



## The Shortlists



# Welcome

## to the ColegauCymru Awards 2014

The awards demonstrate sector-leading practice within further education in Wales and this publication highlights those college initiatives that reached the shortlists this year.

As ever, the quality of submissions to the ColegauCymru Awards 2014 has been very high. I would like to express my thanks to all those teams in colleges who worked hard to submit applications and to the judging panels who were faced with the very difficult task of selecting the winning entries.

The shortlists show how high quality continues to be spread widely across the sector. The sector has gone through many changes in the past few years but quality has not been sacrificed. The service that colleges provide to their learners, their local communities and local and national employers continues to improve year by year. And these awards are testament to this.

In the following pages, the notable features of each submission shortlisted for the 2014 awards are highlighted. This booklet provides a

permanent record of the outstanding achievements, best practice and successful innovations found within the further education sector in Wales.

We know that previous winners have been delighted to share their ideas and practices with other colleges. Learners have been the ultimate beneficiaries as good practice has been widely disseminated. We really do believe the old adage that a rising tide lifts all boats – that all can benefit from the success of fellow colleges.

With respect to the Teacher and Learner of the Year categories, I would like to thank Orchid Films for bringing to life the notable features of those shortlisted in lively video clips. Thanks to additional support from JISC, we have also been able to add to our suite of videos featuring last year's award winners during the course of the year, which give more in-depth descriptions and analysis of award-

winning colleges' best practice. This booklet and the video clips are available to view via the ColegauCymru website: [www.collegeswales.ac.uk](http://www.collegeswales.ac.uk)

May I offer my congratulations to the winners, to the shortlisted colleges and to all those who took the time and trouble to enter. The awards demonstrate all that is best in further education in Wales.

**Dr John Graystone**  
**Chief Executive,**  
**ColegauCymru / CollegesWales**



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# Teaching and Learning



Llywodraeth Cymru  
Welsh Government

Judging criteria:

- Teaching and learning methodologies that have raised learner outcomes and had an impact on progression
- Individual learning plans developed to stretch and challenge all learners to meet their full potential
- A culture of innovation in teaching and learning through action based research
- Best practice of excellence in teaching, learning and assessment shared within the college and the wider post-16 sector

## Coleg Gwent



Coleg Gwent's 'Leading Learning' plan is a whole college approach to improving teaching, learning and assessment within a diversifying professional learning community.

Inspired by Robert Powell's principles-based approach, each curriculum team has been supported to develop a Principles Handbook which is stored and shared on Moodle. Almost 600 managers and tutors have been trained on the established research and structure. Direction has now been set and good practice identified.

In addition, funded by the Welsh Government's Quality Improvement Fund, the college has built upon existing collaborative activity with three other

colleges in south east Wales – The College Merthyr Tydfil, Bridgend College and Coleg y Cymoedd - to establish an inter-institutional professional learning community based on innovative teaching and learning practice. It has developed a catalogue of video clips and supporting materials particularly aimed at stretch and challenge activities. A toolkit for tutors on assessment for learning and numeracy has been incorporated and a Leading Learning website has been created, providing a platform for all resources and materials.

Completion rates at the college show continued upward trends in learner outcomes and learner feedback and classroom observations have identified more teaching excellence.

The development of a comprehensive staff development programme, the implementation of a rigorous performance appraisal process and the supported experiments project, INNOVATE, have provided a synergy for improvement in performance. INNOVATE has fostered a collaborative and supportive culture across the college, with teaching staff reflecting on their performance and fostering professional pride and practice. Supported experiment projects are owned by staff, including their planning, implementation, monitoring and evaluation.

Estyn has noted that more able and talented (MAT) learners at every level are provided with outstanding opportunities to develop and demonstrate their talents at Coleg Sir Gâr, and elements of its MAT

strategy have been identified as sector leading practice.

The development of a WorldSkills programme at Coleg Sir Gâr has had a profound impact on the way vocational skills are taught at the college. Learner self-esteem, outcomes and progression are markedly improved, with the overall percentage of learners achieving triple starred distinction and triple merits on level 3 vocational programmes increasing from 55% in 2012 to 68% in 2013. The college leads Wales in the number of entries to UK Skills competitions and has had unrivalled success at both UK and European level competitions.

