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Annual Report

Contents

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Chair's Welcome



Alex Muirhead
Chairman, Board of Management

The Annual Report records the many successes achieved by the College, its staff and learners. The College relocated to a state of the art facility on the old Ravenscraig site in 2009. The breadth of provision offered in Motherwell College makes the college the largest and leading college in Lanarkshire. It is however more than volume that makes it so, and the work with learners is central to the high regard with which the college is held, both locally and nationally. As Chair to the Board of Management (BoM), I am particularly proud that the effort by staff in teaching results in many more students achieving their qualifications.

The last year has seen significant effort by many staff to deliver high quality education and training to the wide communities that it serves. This is principally Lanarkshire, but given the specialist and broad nature of the curriculum it extends to both National and International markets. The Review by HMIE (Her Majesty's Inspectorate of Education) in May 2011 recognised the range and complexity of provision that is offered at Motherwell College. It is very notable that success in positive student outcomes is on the increase, and HMIE congratulated the College on this achievement. The Annual report gives detail of this and specifically highlights where students have had exceptional activity in their participation at college and in national competitions.

As a Board we continue to be committed to helping our learners and their communities to match the

demanding and changing needs of the Scottish economy. It is particularly pleasing that we see the very positive role we have in helping in this extremely difficult climate of economic downturn. The College will continue to maximise its resources to recruit as many students as possible, to the most appropriate courses. This is a key challenge given that almost all courses are oversubscribed and that some learners may find difficulty in accessing their first choice. It is our hope that we will continue to meet these learner needs and equip them with the skills that will make them individually prosperous and see that prosperity grow in our communities.

The next few years will be very challenging in terms of how the Board of Management supports the activity of the College. It is incumbent on us to make sure that the estate is fully utilised and if necessary access more resources to extend this. At a time where the economy is in difficulty it is essential that we make learners job ready for future opportunities. The college has demonstrated this in the last year, and will in the future, that it is able to respond to the demands of its communities.

It is my hope that you will read about the many successes recorded here and in particular those of our learners. It is evident that their success reflects the ability and enthusiasm of our staff to engage students in their learning. It is also important to recognise, that not all will receive additional rewards or competitive success, however the completion of their own course and the award of their certificate is every bit as much of an achievement and should not be forgotten. To all students the Board would add their congratulations.

Chair's Welcome



Principal's Report



Hugh Logan
Principal & Chief Executive

This past year has been as challenging as any. The continued Economic Downturn has left all colleges with a tightened budgetary situation. In order to plan for this we have worked with the staff to manage what are essentially cuts. The college was able to offer a Voluntary Severance scheme which saw us saying cheerio to about 30 staff from both academic and support departments. The risk to all of this is the loss of key skills and experiences which take time to develop.

There have been many developments in our curriculum over the past year some notable examples being the introduction of a new Certificate in Vehicle Fitting Operations; a new Honours Degree in Acting ; links with Project Search, designed to place people in work. These changes typify the ongoing development philosophy of the College in that we aspire to excellence and differentiation in all curriculum areas and represent the very essence of a continuous improvement strategy.

The provision of additional resource to help Lanarkshire in difficult economic times is vital to the College in providing an enhanced set of delivery options. Key to this is our partnership relationships with both Lanarkshire Local Authorities (North and South). The work the staff of the College does in partnership is a central one in providing access and progression for a wide range of learners. Not with standing this additional support the College was significantly over subscribed in 2011 and this resulted in significant waiting lists for a large number of our courses.

This problem is exacerbated by the historical under funding of Further Education in Lanarkshire to the extent that there is £5 spent in Glasgow for every £2 spent in Lanarkshire. Until this grossly unfair disparity of spending is addressed, communities in Lanarkshire will be disproportionately disadvantaged. The College will continue to lobby for equitable distribution of Further Education funding.

The College participated in a number of HMIe Reviews. The first was the Aspect Review in the Performing Arts. We await the final publication of this report, but know from verbal feedback that the college provision in this area is highly regarded locally and nationally. The high standards noted and the quality of provision delivered to this important and developing sector was pleasing for all concerned. Towards the summer term we had our Annual Engagement Visit from HMIe. We were specifically tasked to look at Areas for Development from the previous college review. HMIe endorsed our approach and complimented us on distance travelled at tackling issues. High on the list of positive outcomes was the significant improvement for student outcome i.e. those learners who were successful on their course. In addition it is particularly pleasing that our robust move towards Evaluation of Learning and Teaching is seen as best practice.

Finally it would be remiss not to mention the difficult snow conditions of early December. Staff and students made great effort to continue with classes despite on one evening over 200 being stranded in the college. This in fact was a great example of pulling together that occurs in the college in difficult times. I would perhaps share with you the note in the Motherwell Times from a mother of one of our students:

"My 17 year-old son is a student at Motherwell College, North Lanarkshire. On Monday, he ended up staying overnight at the college with dozens of other students because of the severe weather. The staff were great, they even were good enough to phone a chemist to arrange medication for the students, who needed it and the college nurse and a couple of staff walked to pick it up. The students were well taken care of and transport home was arranged for them the following morning. Thank you to all the staff at Motherwell College."

The College's vision, 'Motherwell College enriches lives', is an aspiring one and will remain our motivator in the difficult years to come.

Principal's Report



Strategic Aims



Aim 1/ Ensure effective Governance, Strategic Planning and Financial and Human Resources Management of the College

Aim 2/ Maintain and develop a balanced curriculum portfolio and further enhance the quality to all learners and stakeholders

Aim 3/ Support the delivery and development of curriculum by ensuring effective support services for both staff and learners

Aim 4/ Develop the estates strategy to support all other strategic aims

Aim 5/ Promote and develop positive and proactive health, safety and environmental practices

27.09.11

Motherwell College Student Awards Cerem

at
By:




Board of Management

Board Member	Designation	Changes During Reporting Period		
		Appointed	Resigned	Retired
Alex Muirhead	Chairman			
Hugh Logan	Principal & Chief Executive			
Ronnie Smith	Vice Chairman			
Gary Brewer	Board Member		October 2010	
Paul Docherty	Board Member			
John Elliot	Board Member			
Billy Grier	Teaching Staff Member		October 2010	
Councillor Kaye Harmon	Board Member	June 2011		
Councillor Annita McAuley	Board Member	December 2010		
Jim McCaffer	Board Member			
John Morrison	Support Staff Member			
Ajmal Mushtaq	Board Member	March 2011		
Anthony Rooney			December 2010	
Karen Sinclair	Board Member			
Christina Terry	Student Member	December 2010	June 2011	
David Taylor	Board Member	October 2010		
John Clark	Board Member			

