





Welcome

to the ColegauCymru Awards 2013

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

Through the judging process, the awarding ceremony and this publication, the ColegauCymru Awards serve to disseminate good practice and help all colleges achieve the aim of delivering to the highest quality.

Significantly, the shortlists show that no one college has a monopoly on high quality. High quality is spread widely. Twelve colleges from across Wales made the shortlists for the nine award categories.

In the following pages, the notable features of each submission shortlisted for the 2013 awards are highlighted. They serve as a lasting record of the outstanding achievements, best practice and successful innovations found within the further education sector in Wales.

They demonstrate how colleges continue to innovate and improve, and also that they are determined enough to put their new practices to the test through these hotly contested national awards.

As ever, my thanks go to the awards sponsors and the judges without whom the staging of the awards would not be possible.

In addition, for the Teacher of the Year and Learner of the Year categories, I would like to thank Cracking Productions for bringing to life the notable features of the six who were shortlisted in lively video clips. This booklet and the video clips are available to view via the ColegauCymru website: 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



Contents

Welcome	2
Literacy and Numeracy	4
International	6
Sports Legacy	8
Teaching and Learning	10
Leadership	12
Welsh and Bilingualism	14
Digital Learning	16
Teacher of the Year	18
Learner of the Year	20

Literacy and Numeracy



Award Criteria

- a literacy and numeracy strategy that embeds the delivery and assessment of learning programmes across the institution and across all ability levels
- innovative practice on timely and effective interventions with learners where particular needs have been assessed
- integration of literacy and numeracy support into staff development programmes.

Cardiff and Vale College

The college's community has significant ESOL needs; the literacy skills of 45% of its learners are at level 1 or below; for numeracy, 33% of its learners fall in the same category.

The college response includes hosting a Learning and Skills Centre at all main sites, with Learning Advisors travelling across all campuses and outreach centres. Reading groups are part of enrichment programmes across the college. Specific in-class and additional timetabled support is provided to ESOL students who are studying on mainstream courses. 'Directed Private Study' sessions support hardest to reach students. A database monitors learner progress from initial assessment onwards, and key performance indicators link specifically to the outcomes of learners who have basic skills needs.



In addition, two Teaching and Learning Leaders appointed in 2012 are responsible for developing literacy and another two have responsibility for numeracy. They work with individual teachers and course teams on schemes of work and lesson planning. They also identify and develop teachers as Literacy and Numeracy Champions and share good practice. A literacy marking scheme has been adopted across the college to ensure consistency, with bilingual marking guide posters in all teaching rooms and a CPD programme that has seen staff trained to basic skills support level 5.



Around 60% of the college's enrolments were from the most deprived areas in 2010/11, and attainment of the Level 2 threshold at age 15 was below average in four out of the five local authority areas the college works in.

Literacy support is given high status within the college, on a par with the main qualification. In 2011, a Skills Strategy was developed to provide a coordinated and learner-centred approach. It includes the assessment and embedding of literacy and numeracy into all learning programmes and provides effective, timely and individualised support to learners.

All learners receive an initial assessment in literacy and numeracy at, or prior to interview, followed by a diagnostic

assessment at enrolment and target-setting at subsequent one-to-one reviews. A Learning Support Advisor works with learners who attain below Level 1.

An Essential Skills Leader (ESL) has been appointed to each campus to work with teaching staff to embed contextualised literacy and numeracy, develop resources and identify delivery strategies. Teaching staff also have access to six Learning Mentors, a marking and progression guide, and a Literacy Toolkit. The Essential Skills Practitioner Awards Level 3 in Literacy is the target teacher qualification.

The take-up rate of support by learners had jumped to 91% from 40% just two years ago.

Yale College, Wrexham



Leadership at all levels is committed to literacy and numeracy. Together, a governing body committee, two vice principals, each head of faculty, and a Teaching and Learning Development Manager ensure a whole-college overview of progress in embedding literacy and numeracy and ensure excellent learner outcomes.

The college has helped the Wrexham Adult Community Learning Partnership to make exponential progress in literacy and numeracy over the last year. Best individual provider practice is shared across the WBL consortium; and the college is a partner in the PADDLE digital literacy project with two other colleges.

