between Ayrshire College, South Ayrshire Council and Morrison Construction has allowed students, on the Introduction to Masonry Repair course, to gain SQA qualifications in Conservation of Masonry, and receive training at the Scottish Lime Centre Trust. A further 48 students learned masonry repair skills on one-day courses at the Scottish Lime Centre Trust.

Ayrshire
College 





FIFE COLLEGE

Creating the Life Science Workforce of Tomorrow – Partnership between Fife College, NHS Lothian and The University of Edinburgh

This unique, creative and innovative partnership approach to training by Fife College and NHS Lothian, has led to the establishment of the School of Health, Science and Technology (SHST) based at St John's Hospital in Livingston. The partnership has now been extended with the establishment of a bespoke part-time degree with The University of Edinburgh. The work with the University is pivotal in this education pathway. It has created the opportunity for students to learn in a hands-on environment, to create the life science workforce of tomorrow and address the current and future skills shortages in Scotland.

Due to its reputation in the sector, the SHST has grown and currently delivers bespoke flexible training programmes for a range of large national employers, public sector employers, as well as established local companies. It has established itself as an organisation playing a significant role in apprentice recruitment, career progression, staff development and schools' engagement. SHST offers exciting opportunities for students to progress – from STEM programmes for school pupils, through to Modern Apprenticeships, degree transition programmes and an Honours degree.



Fife College





FORTH VALLEY COLLEGE

Enhancing Apprentice Skills

Working in partnership with two Engineering Modern Apprenticeship employers, Ineos and Petroineos, Forth Valley College aimed to create a bespoke programme in order to fill an identified skills gap across a range of engineering disciplines, and to build workplace resilience. At the end of the first year, employers wanted to enhance their apprentices' skills by providing additional project based and multidisciplinary learning replicating real life working in a safe environment, before continuing their learning in the workplace.

This innovative co-designed collaboration was built around a problem-based 18-week project-led approach, using the employers' skills matrices to ensure discipline alignment and relevance. Across each discipline (mechanical, process, electrical and instrumentation), 15 apprentices worked on real life projects designed to enhance the skills and knowledge they developed during their first year.

The focus was also to build resilience and to develop the young person in terms of vision, adaptability, problem finding and creative problem solving.

Consequently, apprentices are more work ready and able to step smoothly into the work-based learning element of their apprenticeship. First delivered in 2017-18, the programme is now SCQF credit rated, with apprentices in 2018-19 being the first to receive course certification. Next year this successful programme will be rolled out to another 20 apprentices.



ESSENTIAL SKILLS AWARD

This award recognises a college that has embraced the ethos of Essential Skills in the curriculum. The focus on essential skills development must ensure that students articulate and demonstrate their skills and the potential to utilise these skills in different contexts.





FORTH VALLEY COLLEGE

Famous Four Save the Planet – a Win, Win, Win for Essential Skills

Forth Valley College's Primary STEM project, Famous Four Save the Planet, is a win, win, win for Essential Skills. Taking a broad view of Essential Skills and bringing together the thinking around Skills 4.0 and the Scottish Government STEM Strategy, the College is delivering STEM learning to over 600 Forth Valley primary school children from 20 schools, developing the confidence and capacity of their teachers and providing students with experiences that enable them to develop their skills for the future.

Schools book the College's Primary STEM team to go to the school and deliver a fun filled and hands on STEM workshop, based around the Famous Four (Suzi the Scientist, Tim the Technician, Eric the Engineer and Mandy the Mathematician).

Teachers also have access to a comprehensive online suite of specially designed activities, all mapped to the Curriculum for Excellence outcomes, which they can use to further develop pupils' essential STEM and digital skills.

College students from Science, Engineering, and Early Education and Childcare are an integral part of the Primary STEM delivery team and can identify clearly how the experience is helping them to develop their own Essential Skills.





