



GWOBRAU
Colegau Cymru
2012
Colleges Wales
AWARDS





Foreword

Welcome to the ColegauCymru Awards 2012

These 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 eight award categories.

In the following pages, the notable features of each submission shortlisted for the 2012 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 brave enough to put their new practices to the test through these hotly contested awards.

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 eight 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



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Developing a Blueprint for Innovative and Transformational FE Governance



In April 2010, Coleg Meirion Dwyfor merged with Coleg Llandrillo Cymru - to the satisfaction of both institutions and the Welsh Government. Strong commitment between the chairs and governors was paramount to the success and momentum of the process and the merger was completed in fourteen months.

The resulting college has a turnover of £47 million, employs 1,500 staff, serves three unitary authorities through ten campuses and enrolls 23,000 students a year. Eight months after the merger, Coleg Llandrillo initiated similar discussions with Coleg Menai with a view to creating a single institution to serve the needs of the whole of North West Wales.

The governance model introduced includes the Corporation Board underpinned by Local College Councils. Three Councils advise the local college and make recommendations to the Corporation Board on the educational and training provision as appropriate to the needs of the learners, employers and local community. A Corporation Board member chairs each Council, supported by the Board's Assistant Clerk to promote effective communication. Council membership, between 16-25 members in total, is representative of all stakeholders. Each term, the Chair of the Board conducts a series of well-attended Student Learner Panels, which give the student collective a direct voice to the Board, and help improve the Board's understanding of the learner's perspective.

Governance for Excellence – The Journey 2007-2012



"Governance for Excellence" (GEC) is the governing body's approach. The GEC was produced through mapping the new Estyn Common Inspection Framework against the requirements of the EFQM Excellence Model. It was an opportune moment, following the completion of mergers between Deeside College and the Welsh College of Horticulture (2009) and Coleg Llysfasi (2010).

In practice, the GEC was achieved through strategic planning events for governors focusing on: planning for excellence – improving standards and learning experiences; achieving excellence in support and engagement; and creating an inspirational learning environment. The events led to the publication of clear vision and mission statements, key priorities, strategic aims and key results.

- Board ownership of an initiative or development that has improved the performance of the Board
- Adoption of good practice principles and an innovative approach to their implementation
- The impact of the change on the performance of the Board and/or the college

Significant changes followed. Board agendas and the committee structure were realigned. A Learner Provision and Outcomes Committee was established along with a Leadership, Performance and Improvement Committee. An innovative Governor Development Plan is in operation, which links governors' relevant expertise and experience to college directorates through termly meetings,

giving the governing body detailed insights into the work of the college. Governors are also represented on newly formed Campus Councils which are chaired and led by learners with support from a Learner Involvement Coordinator. The GEC has encouraged the production of highly focussed reports on learners in order to undertake effective monitoring.

Leading Transformation

Gower College Swansea was formed in 2010 as a result of a merger between Gorseinon College and Swansea College in 2010. It was a 'Type A' merger which required the dissolution of both legacy corporations in order to establish a new Corporation Board. The management challenges were considerable and governors worked closely with the executive teams from both institutions to ensure effective and efficient merger preparations.

Historically, both colleges had competed with each other; bringing representative groups together to work towards a common goal demanded a high level of emotional intelligence from governors. The two chairs worked together to build positive working relationships between two quite different college cultures to set up a shadow board.

The Board's path has passed through the 'forming, storming and norming' stages of group development, and is now an effective 'performing' board.

During the first eighteen months of operation the Governing Body revised its sub-committee structure, established new Terms of Reference for all committees, overseen the development of a new management structure; a management of chance process; a 5-year strategic plan; and a review of the college curriculum and estates development. Governors' commitment both pre- and post-merger is reflected in the achievement of a new corporate identity and processes for every aspect of the college's operation.



Open Minds



Coleg Harlech WEA(N) has a well established history of working with learners who are socially excluded, disenfranchised or 'hard to reach'. A new initiative, the Open Minds project, funded by a three-year Big Lottery Grant, targets individuals with poor mental health or mental health illness. It is an inclusive project for mental health clients, their carers and the wider community, and is delivered in communities across North Wales.