The effectiveness of embedding literacy and numeracy is tracked via lesson observations and an annual audit. The college sets challenging targets on embedding, underpinned by training and development.

Online learning via BKS B study packs and the college's eLLP provide structured support for learner; speaking and listening skills are a focus in vocational programmes; developing higher literacy skills has been the subject of supported experiments; various classes participate in the Six Book Reading Challenge; and all learners screened below Level 1 are provided with additional support. 'Teaching takeaways' are provided for staff, which include innovative active learning strategies and a common marking guide is used in English and Welsh.

Award Criteria

- the positive effects that an international understanding has had on teaching and learning
- involvement in overseas study and work opportunities for learners and staff, with evidence of the skills enhanced through participation
- continuous development in integrating an international dimension into the college's curriculum and daily life through the delivery of the WBQ, ESDGC and language learning.

Yale College, Wrexham

The international dimension and ESDGC are specifically integrated into all courses, including WBL and ACL.

Following a decline in post-14 modern foreign languages (MFL) take-up in Wrexham, the college has formed professional links with MFL school-teachers and incorporated MFL learning within some vocational courses. Fabrication and welding students for example learn German prior to their work placements in Germany, and catering learners follow suit with Spanish. History A level students join their Eastern European/Nordic peers each year in Germany.

The Challenge Africa project, which depends entirely on student fundraising, takes a group of students to one of the

poorest townships in South Africa to work on a topic agreed by teachers in South African schools. The project moves to a different programme area each year and all learning feeds into the learners' vocational programme. The college also works with Wrexham schools to develop links with the township schools.

In 2012 over 500 international students joined Yale College. They were embedded within vocational programmes and given structured opportunities to share their cultural perspectives. The college has also collaborated on a European digital storytelling project focused on identity, with Wrexham's Community First Areas and ESOL learners sharing stories in identity and immigration.



The College participates in EU exchanges through Comenius and Leonardo, Trans Vocational Training, and the Wales-Chongqing FE Consortium. The college has also served as UK lead in multinational social science research projects.

For each project, the college sets up an International Advisory Board made up of industry partners, third sector organisations and SSCs. Measuring the benefits, engaging employers, and wanting students to have skills to work in international businesses – in Wales or abroad – are key drivers.

A Comenius bilateral student and teacher exchange with Germany is embedded in the Technology curriculum. Visits focus on

language, technical and cultural education and project themes are linked to sustainability where possible, e.g. the building and testing of an alternative energy-fuelled model car.

A Leonardo-funded work placement for Engineering apprentices in 2011 has inspired the addition of three further curriculum areas to the new 2013 project. Learners attain a broader knowledge of their own country and its place in the global market. Staff are developing team teaching skills and are integrating good practice from their European experiences into curriculum delivery.

The college has a long-standing partnership with the United Arab Emirates, delivering bespoke technical English and engineering programmes to UAE students at the college, hosted by local families.

Grŵp Llandrillo Menai - Coleg Llandrillo



The college aims to establish and promote the college as an outstanding institution for overseas learners; develop partnerships with institutions internationally; and encourage cross-college involvement in promoting opportunities for standard student inward and outward mobility. The college is involved in the Wales in Africa initiative as well as a very wide range of European projects.

International recruitment, particularly from South and East Asia, generates income which is reinvested in the development of teaching and learning resources related to the international dimension in the mainstream curriculum.

For Coleg Llandrillo staff and students, a wide range of mobility projects include

Skills for Employability, which is intended to establish an industry-driven curriculum model in key sectors with three countries; and Training Bridge Programme, which is a Germany/Wales work placement exchange for catering and hospitality apprentices.

Developing the curriculum through international partners and research projects has been a key strand of activity. For example, the college has become a Centre of Excellence for Hospitality and Automotive Engineering thanks in part to staff involvement in the LIPD programme. Mutual recognition of competences and learning outcomes is the aim of projects in catering, hospitality and tourism, and health and beauty projects. A European curriculum is being developed for sustainable and nature-based tourism.

