

**Student / Staff Engagement and Recognition**

**Kilmarnock College: Cool Boards**

The College has received a Gold Award for its prospectus at the Scotland’s Colleges Marketing Awards 2012, in a category voted for entirely by students and sponsored by NUS Scotland.

When designing and producing its prospectus the College faced the challenge of appealing, not only to young prospective learners, but also parents, school teachers, adult learners, unemployed people, learners with additional support needs and the business community. The prospectus also had to emphasise the mission statement of Kilmarnock College, which is ‘Inspiring Achievement – Building Futures’.

As part of the design and production process the marketing team engaged with learners through focus groups. Learners were asked to rank the prospectus on a ‘Cool Board’ scale with ‘Very Cool’ being top and ‘Seriously Un-cool’ at the bottom. All areas scored either ‘Very Cool’ or ‘Cool’ with the focus groups describing the prospectus as colourful, easy to follow, with courses well explained, clear pictures, helpful maps and a general good layout.

This activity engaged learners and resulted in particularly useful and constructive feedback on the prospectus style and content. Feedback from students was also positive on the format of these events.

**Kilmarnock College: Class Representative Toolkit and Electronic Forum**

A useful and informative toolkit is issued to Class Representatives each year. The toolkit consists of:

* The College Class Representative Handbook
* Guide to accessing information and material on the Class Representative VLE site,
* The sparqs Workbook that they will use during the training sessions provided
* A handy Class Representative Notebook and Pen Set.

Student feedback indicates that representatives find the toolkit a great resource and sparqs trainers have commented on these toolkits and the benefit they bring to the students to enable them to carry out the role of class representative.

The electronic forum is a useful resource for students containing links to beneficial websites such as sparqs and NUS and a range of electronic material. In addition, the dates of course team meetings are advertised here. The forum also has a chat facility through which representatives can ask questions and support each other. This is moderated by a member of the Quality Enhancement Team whose role includes supporting class representatives.

**Kilmarnock College: Excellence and Endeavour Awards for Hairdressing and Beauty Students**

Students had indicated, through feedback, that they felt that those students who had demonstrated commitment and consistent positive attitude, values and behaviours during their studies should have this achievement recognised over and above the success of gaining their qualification. The students also felt that this additional effort and commitment should be celebrated and promoted to others.

Staff had also considered this during their professional reflections and as a result the curriculum area introduced their Excellence and Endeavour Awards. It was decided to base these awards on the Curriculum for Excellence capacities. An awards ceremony is now held at the end of each Semester to celebrate the achievements and key transferable skills of our students. This gives our students extra incentive and encouragement to develop the skills that they will need for learning, life and work in the future.

**Kilmarnock College: Making a Difference Awards**

Each month the College awards students who have been nominated by their peers or by staff for their contribution to college life. Each student is presented with their award by the Principal and their photograph is displayed on a noticeboard in the Reception area of the College. These awards recognise students who may have helped their peers in their learning or who may have made a contribution to a college event.

These awards have proved very successful in engaging learners in the work and life of the college and have also added to the improvement in the behaviours displayed across the college. These awards highlight one of the key college values of *'treating people how we like to be treated*'.

**Kilmarnock College: Musical Minds Volunteering Project**

The HIVE (our dedicated centre for ***Hope, Inspiration and Vision in Education*** which provides first steps back into education) was approached by Musical Minds who were looking for students who could sign. Musical Minds were looking for volunteers to learn a song in sign language and perform it with a local community group (a choir of singers who suffer from dementia). Musical Minds are supported by Alzheimer’s Scotland. Two of the students from the HIVE could already sign, a number of other students also volunteered to become involved.

The students who volunteered have since performed with the group at various concerts and performed at the College Graduation. They also provided a signing facility for the Graduation ceremony itself. This activity has demonstrated how students can engage with the work and life of the college and the community and have a real impact on the reputation of the College and the student body.

**Kilmarnock College: Student Evaluation of Learning and Teaching Wheel**

The College developed a colourful and engaging wheel to involve staff during the self-evaluation process. This proved to be highly successful and all teams felt greater ownership of self-evaluation and engaged in professional dialogue with colleagues. The wheel has six segments illustrating the guiding principles of the college learning, teaching and assessment strategy: successful, supportive, engaging, flexible, reflective and innovative.

To build on this success a student wheel was developed for student evaluation in conjunction with the Student President. Focus groups of students representing a wide range of curriculum areas and levels were carried out to gain feedback.

The student wheel has been effective in gaining structured feedback on learning, teaching and assessment. Students are asked to allocate a score against a range of questions in each of the six segments of the wheel which reflect the same guiding principles as the staff wheel. Students have found the wheel easy and straightforward to use and valuable feedback has been gained from these sessions. This valuable feedback is then incorporated into curriculum teams’ self-evaluation processes and reports enabling curriculum to compare staff scores for each of the segments against those of their learners and identify areas for further improvement and action.