

Gender Action Plans

Find out about the implications for colleges and the support CDN is providing. *p10*

Student Mental Health

CDN has launched a new professional development resource. *p11*

New Quality Framework

Learn about the Framework and how CDN is supporting its introduction. *p12*



Curriculum development

Find out what CDN is doing to support curriculum planning in Scotland's colleges.

Welcome



I'm delighted to welcome you to the winter/spring 2017 issue of Quick. This is my first edition since joining the CDN team as Chief Executive.

It is a great honour to take on the leadership of CDN and I very much look forward to working with colleges, vocational organisations and partners in the weeks and months ahead. I've spent my first days at CDN getting to know our talented and experienced staff, and the incredible range of networks and training they currently provide to support the sector.

I come to CDN after five great years with the Carnegie UK Trust, as Head of Projects and Development. At Carnegie, I worked closely with colleges on a wide variety of projects, from digital skills to promoting youth entrepreneurship. My work, in Scotland and across Europe, was about achieving real impact – for learners, workers, communities – through strong collaborations and partnerships.

Collaborative working is key to CDN's approach, as this issue of Quick demonstrates. Page 10 explores how we are supporting gender action plans across the sector; while on page 13 you will learn about our newly formed Strategic Curriculum Leaders Forum, the first meeting of which was facilitated jointly with Education Scotland.

I hope you find this issue of Quick informative and thought provoking. I would be really pleased to hear from you about how CDN can maintain and enhance the services it offers, so please do get in touch with me at jim.metcalfe@cdn.ac.uk at any time.



Jim Metcalfe
Chief Executive

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Join the conversation for a #yearofCPD

Cover: Launch of CDN Emporium, Glasgow Science Centre

CDN in numbers



From early August 2016 to the end of January 2017, **3,086 delegates**

attended **167 events** and meetings held by CDN.

268 participants attended a course or event via virtual delivery (eg webinar or web meeting), saving them **35,508 miles** of travel.

New faces at CDN



As well as welcoming our new Chief Executive (see left), the following members of staff have joined the team at CDN over the past couple of months.

Caitlin Ritchie

Caitlin joins us as Events Coordinator. She is a recent graduate from Glasgow Caledonian University with a BA (Hons) in International Retail Marketing and also undertook an HNC in Business with Forth Valley College. You are likely to see Caitlin's smiley face if you attend one of our events.



Margaret Sweeney

As Office Manager Margaret looks after our office and events space. Margaret has wide experience of office management in a variety of settings and is a member of the Chartered Management Institute (CMI).



Adam Underwood

Adam is our new Events Team Leader. He has held a number of management posts within hospitality, including Front of House Manager and Conference and Banqueting Manager. Adam is currently working on the implementation of a new online events system for CDN, which we hope to be making available over the next few months.



CDN's 'About Us' video

Recently premiered at the CDN Annual Awards, we have produced a video all about CDN and the work that we do.

Take a minute or two to view the video on CDN's YouTube channel:
www.youtube.com/user/ColDevNet

Essential skills for education, employment and enterprise



CDN's Essential Skills and Volunteering Development Network ran a popular challenge event in Dundee and Angus College at the end of November 2016.

At the event colleges showcased inspirational and innovative approaches to delivering essential and core skills, and we debated the opportunities and challenges of the following key areas:

- **Essential Skills Statement of Ambition**
- **Education Scotland's thematic aspect task report: 'The development of learner employability in Scotland's colleges'**
- **The recently launched SFC Work Placement Standard for Colleges**
- **SQA's thematic review: 'Core and other essential generic skills'**
- **Ways to enable learners to capture and articulate the skills they are developing throughout their learning, volunteering, paid work and other activities.**

Also of key relevance and previously debated during a webinar was enterprising education to inspire, support and add value.

The summaries of these discussions and relevant papers, all of which relate to Developing the Young Workforce (DYW), are available at:

www.cdn.ac.uk/networks-projects/essential-skills-and-volunteering/

As part of the Emporium (please also see opposite) we will be holding an event with a focus on the employability agenda.

We are currently at the early stages of planning a further webinar programme to move all of these discussions forward, these will be advertised on the CDN website in due course: www.cdn.ac.uk

CDN Emporium: Inspiring ideas in learning and teaching

In response to feedback and evaluations from last year the 2017 Emporium will have a clear focus on learning and teaching with alignment to economic areas.

There was also a request for much more participation and 'doing' as part of the Emporium, with the option of attending a range of interactive sessions. You said, we listened! The Emporium will have a different approach this year and the CDN team look forward to welcoming you to a range of events in early summer.

This year's Emporium events are outlined below.

1. Curriculum events:

- Food and drink industry with a focus on food manufacture. This is a one-day event planned in partnership with the Scottish Food and Drink Federation.
- Digital Technologies. This is a one-day event planned in partnership with the sector, employers and students.

2. National employability event:

- Planned and delivered by the CDN team and Essential Skills Network.

3. Learning and teaching two-day event:

- Monday 5 and Tuesday 6 June at CDN Stirling, offering two days of interactive and participative sessions facilitated by the CDN delivery team.
- Last year you liked the Brief Encounters sessions so we will have a range of inspirational ideas from the sector.

Further information will be available on the Events section of the CDN website: www.cdn.ac.uk



EPlatform for Adult Learning in Europe

EPALE, a key partner of CDN, is an online open membership community across Europe providing adult learning professionals with access to free online learning resources to help improve the quality of adult learning provision. Members of the community can engage with adult learning colleagues across Europe through the site's features, including the forums and by commenting under blogs.