Overall learner outcomes now stand at 83.6%, with 70% of its FE and WBL learners progressing to HE level courses at the college each year.

## NPTC Group

**NPTC Group's Powys campuses have adopted a progressive and multi-faceted strategy to deliver long term improvements in the standards of learning and teaching.**

The developmental needs of the teaching staff, identified through lesson observation data, informed a staff development and training programme that could differentiate between the needs of individual teachers. Fortnightly workshops disseminated good practice and helped to create a community of practice. The workshops became the most potent catalyst for change as teachers coached and mentored their colleagues through a common recognition that we can all learn from each other. A more rigorous standardisation and training



programme for lesson observations was introduced to improve self assessment.

Learner 'focus groups' have been used to help teachers think through how students respond to new approaches. The level of increased satisfaction by learners has directly translated into increases in retention, from 88% in 2010/11 to 95% in 2012/13 and to increased rates of success.

A new tutorial system has been introduced, functioning as a one stop shop for teachers and incorporating the electronic Individual Learning Plan (eLLP), referral systems to support learner needs and a message threading facility. The MIS systems have been integrated, bringing MIS data into the heart of classroom practice.

# Technology Aiding Learning



Judging criteria:

- to assist teachers in providing individualised learning to learners – equally motivating the gifted and ensuring that underachievers succeed
- to support learners' awareness of the Welsh language, culture, and heritage
- to share and inspire the uptake and further development of best practice across campuses and/or colleges.

## Coleg Cambria

Coleg Cambria has invested in a solid infrastructure for the use of technology across the college, but also allows for flexibility to cater for individual tastes, with staff supported and trained in developing the appropriate use of learning technologies.

The college has adopted Google Apps for Education across the college to connect a whole host of technologies and learning activities and ensuring that they are accessible regardless of the device used to access them. The college has invested in a suite of Google Chromebooks and tablets. Students can also use their own devices to directly share images, videos and texts in the classroom.



Moodle is used in all curriculum areas and Google Communities are increasingly being used as safe, collaborative learning spaces in a number of curriculum areas. The use of Facebook has extended from Construction and Plumbing to other curriculum areas over the last year. Learners in Automotive Fabrication and Welding develop their literacy skills through Blogs in place of an e-portfolio.

A range of technologies are used for formative assessment, and videos analysis and feedback applications are used to coach learners through practical tasks. Video demonstrations also enable flipped classrooms to become a reality.

Learndirect provides differentiated learning in developing literacy, numeracy, Welsh and employability skills.

## Grŵp Llandrillo Menai - Coleg Llandrillo



In partnership with local software development company Gaia Technologies, Coleg Llandrillo has installed a 3D construction site at its Marine and Built Environment Centre (MBEC). The project started 18 months ago and was rolled out 12 months ago.

The 3D virtual reality software has been developed as a computer game. It includes the office environment as well as the technical work areas.

The 3D site mirrors common - as well as more sustainable - construction techniques, and helps students understand the impact construction has on local communities. Integrated into the working environment are tasks related to developing numeracy,

literacy and digital literacy. Basic skills are used in a meaningful, employer-related way. Learning about health and safety is a particular strength of the system which helps students transfer into a real working environment.

The 3D learning environment has assisted individualised learning, attendance has improved, and the rate of skills and knowledge acquisition have accelerated.

Feedback gathered from introducing the software to three of the Grŵp's campuses has resulted in improvements and additions. The next phase of development is to introduce the technology to other campuses and to develop a bilingual application. It has the potential to expand to other curriculum areas.

## Coleg Sir Gâr



Deciding to work to reverse the decline in the use of the Welsh language in Carmarthenshire, Coleg Sir Gâr set out in 2012 to modernise and expand its Welsh language and bilingual provision and to inspire and enhance learning about Welsh culture and heritage through the use of technology.

The college invested in a suite of Chromebooks and is in the process of a significant upgrading to the wireless infrastructure.

EuroTalk language packages have been made available through the college's learndirect contract. The interactive audio-visual packages are available at all levels from beginner to business for learning Welsh, or for learning other languages

through the medium of Welsh. They use SCORM reporting and allow learners to own their learning progress.

In addition, thanks to financial support from the National Lottery Heritage Fund, Coleg Sir Gâr learners have worked closely with The Scarlets over the last 12 months to develop a multimedia mobile Scarlets Heritage Trail.