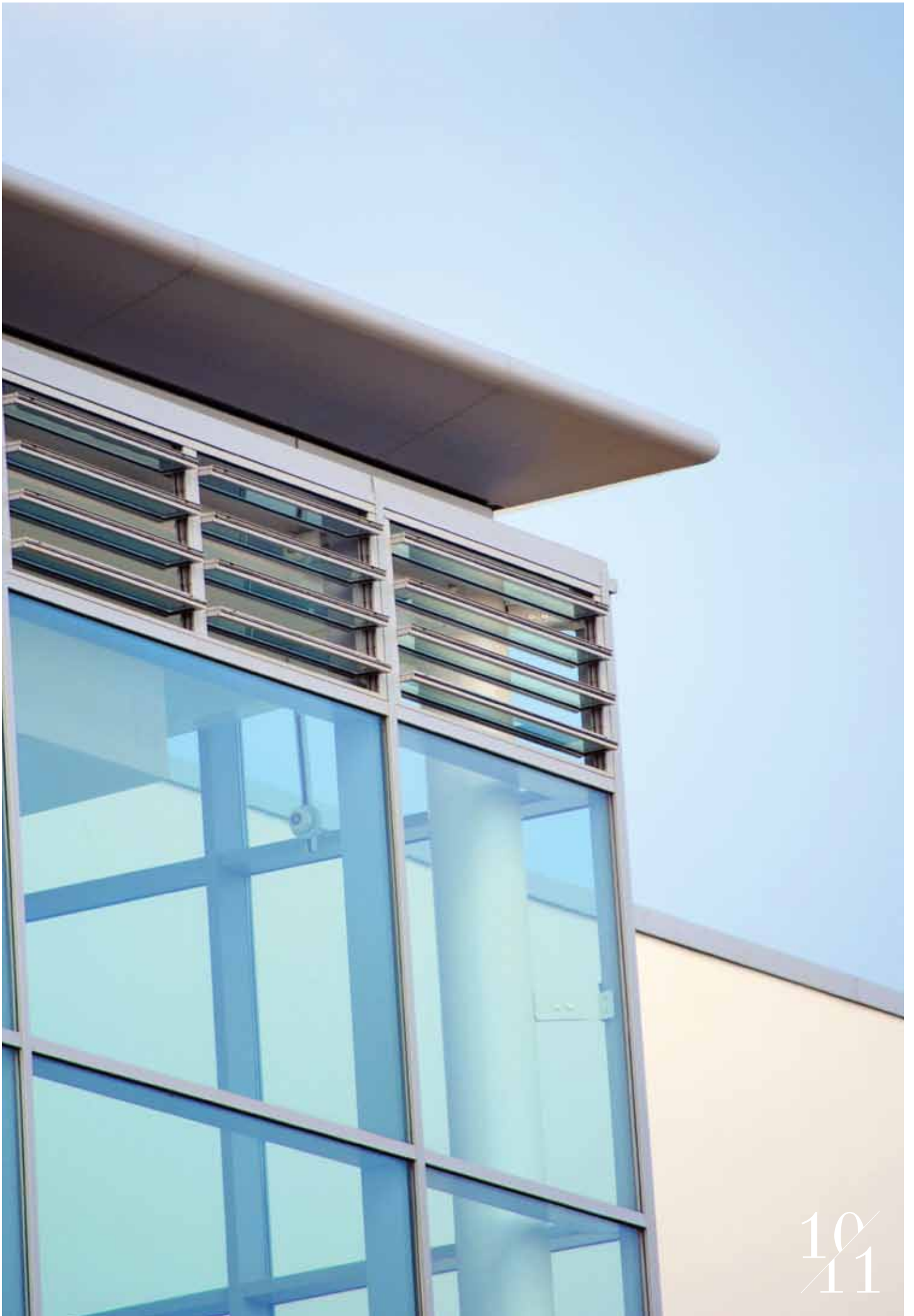
Board of Management



Board Of Management Policy Directions



This section provides a brief account of the future scope, aspirations and strategic priorities of the College in the medium-term, beyond the immediate planning period to 2012. In summary, the College aspires to develop its current leading role in inclusive approaches to learning, while continuing the high quality of local delivery. While increasing the potential for progression to higher education, the College expects to continue to regard engagement in learning and the building of individual's confidence to begin the learning journey as important to its vision of 'Enriching Lives'.



Board Of Management Policy Directions

Financial Sustainability

The College will maintain a structural surplus, balancing resources to ensure that the College fulfils its Vision and Values.

Estates Relocation

In 2004 The Scottish Funding Council announced its capital support for the College relocation to Ravenscraig by the target date of August 2009. Having secured the funding for the project we will now secure progress within budgeted costs and time frame. The new build entry was July 2009. The Board of Management will continue to ensure the effectiveness of these facilities and any further development required. In the planning context of 2004, there will be a need to re assess our Estates capacity against a fast evolving shift in curriculum demands e.g. energy and renewable.

Community Role

The College's historic role in the community is well documented and will be maintained and enhanced. We will specifically work with South Lanarkshire to address provision in Hamilton while continuing to develop the vocational skills agenda with North Lanarkshire Council, with particular reference to construction and engineering skills.

Structure of FE in Lanarkshire

The long-term structure of FE provision in Lanarkshire remains unclear and will no doubt be informed by the current trend towards mergers in the Sector. Motherwell College takes a pragmatic but highly output focused view on this issue and will engage with all relevant parties as appropriate.

Curriculum Review

A review of the College's academic structure was completed in early 2005 and a full curriculum audit and review completed. The College portfolio for migration to Ravenscraig was finalised in October 2007. The review balanced the demands from the community within the limitations of resources and agreed funding targets. These are areas where innovation was required and this will result in removal of less effective provision or local decline in need. This curriculum review is an ongoing and dynamic feature of College management. Continuing change ahead of relocation saw some additional academic realignment in summer 2008. The period of the plan to 2012 will require a continuing and rigorous reflection on the nature of provision. Expectation of a contraction of service is likely given tightening budgets.

Human Resources

The College will strive to ensure that staff have the skills and flexibility required to meet changing demands and to enhance the future quality and success of the Sector.

The College will continue to promote positive staff/management relations through a partnership approach.

Growth

The College negotiated an increase in activity funding from the Funding Council with the other Lanarkshire Colleges, in recognition of the under participation in further education across Lanarkshire. While this is a small percentage of total funding, it is a significant move which will help the College to further support its community. Managing the growth has facilitated new provision of curriculum as well as increased activity. Session 2008-09 marked the last year of this transitional arrangement and the College has seen this activity consolidated from 2009-10 onwards, following the success of the programmes against exacting targets. The targets throughout the next 3 years of the plan are likely to see Core Funding remain at best constant, although it is more likely to reduce due to pressures on public funding.

Board Of Management Policy Directions



College Achievement

Firtrees First – New Nursery Wins its First Green Flag

Staff, parents and children at Firtrees Nursery all celebrated in March after achieving their first Eco Green Flag. The Nursery, based on the Motherwell College campus at Ravenscraig, has been awarded the flag by Eco-Schools Scotland.

The Nursery actively encourages the children not just to be involved in regular eco-activities, including recycling and energy efficiency, but also to be involved in decision-making and new ideas. The children have their own representatives on the school's eco-group and are full of enthusiasm for being involved as well as making suggestions for new projects.

Accountancy Recognition

Motherwell College has been selected by the SQA to submit a Grade "A" Graded Unit script for exemplification purposes to support other centres in their delivery of the HNC Accounting Group Award as a result of the changes in marking procedures. This is a consequence of the "Good Practice" of comprehensive marking and internal verification processes undertaken within the team in the Department of Business.

SDS Modern Apprenticeship Awards

The College's Department of Automotive Studies was named runner-up in the category of 'Modern Apprenticeship 'Learning Provider of the Year 2010' at the SDS Modern Apprenticeship Awards in November 2010, held at the Hilton Hotel in Glasgow. The Department was the only FE Learning Provider in the final 4 providers shortlisted for the award.

IMI Skill Miles Alba Awards 2010

The College's Department of Automotive Studies was named as the winner of the 'IMI Skill Miles Alba Learning Provider of the Year 2010' award at the Scottish Motor Trade Association Annual Dinner held in November 2010 at the Crowne Plaza Hotel in Glasgow. The award was presented by the First Minister, the Rt Hon Alex Salmond MSP.

The department was also named as the winner of the 'IMI Skill Miles Alba 'Ignition' Award 2010' at the same event in recognition for carrying out a special project to promote the Automotive Industry in Scotland.

IMI Outstanding Achievers Awards 2011

The College's Department of Automotive Studies was named runner-up in the category of 'Approved Centre of the Year 2010' at the IMI Outstanding Achievers Awards 2011 held in the IMI Headquarters at Fanshaws, in Hertfordshire in June 2011. The award was presented by HRH Prince Michael of Kent.

First for Electric/Hybrid Training in Scotland

The College's Department of Automotive Studies were once again at the forefront of new technologies when in June 2011, they became the first in Scotland to be approved to deliver Automotive Technician Accreditation for the area of Electric and Hybrid vehicles.

College Achievement

Symington Association

Last year a number of Engineers in the Department decided it would be useful to form a group that would organise a series of lectures throughout term time. The group needed a name and it was decided to use the title "The Symington Group" after William Symington from the Lanarkshire village of Leadhills. Symington was a renowned developer of steam engineering in the 19th century and he produced the world's first steam driven boat.

Symington's family were contacted and they were delighted the College wanted a link with the family name.

The first lecture was delivered by Brian East, a Chemical Engineer who ran the nuclear reactor at East Kilbride on behalf of a number of Scottish Universities. Brian was invited to produce a number of television programmes for the BBC on the disaster at Chernobyl. His talk gave the group a fascinating insight to what really happened that day, and how the world reacted to it.

The next talk was delivered by Colin Gibson, a former Managing Director of the National Grid, and a world expert in the field of Energy Distribution and sustainability. His talk was well received by a packed audience, and Colin has offered to deliver a lecture each year to our HNC Class.

The third event was a Burns Supper in ML One. Jim Lavery was the guest speaker who delivered an entertaining "Toast to the Lassies". Mary Barrett replied and the evening was judged as a great success. Another Supper is planned for next January.



IMI Skill Miles Alba Awards 2010



SDS Modern Apprenticeship Awards



Firtrees First - New Nursery Wins its First Green Flag

College Achievement

Motherwell College 50th Prince's Trust Team Celebration

Motherwell College celebrated the milestone of their 50th Prince's Trust Team, celebrating the achievements of some 500 young people that have completed programmes to date.

To highlight the work of the Prince's Trust Teams, there were inspirational contributions from some of the young people who have already taken part in the programme, namely: Iain Wilson, Rutherglen Team 12, Debbie Heeps, Rutherglen Team 13, and Michaela Sannachan, previous team member and current Hamilton Assistant Team Leader.

The event also recognised the contribution of staff, partner agencies and community support who have added to the success of the team programmes including that of Robert Burgess, South Lanarkshire's Youth Area Manager, recognising the partnership work between Motherwell College, Prince's Trust and South Lanarkshire Council.

Investing in Local Communities

Awards

The College's Prince's Trust Team was awarded the Community Links "Investing in Local Communities" Volunteer Award in 2011. South Lanarkshire Council recognised the work of the Prince's Trust Teams during the Community Project elements of their Team programmes. A variety of work was completed in Priestfield, High Blantyre and for other voluntary groups in South Lanarkshire which have benefited the local community.

National First - Education for SLT support workers

In October 2010 the first cohort of students to complete the 2 year HNC, Allied Health Professionals: Speech and Language Therapy Support qualification graduated. The group of students completing the course are unique among the speech and language therapy workforce in NHS Scotland. Before the course was developed, with Motherwell College staff help, no formal qualifications were available at this level to meet profession specific needs of support staff working in speech and language therapy.

Performing Arts

During 2010 and 2011, Motherwell College, in association with Northumbria University successfully launched a BA Honours Acting Degree. This compliments the existing BA Honours in Musical Theatre, also with Northumbria University.