Register at <https://ec.europa.eu/epale/en>

You can also interact with your peers across Europe through the thematic areas which provide structured content according to topic. The calendar includes one thematic focus per month, to allow time for content and discussion. Upcoming themes include:

- **March: Digital and eLearning**
- **April: Validation**
- **May: Active citizenship.**

To view the full calendar online:

www.cdn.ac.uk/networks/epale-thematic-calendar-for-2017/



International opportunities for lecturers and students

CDN is pleased to be working with Erasmus+ in Scotland to raise awareness of overseas training and vocational opportunities open to college lecturers and students.

We will be promoting three main areas of the work of Erasmus+

- Vocational training for students
- Teaching and training for lecturers
- Working abroad.

The Erasmus+ programme offers apprentices and students the chance to experience vocational training or a work placement in another country. This gives learners the chance to spend time in a workplace to gain real life experience, or at a vocational education training school where they will also spend time in industry. The placements are flexible and can be between two weeks and one year, allowing a unique experience overseas.

Lecturers who teach in colleges that hold the Erasmus Charter can teach or train at another partner educational organisation in Europe. They can also take part in training events or job shadowing abroad. These sorts of activities can last from two days to two months. Through Erasmus+ students can gain work experience in another country, these applications need to be made through the college.

CDN's new International Network www.cdn.ac.uk/networks-projects/international/ will be involved in helping to promote these opportunities in colleges across Scotland. There are plans to provide online resources and CDN will be holding a series of workshops across Scotland.

If you are interested in hosting a workshop in your college, please contact Barbara Slater: barbara.slater@cdn.ac.uk



Mentoring support for PDA and TQFE

Since November 2016 CDN has been working with Ayrshire College colleagues undertaking the Professional Development Award (PDA) Teaching Practice in Scotland's colleges. We are providing mentoring support for both the PDA and TQFE teaching qualifications. Prior to the Christmas break we carried out all the teaching observations for Ayrshire College staff working towards completion of the PDA.

It was fantastic to observe colleagues across a range of curriculum areas modelling varied, creative and inspiring learning and teaching approaches. On 6 January we met up with the current TQFE cohort on the Kilmarnock Campus as they began TQFE Module 2 – the Successful Learner. Between now and the end of March we are working with colleagues to support completion of the module. In February we are working with the second group of colleagues undertaking the PDA.

As well as teaching observations and assessments, CDN will be involved in delivering induction and support workshops and a range of webinars focusing on key features and elements of learning and teaching (which will be open to lecturers from other colleges). Already we have delivered a webinar series entitled 'Power up Your Theory sessions' and a second series 'Formative Assessment in Action' will be delivered in the near future. The final webinar series will focus on curriculum design and delivery.

Mentoring support is definitely a two-way learning process as CDN offers advice, guidance and direction to Ayrshire colleagues and the CDN team have the privilege (and enjoyment) of observing inspiring and motivating teaching in a large regional college.

To find out how CDN can meet the learning and development needs of your organisation please contact Connor Wade connor.wade@cdn.ac.uk



The alternative copyright landscape

There's a world of resources out there for learning and teaching, if you know how to use them correctly, says Alan Rae, Copyright Consultant for CDN.

Another year, another year of paying copyright licences? Scottish colleges are still paying a substantial amount of money each year on licences for the various agencies that license copyright. Approximately £1,000,000 is still spent each year on licences for text, scanning, audio visual programmes, newspaper content and music.

Are the licences providing value for money? Are the licences fit for purpose in an ever changing educational environment? On recent visits to colleges, the answer to the question – 'where do you get your teaching and learning resources from?' has been – 'YouTube!'

How has that happened? Not one of the licences that a college holds is relevant to YouTube – you'll find no mention of it in any of the terms and conditions that accompany the licences.

Strictly speaking, YouTube should only be used on a private, personal, domestic basis, yet many organisations have their own YouTube channel. There is a wealth of excellent teaching and learning materials on YouTube – many companies have abandoned marketing and publicity brochures in favour of YouTube. Why? Because it is relevant, it's accessible and it's what our learners are growing up with. There is however the quality caveat – always worth a preview before unleashing on a group of learners.

Of course YouTube is still awash with infringing materials, but they are legitimising themselves with many of their videos now being licensed under Creative Commons, which in turn, is another example of the alternative copyright landscape – along with the refreshed educational exceptions available to all teachers and learners through the Copyright, Designs and Patents Act of 1988. The exceptions were refreshed in October 2014. They are under severe scrutiny by those who feel their rights are being infringed but they are there to be used.

For further information on educational exceptions in copyright please go to: <http://www.cdn.ac.uk/wp-content/uploads/2017/01/Copyright.pdf>

Teaching in Colleges Today

Sandra-Jane Grier, CDN Advisor, explains how the course 'Teaching in Colleges Today' is delivered.



Sandra-Jane Grier

CDN is delighted to celebrate the achievement of 54 candidates who recently successfully completed the Teaching in Colleges Today (TiCT) course. Eight colleges submitted candidates' work for External

Verification in November 2016, with three of the colleges submitting candidates for the first time.