Award Criteria

- provision of a diverse range of sports, at all levels from elite to leisure, that successfully attracts traditionally under-represented groups
- continuous development in the provision and uptake of volunteering opportunities, and the training required to volunteer
- improving learners' understanding of and participation in active and healthy lifestyles.

Gower College Swansea

The college offers a wide range of sports academies at the elite level, including a new academy for surfing which started in 2012, plus rugby, cricket, three academies specifically for women, in football, hockey and netball, as well as men's football and men's hockey. Last year, over 30 students achieved international honours in their chosen sport. Students are also encouraged to compete in Welsh Colleges Sports competitions, with recent wins in football, hockey, swimming, golf, table tennis and badminton.

Additional sports offered for recreation include indoor cycling, outdoor activities, volleyball, squash and basketball, with around 250 weekly participants. The college achieved Sport Leadership Academy Status by Sports Leaders UK in 2012 and a Welsh Football Trust Focus College Award in 2013.



More than 250 sports students qualified as coaches in 2012, and work-related experience is offered via community links to develop and promote disability sport and support the PE curriculum in primary schools. More staff are also being trained as coach educators to further support student volunteering activities.

The college's tutorial programme includes 1:1 sessions for students who are unlikely to exercise without support. An Annual Healthy Lifestyle day is also a regular part of the college's events calendar with free taster sessions and demonstrations.

The college has invested in outstanding indoor and outdoor sporting facilities at its Llandarcy Campus, and has acquired Llandarcy Park Ltd.

The college employs a full time 5x30 officer and partners with a range of organisations that support sports coaching and the use of sporting facilities for all age groups e.g. primary schools football, tennis and swimming competitions. The Urdd, housed at the Llandarcy Campus, supports Welsh-medium coaching qualifications and provides additional opportunities for Welsh-speaking learners.

The college offers sports bursaries and promotes excellence through its Sport Cultural Awards. It runs Sports Academy teams in netball, rugby and football; it is

also an FAW Focus College. Working with the Ospreys rugby team, the college delivers a Foundation Degree in Sports Coaching and Performance.

The college actively consults its learners. 1,600 responded to its learner survey on sporting preferences in 2012. The feedback led the college to introduce a multi-campus, structured physical activity programme, timetabled in blocks.

In addition to the Physical Activity Inclusivity Club - a joint venture between the Sport Foundation Degree students and the Disability Sport Officer from the Borough Council, a range of activities target under-represented groups, e.g. circuits for girls and football for visually impaired students.

Coleg Sir Gâr

The college was part of the London 2012 Get Set Network and its Olympic legacy continues.

The college's sports curriculum builds in progression as well as bilingual provision and extends from Entry level 1 to level 6.

Employability is a key feature. Students' coaching qualifications, mentoring, events-organising and fundraising skills are used by community partners, including national governing bodies of sport, primary and secondary schools, special schools and disability sport. The college also delivers the Young Ambassadors programme.

The college fully funds two 5x30 staff. The scheme includes timetabling within non-

sport vocational courses, with active and healthy lifestyles embedded into pastoral care. 'Come as you are' sessions, kids clubs and charity bike rides add to the comprehensive mix, with over 1,000 sessions run last year and over 9,000 attendances, with volunteers drawn from across all campuses

The college is a FAW Focus College. It has five Sport Academies for girls and three for boys, all supported by extensive sponsorship. Year on year, learners progress to professional sporting roles. Last year, the rugby academy team won the Carmarthenshire Sports Personality of the Year award as well as the British Colleges Elite Cup and was named Team of the Year by Rugby World magazine.

Teaching and Learning



Llywodraeth Cymru
Welsh Government

Award Criteria

- innovation that has had a major impact on teaching and learning
- feedback from learners and staff used to help improve the quality of teaching and learning
- raising learners' aspirations, helping them to achieve and progress to the best of their abilities
- an initiative that could be adopted more widely.

Coleg Sir Gâr

'Innovate' is a successful, whole-college initiative that seeks to improve all aspects of the teaching and learning process. It has a strong structure in place, led by the Teaching and Learning Development Manager, and involving the principal and senior managers. 40 facilitators, trained in solution-focused coaching, lead small professional learning communities.

