

# REGIONAL BOARD REPORT

<b>Subject:</b> Board Self-evaluation 2018-19.	<b>Purpose:</b> <b>For Approval</b> <input checked="" type="checkbox"/> <b>For Discussion</b> <input type="checkbox"/> <b>For Information</b> <input type="checkbox"/>
<b>Prepared by:</b> James Ayling.	<b>Date:</b> 24 April 2019
<b>Purpose:</b>  To present to Board members for approval a Board self-evaluation questionnaire which will be in respect of the period July 2018 - June 2019.	
<b>Linked to Strategic Goal 3: Provide a high quality College experience.</b>	
<b>Executive Summary:</b>  <p>The Board is required under the Code of Good Governance for Scotland's Colleges to keep its effectiveness under annual review and to have in place a robust self-evaluation process. Last year we carried out a self-evaluation exercise and we are currently addressing the areas for development which were identified as part of that process.</p> <p>The Board now needs to address a self-evaluation of its activities against the Code for the year July 2018-June 2019.</p> <p>It is proposed that in light of the extensive nature of the review carried out last year that a questionnaire based format would be proportionate for the current year. A proposed format of questionnaire which is based on a style used by the City of Glasgow College in 2018 is attached for Members' approval.</p> <p>A draft of the questionnaire was in the first instance distributed to the members of the Chairs Committee and the Senior Independent Member for review and the format attached to this paper incorporates comments made.</p> <p>There is also attached a copy of the Code of Good Governance and you will note that the headings within the questionnaire reflect the key principles of governance contained in the Code. The questions themselves in each section accordingly relate to the key Principles of Leadership and Strategy / Quality of the Student Experience / Accountability / Effectiveness / Relationships and Collaboration. The questions relate to the broader picture behind each Principle rather than seeking a detailed response to each point within a Principle.</p> <p>The results of this questionnaire will build on the comprehensive review carried out last year in a proportionate manner.</p> <p>It is intended that this questionnaire will be issued to members in due course for completion and return within a defined period. The results will be reported to the Board and agreed development actions will be attended to.</p>	

**Recommendation:**

That the Board approve the above process for self evaluation for the period in question, approve the terms and use of the questionnaire and authorise the Chair to finalise the terms thereof in light of any comments made at the Board Meeting.

**Previous Committee Approvals:**

n/a

For publication ☒

For publication with redactions ☐

Not for publication ☐

## Regional Board Self Evaluation 2018-9

### Introduction: Structure and Format

#### The Code of Good Governance 2016

The *Code of Good Governance for Scotland's Colleges*<sup>1</sup> ("the Code") has been developed and is owned by the college sector. The Code establishes standards of good governance practice for all boards, and provides the essential foundations for compliance within the legislative framework. The Board must also comply with all other statutory requirements.

The Code requires that Boards "have in place a robust self-evaluation process" which should comprise an annual internal review, and an externally facilitated effectiveness review every three years. Borders College Regional Board undertook an external review in March 2017 followed by a detailed self evaluation for 2017/8 and it now requires to conduct a further self-evaluation for the period July 2018 to June 2019.

#### Board Self-Evaluation 2018/9

The format of this process comprises an evaluation of the activities of the Regional Board by each Board member individually, structured around the Code. Board members are asked to express a level of agreement with a series of statements representing good governance practice, which will inform the self-evaluation report. This in turn will indicate areas of strength and future development for the Board.

The Code of Good Governance provides direction on the key principles of governance, under the headings of:

- A. Leadership and Strategy**
- B. Quality of the Student Experience**
- C. Accountability**
- D. Effectiveness**
- E. Relationships and Collaboration**

The statements of good governance practice which comprise this evaluation are grouped under these headings and associated sub-headings, and reflect the direction and guidance within the Code. This ensures that the evaluation report will be closely aligned with the Code, and that development/improvement actions will be specific to the requirements of the Code.

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<sup>1</sup> [Code-of-Good-Governance-for-Scotland's-Colleges-August-2016.pdf](#)

**Neither responses nor comments provided will be attributed to any individual Board members.**

## Evaluation Questionnaire

The following questionnaire comprises 34 statements within five sections, covering the sections of the Code of Good Governance for Scotland's Colleges.