TiCT provides familiarisation with the most important aspects of lecturing in a college in Scotland today. The course is aimed at both inexperienced lecturers, new in post, and experienced lecturers who want to find out more about teaching and current ideas on learner engagement. The online resources for those who wish to follow this programme are available on CDN LearnOnline: <https://professionallearning.collegedevelopmentnetwork.ac.uk>

TiCT is aligned at SCQF Level 7 and has three Learning Outcomes:

- 1. Manage the learning process through lesson planning**
- 2. Manage the learning environment through learner engagement**
- 3. Manage your professional development through a process of reflection and evaluation of learning.**

This course content is designed to support your professional learning and is structured into discrete 'learning chunks' which you can work through at your own pace, and which allows you to follow your own preferred route through the content. If you want to complete the formal assessment process you would need to be registered for the Unit by your college.

If you require any additional information please contact the TiCT course tutor sandra-jane.grier@cdn.ac.uk or course administrator katrina.blair@cdn.ac.uk.

Digital learning

Kenji Lamb, CDN Advisor – Digital Learning, takes us through the latest digital offers and activities from CDN.



Still Game to Learn

In December, we held our 'Still Game to Learn' event at City of Glasgow College. As well as an opportunity to learn about games-based approaches to learning and teaching, the event hosted the launch of Learn Direct & Build's Construction Manager game.

Construction Manager is available to download from the App and Google Play Stores from January. You can also obtain a copy by contacting Jenny Kellie at:

jenny@learndirectandbuild.com

Delegates had the chance to experiment with some Virtual Reality, courtesy of David Renton from West College Scotland, who brought along his HTC Vive kit to demonstrate an early beta of a numeracy game he had developed.

We're looking to organise a few more events around games-based learning in 2017, so if you would like to follow what's happening, we've set up an open mailing list here:

www.jiscmail.ac.uk/gametolearn

Digital Skills @ CDN

Have you ever been to a TeachMeet? Described as 'informal meetings to share good practice, practical innovations and personal insights in teaching with technology', they normally consist of a series of short two or seven minute presentations delivered by attendees who determine the content of the meet. We held our first TeachMeet in Ayrshire College at the Taste@Ayr restaurant. Around 25 staff from schools, colleges and universities came together in the evening to share their experiences over food and drink prepared by students.

We're working with Ayrshire College and City of Glasgow College to run more TeachMeets in February, March and April.

Links for learning

Here are a few free odds and ends that you might find interesting:

Assessment – Recap (<https://letsrecap.com>)

A simple app (for iOS/Android) that allows you to assign questions to a group and receive short video clips in response. Thanks to Kevan Scade, Ayrshire College for sharing this at the last TeachMeet.

Maths – Citizen Maths (www.citizenmaths.com)

A free online course aimed at adults who would like to improve their maths, setting explanations and application in everyday practical problems. All of the content is available via a Creative Commons licence. The course is at Level 2 (roughly equivalent to Nat 4/5).

Assistive Technology – Read&Write for Microsoft Edge (<https://goo.gl/ATHb34>)

If you're using the Microsoft Edge, then Texthelp have just released a free (beta) version of their popular literacy software as an extension to the browser. The premium version of Read&Write for Google Chrome is free for teachers here: <https://goo.gl/50N17G>. Thanks to Craig Mill, CALL Scotland for sharing this.

Cyber Security – Cyber Security Basics (<https://goo.gl/WNzKCo>)

Highbrow is an excellent site that offers short 10-day courses delivered via email in brief five-minute blocks. This introduction to Cyber Security is an excellent source of practical advice on staying safe online.

Course Development – H5P (<https://h5p.org>)

For those who remember Hot Potatoes (<https://hotpot.uvic.ca>), H5P is an updated offering that provides a wide range of activities that can be plugged into Moodle, WordPress or Drupal sites. Everything is available under an open licence. It's an absolutely amazing resource, just take five minutes to try out some of the sample content (<https://goo.gl/mQOepG>). The Interactive Video and Documentation Tool are especially interesting.

Progress on governance



Candy Munro

Candy Munro, Director of Leadership and Governance, provides an update on the

wide range of work that CDN has undertaken to support the college sector around governance, with details of what is to come next.

Early in 2016, the then Cabinet Secretary for Education established a short life Governance Task Group, the remit of the Task Group was to:

a) **Produce an initial assessment of the overall quality and resilience of college governance.**

b) **Consider:**

- **The lessons that can be learned for government and the wider sector from governance difficulties arising at Glasgow Clyde, North Glasgow and Coatbridge colleges, taking note of relevant recommendations from the Public Audit Committee**
- **Good practice from other sectors**
- **Existing – and planned – college sector and SFC activity to improve governance (including developing the capacity and behaviour necessary), and whether, and if so, in what ways, that might purposefully be supplemented.**

c) **Make recommendations by early 2016 on further measures to improve college governance and to instil greater confidence therein.**

The Group reported in March 2016, and the report delegated actions to all of the key stakeholders, including CDN and the Good Governance Steering Group.

On 13 December the Minister for Higher Education, Further Education and Science convened a final meeting of the Task Group (pictured right) and responsibility for ensuring that the outstanding recommendations of the Task Group would be taken forward was passed to the Good Governance Steering Group. The Good Governance Steering Group will publish a work plan in early 2017 and produce a progress report in a year's time.

CDN have played a major role in supporting good governance across the sector, including:

Governance Hub, launched October 2016

- Provides one repository for all relevant governance documentation and training
- 223 board members signed up, the number is increasing weekly
- This is over 60% of ALL college board members
- Remuneration training – almost 200 board members signed up by their Board Secretaries
- Provides a dedicated section for Board Secretaries, to enable sharing of best practice.