Modernising the infrastructure and the uses of technology has resulted in learners embracing the Welsh language. The gaming element of the language packages brings an element of friendly peer competition to learning, which aids motivation. Coleg Sir Gâr was awarded the National Learner Satisfaction Award by learndirect in 2013 for achieving 100% learner satisfaction.

# Welsh & Bilingualism

Judging criteria:

- Bilingual ethos fostered and the Welsh language and bilingualism incorporated into core values
- Strong partnership working with schools, employers and universities to ensure bilingual and Welsh progression routes are being identified and adopted
- Bilingualism promoted
- Collaboration and sharing of best practice between campuses and/or colleges. healthy lifestyles.

## Bridgend College

The college's vision is to be able to offer progression from school to further and higher education in key vocational areas through the medium of Welsh.

Thanks to an ambitious staff development programme, the college has come a long way in the last three years. Starting from a negligible base, the college now offers three 14-16 vocational courses, vocational modules to college students in four vocational areas, and vocational Welsh as part of the Welsh Baccalaureate.

Staff who teach in areas that have been identified as priorities for Welsh-medium development are given remission to develop Welsh language skills, with a support package that includes an individually tailored CPD plan and access to the college's Welsh language mentoring scheme.



The college has developed strong partnerships at all levels: benchmarking against best practice in Welsh-medium teaching in FE is facilitated via a partnership with Coleg Menai; the college meets the two local Welsh medium schools monthly to jointly plan the future curriculum; and the University of Wales Trinity Saint David is offering a Welsh-medium Foundation Degree at the college as well as an advanced Welsh language course for the college's staff.



## Coleg Ceredigion



Coleg Ceredigion's ambitious vision of a vibrant bilingual college is having a transformative effect. Developing Welsh language opportunities is a key strategic goal for managers and staff, with policies and curriculum plans having Welsh as an essential component.

Embracing all aspects of the Welsh language and culture, the college has embedded the Welsh language into its ethos and has centrally positioned it in many aspects of the curriculum and the student experience.

Targets and metrics measure progress on the language against the college's strategic plan helping managers to review successes and challenges. Learners

receive a structured beginning-to-end experience that focuses on progression and developing confidence in the use of Welsh. The Bilingualism Team at the college tracks individual students to help them attain their learning goals.

An array of schemes and initiatives including taster sessions, mentoring and 'chill and chat meetings' help those with some Welsh gain confidence in its use. After the success of a staff boot camp on bilingualism in 2013, all students now have the chance to register for a residential Boot Camp experience to improve their Welsh, and mobile applications help students with the rules of grammar.

## Coleg Sir Gâr



At its Gelli Aur Campus, Coleg Sir Gâr is making Welsh integral to life and learning. Deliberate planning has led to a significant expansion in Welsh-medium provision.

Students can study agriculture through the medium of Welsh from the age of 14. They can also develop their essential skills, progress through to level 6, access resources on Moodle, participate in extracurricular activities and access Facebook through the medium of Welsh. Welsh is the language used for the Welsh Baccalaureate's language component. Work experience and partnerships with industry are also matched to the linguistic needs of learners.

The college has invested in both Welsh-medium and bilingual provision at level 3

and from 2014 will offer a BSc in agriculture. It is planned to offer the degree course in Welsh from the outset, and in both part-time and full-time modes.

The college is the first to secure a full lectureship from the Coleg Cymraeg Cenedlaethol in order to run higher education provision through the medium of Welsh. An internal scholarship encourages students to study at higher education level through the medium of Welsh and initiatives to badge achievement such as 'Tocyn Iaith' help motivate learners at FE levels.

The college was the originator of Wales Agri Online, an extensive depository of resources that are shared nationally through Hwb.

# Learner Voice



Judging criteria:

- Opportunities for learners to provide meaningful feedback, feedback acted upon and communicated to learners
- Changes made to teaching and learning approaches or curriculum design to meet the needs of learners
- Partnership culture between learners and their students' unions in matters relating to governance.

## Coleg Cambria



At Coleg Cambria learners have many different channels through which to make their voices heard and gain transferable skills along the way. The college has put in place a strong structure whereby students can provide meaningful feedback as well as be partners in the creative process of developing innovative solutions to issues and concerns. Its approach to the student voice won the college the NUS award 'Wales FE Union of the Year' in 2012/13.