Please indicate the degree to which you agree with the following statements on a scale of 1 to 6, (low = disagree, high = agree) in the yellow shaded areas. Further comments may be added where indicated.

### A. Leadership and Strategy

Rank from 1 to 6: Low/Disagree to High/Agree

	Low/disagree High/agree					
	1	2	3	4	5	6
<b>Vision and Strategy</b>						
1. The Board has set out clear strategic priorities and aims						
2. The Board regularly reviews performance against the strategic						
3. The aims of the College are aligned with regional						
4. The Board undertakes regular strategic reviews/ scenario planning						
Comments:						
<b>Corporate Social Responsibility</b>						
5. The Board understands and demonstrates the College's values						
6. The Board has a Code of Conduct to which it is committed in						
7. The Board operates according to the Nine Principles of Public Life <sup>2</sup>						
Comments:						

<sup>2</sup> Duty/Public Service, Selflessness, Integrity, Objectivity, Accountability and Stewardship, Openness, Honesty, Leadership, Respect

## B. Quality of the Student Experience

Rank from 1 to 6: Low/Disagree to High/Agree

	<div>Low/disagree</div> <div>High/agree</div>					
	1	2	3	4	5	6
<b>Student Engagement</b>						
1. Student members are active at Board level						
2. The Board receives regular reports from the Students' Association						
3. The Board and its Committees have close regard to the opinions/views of students						
Comments:						
<b>Learning and Teaching/Student Support</b>						
4. Learning and Teaching Performance is overseen effectively						
5. The Board sets challenging student success targets						
6. The student experience is central to Board decision-making						
Comments:						

## C. Accountability

Rank from 1 to 6: Low/Disagree to High/Agree

Low/disagree High/agree					
1	2	3	4	5	6

Accountability and Delegation; Risk and Audit						
1. The Board recognises its chain of accountability and corporate governance responsibilities						
2. The Board is open in its decision-making and facilitates disclosure						
3. The Board delegates responsibilities to appropriate committees						
4. The Board has in place an effective risk management strategy						
5. The College's audit processes are comprehensive and rigorous						
6. The Board publishes high quality Annual Reports						
Comments:						
Remuneration, Sustainability, Staff Governance						
7. There is a formal process for setting the Principal's remuneration						
8. Funds are planned and used economically, efficiently, and effectively						
9. Board members are aware of their responsibilities as charity trustees						
10. The Board prioritises the fair and effective management of staff						
11. The Board recognises its responsibility for ensuring the financial and institutional sustainability of the College						
Comments:						

## D. Effectiveness

Rank from 1 to 6: Low/Disagree to High/Agree

Low/disagree High/agree					
1	2	3	4	5	6

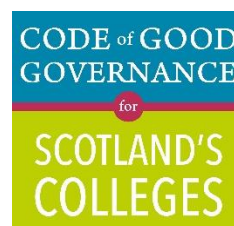
Post holder Effectiveness						
1. The Board Chair promotes open discussion on strategic						
2. The Board has an appropriate mix of skills and works well						
3. The Principal and Executive Team are clearly accountable						
4. The Board is well supported and guided in matters of						
Comments:						
Board member development and evaluation						
5. Board recruitment is open and in line with ministerial						
6. There are sufficient opportunities for Board induction and						
7. Board effectiveness is regularly reviewed						
Comments:						

## E. Relationships and Collaboration

Rank from 1 to 6: Low/Disagree to High/Agree

Low/disagree High/agree					
1	2	3	4	5	6

Partnership Working						
1. The Board ensures effective communication with						
2. Learning provision is relevant to industry needs						
2. The College engages well with stakeholders/industry						
4. The Board supports the delivery of the Regional Outcome						
Comments:						



## **Code of Good Governance for Scotland's Colleges**

### **1. Background**

### **2. Foreword**

### **3. Code of Good Governance for Scotland's Colleges**

- Governance and the Code
- Statement of Compliance with Good Governance

### **4. Principles**

#### **Section A: Leadership and Strategy**

- Conduct in Public Life
- Vision and Strategy
- Corporate Social Responsibility

#### **Section B: Quality of the Student Experience**

- Student Engagement
- Relevant and High Quality Learning
- Quality Monitoring and Oversight