Board Member Training and Development – regional delivery

- 2015-16: seven Induction Workshops, attended by 175 board members
- 2016-17: four Induction Workshops arranged, 23 delegates attended the first workshop on 8 December
- One-day training event for student board members, with NUS and sparqs – 22 attendees
- Board Conference: 25 October 2016, attended by 145 college board members
- Online training for Remuneration Committee members launched
- Networking events for:
 - Senior Independent Board members 7 December 2016 – 16 attendees
 - Chairs of Audit, in partnership with Scottish Government Public Bodies Unit, we are extending the event to Chairs of Audit from other public body boards, planned for 16 March 2017
 - Chairs of Finance Committees date to be confirmed
 - Chairs of Learning and Teaching Committees date to be confirmed.

For further information on Governance please visit: www.cdn.ac.uk/projects/governance-leadership-and-management/governance/



College Board Members' Conference

CDN College Board Members' Conference was held in October 2016.

Building on the launch of the 'Guide for Board Members in the College Sector', the conference brought 145 Board Members together and provided them with opportunities to network, share experiences and learn from recent developments in the sector. We were delighted that Minister for Further Education, Higher Education and Science, Shirley-Anne Somerville, was in attendance and provided the keynote address.

During the conference the new Governance Hub was launched. The Hub provides members of boards in the college sector, and their staff, with access to the key training courses and supporting resources that they need to fulfil their roles.

Explore the Governance Hub on CDN LearnOnline <http://ow.ly/wrSS307Rftj>

The conference was live streamed and recordings of the presentations can be found on **CDN's YouTube channel** <http://ow.ly/7rPU307Rhrf>

Additional photographs can be viewed on our **Facebook page** www.facebook.com/collegedevelopmentnetwork/



Celebrating the work of our colleges

CDN's Annual Awards celebrated the outstanding projects and initiatives taking place in colleges. Find out who the winners were and what made them stand out.

November last year saw the 17th CDN Annual Awards where around 170 guests from the college sector, industry and Scotland's key educational agencies gathered to recognise the talent, skills and achievements of colleges, their staff and learners. This year 80% of colleges in Scotland submitted an entry. The awards featured eight categories covering every aspect of college life and achievement.

Guests enjoyed a musical treat from New College Lanarkshire, HND Musical Theatre students who performed a number of songs from the musical Godspell.

Award-winning journalist, author and BBC news anchor, Sally Magnusson, skilfully acted as Master of Ceremonies for the evening.

Really important high point in the year to celebrate the achievements of so many people and their organisations



Advancing Equality Award sponsored by Skills Development Scotland

West Lothian College won this award with ISTILE – Improving Skills Through International Learning Exchanges. Dundee and Angus College was awarded the Highly Commended Award for Coming Out – LGBTI Awareness at D&A. City of Glasgow College took Commended for Equality, Diversity & Inclusion Digital Badge.



Developing a Regional Curriculum Award sponsored by SCQF

Dundee and Angus College won this award with The D&A Code Academy. Highly commended went to North East Scotland College with NESCoI – Curriculum Pathway Mapping and Forth Valley College was awarded with Commended for Making the Forth Valley Curriculum Work.



College Business Award sponsored by Emsi

Dundee and Angus College won this award for its impressive project EnterpriseD&A. Fife College took Highly Commended for Adam Smith Foundation – Scholarship Programme and Ayrshire College was awarded Commended for Making Your Business Our Business.



Digital Education Award sponsored by Jisc

The winner of this category was **Borders College** with Digital Skills Initiative – Eskills are Key Skills. Dundee and Angus College was awarded Highly Commended with Learning Lab and SRUC was awarded Commended for Developing Employable Students within an Authentic and Active Learning Experience.



Sally Magnusson was excellent and a great ambassador for the awards



Employer Connections Award
sponsored by Morrison Construction

Winners **Dundee and Angus College** impressed with their D&A, Connecting Industry to Future Opportunity. Glasgow Clyde College was awarded Highly Commended with Clyde Built: Achieving Excellence through Partnership and Dumfries and Galloway College was awarded Commended for Effective partnership: The Reablement Approach.



Health Promoting College Award
sponsored by Healthy Working Lives

West Highland College UHI won this category, impressing the judges with Healthy Happy You. Forth Valley College was awarded Highly Commended for Students Enabling Students: Scottish Mental Health First Aid Training. The Commended award went to Glasgow Clyde College for Healthy College @ Glasgow Clyde College.



Student Citizenship Award

Amanda Allan from West College Scotland, was overall winner. Amanda's passion for science, her determination to succeed and enthusiasm to help and support others has resulted in a wide range of key achievements. Nicola Finlayson from Lews Castle College UHI was awarded Highly Commended, Nicola is an inspiration to staff and students in her College with 500 hours of volunteering and leading a number of projects. Sean Frame from North Highland College UHI was awarded Commended. Sean has worked enthusiastically to help raise awareness and develop understanding of entrepreneurial skills and thinking.



Essential Skills Award
sponsored by SQA

West College Scotland won the award for its project – Your Essential Skills (YES). Borders College was awarded Highly Commended for Greenpower Racing and Forth Valley College took Commended for Essential Skills: A Wind-Wind Situation.

The students were wonderful and inspirational – great start to the evening



Additional photographs can be viewed on our Facebook page www.facebook.com/collegedevelopmentnetwork/

Executive summaries from each of the shortlisted categories submitted by the colleges can be found on our website www.cdn.ac.uk/cdn-annual-awards-2016/

Developing a Gender Action Plan



Suzanne Marshall, CDN Advisor, explains what a Gender Action Plan is, the implications for colleges in terms of what needs to be done and by when; and the support CDN is providing.