NEW COLLEGE LANARKSHIRE

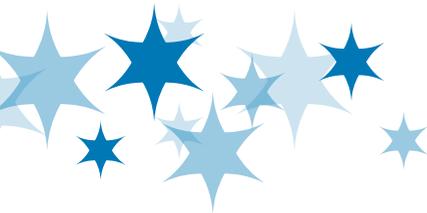
Market Day

Market Day is an entrepreneurial project for students of New College Lanarkshire, which aims to foster a new wave of enthusiastic, capable and ambitious employees and entrepreneurs. The project was created by the College's Learner Engagement Team to build on the success of their award-winning 'Be Engaged' initiative launched in 2016, encouraging students to get involved in various extracurricular activities to develop their skillset outside the classroom.

Through dialogue with faculties and learners, a potential learning opportunity gap was identified in which the College could facilitate an initiative allowing learners to open and operate live small businesses on campus.

Learners were able to prepare and learn effective strategies for developing business models. These could eventually be taken from the comfort zone of a college campus to the realities of the working world. This experience was designed to contribute to students' employability, giving them confidence and skills for the workplace.

Market Day allows students with entrepreneurial flair to utilise on-campus market stalls to sell products or services, using skills learned in the classroom and putting them into practice in a real-life situation. Learners are given access to funding for their business idea, helping them acquire stock, equipment and to make use of marketing techniques.





WEST COLLEGE SCOTLAND

WCS with SCVLPTVR Training Academy

West College Scotland (WCS) has joined with SCVLPTVR, one of Glasgow's most prestigious hairdressing enterprises, to deliver a pioneering approach to the development of skills that are essential for the modern workplace. Together, they have established the WCS with SCVLPTVR Training Academy.

The NQ6 Hairdressing course is usually delivered in a classroom environment, but with the introduction of the Training Academy, 60% of learning now takes place in the workplace. Located at the David Lloyd Centre in Glasgow's West End, the students partly run the salon, building and maintaining their own client lists. They help to decide products

and pricing, whilst working with expert stylists. Students also use their own social media platforms to market the salon and have produced feedback surveys to gauge satisfaction levels among their own clients.

An almost unprecedented 100% retention rate highlights the success of this enterprise. All 17 NQ6 students have gone on to find employment, some of them with the SCVLPTVR salon organisation.



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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DUNDEE AND ANGUS COLLEGE

#DAWellbeing

At Dundee and Angus College, there has been a huge amount of extensive research showing a correlation between high wellbeing and engagement levels. They have concluded that positive wellbeing is essential for student success. The College has invested a great deal of time into an all-encompassing health and wellbeing strategy, designed to encourage long term approaches to healthy living among students and staff.

The #DAWellbeing project has delivered fun, informative, supportive and business critical events, to help bolster and shape the health blueprint of everyone at the College. The project has engaged hundreds of staff and thousands of learners, delivered over 50 different CPD activities and identified over 60 examples of wellbeing good practice to create their College Wellbeing Toolkit.





GLASGOW CLYDE COLLEGE

Healthy Lives at Glasgow Clyde College

Glasgow Clyde College is committed to promoting health and wellbeing to both staff and students. Taking a strategic approach, the College promotes a range of campaigns, driven by the Healthy College Group and the Glasgow Clyde College Students' Association (GCCSA), raising awareness of health and wellbeing, sport and fitness activities and initiatives. Glasgow Clyde College has also worked in partnership with the Scottish Association of Mental Health (SAMH) on a two-year project to raise awareness further.

New initiatives undertaken in 2018-19 include the work of the College Cycling Officer, which has helped to engage with and promote cycling to the college population. This initiative has instigated several initiatives which have helped to remove barriers to cycling in the process.

Furthermore, in May 2017, a Mentally Healthy College Co-ordinator, Kier McKechnie, was appointed the lead on the project with SAMH. The project was delivered on a whole-college basis with the aim of achieving culture change; where students and staff would be more open and comfortable talking about and seeking help to support their mental health and wellbeing. The project has increased staff awareness, helping them to recognise and respond to the signs and symptoms of mental distress in students and staff. This has meant that staff can confidently identify opportunities and offer first aid mental health support to students and staff, without relying on intervention from a mental health specialist.





