



University of the
Highlands and Islands
Argyll College

Oilthigh na Gàidhealtachd
agus nan Eilean
Colaiste Earra-Ghàidheil

Policy on Board Member Recruitment

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Procedure

This procedure is to be followed when appointing external members to the Board of Governors of Argyll College UHI.

- 1.0 When a vacancy arises, a meeting of the Nomination/ Remuneration Committee shall be convened as soon as possible. Except in the case the of student and staff members of the Board (see paragraphs 19 and 20)
- 2.0 The Committee will consider the skills, knowledge and experience and balance of the Board, using the skills matrix information that Board members provide as well as those lost as a result of the vacancy. The Committee will determine a preferred skills profile for the new board member(s). The strategic needs of the college will also be considered when deciding on the required skills and expertise profile with reference made to the generic job description for Board members.
- 3.0 The Committee will set a timetable for the recruitment of the new member(s) and determine the selection process to be used with a view to ensuring that appointments will be drawn from a broad talent pool. Such a process will include an interview with members of the Nomination/ Remuneration Committee. It may also include tours of campus, informal meetings with senior staff and opportunities to meet other Board members not on the Nomination/ Remuneration Committee. The preferred skills set, timetable and selection process will be made know to the Board through the notes of meetings and verbal updates depending upon the timing of the board meetings and the Nomination/ Remuneration Committee meetings.
- 4.0 In determining the timetable and selection process, the Committee will be mindful of the need to ensure that the process is fair and transparent and of the needs of applicants/ candidates are considered. This includes, but is not excluded to, any alterations at the application and selection stages, such as consideration of accessibility of venues, timing of meetings, and adaptation of written materials.
- 5.0 Board members may be invited to approach people who they feel have the required skills set however all applicants will be required to submit an application in line with the advertisement requirements. Similarly, all applicants will be subject to the same selection process.
- 6.0 Public advertisement, using a diverse range of sources such as mail shots to relevant organisations, advertisements in specialist media or utilising local organisation networks, will normally be used to bring the vacancy, or vacancies, to the attention of the general public and may include a positive statement encouraging people from all backgrounds to apply.

- 7.0 The Secretary to the Board will act as the contact and information point for anyone interested in the applying for the vacancy and to receive any applications. These will be held by the Secretary to the Board until the closing date has passed.
- 8.0 The Secretary to the Board will collate all the applications received and send these to the Nomination/ Remuneration Committee for consideration against the skills set.
- 9.0 The Nomination/Remuneration Committee will meet and, bearing in mind the required skills set, will develop a short leet of candidates from the applications received.
- 10.0 After this meeting, the Secretary to the Board will write to the unsuccessful applicants informing them of the decision. Letters will also be sent to the successful candidates inviting them to a selection process and detailing what that will entail.
- 11.0 Following the selection process, the Nomination/Remuneration Committee will convene and consider against the skills set all the applicants in the light of information from the selection process. The outcome of which will be reported to the Board for final approval consistent with the Standing Orders and Constitution of the College.
- 12.0 All candidates will be written to informing them whether they were successful or not following the Board approval. For those who request feedback, this will be available from the Secretary to the Board.
- 13.0 Successful candidates will also be required to undertake a programme of induction as described in the Induction Policy and Checklist.
- 14.0 In certain situations, a candidate may not meet all the skills set but with some support and exposure to the Board environment may do so in a reasonable period of time.
- 15.0 If there are no successful candidates or no applications are received, the Nomination/ remuneration Committee will need to consider the next steps and whether it is appropriate to re-advertise and within what timescale. This will be reported to the Board using the normal reporting mechanisms.
- 16.0 There are reasons why a candidate cannot be appointed to the Board. These are detailed in the Constitution and Standing Orders and cover sequestration, bankruptcy and insolvency, certain convictions that carry a prison sentence over three months but without the option of a fine; incapacitation through mental illness and certain disqualifications or removal from office under various Acts.

- 17.0 Board members must be over the age of 16 to be eligible for appointment and must not be a full time student or member of staff, except where the appointment is by virtue of being a staff or student member.
- 18.0 An offer of appointment to the Board is subject to an enhanced disclosure check by Disclosure Scotland. It is advisable to perform the check prior to appointment however that may not always be feasible. Offers made prior to such a check should be made on a conditional basis.

This procedure is to be followed when appointing internal members to the Board of Governors of Argyll College UHI.