The college has worked closely with a wide range of specialist partner agencies that support individuals who may have or are at risk of developing mental health problems. Based on promoting self-expression, the curriculum includes arts and crafts, IT, digital photography and film making, cookery, life skills, gardening, volunteering and confidence building.

Accredited options are available although the majority of learning provision is non-accredited.

Every endeavour has been made to provide courses at appropriate times and places, with numerous breaks and appropriate one-to-one support. Ensuring that all tutors had an empathy with and understanding of mental health issues was a priority. Close links are maintained with partner agencies e.g. hospitals, rehabilitation units, mental health resource centres, recovery services, housing associations.

Large numbers of learners have accessed provision during the first 2½ years of the project through taster courses, awareness-raising events, away days and formal courses.

The mCommunity Project



As the lead lecturer on the performing arts course at Pembrokeshire College for the last 15 years Simon has used his skills, charisma and passion to inculcate enthusiasm for the subject in his pupils. This has led to a generation of motivated students who take inspiration from Simon's commitment to the performing arts.

A multi-talented performer in his own right who is busy with musical and acting engagements outside work, Simon lives and breathes what he teaches on a daily basis. Supporting his students outside the college environment, Simon mentors his learners to help them fulfil their talent and reach their learning and career goals. No one forgets being taught by Simon Haslam.

- A significant challenge addressed by the college demonstrating that difference is understood and respected
- Innovative approaches to the promotion of inclusive learning
- Impact of activity on college operations
- Lessons learned on influencing future college activity

There are many examples of students whose confidence levels have been boosted and whose horizons have been expanded as a result of Simon's positive influence.

Students are stretched and encouraged, with the result that students' public performances are a guaranteed sell out, raising the profile of the college in the community - and of performing arts within the college.

Respect@colegsirgar and Engage



Two key elements of Coleg Sir Gâr's work on inclusion, equality and diversity are: the Engage project, which provides mentoring and support to those most at risk of becoming not in education, employment or training (NEET), and the Respect@colegsirgar project, which promotes core values. Together, the projects have added value to the experiences of learners, the culture of the institution and to the lives and learning of those who may be disadvantaged.

The Engage project, part of an ESF Convergence Fund project, actively involves partners from the region's schools, colleges, youth services and the local authority. Approaches include: one-to-one mentoring and support; team-building; monitoring of attendance; support to teachers in handling challenging behaviour;

and support to potential learners to improve access to college.

The Respect@colegsirgar project has involved performing arts learners devising and staging performances using the 'forum theatre' technique of audience involvement to resolve social issues such as respect and diversity. It promotes positive attitudes to equality and diversity, promoting better standards of behaviour. It grew from a poster campaign pilot into a college-wide marketing campaign, performed to over 1,000 learners and 300 staff. It has affected every aspect of the college, and 'respect' has become a core college value, embodied in a revised mission, strategic aims and values.

Partnership with Industry

Gower College Swansea has led a successful strand of work with the mining industry. Starting locally, the college now works across the UK and internationally. The first partnership was with Aberpergwm Mine in 2003, for which the college worked closely with trade bodies, employers and awarding bodies to develop a suite of highly specific mining qualifications in order to train young people as mechanical fitters and electricians. The development of apprenticeship programmes were the next step, including study up to level 4.

Remarkably, Gower College Swansea is the only college in the UK able to deliver the qualifications needed for mining craftsmen. Learners on these level 3 programmes also have an ever improving track record in progressing into higher education.



Staff work routinely with partners across the UK on mobility for skilled mines technicians and are engaged in a bid for European (Leonardo) funding for a two year benchmarking project for mining training across the EU. Internationally, Gower College Swansea is working with the Chongqing Vocational Institute of Engineering and mine managers in the province on a health and safety programme.

Future plans include discussions with TATA steel for its planned Margam Mine and with Western Coal on a potential local training centre with simulated mine environments and equipment.

Constructing Carmarthenshire Together

Constructing Carmarthenshire Together (CCT) is a team effort between Coleg Sir Gâr, Carmarthenshire County Council and Carmarthenshire Construction Training Association Ltd: a partnership of local construction contractors. The partnership commenced with a high level framework agreement for a £160 million construction investment in the county.