#### **Section C: Accountability**

- Accountability and Delegation
- Risk Management
- Audit Committee
- Remuneration Committee
- Financial and Institutional Sustainability
- Staff Governance

#### **Section D: Effectiveness**

- The Board Chair
- Board Members
- Principal and Chief Executive
- Board Secretary
- Board Member Appointment, Induction and Training
- Board Evaluation

#### **Section E: Relationships and Collaboration**

- Partnership Working

## **Annex 1: References and Definitions**



## **1. Background**

The original *Code of Good Governance for Scotland's Colleges* was published in December 2014. In Summer 2016, the Good Governance Steering Group undertook a review and the Code was updated. The Cabinet Secretary's Good Governance Task Group recommendations were also taken into account during the review of the Code.

Colleges Scotland will act as custodian for any future reviews and in keeping with the way that the Code was created, the broad range of stakeholders who developed the Code will be engaged fully with any revisions.

## **2. Foreword**

Colleges in Scotland thrive in the heart of their communities, serving the interests of those communities, students, employers, governments and their agencies and other stakeholders. They have an essential and valuable role in Scottish society. In 2014/15, they enrolled almost 300,000 students and a study by EMSI (Economic Modelling Specialists International) showed that the economic impact of Scotland's colleges to the business community in Scotland is almost £15 billion each year.

Colleges and regional strategic bodies receive substantial public funding and also operate in an increasingly commercial and enterprising way. We value the significant contribution college board members make to governing our colleges and regional strategic bodies, and to their stewardship of taxpayer's money, ensuring its efficient and effective use.

Boards are expected to innovate, pursue new opportunities and take measured risks in delivering what is best for their stakeholders. In recent times, they have gone through major transformational change, embracing regionalisation and post-16 education reforms.

Against this background, it is right and proper that the highest standards of governance and propriety are expected of our boards and those individuals who serve them. This Code of Good Governance codifies the principles of good governance for learners and learning that already exist in our colleges and promotes accountability and continuous improvement in how colleges and regional strategic bodies are governed.

The Code is based on key principles and has been written in a way that is mandatory and anticipates compliance. All colleges that receive funding from the Scottish Funding Council (SFC) or from a regional strategic body must comply with the Code as a term and condition of grant. Exceptions should be rare and must be explained publicly.

In addition to demonstrating good governance, colleges and regional strategic bodies must also ensure compliance with their statutory and other obligations. The Board Secretary role is vital in providing guidance to the board on its legal and other obligations.

Colleges have an important individual and collective role to play in promoting economic, social and cultural well-being. We expect this Code to provide the essential underpinning to help discharge that role to the highest standards possible.

**Hugh Hall, Chair of the Good Governance Steering Group  
August 2016**

### **3. Code of Good Governance for Scotland's Colleges**

#### **Governance and the Code**

Corporate governance:

- is the way in which organisations are directed and controlled within a legislative framework
- defines the distribution of rights and responsibilities among the different stakeholders and participants in the organisation
- determines the rules and procedures for making decisions on corporate affairs including the process through which the organisation's objectives are set
- provides the means of achieving those objectives and monitoring performance.

Scotland's colleges refers to colleges either funded by SFC or by a regional strategic body for the provision of education. Such colleges can be incorporated or non-incorporated. The overarching purpose of good governance for Scotland's colleges is to:

- lead the college, region or regional strategic body and set its strategic direction and values
- ensure effective management and financial controls to support the student experience within a framework of public accountability and transparency
- deliver high quality learning and outcomes.

The *Code of Good Governance for Scotland's Colleges* has been developed and is owned by the college sector. Colleges are required to comply with it as a condition of grant from either SFC or their regional strategic body. It establishes standards of good governance practice for all boards and provides the essential foundations for compliance within the legislative framework.