- 19.0 The process to appoint to a staff board position is by election. The vacancy is normally advertised internally for two weeks seeking nominations. Once nominations are received, the individuals are requested to provide a short brief on why they should be selected for inclusion in the mailing to all staff along with the voting paper. The voting papers are sent out one week prior to the election proper. Voting is by way of ballot boxes placed reception areas at the various campuses of the College and voting takes place over a week. The votes are counted and verified and the results are announced internally in the week following the ballot.
- 20.0 The student board member is nominated by the Students' Association and the period of office normally expires on 31 August following their appointment. If a vacancy during the year arises then the Secretary to the Board will contact the Students' Association within three weeks of that vacancy to seek a new nominee for approval by the Board at their next meeting.

In the event of there being no student association the following strategy will be followed.

Stage 1: students are invited to indicate their interest in being a Board member.

Stage 2: they then have to find a proposer and seconder to support their nomination.

Stage 3: If there is more than one application there will be an election following the same process as for the staff member

Argyll College Board of Governors, Board Member Job Description

The purpose of this job description is to provide information on the role of the board member within Argyll College UHI. Our key aim is to ensure that the College gains the maximum benefit from the skills and experience that each board member brings with them. It is also vital that you as a Board member feel that your contribution is valued. The role of a governor is a non-executive one and concerns oversight of the College at the strategic level in line with the corporate plan rather than be concerned with the day to day executive management.

The duties and remit of a Board Member is expressed in various documents including the Constitution and Standing Orders of the College and it is expected that a Governor will be familiar with these.

Argyll College UHI expects that a governor will:

Commit approx. 15 days per annum including attendance at events as well Board and other meetings.

Contribute to the development of the College's mission and values through discussion and debate on the strategic priorities.

Support the development of measurable targets that assists the College in achieving its mission and values and strategic priorities.

Monitor the achievement of targets to ensure the College is performing against its own criteria and that of key stakeholder bodies.

Consider the risks and opportunities for the College to ensure that it remains sustainable and relevant for all of the stakeholders that it serves.

Promote the interests of the College, including that of its learners and staff, both in the local community and internationally.

Work with other governors in a supportive, helpful and constructive way to ensure the Board is effective when it meets.

Declare any conflicts of interest that arise as they arise and to do so in an open and transparent manner.

Base their thoughts and opinions on their own assessment of the information provided and avoid representing other views whether they are internal or external to the College.

Avoid making statements or expressing opinions on behalf of other Governors, or the College, other than through the normal channels.

Recognise that, as a governor of a public body, they should act in ways that demonstrate good governance and adhere to the Nolan Principles of Public Life. Participate in development opportunities to increase their own effectiveness and understanding of the College and sector.

Board Member Induction Procedure

All new Board Members are required to attend an induction session at their local learning centre with the

- Board Chair
- Principal

where they can discuss the work and priorities of the Board of Management and its Committees. New members will be given a copy of the UHI Academic Partner Board Members' Information Pack and Colleges Scotland Guide for Board Members and will be encouraged to avail themselves of appropriate training opportunities as they become available.

AGENDA

- Welcome and Tour of Learning Centre
- Key facts about Argyll College and UHI

By the end of the session Board Members will have been given an overview of:

- Role of a college board member
- Conflict of interest
- Confidentiality
- Code of Conduct
- Strategic direction of the College
- Key challenges facing the College
- College sector environment

BOARD MEMBER ROLE DESCRIPTION

Description	Skills, Knowledge and Experience	Key Performance Indicators
Commit approx. 15 days per annum including attendance at events as well Board and other meetings.	<ol style="list-style-type: none"> 1. To be able to make such a commitment in ways that enable the person to take account of all the demands on themselves 	<ul style="list-style-type: none"> • Attends at least 3 Board meetings in any academic year as well as at least 2 of any Committees of which they are members.
Contribute to the development of the College's mission and values through discussion and debate on the strategic priorities.	<ol style="list-style-type: none"> 1. Contributes creatively and realistically to planning 2. Balances needs and constraints 3. Debates convincingly 4. Asks value added and appropriately timed questions 	<ul style="list-style-type: none"> • Displays, through positive and regular contribution at meetings: <ol style="list-style-type: none"> a) understanding of College mission and values; b) of proportionality; c) consideration of the matter being discussed.
Support the development of measurable targets that assists the College in achieving its mission and values and strategic priorities.	<ol style="list-style-type: none"> 1. Persuades with well chosen arguments 2. Shares expertise and knowledge freely 3. Thinks creatively and constructively 4. Sees the detail as well as the big picture 	<ul style="list-style-type: none"> • Is able to plead own case relying on expertise and knowledge practically and resourcefully applied • Identifies new ways of looking at issues
Monitor the achievement of targets to ensure the College is performing against its own criteria and that of key stakeholder bodies.	<ol style="list-style-type: none"> 1. Enthusiastic to achieve an outcome 2. Can digest and analyse information 	<ul style="list-style-type: none"> • Brings energy to discussion focussing on what needs to be achieved • Assimilates information and constructs meaningful responses
Consider the risks and opportunities for the College to ensure that it remains sustainable and relevant for all of the stakeholders that it serves.	<ol style="list-style-type: none"> 1. Thinks strategically in evaluating direction and operations 2. Understands how the College contributes to the local community 3. Understands the responsibilities to students and staff 4. Effectively applies their own knowledge, experience and expertise to issues confronting the College 	<ul style="list-style-type: none"> • Demonstrates, when contributing to decision making: <ol style="list-style-type: none"> a) wider community priorities; b) risks and consequences. • Takes account of the impact of decisions on staff and students.
Promote the interests of the College, including that of its learners and staff, both in the local community, nationally and internationally.	<ol style="list-style-type: none"> 1. Understands the role of a Board member within the College sector 2. Understands the role of further and higher 	<ul style="list-style-type: none"> • Is able to elucidate: <ol style="list-style-type: none"> a) the key responsibilities of a Board member;