Three key aspects of CCT comprise firstly of a large scale shared apprenticeship scheme employing 50 apprentices, with a successful completion rate of 98%. The apprentices benefit from working for a range of employers and it shares out the employment risk for employers.

- Innovative approaches to the achievement of partnership goals, including flexible delivery methods that respond to the needs of partner(s), e.g. school, employer, third sector
- The difference collaboration has made to priorities identified for enterprise, economic, community or workforce development
- Planned improvements and next steps for the partnership

Secondly, 'Building Your Own Future', which is a six-week course that promotes construction as a career to unemployed young people. Participants are given direct experience - seeing first hand the work of real tradesmen while getting the chance to make something themselves at home or with a group. This work is supported by the Next Steps competition, which gives over 16 year olds the chance to compete for a place on the CCT apprenticeship programme.

Thirdly, Building Cadetships is a scheme which focuses on progression. Modelled on a scheme first developed in Australia, it enables individuals already in the construction trade to upskill. Several students have already enrolled on Foundation Degree programmes at Coleg Sir Gâr as part of the Building Cadetships Scheme.

The Big Pitch



As part of the Heads of the Valleys Innovation Programme (HOVIP) the four colleges have worked on a major partnership to enhance students' enterprise and employability skills. The Big Pitch is based on students pitching entrepreneurial ideas to local and regional businesses for development.

Before the Big Pitch itself, students spend time honing their business planning, marketing and presentation skills to ensure that they are 'match ready'. It has so far welcomed 407 participants, and Nick Hewer (of The Apprentice fame) has acted as a judge and patron to a number of Big Pitch presentations held at the Pierhead, Cardiff Bay.

The project has transformed the confidence of participants and has helped galvanise lasting links between local employers and the four FE colleges. Cohorts of student 'Big Pitchers' emerge with an enthusiasm for enterprise and fresh confidence in their own abilities.

The four colleges link the Big Pitch more widely into local 'Little Pitches' and embed the activity into the curriculum for example through the Welsh Baccalaureate. As a result of the Big Pitch and other initiatives, HOVIP was awarded the UK Enterprise Support Initiative of 2012. The Big Pitch builds momentum and positive publicity each year, which is especially valuable across a region that suffers high rates of economic inactivity.

Higher Education In Further Education

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Partnership with Industry

Bridgend College delivers higher education programmes to around 1,200 students. The programmes are based around the development of strong and effective partnerships with three universities and represent the largest franchise arrangements among FE colleges in Wales.

The college offers a mix of Higher National Certificates/Diplomas, Foundation Degrees, professional qualifications, first degrees and Masters programmes, responding to the demand for higher skills and qualifications. Two-thirds of its HE students study part-time, with an equal gender balance and mainly mature learners. The number of students following HE programmes has almost doubled over the last six years.

As part of an £11million investment in 21st century learning campuses the



college developed a dedicated HE Centre at Queens Road in the heart of the Bridgend industrial estate. The college's HE developments have focussed on forging stronger links with employers and Sector Skills Councils leading to new Foundation Degrees in sustainable construction, food science, financial services and business infrastructure technology and four new HNC/D programmes in land-based studies. These developments along with other extensive HE provision have led to significantly improved progression rates from level 3 programmes to level 4 and above.

In 2011, the overall satisfaction of students completing HE programmes placed Bridgend College in the top quarter of the annual National Student Survey outcomes.

Widening Participation and Raising Aspirations

Grŵp Llandrillo Menai has a 30-year history of delivering vocational higher education programmes, offering around 30 courses, mainly Foundation Degrees, to just under 1,000 students a year. The college delivers 86% of the HE provision that is directly-funded in the FE sector.

The majority of the foundation degrees are developed in partnership with employers and build on the strong alliance with four universities. Among the most recent developments are foundation degrees in library and information management, tourist guiding, renewable energy and sustainable construction, police studies, and deaf studies. Modules have also been developed with a variety of providers. For example modules in "Schools Healthy Eating" (available in Welsh and English) in partnership with Gwynedd County



Council which focus on developing healthy menus in primary and secondary schools. Other Welsh-medium provision is available on a number of college campuses.