Staff identify areas of focus and have ownership of their supported experiments. 126 members of staff are involved in 35 active projects. New staff are equally supported with a learning mentor. A number of structured face to face and online opportunities allow good practice to be shared and questions to be discussed.



Performance monitoring takes place at a number of levels and significant outcomes are becoming evident. For example, over the last four years, the successful completion rate has increased by 17% to 82%: 1% above the national benchmark. The college is investing in stretching its more able and talented learners, for example through WorldSkills. Following the Skills Show in 2012, the college shares first place with City of Bristol College in the WorldSkills UK medal rankings and was the only college in Wales to have learners in the WorldSkills UK Squad preparing for WorldSkills London 2011.

Thanks to its commitment to action research to develop teaching practice, Yale College is the only college in Wales to hold 'research engaged college' status from the National Federation for Educational Research (NFER). 'Spotlight on Learning' is a large scale learning project which has been shared as sector leading practice at a number of events across Wales. The college is also involved in several European projects, sharing and developing expertise in teaching and learning.

A learning culture exists, with supported experiments embedded into the quality cycle. Team-owned actions for teaching development are developed through professional learning communities.

There is an enthusiasm in trying new strategies with collaborative support, and sharing between staff from different teams across further education, work-based learning, and adult and community learning. There is a whole-college approach to literacy and numeracy. The progress of learners from disadvantaged areas and low income families is closely monitored.

The impact is significant: success rates are at 86%, 5% above the national comparator: an overall improvement of 10% over the last three years. The college sits at the top of the Learning Outcomes Report for FEIs in Wales. It also achieves well above the Edexcel ND Benchmark and the Wales average for A levels.

Coleg Gwent

At Coleg Gwent, achieving consistency in teaching and learning across the college has been a key focus. Since 2010, all managers with responsibility for graded teaching and learning observations have participated in training in order to improve reliability and consistency in quality.

The college has also invested in a strong team of learning mentors. The team is managed by the Manager for Learning and Development, with strategic oversight by the Vice Principal for Curriculum & Quality.

All the mentors are current, expert teachers. In addition, they manage and update the CPD Moodle site for teaching

staff, as well as mentor individual teachers and develop communities of practice. The mentors act as positive role models, always on hand, with pedagogy tips on tap. An ethic of care permeates the mentoring scheme, with learners being supported holistically.

The mentors carry out best practice visits to other colleges across the UK each year. The college is also invited to deliver presentations and workshops across the UK on teaching and learning. Its mentoring scheme won the college a bronze award for best Public Sector Training programme in 2012, and was shortlisted for a TES award.



Leadership at a Time of Change

PEARSON

Award Criteria

- a clear change management approach to delivering a positive outcome from a challenging scenario with all partners on board
- driving efficiency initiatives that have generated significant benefits.

Grŵp Llandrillo Menai

The Grŵp is the result of the merger of Coleg Llandrillo and Coleg Menai in 2012.

The management structure is a matrix, with three colleges having their own principals, identity and autonomy, supported by two cross-Grŵp corporate services and academic services. Each principal also has one of three cross-Grŵp roles: business development, curriculum development and external affairs.

Systems were streamlined, with the new entity seeking the best from both merging colleges. A change management consultant chaired meetings as an honest broker. The major process of integrating the identified systems and procedures was undertaken whilst at the same time



preparing for the new college year and maintaining business as usual for learners. A clear, consistent communication strategy and committed staff were prerequisites to success. Communication has been two-way. Staff have been consulted and empowered to bring forward quality improvement ideas. A Strategic Plan was drafted using feedback from a planning event a month post-merger.

Compulsory redundancies have been avoided and there have been no grievances or appeals relating to redeployment.

Progression routes, collaboration with schools and employers, supporting the needs of the local economy and income generation are just a few of the more coherent approaches the merger has established.