Description	Skills, Knowledge and Experience	Key Performance Indicators
	education (FE & HE) within the University of the Highlands and Islands and its national and international context	b) the impact of FE & HE in a broader context than the College level
Work with other governors in a supportive, helpful and constructive way to ensure the Board is effective when it meets.	<ol style="list-style-type: none"> 1. Challenges constructively and effectively 2. Persuades with well chosen arguments 3. Uses subtle and informal tactics to persuade 4. Involves others in decision-making processes 5. Respects other team members 6. Willing to modify own thinking 	<ul style="list-style-type: none"> • Is well prepared, constructive in comments made and understands when to step in or not. • Listens and takes account of other people's views considering how they impact on their own. • Exhibits, through behaviour, sensitivity to others viewpoints and adapts working style according to context and individuals
Declare any conflicts of interest that arise as they arise and to do so in an open and transparent manner.	<ol style="list-style-type: none"> 1. Accepts personal accountability 	<ul style="list-style-type: none"> • Keeps own register of interests updated and makes declarations as necessary
Base their thoughts and opinions on their own assessment of the information provided and avoid representing other views whether they are internal or external to the College.	<ol style="list-style-type: none"> 1. Targets their interest 2. Demonstrates financial literacy 3. Appropriately questions data and information presented to the Board 	<ul style="list-style-type: none"> • In discussion is focussed on key issues, is able to discuss numbers and figures and asks questions for clarification
Avoid making statements or expressing opinions on behalf of other Governors, or the College, other than through the normal channels.	<ol style="list-style-type: none"> 1. Exercises independent judgement 2. Understands the mechanisms for communication within the Board context 	<ul style="list-style-type: none"> • Is respectful of the need to direct questions through the Chair • Adheres to the rules and norms of behaviour within the Board

Recognise that, as a governor of a public body, they should act in ways that demonstrate good governance and adhere to the Nolan Principles of Public Life.	<ol style="list-style-type: none"> 1. Demonstrates high ethical standards 2. Contributes to effective governance 3. Actively considers equality and diversity across the whole responsibilities 	<ul style="list-style-type: none"> • Is able to express the intention behind the Nolan Principles and abides by these as demonstrated by behaviour • In decision making is able to consider the impact of these across the range of people that may be affected
Participate in development opportunities to increase their own effectiveness and understanding of the College and sector.	<ol style="list-style-type: none"> 1. To be able to participate in such opportunities in ways that enable the person to take account of all the demands on themselves 	<ul style="list-style-type: none"> • Attends 75% of the development opportunities that are offered by the College

CHAIR ROLE DESCRIPTION (This also applies to the Depute Chair)

Description	Skills, Knowledge and Experience	Assessment
Commit approx. 20 days over and above the time commitment for a Governor.	<ol style="list-style-type: none"> 1. To be able to make such a commitment in ways that enable the person to take account of all the demands on themselves 	<ul style="list-style-type: none"> • Attends all Board meetings in any academic year as well as all meetings of any Committees of which they are members
Ensure that the Board operates in ways that are consistent with the Constitution and Standing Orders and other guidance as well the Nolan Principles.	<ol style="list-style-type: none"> 1. Demonstrates deep understanding of the principles of public life and key guidance 2. Working knowledge of the contents of Standing Orders and Constitution as well as other Board policy 3. Creates a climate for high standards, accountability and being accountable themselves 	<ul style="list-style-type: none"> • Able to articulate the principles of public life to another • Able to explain the influence and status that guidance has on governance • Able to articulate key points of the College Constitution and other policy to another • Through own behaviour demonstrates the standards that are required by all Board members
Ensure that the Board and the Committees of the Board actively work towards the fulfilment of the College's mission and values and meet any legislative or other requirements.	<ol style="list-style-type: none"> 1. Through chairmanship, ensure the Board focus on activity that promotes College mission and values 2. Oversight of the work of the Committees, through the Chairs' of those Committees 	<ul style="list-style-type: none"> • Able to control and steer discussion and debate clearly focussing on what needs to be achieved • Through facilitation enables discussion and debate to remain on course using