The college has adopted nine key mechanisms to ensure learner involvement and active participation across all areas of the college. They include a series of student elections at all levels from class reps to governors and campus vice presidents; campus councils; effective

lines of communication including a principal's Question Time; student voice parliaments; a student voice website and a class rep email alert system.

Class representatives receive training and the college is committed to providing the appropriate resources to enable and encourage these mechanisms to work.

The college is in the middle of a European Knowledge Transfer programme where it is looking at best practice in designing a learner-responsive curriculum. Learners have already had a demonstrable impact on the curriculum, with feedback communicated swiftly and changes implemented quickly.



Listening to and involving learners is one of Coleg Gwent's strategic aims and the college has a mature system for supporting learner engagement at all levels. The outcome of the learner involvement strategy is monitored carefully as part of the college's standard procedures.

Dedicated committees and a steering group, a responsive complaints procedure and active feedback mechanisms form part of the adopted structure. New social spaces on three campuses and a bespoke electronic Individual Learning Plan (eILP) system are just a couple of the numerous outcomes of learner involvement at the college.

Students are involved in staff recruitment and participate in INSET days, course reviews, and observations of learning and teaching. Class and union representatives are elected and training provided. The college and the student union have jointly committed to invest £10,000 per year in the Cash4Change initiative, which aims to develop learners as citizens through supporting student-led community based environmental and social improvements.

'Buzz the Boss' - to contact the Principal, and 'Beep the Bus' - to feed in views to transport managers, are examples of direct and immediate ways in which individual students can make their voices heard.

## Pembrokeshire College



'VocalEyes' is a ground breaking web-based tool which captures learners' view on every aspect of college life. It sits on the college intranet and allows the college to systematically analyse and act on student views. Significantly, all enrolled students have access to the system, allowing hard-to-reach students to have their own voice. It has brought about a step change in the amount of interaction between decision-makers and students, with 38,000 interactions captured since 2012 from several hundred students.

Course reps promote, administer and moderate VocalEyes through an eight-stage process. VocalEyes allows students to put forward ideas and debate and rate

them. The senior management team can analyse trends and positive suggestions as well as discover at a glance those ideas which do not attract student buy-in. Feedback and actions taken are also posted onto VocalEyes, delivering a transparent feedback loop.

The tool, developed with a local technology firm, has garnered interest from many other colleges and other organisations in the UK and has been cited by Estyn as best practice. The college is now working with the Welsh Government as a Futures Champion and VocalEyes is being used as one of the ways to inform the 'Wales We Want' initiative.

# Entrepreneurship and Employability

Judging criteria:

- Preparing young adults to be job ready and understand the process involved in securing employment
- Developing learners' digital and bilingual skills for employment
- Developing an ethos of entrepreneurship in learners
- Matching college provision to local and regional employer needs

## Bridgend College

**Enterprise and employability activities take place in the state of the art Enterprise Hub learning space.**

A number of large scale extra-curricular activities ensure all students can get involved. They include enterprise catalyst workshops, which include psychometric testing, teamworking and mock interviews; a bilingual design and marketing competition; an annual Christmas fair; and a team-building 'Livin' it Large' challenge. Students are also given opportunities to organise their own events, and teaching departments organise specific challenges which culminate in students presenting their business plans to teams of business advisors and industry experts e.g. This Old House Challenge for construction students, and Who Cares Wins – in which health and social care students devise a



new product to aid professionals when caring for vulnerable adults.

Students are encouraged and supported to compete in regional, national and international enterprise competitions including the Global Entrepreneurship Challenge, the Big Pitch Challenge and the Chartered Institute of Management's 'Brollo/The Pitch' aimed at higher education students. As one of the six colleges that form the FE Pioneers South East Wales Hub, Bridgend College students secured a funding for seven ventures in 2014 including a learner-led IT repair shop.

The college also supports individuals wishing to start their own businesses, offering 'start your own business' workshops and an annual enterprise bursary.



Coleg Cambria works across the college on entrepreneurship and employability, as well as regionally - as the lead for the North East Wales Youth Enterprise Hub, and internationally - as the Wales partner in the Leonardo-funded seven-country project that is exploring best practice in promoting youth entrepreneurship.