Coleg Morgannwg



The college's innovative and responsive leadership and management has resulted in a new £40 million Taf Ely Learning Campus (TELC) for learners in Rhondda Cynon Taf (RCT) and a unique Strategic Alliance between Coleg Morgannwg, St David's Catholic College and Cardinal Newman High School.

TELC houses eight curriculum areas as well as a learning resource centre, gym, crèche, catering facilities, a salon, conference and training facilities, music and performing arts spaces and the county borough library.

The college has established joint governance arrangements with its strategic partners, sharing expertise and resources, and the high school's sixth form provision is based at TELC.

Staff and students were involved in the design of learning areas, and the contractors offered college students work placements and employed trainee engineers. The project, which includes a strong emphasis on sustainability (BREEAM excellent) and social procurement (£450,000 of equipment purchased from Remploy), was delivered on time and within budget. The college has since won a long list of Wales and UK quality awards.

Outcomes include an increase in applications, including vocational and A level courses; increased interest from members of the community in the public library, gym and crèche; STEM subjects are increasingly attracting female students; professional sports opportunities have increased; and engagement with employers is growing.

Coleg Sir Gâr



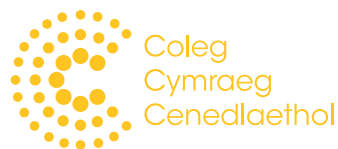
The college was restructured in 2010 following the appointment of a new principal and chair of governors. Among the strategic aims were: a focus on the learner and developing their skills to world class standard, to achieve and value excellence in teaching and learning, to create a bilingual college.

Restructuring entailed the establishment of teaching mentors, supported experiments and a partnership with y Coleg Cymraeg Cenedlaethol with joint posts planned; a restructured Learner Voice, safeguarding arrangements, and learner support team. Investments include an online tracking system to measure learner outcomes, and a specific focus and encouragement on WorldSkills competitions.

A new Governance structure has been introduced, with link governors appointed to each curriculum area and an EFQM approach to self-assess performance. Joint governance arrangements have been established with 14-19 partners. A regional partnership was formed with University of Wales Trinity St David's (UWTSD) and the college will become a limited company within the UWTSD Group in 2013. The college's WBL provision was incorporated into the South West Wales Skills Academy consortium led by Pembrokeshire College.

Learner outcomes are now above the national benchmark in both FE and WBL and the college has enjoyed unrivalled success in UK and European competitions allied to WorldSkills.

Welsh and Bilingualism



Award Criteria

- effective embedding of a Welsh dimension into the college's curriculum and daily life
- positive response to the wider policy agenda on bilingualism, with bilingualism having a positive impact on teaching and learning
- innovative and successful ways of encouraging Welsh medium study
- meeting the needs of learners who have been previously educated through the medium of Welsh, in addition to extending the Welsh language skills of learners who have previously studied little Welsh.

Yale College, Wrexham



The college has a challenging Welsh Language Strategy embedded in its strategic aims, which is reviewed and monitored by senior managers, the principal and the governing body.

A Welsh Language Development Manager has been in post since 2011; the WBL Consortium and ACL Community Learning Partnership have undertaken needs analysis surveys with their audiences; and the college surveys the linguistic needs of its staff annually, backed up with a professional development strategy; and enrolment forms are used to identify learners' Welsh-language support needs.

A Welsh ethos is promoted visually online, in the college prospectus, at open evenings and enrolment days, and across the college signage. The use of bilingual

terms, glossaries and speaking opportunities in classrooms are monitored through classroom observation. The college actively participates in Welsh-language events and activities with stakeholders.

The combined Welsh language expertise of the local school and the vocational expertise of the college have led to the development of several collaborative courses. Welsh-speaking A level students are placed in a Welsh-medium personal tutor group and study the WBQ through the medium of Welsh.

The number of learners following Welsh-medium modules has increased by 53 percentage points on the previous year. Over 700 learners achieved 100% attainment in Welsh in the Workplace qualifications in 2011/12.

From a standing start in 2008/09, the college now offers three 14-16 vocational courses, vocational modules to college students in three programme areas, and 200 students are studying a Welsh unit within the WBQ. The college has also invested in a range of informal and social media opportunities for Welsh-speaking learners.