Suzanne Marshall

The Gender Action Plan, published by the Scottish Funding Council (SFC) in August 2016, is a vital part of how SFC plans to support colleges to become more accessible and diverse. It sets out how they are asking colleges to consider their infrastructure, policies, processes and activities to determine the role they can play in tackling gender imbalances.

Research commissioned by SFC, 'Whose job is it anyway?' www.heacademy.ac.uk/system/files/whose_job_is_it_anyway_-_final_report.pdf looked at how institutions were already tackling gender imbalances across Scotland. It outlined a methodology for tackling gender imbalances based on key underlying criteria for, and design features of, a successful and sustainable approach to tackling gender imbalances within an institution's activities.

Five broad themes were identified:

1. **Infrastructure**
2. **Influencing the influencers**
3. **Raising awareness and aspiration**
4. **Encouraging applications**
5. **Supporting success.**

Subject areas in colleges with severe imbalances (greater than 75% of one gender)

Female under-representation

- Construction
- Building/Construction Operations
- Building Services
- Engineering/Technology
- Mechanical Engineering
- Electrical Engineering
- IT: Computer Science/Programing/Systems
- Vehicle Maintenance/Repair

Male under-representation

- Child Care Services
- Hair/Personal Care Services

SFC will ask colleges to develop their own Gender Action Plans (GAPS) to outline the actions they will undertake to address the aims of the plan, with a specific focus on actions to enhance the key five themes. This will be done annually through the outcome agreement process and the first round of GAPS are expected by July 2017.

What do colleges need to do?

- Outline key ambitions to tackle gender imbalances at subject level, focusing on those subjects with the greatest gender imbalances at the college.
- Identify where there is an imbalance between male and female students within completion in a particular subject area and outline outcomes to be achieved in addressing this imbalance.
- Outline how you are proactively promoting gender equality in relation to staff. This should include progress with addressing gender imbalances at senior academic level and how you are working towards eliminating the gender pay gap.
- Describe how you are working towards improving gender imbalances on your College Board.

How should they do this?

Gender Action Plans may sit within broader plans such as Equality Outcomes (by April 2017) or regional context statements but should clearly detail the specific actions to tackle gender imbalances across all five themes and lead to improved outcomes in the curriculum subjects you have identified. SFC also wants colleges to state the outcomes they aim to achieve through their GAPS within their Outcome Agreements.

Further information is available from Suzanne Marshall: suzanne.marshall@cdn.ac.uk

Aim	Milestone
By 2021, increase by 5% the minority gender share in each of the 10 largest and most imbalanced 'superclasses' among 16-24 year olds	Increase by 4.2% by 2019-20
By 2030, no subject has an extreme gender imbalance (75:25)	50% reduction in the number of college subjects in this category by 2025
By 2030, the gap between male and female participation in undergraduate study is reduced from 15.4% gap to 5%	We will look to have reduced this gap to 13.6% in 2019-20.

CDN Gender Action Plan Framework Guidance

CDN has developed a framework guidance document, launched at a recent STEM Equality Forum meeting, which sets out the key messages from the SFC's Gender Action Plan publication; identifies the action required by colleges and makes recommendations on how colleges can meet their commitments.

The Framework is available at: <http://www.cdn.ac.uk/wp-content/uploads/2016/07/Gender-Action-Plan.pdf>

New online student mental health course



Sandy MacLean

Sandy MacLean, CDN Advisor, and Kellie Mote, CDN Consultant, explore the implications for

the sector and its practitioners of an increasing incidence of mental health issues amongst our student population, and explain how CDN is responding to the need to support teaching staff through professional development with a new online resource.

Mental illness is one of the major public health challenges in Scotland. The latest statistics released by the Scottish Government indicate that around one in three people are estimated to be affected by mental illness in any one year www.gov.scot/Topics/Health/Services/Mental-Health.

Anecdotal evidence from college staff within CDN's Networks indicate that there has been a large rise in students presenting with mental health issues and a rise in students accessing both Student Services and counselling services for support with

their mental health. Amongst other things, colleges are about education and training within a supportive learning environment. They are not mental health specialist services, so it can be overwhelming for lecturers and tutors who are unclear how best to meet the mental health needs of their students within the college environment and stay within their role.

In addition, it is increasingly difficult for teaching staff to take time away from college to attend face-to-face professional learning events. With that in mind and in response to requests from the sector we have developed an online course on Student Mental Health which sits within the Inclusive Practitioner section on CDN LearnOnline: <https://professionallearning.collegedevelopmentnetwork.ac.uk/>

Who is the course for?

This course is for lecturers and tutors working in Scotland's colleges. As well as providing relevant background knowledge, the content is intended to be useful in your daily work and will help you meet the Professional Standards for Lecturers in Scotland's Colleges within the area of guidance and support www.gov.scot/Publications/2012/03/6519.

How to complete this course

The course is divided into six sections:

- What do we mean by mental health?
- Wellbeing and resilience
- Understanding mental health problems
- Roles and responsibilities
- Reasonable adjustments
- Whole college approaches

Dip in and out of this course at times convenient to you and in any order you like. You will gain an understanding of key factors that influence student mental health, strategies that help to support good mental health and the difference you can make within the learning environment to influence recovery should a mental health problem occur.