The college is successfully widening participation. Weekend and distance learning opportunities help mature, rural, part-time students to gain foundation degrees within two years (fast track) instead of three. 81% of students are over the age of 22 and 37% over the age of 35. Conwy and Denbighshire record some of the highest HE participation rates in Wales.

The Quality Assurance Agency (UK) highlighted many examples of good practice in its review of the college in 2008.

- Innovative practice in developing new HE provision
- Links with other educational institutions
- Liaison with organisations such as employers and sector skills councils in designing employment related courses
- Progression opportunities and successful outcomes

Working in Partnership to Improve Higher Level Skills

Coleg Morgannwg works in partnership with public and private organisations to ensure that learners are equipped with higher skills and qualifications. It has taken a deliberately focused approach to developing HE, working closely with two universities and the University of the Heads of the Valleys Institute (UHOVI).

The college has built a ladder of progression from level 2 through to foundation and first degrees, and the college has seen a 50% increase in the number of HNC students enrolling on Foundation Degree top-up courses.

For example, the hugely successful Foundation Degree in Costume Construction for Theatre and Screen which won the AoC President's Award at the 2011 Beacon Awards. The college has set standards recognised as sector



leading by organisations such as Welsh National Opera and Mappa Mundi. Coleg Morgannwg has since developed a BA in Costume Construction, delivered at the new Nantgarw Campus.

Supported by the European Social Fund, a successful partnership with GE Electrical Aviation Services and SEMTA on the delivery of a Foundation Degree in Aerospace Engineering provides opportunities for level 3 apprentices to progress to higher level studies.

Working with UHOVI, foundation degrees are being developed in Childhood Studies, Sustainable Construction and Surveying, Electrical Services for Buildings, Mechatronic Engineering, Business Studies, Community Sports Development and Outdoor Adventure Activity.

A Joint School of Creative Arts within a Dual Sector University

In 2010, Coleg Sir Gâr and the University of Wales Trinity Saint David (UoWTSD) established a joint School of Creative Arts, bridging further and higher education, to provide learning opportunities from levels 1 to 7. The new school has brought together Coleg Sir Gâr's experience and expertise in art and design programmes with the art, film and media provision at the then University of Lampeter and Trinity College Carmarthen. It has a turnover of over £3 million, a shared estate in Carmarthen, a jointly funded (college/university) Head of School, and a new HE curriculum.

This is a significant part of the development of a dual sector university in South West Wales in which to nurture Welsh-medium provision and to contribute to economic development.



Bilingual provision is available at Llanelli, Carmarthen and Lampeter to around 630 students.

The joint portfolio of undergraduate art and design programmes include courses in Ceramics and Jewellery, Craft Production, Cynnrrch Craft, Digital Illustration, Apparel Design and Construction, Fine Art (including painting, drawing and printmaking), Graphic Communication/ Cyfathrebu Graffeg, Photography, Textiles, Celf a Dylunio and Design Studies revealing the strong emphasis on the bilingual development of skills for employment. The dual sector university has on-going close liaison with employers and Sector Skills Councils in designing employment-related courses.

Developing a Welsh Speaking Workforce



Given that more 14-19 year olds are learning through the medium of Welsh within local schools and as a response to a number of strategies and documents by the Welsh Government, Wales Employment and Skills Board, Estyn and ColegauCymru, Bridgend College has devoted considerable attention to developing its Welsh language services.

A comprehensive staff development plan has enabled the college to improve its Welsh-medium vocational provision and to help Welsh-educated school leavers to build on their Welsh language skills.

Underpinned by a Welsh language skills survey of staff, bespoke programmes of staff development were designed, with follow-up support plus social and cross-college events

– with over 500 staff and students attending. More than 20 business support staff have participated in training events. Only two areas of college support services remain with no Welsh speakers.

Teaching staff were offered a range of support sessions and advanced courses, together with opportunities to share best practice with teachers in schools and other colleges. By September 2011, 10 lecturers were confident enough to teach in Welsh.

The outcomes include: an extension in 14-16 school link provision; Welsh-medium vocational modules in four curriculum areas; Welsh Baccalaureate Welsh-medium provision extended to 18 courses and 250 learners; and new provision in courses such as Forensic Science, IT, Sport and Performing Arts.