Description	Skills, Knowledge and Experience	Assessment
	and the relevant papers 3. Knowledge of the various legislative and other requirements	techniques such as summarising and questioning <ul style="list-style-type: none"> • Assertive • Impartial as demonstrated by open mindedness, fairness and objectiveness • Has demonstrable awareness of relevant legislation and able to express that to another
Ensure that the business of the Board is conducted in such a way to encourage all the Governors to speak openly and honestly and to be heard.	<ol style="list-style-type: none"> 1. Visible and approachable 2. Respects other people and their confidences 3. Acts with integrity and honesty 4. Ensures that everyone has opportunities to express their views 5. Skills to summarise views and reflect back opinion 6. Facilitates meetings in ways that are positive, constructive and supportive of differing view points 	<ul style="list-style-type: none"> • Attendance of all Board members meets the 3 meetings a year criterion • Encourages debate and discussion • Actively summarises all viewpoints, decisions made and how they were arrived at • Ensures that decisions are made in the meeting and by general consensus • Ensures all viewpoints are listened to, considered and responded to
Encourage all Governors, individually as required, to participate in development opportunities and to benefit from each other's experience and knowledge.	<ol style="list-style-type: none"> 1. Encourages others to express their views based on their own experience and knowledge 2. Applies the use of other's experience and knowledge in the College setting 3. Able to adapt their style to different people and situations 	<ul style="list-style-type: none"> • Asks questions of all members to encourage participation • Is knowledgeable of the skills and expertise of members and draws upon that to the benefit of others • Exhibits, through behaviour, sensitivity to others viewpoints and adapts working style according to context and individuals
Be mindful at all times of the Chairs responsibility and accountability. Always retain a level of independence that ensures the College is well governed and effectively managed	<ol style="list-style-type: none"> 1. Capable of taking difficult decisions and measured risks 2. Ability to remain impartial and, whilst developing good relationships with key people, can remain neutral 	<ul style="list-style-type: none"> • Identifies risks and opportunities and their consequences • Works with all members whilst remaining independent and impartial • Ensures personal relationships do not

Description	Skills, Knowledge and Experience	Assessment
	3. Accepts personal accountability as the Chair for Board decisions as well as their own	interfere with sound decision making <ul style="list-style-type: none"> • Able to articulate the responsibilities of Chair to another
Develop a professional working relationship with the Principal of the College that enhances the effectiveness of the Principal and the College by way of mentoring, guidance and support techniques.	<ol style="list-style-type: none"> 1. Gives and expects constructive feedback 2. Praises achievements and celebrates success 3. Encourages innovative and creative thinking 4. Challenges, at the strategic level, College activity 5. Supportive and constructive on matters connected with delegated authority and operational matters 	<ul style="list-style-type: none"> • Regular meetings are held focussing on issues that concern the performance of the College and effectiveness of the Principal • Discussions are two way and supportive to develop capacity and capability
Develop a good working relationship with the Secretary to the Board to ensure that the College complies with its Constitution and Standing Orders, complies with relevant governance guidance and is governed effectively.	<ol style="list-style-type: none"> 1. Gives and expects constructive feedback 2. Praises achievements and celebrates success 3. Encourages innovative and creative thinking 4. Supportive and constructive on matters of governance 	<ul style="list-style-type: none"> • Regular meetings are held focussing on issues that concern governance at the College and effectiveness of the Secretary • Discussions are two way and supportive to create a strong governance culture
Annually appraise the performance of the Principal to ensure that the College is sustainable.	<ol style="list-style-type: none"> 1. Utilise appropriate methods of appraisal, including objective setting 2. Nurture, mentor and support skills development 3. Monitor the achievement of objectives, supporting as appropriate 	<ul style="list-style-type: none"> • Evidence of an annual appraisal system with regular monitoring and interventions throughout the year to enable objectives to be met
Annually appraise the performance of the Secretary to the Board to ensure that the College has effective and appropriate governance.	<ol style="list-style-type: none"> 1. Utilise appropriate methods of appraisal, including objective setting 2. Nurture, mentor and support skills development 3. Monitor the achievement of objectives, supporting as appropriate 	<ul style="list-style-type: none"> • Evidence of an annual appraisal system with regular monitoring and interventions throughout the year to enable objectives to be met
Develop evaluation mechanisms that enable	1. Utilise appropriate methods of appraisal at	<ul style="list-style-type: none"> • Ensures that there are biennial one to one