College Achievement



Motherwell College 50th Prince's Trust Team Celebration

Student Achievement



A degree of success in Performing Arts

4 students were awarded first class degrees, 11 second class upper and 1 second class lower in the College's new BA Acting Honours Degree. All graduating students have been successful in gaining agency representation and many have their first working jobs in the industry. Kate Bracken will appear in the BBC Drama "George Gently" in the Autumn, Karen Fishwick in "The Overcoat" at the 2011 Edinburgh Fringe Festival and watch out for Paul Clark as the new face of Irn Bru.

Motherwell College Dance Students go to New York

Two of Motherwell Colleges HND Contemporary Dance students, Stacey Jardine (Blantyre) and Rachael MacLeod (Cumbernauld), were accepted to study at the internationally renowned Merce Cunningham studio in New York. Motherwell College was the only establishment in the UK to offer this amazing experience.



Motherwell College Dance Students go to New York

Student Achievement

REHIS recognise Chef Talent

Thomas Kane is a chef within a day care centre in Lanark, whose first language is British Sign Language and he is profoundly deaf. He had attempted on two occasions to complete the REHIS Intermediate Food Hygiene with other providers which proved difficult due to the lack of support available in the form of a signer and scribe. The qualification was very important to Thomas personally and professionally and he was determined to have the opportunity to complete the qualification. The Hospitality and Professional Cookery department with support from Learner Services were able to deliver the course and support Thomas through his studies to a successful outcome. REHIS Training Director Graham Walker presented Thomas' certificate to him at a lunch hosted in ML One, where he announced that Thomas was the first profoundly deaf individual to achieve this level of Food Hygiene.

Students Team Up With Gordon

Ramsay for Gala Charity Dinner

Ten Motherwell College students teamed up with Gordon Ramsay OBE and three top chefs to deliver a special menu for the Scottish Spina Bifida Association gala dinner in November 2010. The event, held at the Glasgow Science Centre, was hosted by Ramsay who invited three of the best chefs in the country to join him.

As well as aiding Gordon Ramsay in the kitchen, the ten Hospitality & Professional Cookery students also assisted Steven Docherty, the 1st British chef at a 3 star Michelin restaurant; Joe Queen, award-winning chef from the Glasgow Hilton; Willie Pike MBE, chef to rock stars and royalty, (a great friend and supporter of the College) - and Jacqueline O'Donnell, co-founder of Glasgow's renowned Sisters Restaurant.

Motherwell College student crowned Scottish Young Baker of the Year! - and then UK Winner!!

Warburtons, Britain's favourite family baker announced the winner of the Scottish Young Baker of the Year competition, following a very close final at Motherwell College on Friday (October 15, 2010).

Amy Cooke (age 24) from Motherwell beat off stiff competition from other bread boffins to win the title, with her unique and delicious 'Warburtons with a Twist' loaf impressing the judges in appearance, quality and taste. One of the secret ingredients in the loaf was nettles picked from the Ravenscraig site. Amy then travelled to England and came back with first prize in the UK finals. She received a sizeable monetary prize along with the title and the future offer of a job.

ScotHot

Motherwell College was represented at SCOTHOT's 28th Culinary Championships by staff and students with entries in a number of classes. The success of previous years was mirrored in 2011 with the following Awards being achieved:

Name	Class	Award
Jean McMahon	Novelty Cake Competition	First
Andrea Kulbaba	Works in Chocolate	First
Dominic McNeill	Afternoon Tea Selection	First
Amy Cooke	Works in Pastillage	Second
Lucy Cooke	Works in Pastillage	Third
Sarah Rae	Novelty Cake Competition	Third

Andre Kulbab, an HNC Patisserie and Confectionary student from Canada was awarded a High Silver medal in the category of chocolate petit fours at the ScotHot (Scottish Hospitality, Tourism and Catering) Exhibition in Glasgow.

Student Achievement

Greggs

Greggs the bakers held their annual bakery competition at Motherwell College in November 2010. Seven apprentices competed for various prizes and titles. Jim Mullen (Motherwell College lecturer for Hospitality and Professional Cookery) judged the apprentices on their production processes and Lesley Tunn (Bakery Operations Manager Greggs), Karen McEwan (Technical Officer, Greggs) and Alistair Gibson (Bakery Manager, Greggs) judged the students overall.

The young apprentices beat off stiff competition to win the following titles:
Best Motherwell College Project went to Danielle Carlin along with Best Vanilla Slice and Best Cupcake. The Hugh Emslie Award went to Nico McCarrell (Glasgow). Alex Stevenson (Bellshill) won Best 1st year apprentice and Best Ovalbite along with Best Overall Apprentice. Best 2nd year apprentice went to Nico McCarrell (Glasgow) while Stephen King (Glasgow) won Best 3rd year apprentice and finally Best Improved apprentice went to Stephen King.



Motherwell College student crowned Scottish Young Baker of the Year! - and then UK Winner!!

Student Achievement



Photography Exhibition

In the Computing, IT and Creative Arts department, students from HNC Photography entered the prestigious BIPP Exhibition. Nine photographs from six students were selected for the BIPP awards final. Motherwell College had more successful entries here than any other college. This is the first time the college had entered students for these awards.

Many students completing courses in Computing and IT also gained professionally recognised awards. These included Comptia Strata; Microsoft Office Specialist awards; Microsoft Certified Desktop Support Technician Professional Qualification; and Comptia Network + Professional Qualification and almost 100 learners gained an additional award which will help them in their professional journey.



Student Achievement

Fundraising Activities

Support for Learning students have organised fund raising activities throughout the year for different charities. The students raised the money through various events including sponsored events; selling cup cakes and plants, fun activities for Comic Relief and selling Red Noses. The students raised a total of £2108. Some of the charities that benefitted are:
Yorkhill Children's Foundation
Teenage Cancer Trust
Japanese Tsunami Fund
Eileen McCallum Trust for Muscular Dystrophy
Comic Relief

Project SEARCH

Support for Learning Department has been working in partnership with NHS Lanarkshire/SERCO, North Lanarkshire Supported Employment Service and North Lanarkshire Council Regeneration Services to create a Project SEARCH employment programme at Wishaw General Hospital for students with learning disabilities. The project is modelled on Project SEARCH at the Children's Medical Centre in Cincinnati, Ohio. 8 students participated in the project at Wishaw General Hospital and they had a variety of work placements in the hospital to facilitate the development of employability skills. Support for Learning lecturers provided the educational input for the programme and worked with the students to develop skills and knowledge which they could transfer into the work place. A number of the students have managed to secure employment by participating in the programme.

Continuous Professional Development for Staff from the Coalyard Tearoom, Larkhall and Lifestyles Cafes

As part of our partnership with the Coalyard Tearoom has been providing training for their staff about working with students with additional support needs. The first session was about using current terminology and different conditions that can lead to people have additional support needs. The second session was about Communication and strategies to help facilitate communication and make materials accessible. This session also included deaf awareness and an introduction to British Sign Language. The Coalyard partnership was also previously recognised, by HMIE, as Sector Leading and Innovative Practice.

Childcare goes International

For the first time some NC Early Education & Childcare learners undertook a work experience placement within a school in Malta for a period of 2 weeks. They shared ideas and worked responsibly making the link between their own practices back in Scotland to that of the practice carried out in Europe. As individuals they learned how to live independently as they assessed risk and made informed choices. This also involved them in applying critical thinking to new concepts. They gained an understanding of different beliefs and cultures as well as developing their own self respect and a sense of physical, mental and emotional well-being.

Student Achievement

Skills for Work: Construction Crafts

The Construction Section currently runs the largest Skills for Work programme of any vocational area in Scotland. In Session 2010 / 2011, over 500 students undertook the Construction Crafts SFW Programme. This is currently being delivered to both NLC and SLC schools, with 25 schools involved in the programme. Last Session, the S4 group which finished the Award (it is delivered over S3 & S4 years) consisted of 244 students. Of this number 215 were successful in achieving the full award, representing a success rate of over 88% of students achieving the full SFW Construction Crafts Award. This figure is 25% higher than the National Average for this particular programme.

Industrial Health and Safety (Libyan)

Course

This course covered an extensive range of National Certificated Health and Safety programs and included ESOL and ECDL to enhance the learners English and Computing skills. The qualifications studied included a number of external exams in which good structured English was paramount. As English was not the learners first language much dedication and commitment, from both learners and teaching staff, had a positive impact on learning, giving the learners more confidence to tackle the coursework and study independently out with class times. This impact on the learning process proved invaluable nearing the end of their program of study the students pulled ranks, and through encouragement and increased motivation, against all odds, not only achieved 100% success but almost all attained credit or distinction grades.

This course was a 100% success story!

Top Engineering Student Awarded John Stephen Memorial Quaich

John Simpson (27), a Motherwell College security systems engineering student was awarded the John Stephen Memorial Quaich at a ceremony in the College in February.

John, from Motherwell, was presented with the Memorial Quaich by Franny Keiran, North Lanarkshire Council Second Chance co-coordinator. The trophy is awarded for being the best modern apprentice in the final year class, both academically and practically.

World Skills UK

Following a record number of entries, three learners from the College's Department of Automotive Studies finished in the top three places in the Scottish Final of the SkillAuto 'Auto Panel' competition which is part of the World Skills UK set of skills competitions. 1st place was Andrew Mair, 2nd place, John Wilson and 3rd place, Ryan Reilly.

IMI Skill Miles Alba Awards 2010

Learner Scott Stewart from the College's Dept. of Automotive Studies was named as the winner of the 'IMI Skill Miles Alba 'Special Achievement' Award 2010' for his contribution to a special project designed to promote the Automotive industry in Scotland at the Scottish Motor Trade Association Annual Dinner held in November 2010 at the Crowne Plaza Hotel in Glasgow. The award was presented to Scott by the First Minister, the Rt Hon Alex Salmond MSP.