WEST COLLEGE SCOTLAND

PROSPER – A Whole College Approach to Sustained Health and Wellbeing

Working together, West College Scotland's HR professionals and student leaders have developed a strategic approach to Health and Wellbeing which is truly inclusive of the whole of the West College Scotland community. College staff have used PROSPER as a starting point and a guide to give a great all-round approach to wellbeing.

PROSPER stands for:

- **Promote** health and wellbeing
- **Respond** appropriately
- **Observe** signs which highlight health and wellbeing issues
- **Support** people
- **Practice** open and honest discussion, especially around mental health
- **Educate** by providing information and training
- **Review** actions on a continuous basis

PROSPER has acted as a call to action, launching a year of activity across the College, including free training to staff and students on Awareness of Mental Health Problems, lunchtime yoga classes and workshops on healthy eating and exercise. The College has also supported the Students Association in establishing 'Gie's a Break' cafés and in February 2019 the Minister for Further Education, Higher Education and Science, Richard Lochhead MSP, oversaw the signing by the Principal and the Students Association President of a Student Mental Health Agreement. The year culminated with a series of mental health awareness events in May.



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

We Care at Fife College

Fife College is committed to ensuring that their Care Experienced students receive the support, encouragement and love that will empower them to follow their educational journey, through to a positive and sustained destination.

The College took the decision to include Care Experience as a Protected Characteristic in 2016 to increase awareness of its importance in all college policies and since then has developed its services and support with the creation of the Corporate Parenting Board and the Corporate Parenting Plan.

This has resulted in a wide range of activities and programmes taking place across the College, promoting and celebrating Care Experience. Students who are Care Experienced are supported and their needs promoted throughout the college community.





FORTH VALLEY COLLEGE

Making Learning Support Really Work

For Forth Valley College, inclusivity is a whole college approach, interdependent with an early interventional approach, making the difference to over 800 students in session 2018-19. The College, firmly committing to their mission of Making Learning Work, believe in providing an inclusive environment that welcomes students to access learning in a way that works for them.

The College operates as a truly seamless symbiotic system which wraps around the student, providing personalised and developmental support solutions.

The Learning Support Team works in joined-up, innovative and collaborative ways with teaching colleagues and other support staff, ensuring that students accessing this service receive the best possible chance of succeeding at college.

They make exceptional use of a range of technologies, including college management information systems, assistive technologies and bespoke customer relationship management solutions to ensure that all students can experience college life in a way that is equitable with their peers.





WEST LOTHIAN COLLEGE

Changing the Lives of Students Forever Through International Exchanges

West Lothian College is changing the lives of students through international experiences. These innovative projects give students a chance to work abroad, enhancing the employability, life skills and qualifications of over 100 learners in each academic year.

The students will typically spend two weeks abroad while completing a work placement with a local organisation. During evenings and weekends, students are also able to experience different cultures with hosts organising many activities.

West Lothian College has been offering international opportunities to students and staff for several years and has seen the positive impact this has had on their students, with increased engagement, enthusiasm and success within their courses. Most students that were chosen to go on the trips had never been abroad before, with many having their first passport funded by the College for the purpose of their trip.



INNOVATION AWARD

This award recognises a project that demonstrates innovation in colleges. It highlights and demonstrates innovative practice in skills development; innovation through the redesign of processes or services within the college; or through collaboration and partnership work with other organisations/businesses to take an idea or product from concept to delivery.



VISMA



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ARGYLL COLLEGE UHI

DUCT – Game of Tones

An innovative digital learning technology was developed in collaboration with an Argyll College UHI hairdressing tutor and an Oban High School S5 pupil. A computer game to teach Skills for Work hairdressing was developed, which reinforces how colour neutralisation works – a fundamental concept within the hairdressing curriculum.

The concepts are very difficult for students to understand and retain. The computer game helps to reinforce the theory taught in the classroom in a fun way, using games technology that all young people are so familiar with. Affectionately named 'Game of Tones' it uses the international colour spectrum, where opposite colours on the colour wheel neutralise each other.