Description	Skills, Knowledge and Experience	Assessment
the Board to assess its overall performance annually and improve upon that year on year. This may include setting measureable targets against which the Board can measure its success.	individual and Board level 2. Nurture, mentor and support skills development 3. Setting of SMART targets to assess Board performance, where appropriate, including mechanisms for measuring achievement	meetings that result in an action plan to develop the contribution and role of each individual as well as feeding into the succession planning process <ul style="list-style-type: none"> • Ensures that in the intervening year there is evaluation of Board performance that results in an action plan to develop the capacity and capability of the Board
Be mindful that the Chair may have the casting vote at Board meetings where there is an equal vote amongst the Board. Should that casting vote be required, the Chair should consider all the information provided and the views of all the Governors before deciding how to vote.	1. Capable of taking decisions and measured risks accounting for the variety of opinion 2. Able to summarise the views and opinions expressed 3. Able to express how the casting vote was decided upon in a way that is non divisive and transparent	<ul style="list-style-type: none"> • Proven record of working in a non executive role in a complex and demanding environment • Listens and feedbacks opinions expressed, any responses to those and the impacts they had on any decisions made • Able to articulate to another clearly and openly the reasons behind any casting vote
Act, between Board meetings, on matters delegated by the Board and to respond to requests on matters that do not require Board approval.	1. Uses judgement to determine if a matter might need Board consideration 2. Is reliable and punctual 3. To be able to make such a commitment in ways that enable the person to take account of all the demands on themselves	<ul style="list-style-type: none"> • Broadly understands the scheme of delegation to determine who can take decisions on what matters • Attends all Board meetings and is able to commit to the extra 20 days required over the expected commitment for a Board member
Where appropriate be a part of Scotland's College support structure and attend various meetings, functions and conferences.	1. To be able to make such a commitment in ways that enable the person to take account of all the demands on themselves	<ul style="list-style-type: none"> • It is expected that there is active participation and that the Chair attends all of the Chairs Committee meetings
At all times play an ambassadorial role for Argyle College UHI.	1. Acts confidently and appropriately 2. Understand the political and policy environment at national level and to speak about these in terms of the College 3. Open, approachable and respectful	<ul style="list-style-type: none"> • Actively engaged externally and supports the mission and values of the College and sector when attending meetings/ conferences and other events

Description	Skills, Knowledge and Experience	Assessment
Able to commit time to attend Chair's Committee as and when required.	1. To be able to make such a commitment in ways that enable the person to take account of all the demands on themselves	<ul style="list-style-type: none"> Attends all of the Chair's Committee meetings in any calendar year

CHAIR OF COMMITTEE ROLE DESCRIPTION

Description	Skills, Knowledge and Experience	Assessment
Commit approx. an extra three days over and above the time commitment for a Governor.	1. To be able to make such a commitment in ways that enable the person to take account of all the demands on themselves	<ul style="list-style-type: none"> Attends all Committee meetings in any academic year as well as at least 3 Board meetings
Ensure that the Committee operates in ways that are consistent with the Constitution and Standing Orders and other guidance as well the Nolan Principles.	<ol style="list-style-type: none"> Through chairmanship, ensure the Committee actively consider the principles of public life and College Constitution and Standing Orders Through Chairmanship, ensure the Committee decisions are transparent, merit based and objective 	<ul style="list-style-type: none"> Able to articulate the principles of public life and key points in the Constitution to another Ensures that decisions made are based on the evidence provided with debate and discussion focussed on the issues
Ensure that the Committee actively works towards the fulfilment of the College's mission and values and meet any legislative or other requirements.	<ol style="list-style-type: none"> Through chairmanship, ensure the Committee focus on activity that promotes College mission and values Knowledge of the various legislative and other requirements applicable to the work of that Committee 	<ul style="list-style-type: none"> Able to control and steer discussion and debate clearly focussing on what needs to be achieved Through facilitation enables discussion and debate to remain on course using techniques such as summarising and questioning Assertive Impartial as demonstrated by open mindedness, fairness and objectiveness Has demonstrable awareness of relevant legislation and able to express that to another
Ensure that the business of the Committee is	1. Visible and approachable	<ul style="list-style-type: none"> Attendance of all Board members meets