Student Achievement

Worldskills National Competitions

The Department of Engineering continued to support the development and progression of students who signed up for both Regional and National Worldskills competitions. Students were given the opportunity to participate in additional training tailored towards the competitions. In addition to the staff input the training was supported by a peer network of former competitors and students who provided guidance as well valuable knowledge of competition experience. The training was a success when three of our students made it through to the National final at Bridgewater College and returned with a Gold and Bronze medal at the highest level for CADD. This has followed on the back of a Silver medal in both the previous National finals.

Worldskills International Competition

– London 2011

Motherwell College will be represented at the biggest trade and skills competition in the world. Ryan Sheridan an HND CADD student has successfully competed against the best young CAD apprentices and students in Scotland, England, Northern Ireland and Wales to be chosen to represent the UK in the Mechanical Engineering CAD competition at Worldskills London 2011. Ryan has also won the Euro Skills gold medal at the Final held in Portugal.

Second Chance Apprenticeship

Programme

Last Session the Construction Section recruited 36 young unemployed people from the North Lanarkshire Council Area. 35 of these trainees gained fulltime employment within the Construction or related Industries as apprentices or trainees. This success has been built on the positive working relationship between the College and North Lanarkshire Regeneration Services. As well as the excellent network of Construction employers who recruit their apprentices and trainees from the Second Chance Apprenticeship Programme.

Wates Building Futures Programme

In January 2011, the Construction Section ran a 12 week programme in conjunction with the Wates Construction Group and North Lanarkshire Council. The course was called the Building Futures Programme, and recruited 12 unemployed people from the North Lanarkshire Area. The aim of the programme was to train people to a level where they would work productively in entry level jobs within the Construction industry. Eleven of the twelve trainees gained full time employment within the Construction industry as a direct result of their involvement on the programme. The Wates organisation recruited a few of the trainees directly into their organisation. Others were recruited by companies within the Wates contractor supply chain. The rest were recruited by companies who work with the College in support of the Second Chance programme.

Student Achievement



Wates Building Futures Programme



Worldskills National Competitions

Staff Achievement

Kilimanjaro Climb Raises £12,500 Pounds for Yorkhill Children's Foundation

Alan Hewitt, Motherwell College Estates Manager successfully climbed Mount Kilimanjaro in November 2010. He scaled the 5,895m (19,341ft) mountain recently and raised a remarkable £12,500 for Yorkhill Children's Foundation. He'd set a target of £3,000 but because of the generosity of College colleagues and suppliers, friends, family, Cambuslang Golf Club, a quiz night and a West Highland Way hike, he has raised more than four times that.

Going, Going, Gone! Motherwell College Raises Money for Charity

In May 2011, Motherwell College raised a fantastic £8,500 in aid of the Teenage Cancer Trust. The money was raised following a special gala dinner and auction and other fund raising events at the College. The gala dinner was prepared and served by Hospitality and Professional Cookery students and staff and the Performing Arts students entertained the guests during dinner.



TEENAGE CANCER TRUST

HELPING
TEENAGE
FIC



Staff Achievement

SCOTHOT

Motherwell College was represented at SCOTHOT's 28th Culinary Championships by staff and students with entries in a number of classes. The staff awards were as follows:

Name	Class	Award
Alan Boslem	Decorated Centre Piece	First
Jim Mullen	Works in Marzipan	First

Computing, IT and Creative Arts

Staff Name	Achievement
Rosaleen Jenkins, Jenny Macaulay, Bill Paterson	Successfully completed CompTIA Strata certification.
Lewis Napier, William Reid	Passed TQFE
Jenny Macaulay	Passed Oracle Academy exams
Grace McNair	Passed HNC Accounting
Robert Balfour, Paul Holmes	Passed Cisco CCNA exams
Laura Gormley	Passed Prometric and Pearson VUE Administrator exams.
Pete Ainsworth, Frank Duffy	Successful completion of Knowledge Transfer Project with Roswell IT.

Continuing Professional Development

During the 2010/11 session, the College facilitated a total of 1186 days of formal continuing professional development for all staff. This is equivalent to 3 days per full-time equivalent. CPD activity encompassed a range of vocational study, through to degree and postgraduate study.

Some of the highlights of this year have been:

- 20 members of staff achieved the Teaching Qualification (Further Education);
- 9 members of staff completed the Advanced PDA: Introduction to Teaching in Further Education;
- 26 members of staff completed the Institute of Occupational Safety and Health (IOSH) Working Safely award;
- 9 members of staff achieved the IOSH Managing Safely award.

Equal Opportunities

The College published a Single Equality Scheme in March 2009 and has produced a Single Equality Action Plan since 2008. These documents outline the College's approach to equality and diversity and summarise the actions taken by the College to ensure that the services we provide and the policies and procedures we operate by are effective. They also describe our commitment to enabling all of our learners, staff and stakeholders to interact with the College in a way that meets their needs and enables learners and staff to fulfil their full potential.

Equality and Diversity documents continue to be available to all staff and the wider public on the College website.

Staff Achievement



The Curriculum

As Lanarkshire's largest and leading college we offer a diverse range of provision. The courses may be as small as a half day course or run for up to 3 years. They also cover the range of provision mapped to the Scottish Credit and Qualifications Framework (SCQF), from level 3 to level 10. This is from Access to Honours Degree.



Teaching Departments

The College is divided into 8 teaching departments:

- Automotive Studies
- Beauty, Sports and Performing Arts
- Business
- Care
- Computing IT and Creative Arts
- Engineering
- Hospitality and Professional Cookery
- Support for Learning

Supporting the Curriculum:

- Learning Resource Centre
- Careers Scotland
- Community Learning
- Adult Literacies
- IT Test Centre
- MA and Skillseekers Contract



College Student Equalities Data 2010-2011

The following table illustrates our student population as at 2010-2011:

Ethnicity	College Population 10/11	%	Lanarkshire Population Scotlands Census 2001	%	Variance on %
White Scottish	16,255	91.18%	588,408	94.40 %	-3.23%
White English	455	2.55%	17,177	2.76 %	-0.20%
White Welsh	28	0.16%	0	0.00%	0.16%
White Irish	52	0.29%	5,866	0.94%	-0.65%
Other White	310	1.74%	4,387	0.70%	1.03%
Any Mixed	65	0.36%	961	0.15%	0.21%
Asian Indian	59	0.33%	1,063	0.17%	0.16%
Asian Pakistani	209	1.17%	2,724	0.44%	0.74%
Asian Banglades	17	0.10%	48	0.01 %	0.09 %
Asian Chinese	80	0.45%	1,325	0.21%	0.24%
Other Asian	64	0.36%	378	0.06%	0.30%
Black Caribbean	22	0.12%	107	0.02%	0.11%
Black African	117	0.66%	203	0.03%	0.62%
Other Black	21	0.12%	88	0.01%	0.10%
Any Other	71	0.40%	548	0.01%	0.31%
Info Refused	3	0.02%	0	0.00%	0.02%
Total:	17,828	100.00 %	623,283	100.00 %	

Gender	College Population 10/11	%	Lanarkshire Population Scotlands Census 2001	%	Variance on %
Female	6,324	35.47%	325,111	52.16 %	-16.69%
Male	11,504	64.53%	298,172	47.84 %	16.69%
Total:	17,828		623,283		

Age Band	College Population 10/11	%	Lanarkshire Population Scotlands Census 2001	%	Variance on %
1-15	1,779	9.98%	125,230	20.09%	-10.11%
16-17	2,853	16.00%	17,018	2.73%	13.27%
18-25	5,643	31.65%	59,539	9.55%	22.10%
26-30	1,819	10.20%	40,840	6.55%	3.65%
31-35	1,318	7.39%	49,469	7.94%	-0.54%
36-40	1,212	6.80%	50,630	8.12%	-1.32%
41-45	1,110	6.23%	46,562	7.47%	-1.24%
46-50	839	4.71%	41,553	6.67%	-1.96%
51-55	571	3.20%	41,228	6.61%	-3.41%
56-60	297	1.67%	34,925	5.60%	-3.94%
61-65	190	1.07%	32,091	5.15%	-4.08%
65+	197	1.11%	84,198	13.51%	-12.40%
Total:	17,828		623,283		

Disability	College Population 10/11	%	Lanarkshire FE Population 2009/10	%	Variance on %
Unseen Disability (diabetes,epilepsy)	500	2.80%	1,143	2.46%	0.34%
Blind/Partially Sighted	51	0.29%	148	0.32%	-0.03%
Deaf/Hearing Impairment	110	0.62%	234	0.50%	0.11%
Not Listed	233	1.31%	1,739	3.75%	-2.44%
Dyslexia	587	3.29%	996	2.15%	1.15%
Unknown/Refused	18	0.10%	5,668	12.21%	-12.11%
Mental Health Difficulties	277	1.55%	325	0.70%	0.85%
Multiple Disabilities	964	5.41%	365	0.79%	4.62%
No Known Disability	15,008	84.18%	35,466	76.43%	7.75%
Personal Care Support Required	7	0.04%	41	0.09%	-0.05%
Wheelchair User/ Mobility Difficulties	71	0.40%	279	0.60%	-0.20%
	2	0.01%			0.01%
Total:	17,828		46,404		

Learner Engagement

All academic departments have clear strategies for engaging learners in reflecting on their learning and wider experiences during their time at college. All learners are encouraged to set objectives and regularly monitor their progress with staff through Individual Learning Plans.