Leading Learning at Coleg Gwent – Learning Mentor Project



Coleg Gwent established its Leading Learning staff development initiative in September 2009. It led to the appointment of six full-time Learning Mentors who are available to support 1,000 teachers and 24 curriculum managers. Responsibilities include: providing a coaching and mentoring programme for individual staff and support for under-performers; sharing best practice events across the workforce; encouraging participation in

the college's 'Olympic Challenge'; and offering a rolling programme of short 'Inspire Sessions' to staff.

The project enables staff to achieve recognised qualifications which include ILT competence awards in the use of Smart Board and Moodle, and the 'Olympic Challenge' which focuses on making more effective use of ILT to support learning across skills levels.

- *Creative approaches to achieving continuous professional development and a connection between personal and professional growth of staff and the vocational priorities of the college*
- *Impact on the student experience, progression and employability*
- *Excellence in the design of an appropriate vocational curriculum and the raising of standards in vocational education and training*

An identified teaching and learning need is set as a theme each month and coaching and training made available to staff teams or individuals. Recent themes include differentiated learning, literacy, assessment and behaviour management. During the last 12 months, 273 training sessions attracted 2,513 participants, and 378 staff have

been mentored and have been working with individual action and improvement plans.

The college has in addition invested in a training programme for managers with responsibility for graded teaching and learning observations.

Effective delivery of skills



Digital Technology is a dynamic area of engineering provision within Gower College Swansea. Staff must keep abreast of the rapidly changing needs of the industry.

The college's innovative continuous professional development (CPD) programme promotes employer, teaching staff and learner engagement within specific companies. It aims to ensure that all parties share best practice, play a full part in curriculum review and development, and in the raising of standards in vocational education and training.

For example, working with Trojan Electronics, teachers and students take over a production line for two weeks, managing, maintaining and repairing digital electronics products in a real commercial environment. The product range includes satellite navigation equipment, digital televisions, home

cinema systems, freeview boxes and laptops. Working closely with the manufacturers' engineers, teachers and students develop their technical skills. For its part, Trojan is able to work closely with the next generation of young engineers and indeed, its product turnover has increased following the teachers' and students' contributions.

Digital Technology staff are encouraged to attend digital technology workshops run by mainly local companies which have successfully developed niche markets in. Examples include: Tmax and Taleves digital aerial, satellite and IRS manufacturers; Martin Turner Direct: test equipment, aerials and internet protocol television equipment; Ronax: professional broadcast test equipment; and Elite Aerials: training and research facilities.



Digital Classroom



Deeside College's digital classroom has radically improved learners' access to college resources. It centres on freeing up 'locked down' resources. By using cloud-based computing, Google Apps and easy to manage hardware such as Google Chromebooks, learners now have access to resources at home and are able to collaborate to a much greater degree with each other and with their teachers. This has led to quicker and more effective learner feedback, with students being able in many instances to receive 'real-time' feedback from their tutors.

Teachers and learners are trained in the use of the digital classroom, and feedback from pilots contributes to the project's continual improvement.

Both students and teachers have benefited, and the college has been able to save money on the cost of purchasing laptops.

This project has led to work with the WJEC on a bilingual e-portfolio system for Essential Skills Wales. Broader work on raising awareness of learner responsibility for ICT use has been introduced, with cybersafety and other key skills introduced to complement the project. 80 groups of learners have been involved in this element of the project. The project has enabled Deeside College to make the most of the opportunities presented by the cloud and interactive learning fields to the benefit of learners.

Using student peer eGuides to promote Digital Literacy



Grŵp Llandrillo Menai has pioneered a way of ensuring that students are in the driving seat of their own learning in digital literacy. Starting with a digital literacy audit, this project proceeded to train and recruit peer e-guides to help spread digital literacy more widely across the college. Piloted in Rhos-On-Sea, the project gave intensive support to e-guides to ensure that they could have the full range of knowledge and skills in ICT to pass onto their peers.

The role of peer e-guides was fully outlined and explained to teachers and learners not selected as e-guides. With the success of the Rhos pilot, the programme was rolled out across the college to the extent that a total of 60 learners were fully trained on the scheme by the beginning of 2012 – with more to follow.