The activity is led by the Bridgend College Welsh Development Plan (2008), and the appointment of a Bilingual Champion in 2012. A major staff development plan was rolled out, informed by a staff survey and a culture change that came about at a four day residential visit to the Urdd camp at Glan Llyn.

By now, 13 out of the 15 business support departments include Welsh speakers. For teaching staff who needed targeted support, a mentor, one-to-one support, qualifications, plus support from Sgiliaith were offered. A partnership with Coleg Menai enables Bridgend College staff to observe Welsh-medium teaching.

College documentation has been repurposed to enable Welsh dimension activities to be easily audited.

As a result of the partnership with the Bridgend County 14-19 Network, the college was requested to share its best practice with English-medium schools. The college has developed, with key partners, a training programme and more than 200 school teachers have been trained to date.

Grŵp Llandrillo Menai - Coleg Menai



The high quality work opportunities that the Energy Island is developing led the college to develop engineering provision through the medium of Welsh with the aim of helping local young people qualify for the new career opportunities and hence stay in their communities. This, despite a dearth of learning materials, given that, engineering is not a national priority subject for Welsh-medium development.

Working with 11 local secondary schools, engineering was developed at level 2 for 14-16 year olds. With a subsequent increase in the demand for level 3 provision for school sixth formers, the college worked with the schools to support vocational provision alongside A level studies. The college invested heavily in the development of new human

resources; Welsh-medium teaching and learning materials – including multimedia; tutorial and pastoral care; and joint timetabling with the schools. In addition, the Welsh dimension is very much in evidence throughout.

Staff training supported the challenges of incorporating the needs of learners from a very wide range of basic skills and linguistic abilities and a consistent marking strategy is employed for literacy.

By 2012/13, 293 school pupils were participating in bilingual engineering provision. Of the 18 who first completed in 2012, 17 progressed to university and one to a Pathway to Apprenticeship.

Digital Learning

Award Criteria

- digital and e-learning used to engage and motivate learners with positive and demonstrable outcomes
- a curriculum made more flexible or relevant to employment using digital delivery
- digital inclusion needs addressed to ensure learners are able to access the benefits of e-learning
- an initiative that could be adopted more widely.

Yale College, Wrexham



Responding to the learner voice, the college has invested in full wireless network coverage across both sites, an extensive range of mobile devices and projection facilities for classrooms. The bilingual learner portal 'Ateb' and the eILP were launched in 2012. They can be used on any computer or through an app, inside or outside college. Staff from the college and the work-based learning consortium as well as 800 learners have been trained in their use. Trainer mentors and assessors in Yale Training use tablet PCs in work settings.

An iPod scheme within the catering department enables students to use their own or college-owned devices to record their activities, watch demonstrations and

complete contextualised numeracy tasks. The department's eBooks are being published on iTunesU and the college is the first in Europe to use the MenuPad Beta app to replicate a real working environment in the customer ordering process.

The result: learner success rate has jumped from 63% to 97% in three years.

Construction and sports are now following suit in developing the flipped classroom. Engineering is using a web-based tool to improve formative assessment with synchronous quizzing. Facebook is being used in construction. And a Teaching and Learning Technology Group is improving staff digital literacy.



The research project 'Mobile Messaging and Community Education' (MOtlvATE) investigated whether text messaging could help improve retention in GCSEs (and ultimately other qualifications) delivered in the community. The follow-up project, MOtlvATE-ing, funded by JISC, followed-up the findings and project benefits and enabled them to be widely shared and accessible to the sector.

Under the project, text messaging was embedded into teaching and learning, not used solely for communication and support intervention.

Using September enrolment figures for all community education courses, the overall rate of retention for franchised courses

involved in the project was 90% in January 2012, compared to 68-70% for the previous two years. For the franchised GCSE courses, the project's retention rate is 87% compared to 66% pre-project.

The findings indicated that text messaging was positively received outside the classroom, but found to be somewhat disruptive if used inside the classroom. It improved personal support for learners, helping with their motivation. Staff involved in the project who had previously questioned the place of technology in education are now converts. The college is now expanding pilots within different faculties and systems.