Regular feedback from learners is vitally important and is used by staff to improve teaching practice and meet the specific learning needs of groups and individuals. A range of feedback methods are used such as short face-to-face reflection sessions, focus groups, on-line surveys, internal/external verification and reflective logs. Course Review meetings give learners the opportunity to contribute to course evaluation and influence future programme planning.

Learners are encouraged to become more actively involved in the life of the College by undertaking responsibilities as a Course Learner Representative. This gives individuals the opportunity to gain credit through the Institute of Leadership and Management for the work they do in representing their fellow learners. They are also encouraged to volunteer as the learner member on college committees such as the Learning and Teaching Committee, Equality and Diversity Strategy Group, and as the learner representative on the Board of Management. In addition, a Representative of the Year award is presented to the outstanding Representative within each academic department.



Learner Support

The College provides access to a comprehensive support service for all learners. Educational support is provided in a welcoming and pleasant environment with staff on hand to listen to and support learners with a broad range of additional needs.

Learners can arrange an appointment with staff or simply drop in to arrange assessments, borrow specialist equipment or simply to chat with one of our specialist staff.

Our approach in supporting learners ensures that the focus is on the needs of the individual and on providing help to develop them as independent learners. Personal Learning and Support Plans help the individual identify their learning priorities and plan effectively to achieve those objectives.

The use of assistive technologies provide opportunities for learners to effectively engage with learning in an interactive way both on campus and at a distance through access to on-line materials.

Educational support and academic staff work closely together to ensure that learners have access to course materials in a format appropriate to their needs.


Motherwell College Access Centre continues to provide an assessment service for disabled learners who are unable to access this service at their own institution.



Quality Enhancement

The main areas for development highlighted by Her Majesty's Inspectorate of Education in the College Review Report published in August 2010 have been the focus for quality enhancement in academic session 2010-2011.

The HMIE Annual Engagement Visit was very positive and highlighted significant progress in the actions taken by the College to address:

- 
- poor retention and attainment in underperforming programmes;
 - more effective evaluation of learning and teaching to improve classroom practice;
 - the systematic gathering of learners' views on college-wide issues and
 - the systematic analysis of data in relation to race, disability and gender.

In addition excellence was identified in:

The Sharing of Good Practice HNC Allied Health Professions: Speech and Language Therapy Support and on- line interaction and accessibility on music courses.

In session 2010-11 the College was included in the national HMIE Aspect Review in Performing Arts which highlighted significant strengths in the overall planning, delivery, achievement and engagement with learners.

Good progress has also been made in further developing and implementing self-evaluation in all the support service areas which has enhanced strategic and operational planning.



Higher Education

The Open University

To further the partnership agreement made between The Open University in Scotland and Motherwell College the College has now become an official Open University 'Learning Space'.

The partnership extension, launched in May 2011 will give Open University students across Lanarkshire and beyond, access to a range of support and study facilities within the main College campus. This will include library services, IT facilities, classroom facilities for tutoring and support together with social spaces where OU students can meet and gather information about OU study opportunities. This will also enable our students to progress onto a range of degree level programmes offered by the Open University.

University of the West of Scotland

As a result of a collaborative partnership with University of West of Scotland the BA Hospitality Business Management degree has been validated. This replaces a 5 year agreement the College had with RGU and an opportunity for students to progress more locally.



Schools

Motherwell College continues to be one of the largest further education provider of education to school pupils. 2397 school pupils undertook a college course during the academic year 2010/11. In line with national funding directives developments in this area were reviewed and new agreements were negotiated with local authorities to continue some of this important work.

There was a slight increase in the number of female school students (See Figure 1) and a spread of options across departments including the first Motherwell College students to achieve Skills for work qualification in Creative Digital Media. (See Figure 2) Within our successful schools programme Motherwell College also continues to offer a range of options to young people with educational support needs.

Once again achievement for Intermediate 1 Construction Craft Skills was well above the national average. Results for schools pupils undertaking Skills for Work Construction were substantially above the national average. While the national average pass rate was 60% over 80% of Motherwell College Construction students achieved their full qualification.

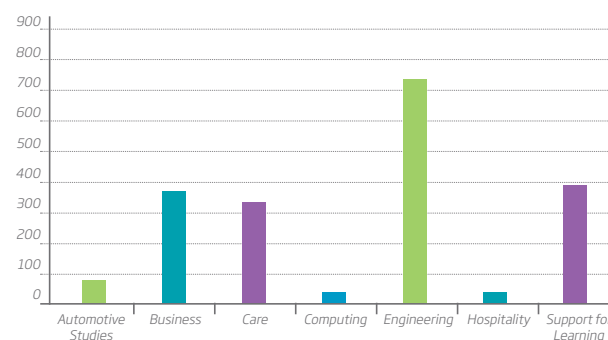
Figure 1

Male - 54.69%

Female - 45.31%



Figure 2



Learning and Teaching

Learning Strategy

The College's Learning Strategy is the framework which promotes high quality learning through innovative and enterprising approaches to curriculum design, delivery, assessment, and learner support. The focus of the Strategy clearly places the learner at the centre and highlights the importance of the wider learner experience in every aspect of College life.

The overarching themes contained within the Strategy underpin the key values detailed in the College's Strategic Plan and the wider College Strategic Aim to:

"Continue to develop a balanced (and appropriate) portfolio of curricular programmes, delivered through flexible approaches to learning and assessment"

These Overarching Themes include:

- Quality enhancement in learning, teaching and assessment
- Curriculum innovation
- Partnerships and collaborative working
- Learners as active participants in learning
- Effective Staff Continuous Professional Development

The objectives underlying the main themes outlined in the Strategy are detailed in the College's Operational Plan. The annual Portfolio Review ensures academic departments continually evaluate and update the curriculum to ensure it meets the needs of employers, learners and the wider community which we serve. National priorities such as Curriculum for Excellence are taken into account when revising the curriculum portfolio.

Progress on the achievement of these objectives is reviewed and reported to the Learning and Teaching Committee and the Board of Management.

Learning and Teaching Committee

The Learning and Teaching Committee is the main academic body within the College. The purpose of the Learning and Teaching Committee is to provide a strategic forum to consider academic issues both internally and externally and act in an advisory capacity to influence the direction of the wider College curriculum.

The Committee has representation from all academic departments as well as learner representatives. It is a very pro-active group which contributes to policy making as well as supporting the development of initiatives such as Curriculum for Excellence, ICT Strategy, Strategic and Operational Planning and Quality Enhancement through the evaluation of learning and teaching and the monitoring of key performance indicators. The main areas of priority for 2010-11 was focussed on developing learner engagement strategies including gathering the collective views of learners, the monitoring of learner performance and the effective dissemination of good practice within the College.

Learning and Teaching



E-Enablement

The major and significant development by The Learning and Teaching Committee was the successful introduction of a cohesive Evaluation of Learning and Teaching procedure. This allows staff to gain insight in their teaching activities and share these with their teams to promote positive approaches to pedagogy.

The ongoing development of the College's Virtual Learning Environment (VLE) continues to provide learners with the flexibility to undertake courses at times and places which are more suited to their varied lifestyles and personal circumstances. Significant investment in the College's ICT resources has provided learners with access to high quality digital equipment such as interactive whiteboards, laptops as well as personal computers and a range of assistive technologies.



The last year has seen the very successful transition from our existing VLE to a newly designed Moodle environment with over 400 courses successfully migrated to the new system.

Developments in interactive e-learning materials continue to ensure that learners have access to high quality learning materials. The number of learners engaging with learning on-line both on campus and remotely continues to grow, highlighting the need to continually improve flexibility of access whilst ensuring the balance of face-to-face and remote learning.

The development of learning through social networking communities continues to grow to meet the ever increasing expectations from learners that social networking and web tools should be utilised to support individual and group learning. The developments in social media are not only used by the learners, but also now as a means for the Marketing team to promote interest and activity in the College.

The introduction of our new VLE together with new learning tools will serve to further enhance flexibility and support improved access to learning across the College.



Library and Learning Resources

The Library and Learning Centre is situated over two floors in the centre of the College. Learners have access to print, audio-visual and online resources as well as computers, mono and colour printing and copying facilities, study spaces including quiet study area and also staff support in information skills and using IT.

The Library and Learning Centre has a range of online resources including newspapers and journals, reference works, e-books, sound, film and images as well as subject specific resources. The e-book collection has been extended to over 4000 titles. The online resources are available both on and off campus and the format can be adapted to suit the needs of individual learners. All library information, guides, catalogue and online resources are available online via the College Intranet and College VLE, Moodle.

The College works in partnership with North Lanarkshire public libraries and members of the community can access college resources. Open University students can also access College resources and facilities. Centre staff provide support in developing IT and employability skills to groups such as MCMC, Supported Employment and Job Centre plus. Similar support is offered to learners referred to the centre by the College Guidance Team.



International Activity

Motherwell College had learners from over 10 countries from outside of the European Union in academic year 2010-2011. The countries include Nepal, Pakistan, India, China, South Africa, Zimbabwe and Sri Lanka. The students were studying a range of courses including Hospitality Management, CADD and Electrical Engineering, Fabrication and Welding, Industrial Health and Safety and Leadership in Management. Our strength of international activity is reflected in the delivery of Hospitality Management with one of our international students winning the silver medal at the Scottish Hospitality, Tourism and Catering Exhibition in Glasgow.