- *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*
- *Help learners achieve to the best of their ability*
- *Can the initiative be adopted more widely?*

The feedback from learners from the initiative has been very positive with students highlighting how empowered they felt to be more in control of their digital literacy - and how accessible the peer e-guides were for them. Peer e-guides themselves benefitted from

the confidence and expertise that they acquired as part of the project, while learners reported a transformation in the way they approached ICT and online resources. 'E-guides' is therefore an initiative that is here to stay at the college.

Excellent Leadership of Teaching and Learning



Yale College's determination to introduce a 'whole system' approach to teaching and learning is now being realised, with the system fully up and running. It constitutes one of the most advanced and comprehensive systems for promoting excellence across any college in Britain.

Bringing change across the whole college started with inviting the views of teachers and learners. Using the latest theoretical and practical models for delivering improvement in learning and teaching, the college has introduced a suite of initiatives and measures to ensure that best practice is spread widely and the most appropriate teaching techniques promoted. Methodologies are regularly updated to reflect best practice. The learner voice has been given a prominent and constructive place in the strategy and in its implementation.

Data on learner outcomes is used to assess each initiative, then professional learning communities use the data along with other relevant data to lead a path to further improvement in performance. Moodle is optimised for the use of learning resources and teaching tools across these communities. Assistance is provided for weaker areas in order to facilitate a consistent standard of excellence. A spirit of collaboration permeates the collective effort of the college - and trend evidence from learner outcomes already is very positive.

Rhys Willett

Rhys entered Cardiff and Vale College (then Barry College) after having left school in his teens and having worked in retail for a period. He discovered a vocation for teaching primary children and successfully completed a level 2 qualification in 'Supporting Teaching and Learning', which paved the way to him becoming a teaching assistant. His gift for working with children is clear to all: he is clearly seen by his class as a role model.

Rhys' work at Wenvoe Primary School and other schools goes beyond normal practice. His involvement with after school clubs, pastoral and



musical activities and in children's health initiatives are hallmarks of his enthusiasm for the profession. His commitment to his fellow learning support assistants is equally demonstrated and he has a particularly positive influence on his fellow male learning assistants.

Progressing into teaching is the next step. Is now studying for a BA (Hons) Education and he has his eye on a PGCE in due course and a potential career as an education lecturer. His tutors on the BA are reporting that he is making notable contributions and strong prospects.

William Antony

When Will first came to the college at 14 on a GCSE school link it was clear he would make his mark. Now, almost four years later, his contribution to the college is seen as remarkably broad. One of the college's most able students, he has participated in a variety of key activities while also pursuing his studies with enthusiasm and success. He is popular and respected by all his peers and teachers.

He works with NUS Wales on a national basis and he has also played a major role within the college as a particularly effective and vocal student governor



and significantly developing the learner voice. Academically, he is always ready for a challenge. He entered the Royal Society of Chemistry Young Analyst competition and put in a creditable performance at the National Maths Challenge. Indications are that he will gain a place at a leading university and his ambition to become a top lawyer and social activist seem assured.

In what remains of his spare time Will has already achieved Grade 8 in piano and has completed some of the most challenging and daunting cyclo-sportive events in the UK.

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

David Bowen

David has had an all round impact on Coleg Sir Gâr. He stands out. He is a holistic learner who has excelled not only in his specialised area of computing and his National Diploma, but he has also been a top performer in and the Welsh Bacalaureate. He has also gone out of his way to help less able students at the college with the Duke of Edinburgh Award.

David's international achievements are particularly notable. He came first at the Australian Global Skills Challenge, he won gold at the UK Skills Web Design competition, and then, as the youngest member of Team UK,

he topped it all with a Medallion for Excellence at the WorldSkills 2011 web design competition – the highest placed European in the competition. Alongside five others from the UK he is this year visiting China as a WorldSkills ambassador, having already visited Buckingham Palace and the House of Commons to showcase his achievements.

Finally, David has already progressed into both work and higher education by securing a number of contracts with businesses on web design and by commencing his BSc (Hons.) in computing at Coleg Sir Gâr.



Rebecca Jones

Rebecca has left an indelible mark on Deeside College and those she has worked with inside and outside the college.