Essentially, this is a simple technology used effectively and systematically which has reaped positive, tangible results.

Pembrokeshire College



mCommunity is a three-year Interreg project with Pembrokeshire College and Gower College Swansea in Wales, and a telecoms partner in Ireland. Its aim is, through mentors and learning technology, to engage individuals over the age of 19 who are not in education, employment or training. It has also looked to develop staff in SMEs and improve business performance through mobile technology and one-to-one tailored business support.

The app developed for the mCommunity project is an eLP that integrates with Moodle and incorporates social media functionality. The app neatly brings all relevant learning strands together, including instant messaging, chat rooms, target setting and assessment. Tutors can

see at a glance which learners are online and hence communicate with them in real time. The system is shared among the group, but is not accessible to the wider public.

The accompanying mPortal provides tutors with access to activity logs, auditing tools and full history tracking.

Now in its final year, the project has engaged 95 individuals who were NEET and 35 SMEs. It has many success stories, with 57% of its learners having progressed to further or higher education or employment. The project is now developing a new phase, working alongside job centres to increase the employability of unemployed graduates.

Teacher of the Year

Award Criteria

- Communicate effectively and appropriately with learners and involve learners in the planning of learning
- Value learners, their progress, development and aspirations
- Value the wider benefits of learning
- Apply and develop own professional skills
- Use a range of learning resources
- Promote inclusive, equitable, motivating and, where appropriate, bilingual learning environment.

Tracey Waterhouse Coleg Gwent



Tracey, who has worked in Creative Studies and Hairdressing at Coleg Gwent since 2006, takes a leading role in innovation in teaching and learning.

She is a keen participant in staff development activities, using learner mentors to discuss ideas and teaching strategies in order to get the most from her learners. She plays an active role in the Teaching Development Observation scheme within the college. Staff are invited to observe her lessons and she is also involved in having teaching sessions videoed for use in a QIF cross-college

project to share good practice. In class, she takes an energetic and hands on approach, seamlessly integrating multimedia, differentiation strategies, Welsh, literacy and numeracy, and 'stretch and challenge' with more able students. Her learners respond with very strong attendance rates and success rates that are well above the national comparator.

In addition, she keeps close to industry. She is proactive in getting learners involved in relevant industry competitions and she is planning videoconferencing sessions with hair salons. Finally, beyond the classroom, she also develops a wide range of community-related activities that further help the learners build their emotional maturity and intellectual capacity. All this she manages on a half-time contract.



Alan is a teaching dynamo. Joining Yale College in 2000, he has continuously developed the public services programme area. it is now fully bilingual, has 150 learners,

school links for 14-16 year olds, and studies in levels 1-3.

Many of his learners face significant challenges to learning, yet the latest L3 success rate was 97%, with over half the cohort progressing to higher education. Participation in active residential and in-situ public services experiences develop wider social skills. He also focuses on team working, study skills, literacy and numeracy and e-learning skills. He was also instrumental in developing the Army Bursary Scheme and effective links with employers.



As senior tutor in health and social care, Kate teaches across several programmes of study. Previously a psychology tutor at the college, her pedagogy now

combines a blend of the strongly vocational with the application of psychometric testing, peer-assessment and reflexive self-analysis by learners, and a focus on identifying appropriate career paths.

Kate has maintained strong employer links from her previous career in health and social care, which she has used effectively to broaden learners' experiences and opportunities, developing a highly practical course with continuous work placements with

Alan Lowry Yale College, Wrexham

Across the college, Alan has been at the heart of developments in internet safety as well as the WBQ, in particular Wales, Europe and the World.

For the last year, he has been the organiser of the college's Challenge Africa project, which takes learners to a challenging high school in a township in South Africa. Apart from the substantial amount of fundraising entailed, he has also embedded the project into the public services learning programme. In addition, Alan also developed and led professional development sessions for South African high school teachers working with hard-to-reach learners.