A very successful, British Council funded, Skills for Employability project in Kazakhstan is in its final year and the lecturers have visited Kazakhstan to deliver master classes and to develop the partnership with the Professional Lyceum #4 in Schuchuinsk.

The College as part of its International Strategy continues to strengthen its international partnerships and also supporting delivery in country.



Learner Services

Motherwell College is committed to providing all Learners with information, advice, guidance and services to support individual needs for successful learning and progression.

Access and Educational Support

All learners have access to the bright and spacious educational support base on the first floor of the main building (Room1009). The base has four meeting/interview rooms, group space and a quiet space for when learners feel the need for "time out".

The base is staffed during daytime college hours and learners can drop in to make appointments, arrange assessments, pick up loan equipment and give staff an update on their progress.

The operation of a "needs led" model enables support to be focussed on individual needs rather than diagnosis and provides an accessible and inclusive process for learners.

Amended Personal Learning and Support Plans have been successfully implemented to meet the requirements of the needs led model and these provide the learner with the opportunity to set goals and review their progress towards more independent study.

Effective co-operation with curriculum staff has ensured that learners have access to course materials in a range of different formats. On-line materials, in conjunction with technological advances in the classroom are accessible to a wider range of learners and provide opportunities for increased independence.

Educational support staff have worked closely with colleagues in schools and psychological services to implement a seamless transition procedure from school to college. Participation in the North Lanarkshire College Network, to share training and develop common practices has also supported transition arrangements. Educational support staff are also involved in national initiatives including BRITE training and development; and the Disabled Students Stakeholders Group.

Motherwell College Access Centre continues to provide a Disabled Students Allowance assessment service. Despite an increased number of institutions now validated to carry out assessments, the number of referrals has remained stable and these are often of a complex nature, requiring additional skills and input from assessors.

The development of Community based adult learning is inherent in Motherwell College's Strategic and Operational plans and the College remains the largest provider of community based learning in Lanarkshire.

Adult Literacy and Numeracy

The Literacy and Numeracy Project has continued to work with College and Community Partners to offer support to people who have issues with their literacy and or numeracy. Due to funding constraints, only one Literacy and Numeracy Development Worker is now employed by Motherwell College. This has resulted in a refocus to support college learners with their reading, writing and number skills and encouragement to community based learners to access this support in college.

Literacy and Numeracy support aims to improve learners skills and, where appropriate, facilitate their progression to other college and community based programmes.



Guidance and Learner Support

Pre-entry advisory interviews were made available to all prospective learners and applicants. In addition to guidance and academic staff, these interviews involved Funding and Welfare, Key Support, Careers, Childcare and Transport advisers. This enabled learners to identify the most suitable programme, gather information on financial and other support available and address any additional support needs.

Guidance staff contributed to external careers/information events, job fayres and college info days. They were also involved in the development and delivery of taster programmes for local schools and the Community Planning Partnership. This activity included co-ordination of More Choices More Chances (MCMC) and delivery of Get Ready for Work (GRfW) programmes.

Over 900 individual guidance appointments were provided in the Advice Centre to support learners on a range of personal and educational matters. The guidance team also coordinated the UCAS Apply system for progression to university courses and delivered group talks on the application process. Partnership with Clydesdale Counselling and Human Development Project provided additional referral for learners requiring support with specific personal issues.

Funding and Welfare Advisers assisted learners with funding applications, collection of evidence to support applications and payment of Discretionary Funds. Over 300 short term loans were made from the welfare fund for travel and other costs, prior to learners receiving funding. Partnerships with G£map Financial Education Project and Scotwest Credit Union provided additional financial advice and support for learners.

Key Support Advisers provided initial contact to complement the departmental tutor system and ensure learners had access to appropriate support at induction and throughout their course. Learners were able to review progress and identify support needs through regular guidance interviews with programme tutors.

Service level agreement with Skills Development Scotland/Careers, supported the provision of careers and employability services, providing information and advice on job vacancies, applications, CVs, job search and interview skills.

Social facilities were provided in student common rooms on the 1st and 4th floors. These were supervised by the student liaison officer, who also supported learner engagement through involvement in course representative training and the co-ordination of fun, social and awareness raising events.

Guidance and Learner Support



Collaboration and Partnership

Scottish Prison Service

Working in partnership with the Scottish Prison Service, Motherwell College continues to provide learning opportunities in support of the rehabilitation of offenders in 7 Scottish Prisons (Barlinnie, Cornton Vale, Dumfries, Glenochil, Greenock, Low Moss (opening in 2012) and Shotts). In the academic year 2010/11 a total of 4540 offenders attended the College's learning centres gaining a total of 5070 SQA and other qualifications.

Much of its work is focused on improving the literacy and numeracy skills which aid in securing positive futures for these learners. The range of qualifications supported is however extensive and includes social studies, citizenship, nutrition, health and music. Alongside the core prison curriculum the College has attracted funding to support a wide range of other initiatives. In 2010/11 the College completed Inspiring Change, an innovative collaboration between the Prison Learning Centres, a range of national arts organisations and the Scottish Prison Service funded by Creative Scotland. The academic evaluation of the initiative by three Scottish Universities (Edinburgh, Glasgow and Strathclyde) was published in February 2011 and it, along with the activity, led to the establishment of a three year fund to support arts and criminal justice activity in Scotland.

The College has also completed a European project to develop a training programme to prepare teachers for working in a custodial setting. The training programme focuses on the challenges of teaching and learning in prisons and cover issues such as the criminal justice context for prison education, prison security, and prisoner psychology. A website which provides ready access to all the materials will be launched at the European Prison Education Conference in Manchester in October 2011.

Barlinnie

David Devine, a student at the Barlinnie Learning Centre took part in the Inspiring Change project Platform 2:10 run jointly by the Learning Centre staff and the Citizens Theatre. An enthusiastic participant, he contributed to the success of the drama project which was inspired by the idea of change. "A liberated man stands on a railway platform. As the trains are cancelled one by one, he is forced to make decision that could change his life forever." After he was liberated David maintained his link with the Citizens Theatre staff and attended acting lessons. He was then offered a part in the latest Ken Loach film and continues to do well with another film part in the offing.

David recently wrote to us to say: "when I left prison I listened to the advice given to me by the theatre directors and actors and chose to follow up on what I had achieved in Barlinnie...as you know this resulted in me being involved in a Ken Loach film with another film on the horizon... I would urge any prisoners who get a chance to be involved in something as productive as this to go for it. Being part of something like this changes the views and the perceptions of those involved. Instead of thinking they have no hope or direction in life, it allows them to realise they have a talent and ..there is more to life than crime and prison.

Koestler Trust Awards

Once again students in the Motherwell College learning centres have scooped a whole range of awards in the annual Koestler Trust awards. Work submitted in the academic year 2010/11 has scooped a total of 61 awards including:

Barlinnie - 3 Gold Awards
 Dumfries - 2 Bronze and 1 Silver Award
 Glenochil - 1 Silver and 1 Gold Award
 Greenock - 1 Bronze and 1 Platinum Award
 Shotts - 4 Bronze, 1 Gold and 1 Platinum Award

Some of the work will be displayed in the Koestler Trust annual Scottish Exhibition at the Tramway in Glasgow in November 2011.

Collaboration and Partnership



SDS - Vocational Training

Motherwell College in partnership with Skills Development Scotland has established concrete relationships with Industrial partners and works closely with employers to ensure that the provisions delivered are contextualised in line with specific company needs.

The quality of employees and their development through training and education are major factors in determining long-term profitability of small to large businesses. This type of core training for work based employees is essential to retention and development of staff and aids with quality and productivity of partnered businesses.

This close working relationship and the consistency of Skills Development Scotland funding has enabled Motherwell College to develop partnerships long term.



Case Studies supporting Local Businesses

Co-op Retail Logistics

Over an eleven year period the working partnership with Motherwell College and Skills Development Scotland has seen 588 CRL staff have achieved an SVQ Level 2 in Warehousing and Distribution, 74 have achieved Level 3 in Warehousing and Distribution, 41 achieved the MA in Management Level 3 award and 6 achieved Business Administration Level 2.

CRL achieved IIP accreditation in 2000, at the first attempt. Harthill was one of the CRL depots assessed and the IIP reviewer was very impressed with the collaborative, productive relationship between CRL, Skills Development Scotland and Motherwell College.

The success of the partnership over the years is demonstrated by the number of employees in both depots, who have developed their skills and knowledge and achieved recognisable qualifications, which has helped them develop their own careers in CRL. Many employees, from both sites, have progressed from the warehouse floor, to become Managers, Team Leaders and Supervisors.

There is no doubt that the successful relationship with Motherwell College and the contribution of Skills Development Scotland funding has greatly contributed to changing the culture and creating a much more productive and harmonious working environment within CRL.

Chesapeake

Chesapeake Branded Packaging Scotland consists of three sites in EK, Hillington and Hamilton supplying a range of Packaging Solution and Services to its customer base. Prior to April 2009, Chesapeake Scotland formed part of Chesapeake Corporation with its corporate HQ in Richmond Virginia. To help re-engage employees, raise morale and to improve the 'Psychological Contract' during a very difficult period and at a time of partial inactivity the Scottish Senior Management and Human Resource function addressed their learning strategy to accommodate these improvements and very much focussed on improving their bottom line through the venture. It was decided to offer vocational training in which employees could apply themselves giving mutual time and support. To recognise our employees' commitment we have now introduced a 'reward' system.