The game simulates colour coming down a screen, with a tint brush at the bottom of the screen 'firing' colour to neutralise the tone of the colour dropping, with the user having to select the right colour code to neutralise the dropping colour.

Game of Tones is an innovative way of using technology to reinforce theory-based learning, in a fun and interactive way. It is an excellent example of strong collaboration between a college and a school.



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CITY OF GLASGOW COLLEGE

Scottish Institute of Innovation and Knowledge Exchange (Scottish IKE)

In October 2017, City of Glasgow College was appointed as the host institute for the Scottish Institute of Innovation and Knowledge Exchange (IKE). The Institute aims to provide a vital link between colleges, universities, innovation centres and industry, and aims to foster the development of a co-ordinated culture of innovation, applied research and collaborative capacity building. It does so by gathering robust evidence of labour market skills needs, whilst acting as a change agent and driving force towards the widespread adoption of new techniques, skills and technological innovations.

Since inception, the Institute has enabled the College to enhance its innovation capability significantly and has driven both economic value and social benefit to its students, staff and external stakeholders. Throughout the 2018-19 academic year, the Institute engaged with over 120 senior managers and business leaders in innovation masterclasses and developed a network of innovators and entrepreneurs across Scotland. The Institute has also acted as the primary vehicle for securing, managing and delivering a range of high-profile and high-impact projects, within the fields of innovation, construction, technology, engineering and equality. It has transformed the College's position as a key driver of economic growth and sector transformation within the region.

**CITY OF GLASGOW
COLLEGE**





GLASGOW CLYDE COLLEGE

Schools Portal

Glasgow Clyde College works in partnership with local authorities to deliver over 70 courses to senior phase school pupils attending college. The Schools Portal is an excellent example of working with partners and internal systems development to improve the efficiency of service delivery.

The College has improved a cumbersome, labour intensive system and replaced it with one which has helped to improve the efficiency of reporting to local authorities about senior phase school pupil attendance, both for college staff and for local authorities. The impact of its efficiency as a system has led to local authorities requesting that other colleges implement a similar system, using Glasgow Clyde College as a model.



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.



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DUNDEE AND ANGUS COLLEGE

Delivering for our Schools

Dundee and Angus College have worked together with local schools, local authorities and others to implement a hugely successful and innovative Schools Engagement and Promotional Plan. The plan puts partnership working at its heart to develop relationships and ways of working that thrive and are understood by teachers, pupils and parents alike. The goal was to create diverse and tailored learning pathways for all, whilst increasing school pupil numbers and driving a surge in full-time applications.

The College already experiences high levels of school engagement, but it has noticed a 56% increase in senior phase course applications for the academic year 2019-20. Dundee and Angus College say they consistently receive positive feedback from their partners in schools, and at Skills Development Scotland and Education Scotland, in relation to their engagement efforts. The College is still evolving, building on success and learning, and is determined to ensure their positive partnerships continue to flourish.





EDINBURGH COLLEGE

'Your Future Starts Now' – Exam Results Campaign 2018

In August 2018, the Edinburgh College marketing team developed an integrated campaign to increase course applications, online application conversions and customer service during one of the busiest periods for student engagement in the academic year. The Exam Results Campaign was live for three days from 7 August (SQA Exam results Day) to 9 August (Edinburgh College Exam Clearing Event).

With limited budget, the team in charge created an original three-day focused campaign concentrating on creating impact across Edinburgh and the Lothians, encouraging students and influencers to visit the College website and attend the exam results drop-in event.

In order to achieve the best results, the campaign used innovative marketing practices and focused on content development based on audience personas. This, combined with out of home advertising, digital advertising and social media activity generated a 258% increase in applications over the three-day campaign, compared to the previous year. The higher than anticipated application increase shows that the tactic to condense the campaign into three days was worthwhile and effective.