After a challenging period in her teens and early twenties coping with family illness and bringing up two children on her own, Rebecca enrolled on a painting and decorating course with no prior knowledge of the industry in her late 20s. She is now one of Deeside College's most inspirational students. She sailed through her Pathways to Apprenticeship course and is due to start a full apprenticeship programme this year.

In addition to her domestic responsibilities, Rebecca goes out of her way to help and support her fellow students. She plays a key ambassadorial role for the college at open evenings, giving talks on the benefits of learning to prospective entry level students. ITV Wales has also chosen to feature her as a role model in an item on women in the construction industry.

She is ambitious, too. She aspires to run her own painting and decorating company and is using every opportunity that is available to her on her journey, having recently entered a number of national and international competitions.



Teacher of the Year

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Helen Hodgkinson



Helen's dynamic presence at Coleg Llandrillo has had a huge impact on the ways that retail skills are taught and facilitated. Moving on from a 20 year stint in the retail trade, it took her just a few short years to become the lynchpin of teaching and learning developments in retail at Coleg Llandrillo.

Not satisfied with being nominated for a slew of teaching awards since 2008, Helen has pioneered a variety of wider initiatives that have advanced the teaching of retail at the college - such as commencing the landmark first National Retail Skills Academy in

Wales and becoming one of the first accredited Mary Portas Master Class Trainers. This has been succeeded with a number of developments facilitated by Helen, such as the establishment of 'The Learning Shop' in the centre of Rhyl and the development of a new 'Get Skilled Up to Retail' programme.

Helen's impact on her students is her greatest achievement - with testimonies from learners on her impact in motivating them and building their self esteem and taking up a career in retail.

Simon Haslam



As the lead lecturer on the performing arts course at Pembrokeshire College for the last 15 years Simon has used his skills, charisma and passion to inculcate enthusiasm for the subject in his pupils. This has led to a generation of motivated students who take inspiration from Simon's commitment to the performing arts.

A multi-talented performer in his own right who is busy with musical and acting engagements outside work, Simon lives and breathes what he teaches on a daily basis. Supporting his students outside the college environment, Simon mentors his

learners to help them fulfil their talent and reach their learning and career goals. No one forgets being taught by Simon Haslam.

There are many examples of students whose confidence levels have been boosted and whose horizons have been expanded as a result of Simon's positive influence. Students are stretched and encouraged, with the result that students' public performances are a guaranteed sell out, raising the profile of the college in the community - and of performing arts within the college.

- Communicate effectively 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.

Jonathon Shaw



With a twelve year track record of exemplary training and teaching skills as a work based learning (WBL) teacher and internal verifier in hospitality, Jon's skills have become even more honed since he joined Deeside College in 2005. Over 1,000 learners have benefitted from Jon's leadership and he has achieved outstanding success rates and feedback from external verifiers.

Jon's leadership in the field of digital learning and WBL is particularly notable, and he plays a cross-college role in facilitating the use of ICT in learning and in embedding key

skills. His work on WBL standards and frameworks tailored to the need of employers is widely recognised, and apprenticeships and other work focussed opportunities are designed and delivered to the highest quality. He uses his strong links with employers and SSCs to ensure that these standards meet the needs of partners as well as learners.

Jon also ensures that his colleagues have the opportunity to develop through continuous professional development. As a colleague, teacher, trainer and verifier, Jon makes a broad and positive impact.

Sara Davies



With a background in law, Sara has an infectious enthusiasm for the law and for forensic sciences, both subjects which she teaches to acclaim at the college. This is reflected in some of the most positive learner feedback in the college, and completion and staying on rates within her subject areas are soaring. Curriculum development has also been a focus of Sara work, with a new Foundation Degree in Forensic Science ready for delivery from autumn 2012.

A high number of her students progress to higher education, both at the college and elsewhere. Links with employers such as South Wales Police and South Wales Fire & Rescue Service ensures that her learners have plenty of opportunities to marry classroom based theory with 'hands on' scenarios. Sara also keeps a focus on the 14-19 agenda. Innovative work with local schools and with different ages ranges is inspiring pupils to progress to higher levels of learning.

Her achievements have led to her receiving a Beacons Award in 2010 and a Mercers Award for Science and Mathematics.

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