Boards must not only follow the letter but also the spirit of the Code to ensure good governance. Boards must think deeply, thoroughly and on a continuing basis about their overall tasks and the implications of these for the roles of their individual members. Key to this is the leadership of the chair, the support given to and by the principal, and the frankness and openness of mind with which issues are discussed and tackled by all board members.

#### **Statement of Compliance with Good Governance**

Each board must state its adoption of the Code in the corporate governance statement contained in its annual financial statement. The chair, on behalf of the board, is expected to report as to how the principles have been applied by the board. Where, for whatever reason, a board's practice is not consistent with any particular principle of the Code, it should make this known to SFC or, if it is an assigned college, the regional strategic body. This should be done immediately they become aware of an inconsistency and, without exception, in advance of publishing the information. An explanation for that inconsistency must be clearly stated in its corporate governance statement. Boards will be expected to offer a clear rationale for exceptions in the context of their college's operational model and to identify mitigations.

Individual board members have duty to act on serious concerns about the governance of their body. Information on who board members can approach is included in [The Guide for Board Members in the College Sector](#).

## 4. Principles

### Section A: Leadership and Strategy

#### Conduct in Public Life

- A.1 Every college and regional strategic body must be governed by an effective board that is collectively responsible for setting, demonstrating and upholding the values and ethos of the organisation.
- A.2 Every board member must ensure that they are familiar with and their actions comply with the provisions of their board's Code of Conduct.
- A.3 The *Nine Principles of Public Life in Scotland*, which incorporate the seven Nolan principles, must be the basis for board decisions and behaviour. These key principles, which apply individually and collectively are:
- Duty/Public Service
  - Selflessness
  - Integrity
  - Objectivity
  - Accountability and Stewardship
  - Openness
  - Honesty
  - Leadership
  - Respect

#### Vision and Strategy

- A.4 The board is responsible for determining their institution's vision, strategic direction, educational character, values and ethos. Regional strategic bodies must also determine the regional strategy for colleges assigned to them. The board of an assigned college must have regard to the strategy determined by the regional strategic body. Board members have a collective leadership role in fostering an environment that enables the body to fulfil its mission and meet Scottish Government priorities, for the benefit of students and the community it serves.
- A.5 The board must develop and articulate a clear vision for the region or college. This should be a formally agreed statement of its aims and desired outcomes which should be used as the basis for its overall strategy and planning processes.
- A.6 The board provides overall strategic leadership of the region or college. The board is responsible for formulating and agreeing strategy by identifying strategic priorities and providing direction within a structured planning framework.
- A.7 The board must ensure that a comprehensive performance measurement system is in place which identifies key performance indicators. It must ensure that it scrutinises performance measures and reports these on their website in a manner that is both timely and accessible to stakeholders. This will allow the board to determine whether or not the vision and mission of the region or the college are being fulfilled and that the interests of stakeholders are being met.

- A.8 The board (except in the case of assigned college boards) is responsible for overseeing the negotiation of its outcome agreement with SFC, to meet the needs of the college or region and make best use of available funding, consistent with national strategy. The board must ensure effective engagement with all relevant stakeholders in the development of its outcome agreement and monitor performance in achieving the agreed outcomes.
- A.9 The roles and responsibilities of the boards of assigned colleges should be undertaken in the context of the roles and responsibilities of their regional strategic body. Assigned college boards must contribute constructively to the development of the outcome agreement led in its region by the regional strategic body and support the regional strategic body to monitor performance in achieving the agreed outcomes.

### **Corporate Social Responsibility**

- A.10 The board must demonstrate high levels of corporate social responsibility by ensuring it behaves ethically and contributes to economic development while seeking to improve the quality of life of the local community, society at large and its workforce.
- A.11 The board must exercise its functions with a view to improving economic, cultural and social wellbeing in the locality of the college or region. It must have regard to social and economic needs and social inclusion.
- A.12 The board must provide leadership in equality and diversity.
- A.13 The board must seek to reflect in its membership, the make-up of the community through offering maximum opportunity of membership to a range of potential members and removing potential barriers to membership, in partnership with its regional strategic body, as appropriate.
- A.14 The board must appoint one of the non-executive members to be the senior independent member to provide a sounding board for the chair and to serve as an intermediary for the principal, other board members and the board secretary when necessary (see Annex 1 for the definition of 'non-executive'). The senior independent member should also be available where contact through the normal channels of chair, principal or secretary has failed to resolve an issue or for which such contact is inappropriate. Further information on the role of the senior independent member can be found in [The Guide for Board Members in the College Sector](#).