FORTH VALLEY COLLEGE

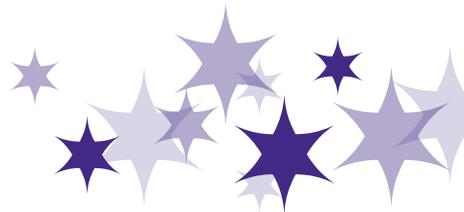
Foundation Apprenticeship Campaign

In September 2018, Forth Valley College's communications and marketing team embarked on an ambitious campaign to achieve a 130% increase in Foundation Apprenticeship enrolments for 2019 entry. This campaign required a step-change from the previous year's activity, in order to respond to the significant increase in Foundation Apprenticeship provision at the College. This increased three subject disciplines to 10 across three campus sites, over one or two years, and to be delivered within local schools.

The secret to its success was partnership working, both internally within the College and in conjunction with schools and local authority contacts.

This ensured early development and implementation of the campaign from September 2018, with ongoing promotion across a range of channels, alongside the Skills Development Scotland national campaign to target pupils, parents and key influencers.

A fully integrated approach was adopted, which was developed and delivered entirely by the College's in-house team. It has already achieved impressive results, with a total of 405 offers made to local senior phase pupils across the Forth Valley by June 2019. This campaign clearly laid the foundation for senior phase pupils to take the first step on their career journey.



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.





DEAN CLARK

Edinburgh College

Despite growing up in challenging conditions and having experienced trauma in his life, Dean Clark never fails to look on the bright side. He has used his drive to succeed to not only help himself achieve wonderful things but also to support others, providing them with new opportunities and experiences.

While juggling home life, full-time study and an intensive employer training programme, the father-of-two still found the motivation to hop on an opportunity for himself and his peers, putting the theory they learned in the classroom into practice in a real-life business.

Dean co-ordinated fellow HND students, HNC Management and Introduction to Retail and Events students, as well as students who require learning support from the College's Access to Continuing Education department.

Dean guided the group of 30 through the key steps of creating a start-up business, splitting them into sub-teams to cover: purchasing, marketing, finance, operations, security and recruitment. Each department played a role in the setup of Bizarre-Bazaar. Dean's hard work to get Bizarre-Bazaar off the ground did not go unnoticed. Deputy First Minister of Scotland John Swinney MSP visited the College in January 2019 to learn how Dean's creativity had given many students their first ever business experience.





JORDAN MCBAIN

West Highland College UHI

Jordan McBain began his college experience a year ago. Having no previous experience, but tremendous determination, he has used his college experience to turn his life around completely. He successfully completed a one-year full-time course in Outdoor Adventure.

The thing that sets this remarkable young man apart is that in the

process of sorting himself out, he has also inspired and transformed the experiences of those around him. He has done this not just by being a positive role model and setting a good example, but also by taking a true leadership role – always taking time to motivate and encourage his classmates, even when he himself felt apprehensive about a new challenge.



University of the
Highlands and Islands
West Highland College

Oilthigh na Gàidhealtachd
agus nan Eilean
Colaiste na Gàidhealtachd an Iar





JACK MCKENZIE

Edinburgh College

When Edinburgh College's orchestra faced closure, 21-year-old BMus (Hons) Music student Jack McKenzie took it upon himself to take leadership of it and save it. Fuelled by his passion for music, Jack decided he would not let the orchestra fold. Jack has managed to propel the orchestra to become a mainstay of the College's Music Department, leading it to successful performances all over the country.

Jack improved the orchestra's performance and introduced new musical arrangements, whilst also building an atmosphere where students were welcome at every session, no matter what instrument they played or what level they were at.

The group became so successful that even students who had completed their course and had left college were still coming back just to play in the orchestra.

With his time at Edinburgh College coming to an end, Jack decided to mentor one member of the group so that they would take on the leadership role after he had left, ensuring the legacy of this unique student-led orchestra would continue.



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.



At WasteSwitch learning, we are passionate about providing educators and learners with the opportunity, via our education resources to develop their values, attitudes and skills towards achieving a circular economy, whilst protecting our planet and environment.