Kate Williams Pembrokeshire College

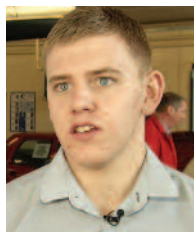
increasing responsibilities over time. Work is underway to expand the work experience opportunities to include a wider range of social care settings. On her watch, the retention rate for has more than doubled to 98%. Innovative practice with employers includes work with the Pembrokeshire Coast National Park and St David's Care in the Community to develop activities for clients through the John Muir environmental award scheme. These projects have also enabled learners from other programme areas, in particular, sport and army preparation learners, to have relevant learning experiences with a more diverse range of clients than they might otherwise encounter. Roll-out to a still wider range of learners across other curriculum areas is planned.

Learner of the Year

Award Criteria

- Clear and extensive personal achievement
- Commitment
- Outstanding oral written or practical work
- Impact on students
- Impact on college
- Inspirational journey

Daniel Keane Deeside College



From a young age, Daniel knew that his future was in motor vehicles. He bought a car to race in grasstrack championships and often reached podium positions.

Aged 14, he was given work experience at Mercedes Benz repair company, MB Motor Company, where he demonstrated near-competence with 17 year old apprentices.

However, thanks to dyslexia and Irlen Syndrome, Daniel left school barely able to read and write. MB Motor Company gladly employed him as an apprentice, but feared that his low literacy skills would stunt his development.

Once at Deeside College, though, Daniel was completely focused and well supported. He achieved level 2 literacy skills and his communication skills improved immeasurably. Now, aged 20, he is a fully qualified technician with a Modern Apprenticeship to his name, and has been promoted to workshop controller. In 2013, City & Guilds presented him with a Lion's Award and named him Automotive Learner of the Year.

Wanting to support others in return, Daniel's voluntary activities include developing a video on the effects of alcohol and drugs on education, development and future prospects. That video is being shown to all Flintshire school children.



Gareth is a skilled carpenter who has been demonstrating success in his field from the age of 14.

He has won industry competitions at all level through to European. His wins include the SkillBuild regional competition final and a Skills Competitions Wales final. The crowning glory was to be selected as Wales' only representative in the UK Team that competed in EuroSkills 2012, held at the Spa-Francorchamps racetrack in Belgium. From among the 500 competitors from 26 countries at the event, Gareth returned home with a gold medal.

He was in addition selected by WorldSkills UK for the WorldSkills Squad UK in 2013.



A Paralympian, Jacob is also a sport student whose passions lie in both competing and coaching.

Jacob was first introduced to the sport of Boccia at school. Since then, he has been crowned Welsh Champion and British Champion in 2010 and he represented the UK in the 2012 Paralympics – despite being put into an induced coma and given just 12 hours to live just a few months earlier. He is ranked 17th in the world and has his sights on competing at the Paralympics in Rio in 2016.

Gareth Jones Coleg Sir Gâr

His learning journey at Coleg Sir Gâr has seen him progress through a 14-16 school-link programme, Pathways to Apprenticeships, and an Apprenticeship with Construction Skills and local builders Paul Taylor Building Services.

Gareth is used extensively by the college to encourage younger learners to enter skills competitions. He acts as a role model, demonstrating what can be achieved with dedication and application.

Jacob Thomas Pembrokeshire College

Jacob is studying for an Extended Diploma in Sport at Pembrokeshire College. As a consequence of being confined to a wheelchair because of muscular dystrophy, Jacob takes on many coaching activities at colleges whilst his fellow students are practising physical activities. This suits his passion to become a coach.

Encouraging others is his inspiration, and he was delighted to be selected to carry the Olympic Torch and since then, to be invited to speak to organisations and school children about setting and achieving high goals.

Thank you to sponsors of the ColegauCymru Awards 2013



Llywodraeth Cymru
Welsh Government



sportwales
chwaraeoncymru



Key links



Live updates of the winners on Twitter
[#FEAwards2013](#)



Photos from the awards ceremony:
www.facebook.com/CollegesWales



Videos of individuals shortlisted
for Learner of the Year and Teacher of the Year:
www.youtube.com/ColegauCymru



More news of the achievements of Wales' colleges:
www.collegeswales.ac.uk