Working with over 160 staff the college delivered a wide range of accredited courses

Successes cultivated:

- an improved psychological contract & bottom line (employees are more motivated, committed and more accustomed to embark on learning of their own accord).
- Line-managers and team leaders gained better knowledge to back up their skills (providing excellent leadership to their teams).
- IT students, now demonstrate their learning effectively and confidently in their roles.

Chesapeake said *'We continually strive to improve our employees employability and being able to tap into resources from Motherwell College has made a big impact on this by way of their flexibility in moulding themselves around our culture and annualised roster patterns and continued commitment to our needs.'*

Health and Safety

The Board of Management of Motherwell College not only accepts its legal duties of care as set out in the Health & Safety At Work etc Act 1974 and subsequent legislation but also its moral and ethical obligations to employees and to all other persons who may be affected by operational practices and procedures.

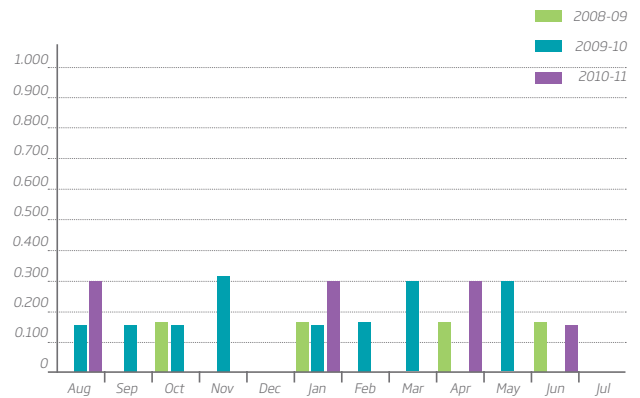
Accident statistics

- Accidents statistics for the period previous three academic sessions have been provided, the reporting has been improved in the last year, making accidents easier to report;

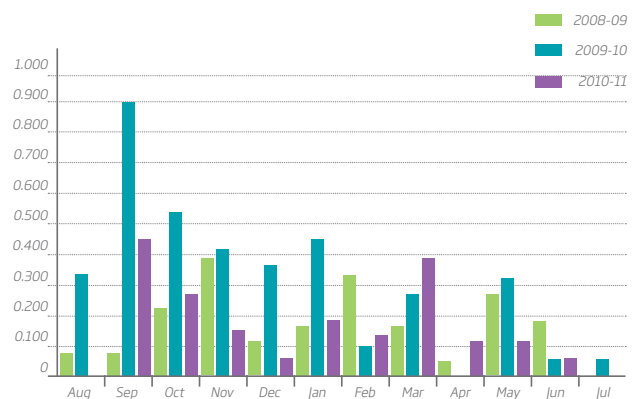
	2010/11	2009/10	2008/09
Total number of accidents	41	82	45
Total accidents reported under RIDDOR*	5	4	1

- Graphs has been provided to illustrate the number of accidents for staff and learners as a percentage of the overall number of people based on the following figures

Staff accidents - % of total staff



Learners & Others - % of total staff



Health and Safety

Health and Safety Inspections

Inspections of various areas in college were carried out by management and staff representatives. No significant issues were identified.

Risk Assessments

An on-going review of risk assessments has been taking place throughout the College. A further audit of departmental risk assessments has been carried out in 2 academic departments by the Health and Safety Manager and Trade Union Appointed Safety Representatives.

College staff have visited 102 placement providers during 2010/11 to ensure that workplaces used by learners provide an environment as safe as possible and, so far as is reasonably practicable, free from risk.

Training and Development

Completion of IOSH Working Safely is a mandatory requirement during probation period as is IOSH Managing Safely for those who have supervisory responsibilities. During 2010/11, 13 members of staff successfully completed Working Safely and 9 completed Managing Safely.

One member of staff completed the NEBOSH National General Certificate and two members of staff completed NEBOSH Fire and Risk Management Certificate.

Three staff completed a full Forklift Truck Drivers course and three staff completed a Forklift Truck Refresher course.

During August 2011, nine staff completed a Woodwork Machine Refresher Course.

In addition the following training took place:

- Health and Safety Staff Inductions
- Fire Steward Training
- First Aid Training
- First Aid Refresher Training

The following interactive training packages are available to all staff:

- Cardinus Workstation Safety Plus
- Cardinus Manual Handling Plus
- Cardinus Manual Handling for the Office Plus
- Cardinus Fire Safety Plus
- Cardinus Safe Driving Plus

Awards

- The College has been awarded a Gold Award at the RoSPA Occupational Safety & Health Awards 2011
- Healthy Working Lives
 - achieved the Bronze Award in August 2010 and currently working towards the Silver Award.

Health and Safety Action Group

There were three meetings of the Health and Safety Action Group during 2010/11. In addition there were 4 Safety Representatives meetings.

Health Needs Assessment

In conjunction with Healthy Working Lives a Health Needs Assessment survey was carried out during 2010/11. 223 staff responded to the survey and the results have been utilised to compile the health promotion calendar for 2011/2012

Occupational Health/Staff Welfare

The College's Occupational Health service continues to be valued by management and staff, and is an effective mechanism to support staff across a range of issues. In the twelve-month period between August 2010 and July 2011, the part-time Occupational Health Adviser provided advice on 150 occasions, covering issues in relation to work, social difficulties or mental health issues.

During the academic session 2010/11 the following occupational health activity took place in addition to health promotion activities.

Workplace Assessments 17

Health Surveillance	Skin assessment	53	Referrals	Self referrals	68
	Lung Function	53		Management referral	4
	Audiometric testing	53		Health & safety Referrals	25

Significant Health Promotion activity was also undertaken this year, many coinciding with national Health Promotion strategies and involving a range of awareness raising activities.

Event	No of attendees
Alcohol Awareness	3
Diabetes Awareness	100
Stress Awareness	5
Mental Health Awareness	1
Bowel Cancer Awareness	8
Cardiovascular Awareness	4
Oral Health Awareness	5
Smoking Cessation	4

Human Resources

Staff Profile

During the academic year to 31 July 2011, the College directly employed 751 staff (453.75 full time equivalents), of which 534 (292.44 FTE) were teaching staff and 217 (161.31FTE) were support staff. 459 (380.78) staff were permanent and 292 (72.96FTE) were temporary, which includes permanent staff employed for additional hours. Approximately three-quarters of the College's staff complement were employed on a full-time basis.

The College has continued to demonstrate its commitment to the development of its staff and, during the academic year to 31 July 2011, a further 20 academic staff were supported in their achievement of the Teaching Qualification (Further Education). In addition, 9 staff successfully completed the Advanced PDA - Teaching in Further Education: An Introduction.

Employee Relations

The College is committed to a partnership working approach and College Management works closely with Trade Union and Staff Representatives within the College's established Recognition and Procedures framework. Through discussion, consultation and communication Management and Trade Union and Staff Representatives continue to work to achieve a positive working environment for all staff, often through cross-College collaborative working groups.

Our staff group is committed to the College and to our vision to 'enrich lives'. For all staff in post as at 31 July 2011, the average length of service was just under 9.5 years. Our staff turnover continues to be low (although higher than the previous year) with an average quarterly turnover during 2010/2011 for permanent staff of 2.12% (1.13% Academic, 3.42% Support). This year, the main reasons for staff leaving the College were retirement and as a result of staff accepting voluntary severance.

Absence also continues to be low, with an average quarterly absence rate of 1.54% for Academic staff, equivalent to 4 days per year and 1.90% for Support staff, which is equivalent to 5 days per year. Due to a change from monthly to quarterly absence reporting, it is not possible to provide a direct comparison with the previous academic year. Human Resources continue to work with the College's Occupational Health Adviser to support and manage absence cases appropriately. Positive action is also taken through the College's Health and Safety Action Group to promote Healthy Working Lives.

College Staff Equality Profile

Our staffing figures show a marginal percentage change in the age, gender and ethnicity profile of the College's staff population, which, overall, has remained stable. Our age and gender profile is representative of the sector as a whole and our ethnicity profile is broadly similar to that of the wider Lanarkshire area.

The College also employs 28 staff (19 Academic, 9 Support) who have formally disclosed a disability, equivalent to 5.3% of all staff in post as at 31 July 2011. This level of formal disclosure has doubled since the last annual report and is the result of an exercise to update the personal information the College holds about its staff. This level of disclosure is still low, given the size of the College and the level of disclosure of disability in the wider community, although not all staff have yet returned their updated information. As a member of the 'Positive About Disability' Scheme, the College continues to promote employment opportunities in a range of media and to support all staff with health, disability or other particular needs through the Staff Development and Career Review process and in conjunction with the College's Occupational Health Advisor.