We have a proven record that the knowledge, experience and emotional connection gained from our award improve their abilities to consider opportunities previously unknown to them and to relate their learning and achievements to their educational development and future careers.



AYRSHIRE COLLEGE

Sustainability at Ayrshire College

Ayrshire College has put sustainability to the forefront of its net stage of development as a regional college. One of the College's three strategic goals outlined for 2017-20 relates directly to sustainability.

Major strides have been made in reducing waste within the College. Ayrshire College has re-titled its Head of Estates position to Head of Estates and Sustainability, reflecting its commitment to sustainability leadership. It has also published a Sustainability Action Plan.

The College's ambition is to be carbon neutral by 2050, in line with Government targets. An annual climate report submitted to the Scottish Government every November by Ayrshire College shows that the College's carbon footprint is reducing year on year.

Ayrshire
College 





DUNDEE AND ANGUS COLLEGE

Project Plastic – Ending Single Use Plastics @ D&A

Dundee and Angus College began its environmental sustainability battle 10 years ago. In 2018-19, the College celebrated having reduced total carbon emissions by a massive 53%. They are determined to raise awareness and influence changes in behaviour, enabling students and staff to contribute positively to reducing climate change and environmental damage.

In 2018-19, the College embarked on its Project Plastic campaign to highlight the catastrophic impact that plastic is having on the world. This involved the College taking brave and radical steps to dramatically reduce its use of single use plastic. They decided to ban the sale of plastic bottled water and disposable cups from all their campuses, replacing them with water stations and china cups.

Dundee and Angus College is championing the positive use of properly recycled plastic by installing revolutionary plastic roads at two of their campuses – a great example of the circular economy. The College has worked closely with EAUC Scotland and Learning for Sustainability Scotland, making it the first college to produce an Education for Sustainability module for FE lecturers.





FORTH VALLEY COLLEGE

Promoting Active and Sustainable Travel

As part of Forth Valley College's strategic approach to environmental and social sustainability, the College has a five-year Strategic Travel Plan with a clear focus on promoting active and sustainable travel. In 2018-19, several highly successful projects led to some ground-breaking progress and positive results, highlighting the benefits of active and sustainable travel to staff, learners and visitors.

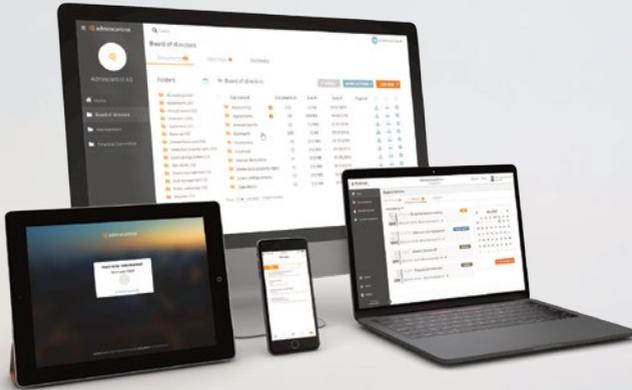
The College held lively, informative and well-received Active and Sustainable Travel events on each of its three campuses. The aim of these 'TRNSPRT at the College' events was to encourage people to consider how they travel to and from campus, how they could reduce the impact on the environment and keep fit whilst doing so. The events were focused on sustainable modes of transport available at Forth Valley College, including car share, public transport, electric vehicles, staff and student lift share schemes, cycling and walking.

Forth Valley College are also delighted that their work has received recognition from Cycling Scotland, who have awarded the College's Stirling Campus the Cycle Friendly Campus Award with Distinction. This highlights the College's continued commitment to tackling climate change at a local level, by improving air quality and reducing congestion, whilst also improving health and wellbeing by enhancing walking and cycling facilities.



Making Learning Work

BOARD PORTALS & VIRTUAL DATA ROOMS



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SHARING FOR THE BOARD & MANAGEMENT

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- **SECURE**
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