## **Section B: Quality of the Student Experience**

### **Student Engagement**

- B.1 The board must have close regard to the voice of its students and the quality of the student experience should be central to all board decisions.
- B.2 The board must lead by example in relation to openness, by ensuring that there is meaningful on-going engagement and dialogue with students, the students' association and as appropriate staff and trade unions in relation to the quality of the student experience. Consultation is essential where significant changes are being proposed.
- B.3 The board must consider the outcome of student surveys and other student engagements, and monitor action plans that could impact on the quality of the student experience.
- B.4 The college board must have regard to the [Framework for the Development of Strong and Effective College Students' Associations in Scotland](#). It must put in place robust partnership procedures (e.g. partnership agreement) to work together to achieve change and which are supported by regular and open communications.
- B.5 The college board must encourage a strong and autonomous students' association and ensure that the students' association is adequately resourced.
- B.6 The college board must ensure that the students' association operates in a fair and democratic manner and fulfils its responsibilities.
- B.7 The college board must review the written constitution of its students' association at least every five years.

### **Relevant and High Quality Learning**

- B.8 The board must seek to secure coherent provision for students, having regard to other provision in the region or college's locality. The board must be aware of external local, national and international bodies and their impact on the quality of the student experience, including community planning partners, employers, skills development and enterprise agencies and employer bodies. The board must seek to foster good relationships and ensure that the body works in partnership with external bodies to enhance the student experience, including employability and the relevance of learning to industry needs.

### **Quality Monitoring and Oversight**

- B.9 The board must ensure appropriate mechanisms are in place for the effective oversight of the quality and inclusivity of the learning experience in the college or region. The board must ensure that the college works in partnership with sector quality agencies and other appropriate bodies to support and promote quality enhancement and high quality services for students.

## **Section C: Accountability**

### **Accountability and Delegation**

- C.1 The board is primarily accountable to its main funder, either SFC or its regional strategic body. Through the chain of funding, the body is ultimately responsible to the Scottish Ministers who are accountable to the Scottish Parliament.
- C.2 The board must ensure delivery of its outcome agreement or in the case of an assigned college, its agreed contribution to the region's outcome agreement.
- C.3 The board must ensure it fulfils its statutory duties and other obligations on it, and that the terms and conditions of its grant are being met.
- C.4 Scottish Ministers have powers to remove by order any or all board members of an incorporated college (except the principal) or a regional board for serious or repeated breaches of a term and condition of grant.
- C.5 The board also has a wider accountability to a range of stakeholders including students (both current and prospective), its staff, the wider public, employers and the community it serves, for the provision high quality education that improves people's life chances and social and economic well-being.
- C.6 Incorporated colleges and regional boards must maintain and publicly disclose a current register of interests for all board members. Board members should declare any conflicts of interest in the business of the meeting prior to the commencement of each meeting of the board and its committees and withdraw from meetings as appropriate.
- C.7 The board must ensure that its decision-making processes are transparent, properly informed, rigorous and timely, and that appropriate and effective systems of financial and operational control, quality, management of staff, risk assessment and management are established, monitored, continuously improved and appropriately impact assessed. This includes:
  - a) the prompt production, dissemination and online publication of board/committee agendas, minutes and papers to the public
  - b) every board meeting and every committee meeting having a well-structured agenda circulated timeously in advance
  - c) the retention of all key documentation which help justify the decisions made by the board and its committees.
- C.8 The board may delegate responsibilities to committees for the effective conduct of board business. As a minimum the committees required are Audit, Remuneration, Finance and Nominations/Appointments. Delegation of responsibilities from and matters reserved to the board and its committees must be set out in a scheme of delegation including the functions delegated by the board to the chair, committees, the principal and the board secretary (and any other members of staff). Incorporated college boards and regional boards have no powers to delegate functions to an individual board member (except the chair who has no authority to act outwith their delegated powers).