In addition, we will also look at good practice in responding to students in crises and pro-actively combatting stigma. You can use the reflective journal at the beginning of the course to record your thoughts and responses as you work through the units. When you have completed tasks or answered questions in the knowledge check, your input will be saved for the next time you log in.

Depending on how much additional reading and investigative activity you do, the course should take around six hours to complete. To be awarded your certificate, open badge and Inclusive Practitioner credits, you need to achieve a pass mark of 80% in the final knowledge check and submit a short reflective piece.

Finally, it is important to remember that this course is not about developing your knowledge in order to take on additional or different roles but ensuring that you are alert to the current responsibilities of your role, and the impact that you can have on the mental health of students as a result of how you take up your role.

For further information please contact Sandy MacLean at sandy.maclean@cdn.ac.uk

How good is our college?

A new quality framework for colleges

In December 2016 the Scottish Funding Council and Education Scotland published the new quality framework for colleges 'How good is our college?', the new arrangements for assuring and improving the quality of provision and services in Scotland's colleges.

This is absolutely the right direction of travel. It is a change from a reactive approach to a proactive approach

The new framework:

- Reflects the changed landscape in which colleges are working
- Provides a suite of quality indicators aimed at enabling colleges to evaluate what is working well for learners and what could be better
- Provides a way in which colleges, along with their partners and stakeholders, can effectively use the quality indicators to plan for improvement.

There are four key principles which underpin 'How good is our college?'

- Leadership and quality culture
- Delivery of learning and services to support learning
- Outcomes and impact
- Capacity to improve.

CDN has been working in partnership with Education Scotland to introduce the new framework to the sector and to reflect on how the framework will support colleges to raise standards of attainment and deliver employable students. Jointly we have engaged with the strategic curriculum leaders (also see page 13), the quality managers and the college nominees. Feedback on the new framework has been very positive.

For more information

The new quality arrangements document may be viewed at:

education.gov.scot/improvement/Documents/frwk18-arrangements-scotlands-colleges161216.pdf

More information about 'How good is our college?'

education.gov.scot/improvement/Pages/frwk18-hgiocollege.aspx

Further information is available at: www.sfc.ac.uk/guidance/qualityassurance/quality_scotlands_colleges.aspx

Good to see the Framework take account of other things like Student Engagement

Management and Leadership CPD Framework

Since launching the CDN Management and Leadership CPD Framework in 2015, a wide range of colleges and organisations have engaged in CPD activity relating to the opportunities offered by the Framework.

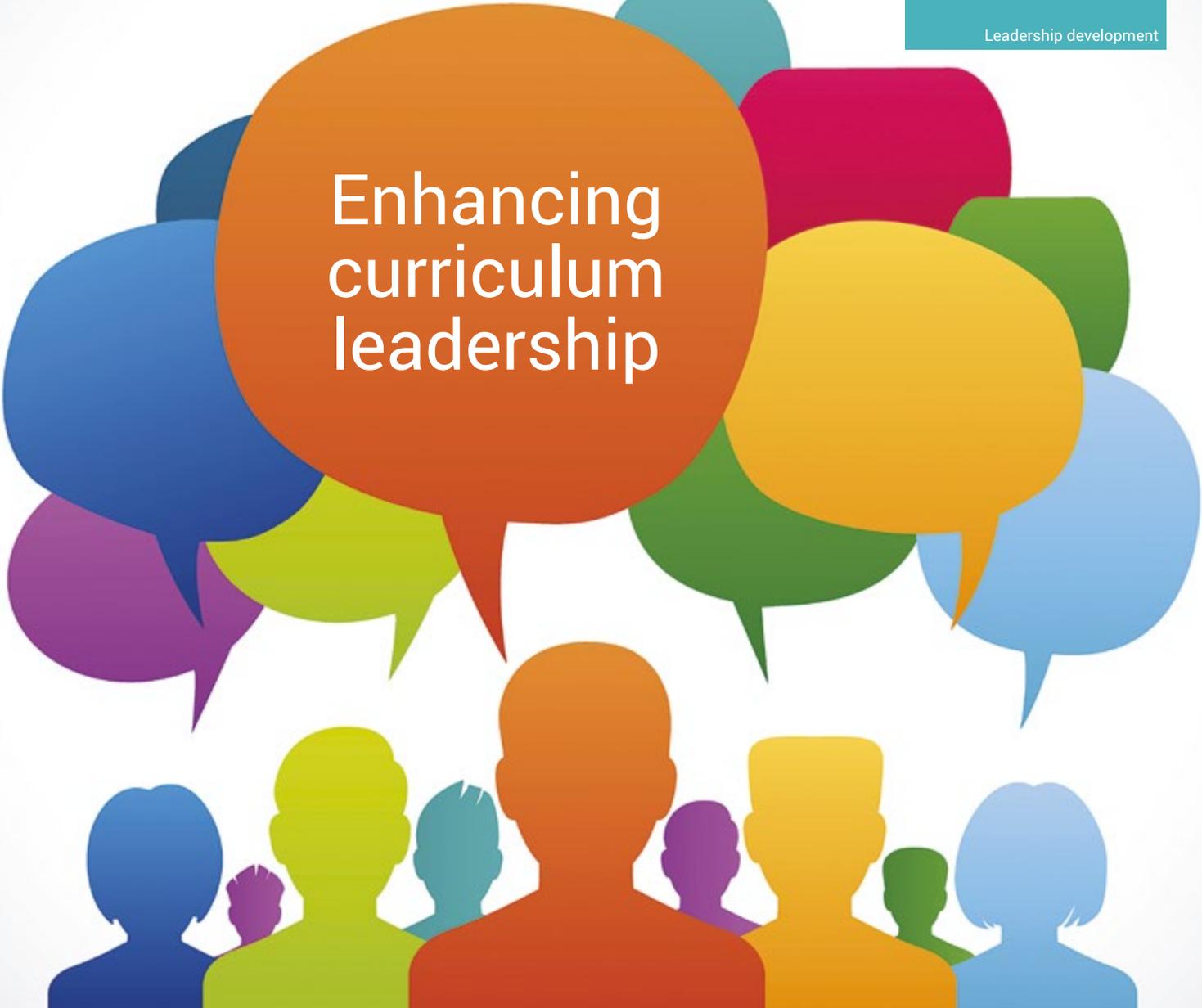
Six cohorts of learners have completed CMI (Chartered Management Institute) courses to date, including:

- 21 organisations – 19 colleges and two other organisations
- 81 candidates
- Seven colleges involved candidates who attended more than one cohort
- Forth Valley College involved candidates on all six cohorts.

Number of Colleges Per Cohort

Cohort 1 ■ Cohort 2 ■ Cohort 3 ■ Cohort 4 ■ Cohort 5 ■ Cohort 6 ■





Enhancing curriculum leadership



Rosemary Allford

Rosemary Allford, CDN Advisor – Management Development, outlines the work of the newly-formed Strategic Curriculum Leaders Forum.

In recent years the college sector in Scotland has undergone significant transformational change and there is a recognition that from this realignment a differing model of leadership has emerged. From these changes new structures are emerging to address the challenge at strategic and operational levels.

In response to an identified need for a structured approach to professional dialogue between peer senior managers across the college sector, a new community of practice has been setup through CDN – the Strategic Curriculum Leaders Forum. The creation of this networking community is filling the developmental gap between Strategic and Operational Leaders, which will enable the sharing of knowledge within each organisation and across the sector.

Currently, CDN provides support for managerial roles with colleges through access to shared CPD through the Finance, MIS, Quality, Marketing, and HR & OD Networks.

The CDN Management and Leadership CPD Framework www.cdn.ac.uk/projects/governance-leadership-and-management/leadership-and-management/ is also developmental, designed to engage with the changing needs of the sector and providing opportunities for managers to develop critical skills and reflective practice.

The Strategic Curriculum Leaders Forum met for the first time in October 2016. This first session focused on the new quality arrangements for colleges (also see page 12) and was jointly facilitated with Education Scotland. The second meeting of the Strategic Curriculum Leaders Forum in February focuses on how colleges can work with the eight SFC funded Innovation Centres. This event brings together Skills Managers from the eight Innovation Centres to meet with the colleges to consider how they may work together around curriculum, articulation pathways, CPD, and Apprenticeship Frameworks.

To register an interest in attending future Forum events, please contact marian.mcmorland@cdn.ac.uk

Curriculum development: where are we going?



Garry Cameron

Garry Cameron, CDN Delivery Lead, Learning and Teaching, considers what we mean by curriculum planning and explains how CDN is supporting curriculum development.

The Latin root of the word curriculum throws up words like run, course and two-wheeled chariot! The change in the sector over the recent past probably feels like we have been taking part in a chariot race when planning curriculum design and delivery. Indeed there is no shortage of policy initiatives and drivers informing senior managers, curriculum teams and individual lecturers on how to align college curriculum to meet the needs of students, employers and communities at all levels.

The latest advice stems from the 'Equipping Scotland for the Future' report published by the Institute for Public Policy Research Scotland. This report states colleges, apprenticeships and work-based training has to concentrate on tackling issues around pay, progression and productivity. It also calls for a skills system 'with a much clearer national focus'. The two-wheeled chariot has been replaced by a turbo boost sports car as we grapple with curriculum development.

The college curriculum is the main vehicle to respond to labour market intelligence and develop employable individuals

What is CDN doing this session to support curriculum planning and alignment in Scotland's colleges?

- Focusing on food and drink manufacture, care and digital technologies
- Focusing on direct interactive teaching approaches
- Supporting colleges get back to credit-rating appropriate curriculum where there are gaps at national, regional and local level
- Sharing curriculum development practice across the sector
- Delivering a professional learning programme 'getting back to learning and teaching basics'.

CDN has:

- Created a Strategic Curriculum Leaders Forum (please also see page 13)
- Established an Annual Award category entitled 'Developing a Regional Curriculum'.

Colleges already have the professional autonomy to credit rate appropriate programmes of learning that have genuine currency and value for employers and progression pathways to further education and training opportunities. Credit rating is an obvious curriculum development strategy that delivers the responsiveness demanded of college curriculum.