Description	Skills, Knowledge and Experience	Assessment
<p>conducted in such a way to encourage all those attending to speak openly and honestly and to be heard. This includes not just the Governors but others who may attend as part of their job.</p>	<ol style="list-style-type: none"> 2. Respects other people and their confidences 3. Acts with integrity and honesty 4. Ensures that everyone has opportunities to express their views 5. Skills to summarise views and reflect back opinion 6. Facilitates meetings in ways that are positive, constructive and supportive of differing view points 	<p>the at least 3 a year criterion</p> <ul style="list-style-type: none"> • Encourages debate and discussion • Actively summarises all viewpoints, decisions made and how they were arrived at • Ensures that decisions are made in the meeting and by general consensus • Ensures all viewpoints are listened to, considered and responded to
<p>Encourage discussion at the strategic level and not on the day to day management of the area</p>	<ol style="list-style-type: none"> 1. Through chairmanship, ensure that the Committee focus on the mission and values of the College 2. Enabling the Committee to delve into matters where that is appropriate and adds to good governance 	<ul style="list-style-type: none"> • Committee is active in considering information provided and is able to seek clarification on matters of import in ways that challenge the thinking of the senior staff • Such challenge is supportive and not designed to make operational decisions or to undermine the senior staff
<p>Encourage all Governors who are members of the Committee to develop knowledge and understanding of the work of that Committee and to benefit from each others experience and knowledge.</p>	<ol style="list-style-type: none"> 1. Encourages others to express their views based on their own experience and knowledge 2. Applies the use of other's experience and knowledge in the College setting 3. Able to adapt their style to different people and situations 	<ul style="list-style-type: none"> • Asks questions of all members to encourage participation • Is knowledgeable of the skills and expertise of members and draws upon that to the benefit of others • Exhibits, through behaviour, sensitivity to others viewpoints and adapts working style according to context and individuals
<p>Develop a good working relationship with the senior staff responsible for the work that the Committee oversees.</p>	<ol style="list-style-type: none"> 1. Gives and expects constructive feedback 2. Praises achievements and celebrates success 3. Encourages innovative and creative 	<ul style="list-style-type: none"> • Regular communication between the Chair of Committee and senior staff is held focussing on the work of the Committee, the strategic objectives

Description	Skills, Knowledge and Experience	Assessment
	thinking 4. Challenges, at the strategic level, College activity 5. Supportive and constructive when operational matters are considered	associated with that work and that enhances the activity
Develop a good working relationship with the Secretary to the Board to ensure that the College complies with its Constitution and Standing Orders, complies with relevant governance guidance and is governed effectively.	1. Gives and expects constructive feedback 2. Praises achievements and celebrates success 3. Encourages innovative and creative thinking 4. Supportive and constructive on matters of governance	<ul style="list-style-type: none"> • Regular communication between the Chair of Committee and the Secretary is held focussing on the work of the Committee, the strategic objectives associated with that work and that enhances good governance in the College
Able to commit time to attend Chair's Committee as and when required.	1. To be able to make such a commitment in ways that enable the person to take account of all the demands on themselves	<ul style="list-style-type: none"> • Attends all of the Chair's Committee meetings in any calendar year

Appendices.

- 1. Board of Governors Information Pack**
- 2. Board members skills matrix**
- 3. Examples of Interview Questions**
- 4. Committee meeting schedule**
- 5. Process for populating committees**
- 6. Information sheet to Staff and Students (template)**

Appendix 1. Board of Governors Information Pack.

Appointment to the Board of Governors of Argyll College UHI

Argyll College UHI is seeking to appoint Governors to help influence and shape the college's strategy, mission and values.

Message from the Chair of the Board of Governors and the Principal.

Message from Andrew Campbell — Chair of Argyll College UHI

Argyll College UHI is a relatively new college on the Scottish scene but we have already become a firmly established part of the education and training sector on the west coast. We still have further to travel with more development of the College to deliver and the Board will play a key role in this task. We rely on the skills and knowledge of our Board members to help us on our journey of development. Recently we have doubled the number of students studying higher education within our region. It is not without challenges as anyone who knows the geography can appreciate. We cover the local authority area of Argyll and Bute Council and the island of Arran (part of North Ayrshire Council). In association with our partner institutions we form the University of the Highlands and Islands. This unique university means we can provide access to a complete range of qualifications covering both further and higher education allowing students living in Argyll and Bute to remain here as well as potentially attracting others to come and join us.

Message from Fraser Durie – Principal of Argyll College UHI

“The college relies on the expertise and knowledge each member of the Board brings to the college. Our college is very much part of the communities we serve. Our dispersed nature brings with it advantages and challenges all of which are part of our discussions and debate within the Board itself. My feeling, and that of the Board, is that the college has great potential to contribute more to the population of Argyll and Bute and Arran. We are proudly a partner within the University of the Highland and Islands and seek to capitalise on our unique geography, culture and history to offer relevant and unique qualifications. One of our proudest days is our graduation in September each year. It is the culmination of all our activity and the entire college community comes together to celebrate. It is an opportunity for students and their families, staff and the Board to gather together to exemplify the difference colleges make. We recognise the service our Board provides and the support we receive.”