- C.9 The board must ensure every board committee has a specified member of the management team to provide objective, specialist advice to support it to discharge its remit, including by explaining in an accessible way the matters under discussion and the possible implications of different options.
- C.10 The board must consider and have in place procedures to ensure effective working relationships and constructive dialogue amongst the board as a whole and ensure there are effective reporting and two way communications between committees and the board. The board must ensure that discussions and decisions of every committee are accurately recorded and reported to the board, no later than the next meeting of the board.

### **Risk Management**

- C.11 The board of a college or a regional body is responsible for the overall management of risk and opportunity. It must set the risk appetite of the body and ensure there is an appropriate balance between risk and opportunity and that this is communicated via the principal to the body's management team.
- C.12 The board must ensure that sound risk management and internal control systems are in place and maintained. It must ensure there is a formal on-going process for identifying, reporting, evaluating and managing the body's significant risks and review the effectiveness of risk management, business continuity planning and internal control systems.

### **Audit Committee**

- C.13 The Audit Committee must support the board and the principal by reviewing the comprehensiveness, reliability and integrity of assurances including the body's governance, risk management and internal control framework.
- C.14 The scope of the Audit Committee's work must be defined in its terms of reference and encompass all of the assurance needs of the board and the principal. The Audit Committee must have particular engagement with internal and external audit, and must work with management and auditors to resolve any issues in relation to financial reporting.
- C.15 The Audit Committee must promptly pursue recommendations arising from audit reports and must monitor their implementation.
- C.16 The membership of the Audit Committee cannot include the board chair or the principal. The role of the college executive is to attend meetings at the invitation of the committee chair and to provide information for particular agenda items.
- C.17 The Audit Committee terms of reference must provide for the committee to sit privately without any non-members present for all or part of a meeting if they so decide. The Audit Committee members should meet with the internal and external auditors without the executive team present at least annually.
- C.18 At least one member of the Audit Committee should have recent relevant financial or audit experience.

## Remuneration Committee

- C.19 It is essential that members of the Remuneration Committee understand their role and responsibilities. Members must undertake the online training module for Remuneration Committees provided by College Development Network within one month of appointment.
- C.20 The board must have a formal procedure in place for setting the remuneration of the principal by a designated committee of non-executive members. The board may wish to supplement this by taking evidence from a range of sources. In particular, staff and students should have a role in gathering and submitting evidence in relation to the college principal to the relevant committee.
- C.21 The board chair cannot be the chair of the Remuneration Committee (but they can be a member of it).

## Financial and Institutional Sustainability

- C.22 The board is responsible for ensuring the financial and institutional sustainability of the body. The board must ensure compliance with its Financial Memorandum (either with SFC or the regional strategic body, depending on which is funding it), including in relation to incorporated colleges and regional boards, relevant aspects of the Scottish Public Finance Manual.
- C.23 The board must ensure that:
- funds are used as economically, efficiently and effectively as possible
  - effective monitoring arrangements are in place
  - college staff report relevant financial matters to it.
- C.24 For colleges that are charitable organisations, board members are also charity trustees. The board of a college that is a charity must ensure its members are aware of their responsibilities under charity legislation and for complying with relevant provisions as set out by the Office of the Scottish Charity Regulator. See [OSCR Guidance and Good Practice for Charity Trustees](#).

## Staff Governance

- C.25 The college board as the employer, is responsible for promoting positive employee relations and for ensuring effective partnership between recognised trade unions and management.
- C.26 The board must have a system of corporate accountability in place for the fair and effective management of all staff, to ensure all legal obligations are met and all policies and agreements are implemented and identify areas that require improvement and to develop action plans to address them.
- C.27 The board must comply with the nationally agreed college sector [Staff Governance Standard](#).
- C.28 The college board must comply with collective agreements placed on it through national collective bargaining for colleges.



## Section D: Effectiveness

### The Board Chair

D.1 The chair is responsible for leadership of the board and ensuring its effectiveness in all aspects of its role. The chair is responsible for setting the board's agenda and ensuring that adequate time is available for discussion of all agenda items, particularly strategic issues. The chair must promote a culture of openness and debate by:

- encouraging the effective contribution of all board members
- fostering constructive challenge and support to the principal, executive team and fellow board members
- effective team-working
- positive relations between board members.