College-level activities are embedded into learning programmes. Outputs include an e-book of Welsh recipes, a competition to work with Techniquet Glyndŵr on engaging young people in numeracy, student Christmas markets, and a stock market challenge. Specific curriculum events include a Young Enterprise Challenge for performing arts students and a Tourism Business Challenge.

Working with local businesses, business information exchanges enable students to

explore real life business issues. The Coleg Cambria-hosted North Wales Young Enterprise provides entrepreneurial activities for school pupils. And through its work with Flintshire and Wrexham Business Enterprise Networks, the college is giving young entrepreneurs a voice through digital stories.

In addition to dedicated traineeship programmes for unemployed young people, learners are coached to become work-ready through college-supported commercial opportunities, e.g. hair and beauty learners run a salon, and catering students run restaurants which are open to the public. Coleg Cambria is the Wales centre for the Deloitte Employability Programme through which each successful student is guaranteed an interview with one of the programme's blue chip companies.

## Grŵp Llandrillo Menai



Grŵp Llandrillo Menai leads the North West Wales Youth Entrepreneurship Hub. In addition to working with Hub partner Bangor University, the Grŵp works with a Communities First Partnership and a local authority on employability skills; Menter a Busnes to deliver entrepreneurship teaching to all secondary schools in Gwynedd and Anglesey and Young Farmers Clubs; and the Carnegie Trust on the importance of social conscience.

Peer mentors, Dynamo role models, induction, awareness sessions, masterclasses and online tools are used to support enterprise teaching. Student business ideas are linked to the commercial innovation support units within the Hub institutions including the

Grŵp's Menai Innovation Centre. Students also have access to a Proof of Concept Fund in order to try out ideas risk free and to buy in expertise to help turn concepts into real business opportunities. In Gwynedd and Môn, eligible students with business ideas can apply for an ESF-funded Llwyddo'n Lleol bursary.

Practical development support for learners wishing to develop food and engineering products is provided by further education experts, adding value to the research element undertaken at higher education level. The benefits of the sectors collaborating is also evident in that the FE retail academy supports HE students looking to test market goods.

# Learner of the Year

## Judging Criteria:

- An ability to overcome personal challenges in order to attain and/or progress
- An inspirational example that other learners can emulate
- A positive impact in the community or in aiding other learners
- Independent learning skills and a thirst for progression to a higher skill level.

## Dylan Evans Grŵp Llandrillo Menai – Coleg Llandrillo

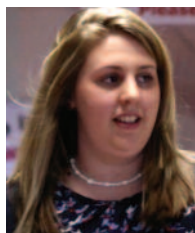


Dylan is considered an inspiration by his peers at Rhyl Sixth. He is something of an all rounder, mastering a language alongside sciences as well as playing sport at

national level. As a wheelchair user who has only limited use of one hand, he has to negotiate physical challenges to complete the practical tasks required to complete his studies. He maintains a strength of focus and a positive spirit and is proving to be an outstanding success.

He is working towards three A levels and the Welsh Baccaulaureate and has already achieved an AS in a fourth subject, achieving the highest possible grades in his studies so far. He was awarded a silver medal in the Oxford University-organised British Physics Olympiad and was interviewed for a place at Oxford University. He has been offered a conditional place at Manchester University to study Theoretical Physics.

In addition, Dylan has played wheelchair basketball for Wales in the national league for three years, captains the North Wales junior team and has a coaching qualification. He has spoken at teacher training conferences on the issue of inclusion, and carried the Olympic torch alongside his fellow school pupils in 2012.



Alex achieves academic excellence whilst also being proactive, never passing up an opportunity to help and guide others.

Whilst a young carer to both her parents, Alex set up a young carers youth forum and through that was elected to address the Welsh Government on behalf of all young carers across Wales. She has also spoken in the House of Commons on youth issues.

Alex has been elected (twice) to represent her area on Funky Dragon – the Children and Young People's Assembly, and has contributed to a report that is soon to be submitted to the UN Committee on the Rights of the



Victoria returned to learning as a mature learner, having recently moved to Wales from England with her young daughter, seeking refuge from domestic violence.

**She is proving to have a boundless determination to succeed and to support others.**

She has achieved academic success thanks to her determination, achieving the highest possible grades for her extended diploma in forensic science. Her outstanding project work has been recognised by industry specialists, winning a UK-level award.