Information about Argyll College UHI

Role Description for a Governor of the Board

The purpose of this role description is to provide information on the function of a board member within the Argyll College UHI. The key aim of the appointment of a Board member is to ensure that the College gains the maximum benefit from the skills and experience that each member brings with them. It is also vital that Board members feel their contribution is valued.

The duties and remit of a Board Member is expressed in various documents including the Constitution and Standing Orders of the Argyll College UHI and it is expected that all Board members will be familiar with these.

Argyll College UHI expects that a governor will:

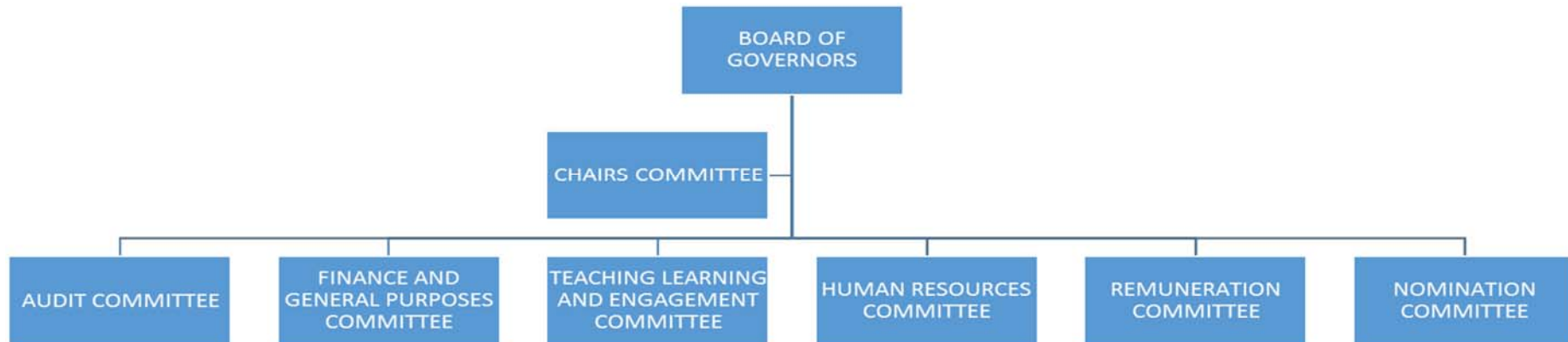
- *Provide strategic leadership and direction to the college through oversight of and contribution to key strategy documents such as the regional outcome agreement as well as by setting the strategic priorities for example related to financial objectives or staffing strategies.*
- *Have an awareness and understanding of the national policy context and of local needs for further education.*
- *Contribute to the development of the College's mission and values through discussion and debate on the strategic priorities.*
- *Support the development of and monitor key performance indicators to ensure that the College is achieving its mission and values and strategic priorities.*
- *Monitor the achievement of targets to ensure the College is performing against its own criteria and that of key stakeholder bodies.*
- *Develop and review the College's internal controls and an audit regime to ensure that these identify the risks and opportunities to enable the College to be sustainable and relevant for all of the stakeholders that it serves.*
- *Develop and review the College's financial strategy and objectives, including for estates, and ensure that there is an appropriate control system in place which is regularly monitored.*

- *Ensure that the College, through its mission, values and strategic priorities is creating a learning environment that encourages everyone to achieve outcomes relevant to them and to aspire to learn more.*
- *Ensure that the College, through its mission, values and strategic priorities is creating a positive and safe environment where people want to work and achieve the aims of the college.*
- *Develop and review the equality and diversity practices of the College to ensure that everyone who contacts the college or who works and learns in it is treated with respect and dignity.*
- *Promote the interests of the College, including that of its learners and staff, both in the local community and internationally.*
- *Work with other governors in a supportive, helpful and constructive way to ensure the Board is effective when it meets.*
- *Declare any conflicts of interest that arise as they arise and to do so in an open and transparent manner.*
- *Base their thoughts and opinions on their own assessment of the information provided and avoid representing other views whether they are internal or external to the College.*
- *Avoid making statements or expressing opinions on behalf of other Governors, or the College, other than through the normal channels.*
- *Recognise that, as a governor of a public body, they should act in ways that demonstrate good governance and adhere to the Nolan Principles of Public Life.*
- *Participate in reviews of performance of the Board and development opportunities to increase their own effectiveness and understanding of the College and sector.*
- *Commit 15 days per annum including attendance at events as well Board and other meetings.*

Argyll College UHI Governance Committee Structure

The governance committee structure is detailed below. Each Board member will be expected to participate in one of the Committees or sub groups as part their commitment to being a Governor of Argyll College UHI as well as sitting on the Board.