The chair must engage with the principal and the board secretary in a manner which is both constructive and effective.

D.2 The board and its committees must have the appropriate balance of skills, experience, independence and knowledge of the body to enable them to discharge their respective duties and responsibilities effectively.

### Board Members

D.3 Each board member is collectively responsible and accountable for all board decisions. Board members must make decisions in the best interests of the college and/or region as a whole rather than selectively or in the interests of a particular group.

D.4 Staff and student board members are full board members and bring essential and unique, skills, knowledge and experience to the board. Staff and student board members must not be excluded from board business unless there is a clear conflict of interest, in common with all board members.

D.5 Where the college is a charity, all board members, as charity trustees, including staff and student board members, have legal duties and responsibilities under the Charities Act 2005. This includes registering any personal interests that could be seen as conflicting with the interests of the body. The 'objective test' for judging if there is a conflict of interest is:

*"... whether a member of the public, with knowledge of the relevant facts, would reasonably regard the interest as so significant that it is likely to prejudice your decision making in your role as a member of a public body".*

### Principal and Chief Executive

D.6 The college board must appoint the principal as chief executive of the college, securing approval for the appointment and terms and conditions of the appointment from the regional strategic body if necessary.

D.7 The college board must ensure there is an open and transparent recruitment process for the appointment. Students and staff must have an opportunity to contribute to the recruitment process.

- D.8 The college board must delegate to the principal, as chief executive, authority for the academic, corporate, financial, estate and human resource management of the college, and must ensure the establishment of such management functions are undertaken by and under the authority of the principal.
- D.9 The college board must ensure a clear process is in place to set and agree personal performance measures for the principal. This process should seek the views of students and staff. The chair, on behalf of the board, should monitor, review and record the principal's performance, at least annually, against the agreed performance measures.
- D.10 The principal, as a board member, shares responsibility for good governance with the chair and all other members of the board, supported by the board secretary. The principal also enables good governance through supporting effective communication and interaction between the body and the rest of the college including staff and students.
- D.11 The board provides strategic direction for the region and/or college, and the chair provides leadership to the board. The principal provides leadership to the staff of the body.
- D.12 The board must provide a constructive challenge to the principal and executive team and hold them to account.

### **Board Secretary**

- D.13 The board as a whole must appoint a board secretary who is responsible to it and reports directly to the chair in their board secretary capacity. The board secretary may be a member of the senior management team in their board secretary capacity, but they cannot hold any other senior management team position at the same time. The appointment and removal of the board secretary is a decision of the board as a whole.
- D.14 All board members must have access to the board secretary who has an important governance role in advising the board, the committees and individual board members and supporting good governance. The distinctive board secretary role includes:
- facilitating good governance and advising board members on:
    - the proper exercise of their powers, including in relation to relevant legislation
    - the board's compliance with its Financial Memorandum, the Good Governance Code, its Standing Orders and Scheme of Delegation
    - their behaviour and conduct in relation to the board's Code of Conduct.
  - providing clear advice to the chair and the board/committees on any concerns the board secretary may have that board members have not been given:
    - sufficient information
    - information in an appropriate form
    - sufficient time to monitor, scrutinise or make informed and rigorous decisions in an open and transparent way.
  - attending and providing support to every board meeting and every meeting of every board committee. Where the board secretary is unable to attend, while the board secretary retains overall responsibility, proper arrangements must be made to cover the role with a person who is fully able to discharge the role effectively.

- having an unambiguous right to speak at board and committee meetings to convey any concerns they may have about governance. This extends to someone substituting for the board secretary.
- reporting any unresolved concerns about the governance of the body to the relevant funding body (i.e. SFC or the regional strategic body).

D.15 The board must ensure the board secretary:

- has suitable skills, knowledge and behaviours to carry out their role effectively
- receives appropriate induction, and if new to the role, is mentored by a more experienced board secretary for at least their first year
- has adequate time and resources available to undertake their role effectively.