3. Focus on the knowledge-based curriculum needed to reduce the skills gap. Already colleges are responding to labour market intelligence in key economic areas: food and drink manufacture, care, robotics, cyber security, retail, textiles and digital technologies. This is evidence that college curriculum is developing and evolving to meet the needs of individuals, employers and communities. Keep subjects at the heart of the curriculum!
4. For curriculum delivery we are bombarded with advice, direction and guidance on pedagogy – learning and teaching is my preferred term! Current direction of travel favours cooperative learning, transformational learning, engagement, participation, collaboration, social constructivism and dare I say edutainment (a hybrid word for education and entertainment). Learning is indeed a social process but I would suggest direct interactive teaching delivers positive learning experiences while raising attainment.
5. Educators can be obsessed with concepts such as the learning and skills journey. We are 'all skilled out' in the sector yet a key message is that we have large skills gaps when it comes to productivity. At risk of stating the obvious we require the correct skill development to deliver a relevant and challenging curriculum. A focus on a knowledge-centred curriculum will lead to the natural and intuitive development of skills. We need knowledge to apply skills! Dennis Hayes, Professor of Education, University of Derby, goes further and claims 'there are few educators today and there are too many trainers and facilitators concerned with soft skills. This has produced what has been lampooned as the "snowflake" generation of students who can't cope with difficult subjects and ideas. This is an indictment of a whole generation of educators and their antipathy to knowledge'.

So what does this actually mean for curriculum planning and design? At risk of sounding simplistic and mechanistic I suggest a 'back to basics approach' that places subject knowledge and the application of such knowledge at the centre of the curriculum vehicle engine – be it chariot or sports car! Here are my thoughts on curriculum development as we respond to the vast amount of information related to economic and social needs.

1. The college curriculum is the main vehicle to respond to labour market intelligence and develop employable individuals. If curriculum is appropriate for and responsive to local and national demands the college offer will grow, thrive and provide the relevance, challenge, coherence and progression demanded by learners.
2. There are other race courses for developing the curriculum – fast tracks!

If this article has sparked your views and thinking around curriculum planning, or if you'd like to share your work in this area, please contact Garry Cameron: garry.cameron@cdn.ac.uk



Shortlist Announcement

@ColDevNet #marketingCDN

The CDN Marketing Awards is a key event in the sector's calendar.

A celebration of the excellent marketing and communication practice taking place in colleges, the awards have been running successfully for 19 years. They honour the outstanding staff who help communicate the work colleges do to serve Scottish learners and communities.

We are delighted to announce the shortlist for the Marketing Awards 2017.

With special thanks to overall sponsors Emsi.

This year's shortlist is as follows:

Communications and PR

Argyll College UHI
Ayrshire College
New College Lanarkshire

Customer Experience

Dundee and Angus College
Edinburgh College
West College Scotland

Design

Edinburgh College
Glasgow Clyde College
West College Scotland

Digital Marketing

Ayrshire College
City of Glasgow College
Edinburgh College

Events

Ayrshire College
Ayrshire College
Dumfries and Galloway College

Integrated Marketing Campaign

Borders College
Dundee and Angus College
Glasgow Clyde College

Internal Communications

City of Glasgow College
Dundee and Angus College
New College Lanarkshire

Market/Marketing Research

Glasgow Clyde College
West College Scotland

Promotional Literature

New College Lanarkshire
SRUC
West College Scotland

Students' Award for Website

City of Glasgow College
Forth Valley College
New College Lanarkshire

Thank you to our judges and to all who submitted entries. Congratulations to the shortlisted colleges.

The winners will be announced at a Gala Dinner on Thursday 9 March 2017 at Ghillie Dhu in Edinburgh. Book your place to attend the celebrations at www.cdn.ac.uk/cdn-marketing-awards-2017





Dates for your diary

See below for a selected taste of what's coming up over the next few months.
For the full list of events please go to www.cdn.ac.uk/courses-resources/

<p>Wednesday 22 February 2017</p> <p>Early Stage Dementia and the Workplace</p> <p>This half day workshop aims to highlight and raise awareness of dementia and how it can affect the workplace.</p> <p>Venue: CDN</p>	<p>Thursday 09 March 2017</p> <p>Working with students from diverse religion and belief backgrounds</p> <p>The event will explore core beliefs and cultural backgrounds, the individual needs that arise from a student's faith or belief identity and how religion and belief compares to the other Protected Characteristics.</p> <p>Venue: CDN</p>	<p>Monday 03 April 2017</p> <p>Developing your own capacity through Mindfulness – an experiential introduction</p> <p>This half-day experiential session will provide an introduction to the key concepts of mindfulness training and its relevance to leaders or emerging leaders within organisations.</p> <p>Venue: CDN</p>
<p>Thursday 09 March 2017</p> <p>College Development Network Marketing Awards 2017</p> <p>Now in their 19th year, the Marketing Awards have grown to become the must-attend event in the college marketing calendar.</p> <p>Venue: Ghillie Dhu, Edinburgh</p>	<p>Wednesday 22 March 2017</p> <p>Inspiring Food & Drink Career Pathways</p> <p>In a region from which over 60% of the food and drink produced in Scotland comes, this event takes place in Aberdeen and brings together the Scottish food and drink supply chain.</p> <p>Venue: SRUC – Aberdeen Campus</p>	<p>Friday 19 May 2017</p> <p>Coaching Conversations for Collaborative Working</p> <p>This course is aimed at developing the skills and practice of new and existing team leaders and first line managers. Developing the participants' understanding and practice of coaching to support individuals and team members through change processes.</p> <p>Venue: CDN</p>

'I learnt so much from this course and it allowed me to put my learning each week into practice and share experiences.'

To view a list of all forthcoming events and book online, please visit: www.cdn.ac.uk/courses-resources/



CDN LearnOnline

CDN LearnOnline offers exciting eLearning opportunities with free and paid for courses.

The online learning tool is structured and aligned to the Professional Standards for Lecturers in Scotland's Colleges – containing resources, online courses and qualifications to support your professional learning.

Explore CDN LearnOnline at

<https://professionallearning.collegedevelopmentnetwork.ac.uk/>