College Staff Equality Profile

The following tables illustrate our staff profile, as at 31 July 2011, in more depth; all figures are given as a percentage of FTE of the staff groups indicated:

Age

Banding	29 years or less	30-49 years	50-59 years	60 years or over
Lecturing Staff	3.7%	49%	35.6%	11.7%
Support Staff	13%	54.9%	23.5%	8.6%
All Staff	7%	51%	31.3%	10.6%

Gender

	Male	Female
Academic Staff	49.8%	50.2%
Support Staff	36.2%	63.8%
All Staff	44.9%	55.1%

Ethnicity

		Academic	Support	All Staff
White	Scottish	88%	94%	90.2%
	English	6%	2.65%	4.85%
	Welsh	0.14%	0.35%	0.21%
	Irish	1.36%	0.61%	1.10%
	Other White background	2 %	0.62%	1.53%
Mixed	Any Mixed background	0.25%	0.38%	0.30%
Asian, Asian Scottish or Asian British	Indian	0.36%	0.37%	0.36%
	Pakistani	0.29%	0.62%	0.41%
	Bangladeshi	0	0	0
	Chinese	0	0	0
	Other Asian background	0.20%	0	0.13%
Black, Black Scottish or Black British	Caribbean	0	0	0
	African	0	0	0
	Other Black background	0	0	0
Other Ethnic Background	Any other background	0.02%	0	0.01%
Not Known		1.27%	0.12%	0.86%

Estates and Environment

The College's Estates Strategy

Motherwell College is one of Scotland's largest further education colleges attracting around 20,000 students each year from more than 40 countries. The College employs around 600 members of staff.

The College realised its previous Estates Strategy goal in July 2009, when it relocated into a new £70 million, 26,893 sq. m. campus located on the Ravenscraig re-generation site in Motherwell and completely vacating its 40 year old former Estate.

The new College Estate extends over 16.2 acres and includes a five-storey Teaching Building, a Student Residence building for up to 50 students and an Automotive and Engineering Building, and a Horticultural Building. A state of the art Nursery providing around 300 places for pre-school children and incorporating after-school care was also built and this supports staff, students and the wider community. The site accommodates 519 car parking spaces including disabled (25) and visitors' bays (9), 6 bus drop off bays, 12 covered cycle bays and numerous cycle stands.

The new buildings provided the College with a brand new facility which, introduced double glazing throughout, improved external fabric insulation values to roofs, walls and floors and provided purpose built facilities to suit the College needs while incorporating flexible construction allowing future ease of adaptation if required to meet changing needs.

The design of the new build was also an excellent opportunity for the College to incorporate energy saving measures, including gas and electricity monitoring methods, plant and facility controls and has initiated new waste management and recycling methods.

The Colleges 'continuing' Estates Strategy over the next 12 months will address the defect monitoring process and sign-off outstanding remedial works and defects from the new build project. It will continue to monitor and maintain the systems and facilities throughout the Estate and develop planned and preventative maintenance programmes.



Estates and Environment

Universities and Colleges Climate

Commitment for Scotland (UCCCFs)

The College signed up to Universities and Colleges Climate Commitment for Scotland in January 2009. The College has committed to publish and implement its own Carbon Management Plan with set targets for reducing its carbon footprint and emissions over 5 years. This will be an ongoing responsibility and commitment for the College. Motherwell has committed to reduce its CO2 emissions from its operations by 15% by 31 July 2014 from its 2009 base level.

Carbon Reduction Commitment detail

The College, in being committed to reducing CO2 emissions, demonstrates in many ways throughout the new campus, how it plans to achieve its target. The types of facilities the College can benefit from include; PC switch-off software and the provision of pull printers, the installation of low energy lights, motion sensors and daylight sensors, water saving controls, improved waste collection and re-cycling initiatives and raising waste awareness, monitoring the use of College fleet vehicles and fuel usage. The College also has a centralised plant room benefiting from requiring fewer gas boilers and improved heat circulation throughout the Estate buildings. The new Estate also incorporated a new building management system allowing improved control of plant, equipment and functions related to energy efficiencies through improved time controls, zone control. As well as demonstrating a reduction in carbon emissions, the College is also involved in environmental initiatives and good environmental practices:

Cycle to Work Scheme:

The Government's Green Transport Plan allows employers to provide cycles and safety equipment to employees as a tax-free benefit. Since starting in session 09/10 the scheme 6 members of staff have joined.

Green Travel Plan

The College in partnership with local providers has developed a plan to promote travel to the College using alternative methods to the car. The scheme promotes the use of train and bus to the College and facilitates free travel between the main rail links by bus. Also the use of bicycle has also been promoted. Business travel using bus and rail is promoted ahead of flying and this has resulted in a reduction of air miles.

College vehicles

in conducting its Carbon Management Plan investigations, the College raised its awareness of transport issues and its fuel usage; mileage travelled by staff on College business and the fuel consumption of its fleet/transport use and as a consequence, has reduced its 4 vehicle fleet by 2.

ECO Group

cross College staff formed an 'Eco Group' to initiate and develop positive approaches to sustainability and positive environmental approaches. Initially the group looked at the use of paper and photocopying and have had success in the default approach to double sided printing. The use of pull printers has also reduced unnecessary printing. The group have participated in the production of the 5 year Carbon reduction plan.

The College curriculum and the

Environment

the College curriculum includes a number of initiatives across the curriculum which are designed both to raise awareness and improve sustainability responsibilities. In the Automotive department water based paints are used in vehicle body and repair; in Care department a project was undertaken with school pupils to build models using recycled material; in construction there is a developed project to recycle timber and ensure that it has an optimum level of usage prior to return to the external partner; waste management is actively practiced in hospitality by selling on of food produced in teaching kitchens. In the last session there has been a substantial change in working practice in the use of towels for Beauty and Hairdressing. This has seen the introduction of disposable towels. The cost of this is less than the purchase of normal towels, and significantly, has reduced the college use of laundry activity and the consequent negative environmental impact.

Freedom of Information



FOI requests by academic year:

2008/09 24

2009/10 38

2010/11 22



Statistical Data

(i) Level of Student Activity

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
WSUMs	74,726	83,760	93,165	89,665	93,339	93,760

(ii) Enrolments

All	18,004	20,695	20,057	18,866	18,627	17,828
Full Time	2,131	2,477	2,727	2,767	2,993	3,182
Part Time	15,873	18,218	17,330	16,099	15,634	14,646

(iii) Headcount

	14,825	13,221	16,315	15,683	16,363	15,647
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(iiiia) FE/HE Split

FEFT	1,317	1,614	1,785	1,809	1,854	1,940
FEPT	15,279	17,560	16,625	1,520	14,694	11,784
HEFT	814	863	942	958	1,139	1,218
HEPT	594	658	705	819	940	705

(iv) Age Structure

Under 16	2,242	2,855	2,318	1,881	2,023	1,779
16-24	6,482	7,300	8,070	7,892	8,023	8,086
25-59	8,541	9,769	8,930	8,349	7,903	7,530
60 and over	739	771	739	744	678	433

(v) Gender Mix

Female	7,459	8,652	8,133	6,821	6,978	6,324
Male	10,545	12,043	11,924	12,045	11,649	11,504

(vi) Ethnic/Racial Origin

White	17,600	20,015	19,302	18,171	17,835	17,100
Other	404	680	755	695	792	728

(Vi) Ethnic/Racial Origin

No Known Disability	15,502	18,133	17,364	15,993	15,716	15,008
Disability	2,489	2,519	2,539	2,851	2,844	2,800
Info Refused / Unknown / Not Provided	13	43	154	20	67	20
Grand Total	18,004	20,695	20,057	18,864	18,627	17,828

Statistical Data

(viii) Student Origins

North Lanarkshire	7,736	8,916	8,706	7,693	7,620	7,483
South Lanarkshire	5,624	6,048	5,602	5,334	5,467	4,901
Other	4,644	5,731	5,749	5,839	5,540	5,444

(ix) Early Student Retention Rates 2010-11

FEFT	89%	84%	84%	89%	89%	89%
FEPT	97%	98%	97%	97%	97%	97%
HEFT	91%	89%	89%	92%	91%	92%
HEPT	95%	93%	96%	94%	94%	93%

(xi) Student Retention Rates 2010-11

FEFT	76%	76%	72%	75%	77%	73%
FEPT	91%	94%	89%	93%	71%	69%
HEFT	80%	84%	77%	82%	77%	80%
HEPT	91%	93%	92%	91%	88%	88%

(xii) Student Outcome 2010-11

FEFT	83%	77%	74%	74%	83%	83%
FEPT	92%	91%	91%	66%	93%	92%
HEFT	80%	77%	80%	78%	78%	82%
HEPT	89%	87%	82%	69%	87%	85%
Total	91%	90%	89%	67%	91%	89%

(xiii) Student Destination 2010-11

Continued Study	58%	62%	74%	69%
entered Employment	34%	30%	20%	15%
Unplaced	9%	9%	7%	16%
Respondents (full-time students)	100%	100%	100%	100%

Financial Data

Consolidated Income and Expenditure Account

Year Ended 31 July 2010

INCOME	
SFC Grants	20,913
Tuition fees and education contracts	5,887
Other income	4,281
Investment income	49
Total Income	31,130
EXPENDITURE	
Staff costs	19,676
Exceptional restructuring costs	(877)
Other operating expenses	8,089
Depreciation	2,199
Interest payable	49
Total expenditure	29,136
Surplus on continuing operations after depreciation of fixed assets at valuation but before tax exceptional items, disposal of assets and tax	1,994
Gain on Disposal of Assets	262
Surplus on continuing operations after depreciation Of fixed assets at valuation, exceptional items and Disposal of assets but before tax	2,256
Taxation	-
Surplus on continuing operations after depreciation Of fixed assets at valuation, exceptional items and Disposal of assets but before tax	2,256

The Income and Expenditure Account is in respect of continuing operations.

These accounts are the last published accounts available at the time of publishing this report.

~~10/11~~

Motherwell College
1 Enterprise Way
Motherwell
ML1 2TX

01698 23 24 25
www.motherwell.co.uk

 /Mwellcollege  /motherwellcollege

Board of Management of Motherwell College: Registered Charity Number SC021206