D.16 The board must ensure arrangements are in place to deal with a board secretary's potential or real conflicts of interest.

### **Board Member Appointment, Induction and Training**

D.17 For boards with responsibility for board appointments, the board must ensure a formal and open procedure is in place for recruiting and selecting new non-executive board members. Boards must have regard to all relevant Ministerial Guidance on board appointments.

D.18 The board is responsible for ensuring appropriate arrangements are in place for the conduct of student elections and nominations, and elections of staff members to the board.

D.19 The chair must ensure that new board members receive a formal induction on joining the board, tailored in accordance with their individual and collective needs. The board secretary should support the chair in the provision of relevant induction for new board members.

D.20 The board must ensure all board members undertake appropriate training and development in respect of their governance role. The board secretary should support the chair in the provision of relevant training and development opportunities for board members, which should be tailored to meet board members skills and needs. The board secretary must keep records of the development activity of board members, including the chair.

D.21 The board must ensure that new committee members receive a committee induction and have their specific training needs assessed and met.

### **Board Evaluation**

D.22 Extension of the term of office of board appointments requires evidence and the board must ensure appropriate mechanisms are in place to support this.

D.23 The board must keep its effectiveness under annual review and have in place a robust self-evaluation process. There should also be an externally facilitated evaluation of its effectiveness at least every three years. The board must send its self-evaluation (including an externally facilitated evaluation) and board development plan (including progress on previous year's plan) to its funding body and publish them online.

- D.24 The board must agree a process for evaluating the effectiveness of the board chair and the committee chairs. The evaluation of the board chair should normally be led by the vice-chair/senior independent member.
- D.25 The board must ensure all board members are subject to appraisal of their performance, conducted at least annually, normally by the chair of the board.
- D.26 The performance of regional college chairs will also be evaluated by the Scottish Government, as regional college chairs are appointed by the Scottish Ministers and are personally accountable to them.
- D.27 The performance of assigned, incorporated college chairs will also be evaluated by the regional strategic body, as they are appointed by the regional strategic body and are personally accountable to them.

## **Section E: Relationships and Collaboration**

### **Partnership Working**

- E.1 The board must work in partnership to secure the coherent provision of high quality fundable further and higher education in their localities.
- E.2 The board must ensure effective consultation, local and regional planning and must follow the principles of effective collaborative working: mutual respect, trust and working towards commonly agreed outcomes.
- E.3 The board must ensure effective partnership working with local and national bodies including businesses, public and third sector organisations to develop commonly agreed priorities following the principles of effective collaborative working.
- E.4 The board must encourage and support effective partnership working and collaboration within and across regions to address local needs and meet national priorities and specialisms.

## Annex 1

### References and Definitions

- **“college”** means a college funded by either SFC or a regional strategic body.
- **“incorporated college”** means a college with a board of management under part 1 of the Further and Higher Education (Scotland) Act 1992.
- **“assigned college”** means a college assigned to a regional strategic body.
- **“regional board”** means a regional strategic body that has no other functions. There is one regional board – Glasgow Colleges’ Regional Board.
- **“board”** means the governing body of the college or to the regional strategic body.
- **“body”** means the organisation in question, i.e. a college or regional strategic body.
- **“principal”** include where appropriate in the context, the chief officer or equivalent person of a regional strategic body.
- **‘non-executive’** means a member who is not the chair and who does not otherwise hold a specific position on the board i.e. is not a student or staff member; and in the case of a college board, is not the principal; and in the case of a regional board is not the chair of an assigned college.
- In the context of the regional strategic body in the Highlands and Islands, the board means either the Court of the University of the Highlands and Islands (UHI) or the UHI Further Education Regional Board (FERB):
  - The FERB has fully delegated authority from the UHI Court for FE – objectives, outcome agreement, curriculum and finance.
  - The FERB consists of the college chairs, two independents, plus nominees
  - The college principals meet as a FE Executive Board.
- New College Lanarkshire is the designated regional college and regional strategic body with South Lanarkshire College as an assigned college.
- Glasgow Colleges’ Regional Board; this is the only part of Scotland with a regional strategic body which has been established as an organisation with only this role.