She has a positive and calming influence over her fellow learners, giving hours of

## Alexandra Atkins Gower College Swansea

Child. She also sits on the advisory group looking at the work of the Children's Commissioner for Wales.

Alex has represented Wales in swimming competitions and now volunteers at her club – Swansea Stingrays (Disability Sport Wales) as a volunteer coordinator and a qualified swimming teacher.

Academically, she achieved distinctions in her Extended Diploma in Health and Social Care, the highest grades possible. Now studying for a Youth Work degree at university, she volunteers for Swansea Ethnic Youth Support Team. Her aim is to be a Youth Worker to support vulnerable young people to reach their potential.

## Victoria Brand Bridgend College

her valuable time to listen and support them with their personal difficulties and academic work. She also acts as student representative at college open days and interview events, helping individuals make career decisions.

Previously, Victoria fundraised for a charity and helped set up schools in Brazil and Peru. Now, she continues to use her fundraising and organisational skills. For example, she was instrumental in organising a crime week event for local primary schools and she has delivered a number of forensic science workshops. She also presented workshops at the Welsh Olympic Exhibition.

# Teacher of the Year

PEARSON

Judging criteria:

- Engage students as partners in learning process
- Offer tailored / pastoral support to learners
- Help create a bilingual learning environment
- Contribute to community engagement or work with employers.

**Dr Graham Hall**  
Grŵp Llandrillo Menai  
– Coleg Meirion Dwyfor



Graham is a passionately enthusiastic educator for both his learners and for his subject. There is no limit to his efforts in trying to give learners the best

experience, whatever the angle they're interested in. He is a role model for learners, for teachers and for the international academic community.

Since joining Coleg Meirion Dwyfor in 1992, Graham has taught a variety of subject areas including computing, education, and aspects of engineering

and geology, and across the whole range of education levels at college – from basic numeracy skills to foundation degree level. He affords the same respect to all learners, who report that he treats them as 'partners in learning' not as 'recipients of teaching'.

He is also an internationally recognised expert with a string of academic qualifications that gives him a deep subject knowledge of a range of curriculum areas. He runs his own website full of learning materials. His academic specialism is on developing numeracy and essential skills in maths and how to incorporate them into the teaching of vocational subjects. Graham has been invited to speak at a number of international conferences, he has produced 18 published papers, and is currently involved in a research project with Oxford University.





Jo has a flair for both welding and teaching. Relatively new in the trade, her skills nonetheless surpass many far more experienced welders and enable her to bring out the

best in her students.

She has taught on a range of courses including delivering the Pembrokeshire Engineering Consortium programme which is aimed at engaging people who are not in education, employment or training. Her learners have secured first place in the BOC welding competitions every year from 2009-2012. Two also made it to the WorldSkills UK Finals 2013.



Jeanette is a leader in curriculum design. She has transformed the business administration programme in work based learning. It is now learner-led, with learners planning

and organising charity events, gaining the skills and evidence they need along the way. She coaches learners through their courses with sensitivity, including tackling literacy and numeracy issues.

More than 95% of her learners complete the courses successfully. As part of the apprenticeship programme she delivers, her classes have achieved 100% success rate in all their essential skills qualifications over the last 3 years.

## Jo Bradshaw Pembrokeshire College

Before turning her hand to education she worked on sites all over the UK and gained a wealth of knowledge, experience and industry insights. At college, her teaching style was recently graded as 'best practice'. She mentors other staff on teaching techniques and how to get the most out of learners.

Jo knows how to motivate and retain learners, helping them get back on track whenever they begin to struggle. She cares deeply about them as individuals – their well-being at college, as well as their future. She takes time to get know each student and helps them identify their goals and ambitions.

## Jeanette Edwards Coleg Cambria

Jeanette provides students with additional opportunities including First Aid and bilingual skills, helping learners see the value of Welsh language skills to working life. She has links with a number of voluntary organisations and provides opportunities for her learners to get involved in their community.

Jeanette is an innovator. She has developed a suite of CIPD qualifications - the professional body for HR and people development - and the college is now a CIPD centre thanks to her rigorous quality assurance and its strength of provision. Her skills are recognised widely and she now trains teams in the public and private sectors.

# Thank you

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## Key links



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Videos of individuals shortlisted  
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