ARGYLL COLLEGE UHI BOARD OF GOVERNORS COMMITTEE STRUCTURE



The structure has been designed to ensure that the Board has appropriate scrutiny and oversight of the management of the College and that the Board fulfils its legal obligations. The management of the College will have in place internal committees and working groups that support the vision and strategy of the College.

Schedule of Meetings

The calendar of meetings for the academic year 2014/15 has been set and is included to provide an idea of the timing and regularity of meetings. Please refer to appendix 4.

Nominations, Remuneration and Chairs Committee

As per the Terms of Reference of these Committees they will meet annually and as requested otherwise by the Board of Governors.

Audit Committee, HR Committee, Finance and General Purposes Committee and Teaching and learning Committees Schedule of meetings is detailed in appendix 4.

Board of Governors. The Board of Governors shall meet quarterly on the Monday of the second week of the months of March, June, September and December.

There will also be both a strategy day and a development day with the dates and venues to be confirmed.

It should be noted that the dates and times of the Audit Committee may alter depending on membership of that Committee.

Process of Appointment

The first stage of the process to appoint to the Board of Argyll College UHI is to send your CV and a supporting statement on why you are interested in becoming a governor of Argyll College UHI to boardsecretary.argyllcollege@uhi.ac.uk , or to the Board Secretary, Argyll College UHI, West Bay, Dunoon, PA23 7HP.

The responses will be considered by the Nomination Committee. Your application will be considered against the skills matrix and any vacancy.

If you are invited to join the Board of Governors, there will be a formal induction.

Appendix 3. EXAMPLES OF INTERVIEW QUESTIONS & FORMATS FOR RECRUITING NEW BOARD MEMBERS

Example 1:

Board Member Interviews

1. Welcome and Introductions
2. Background about Argyll College UHI
3. Background information about the Board of Management
4. Questions

Some examples:

- Tell us what you think you have to offer Argyll College UHI.
- What particular skills and experience do you have that would strengthen our Board?
- Are there any areas of the College's work that you have a particular interest in, or would like to be involved with?
- The role of Board member brings with it considerable responsibility and time commitment. What attracts you to the role?
- What do you consider the most important values for a public sector Board?
- What is your approach to learning about new responsibilities?
- Can you provide us with some examples of where you have worked successfully with others to achieve a positive outcome?
- How do you approach resolving differences and reaching consensus?

Are there any areas of College activity in which you think training would assist you to increase your understanding, and support decision making?

5. Information to be given to each applicant
 - Requirement for Enhanced Disclosure
 - Declarations of Interest that would be in public domain
 - Training – both at induction and ongoing.

Example 2.

Board Member Interviews

Welcome and introductions – Chair

Tell us what you think you have to offer Argyll College UHI. What particular skills and experience do you have that would strengthen the Board?

Are there any areas of the College's work that you have a particular interest in, or would like to be involved with?

The role of Board member brings with it considerable responsibility and time commitment. What attracts you to the role?

What do you consider the most important values for a public Board?

What is your approach to learning about new responsibilities? Are there any areas of College activity in which you think training would assist you to increase your understanding and support decision making?

Information to be given to applicants –

Requirement for enhanced disclosure

Declarations of interest that would be in the public domain

Training requirement – both at induction and ongoing (2 days a year minimum).

Scoring grid for interviewing candidates – to be completed by interview panel members.

- 0 = no evidence
- 1 = some evidence
- 2 = good evidence
- 3 = strong evidence

Panel member name				
	Candidate 1	Candidate 2	Candidate 3	Candidate 4
Knowledge/experience in specific areas requested e.g. estates, finance, business				
Knowledge/experience of public sector corporate governance				
Evidence of public values				
Evidence of interest in this College & its students				
Evidence of positive attitude to self development				
TOTAL				

Appendix 4. Committee Meeting Schedule 2014/15

INTERNAL TIMETABLE FOR GOVERNANCE COMMITTEE MEETINGS 2014/15		
Committee Name	Papers circulated on	Meeting date
Board	Monday 15/09/2014	Monday 22/09/2014
Board	Monday 8/12/2014	Monday 15/12/2014
Board	Monday 9/03/2015	Monday 16/03/2015
Board	Monday 8/06/2015	Monday 15/06/2015
Board	Monday 14/09/2015	Monday 21/09/2015
Board	Monday 7/12/2015	Monday 14/12/2015
Finance & General Purposes	Friday 22/08/2014	Friday 29/8/2014
Finance & General Purposes	Friday 14/11/2014	Friday 21/11/2014
Finance & General Purposes	Friday 13/02/2015	Friday 20/02/2015
Finance & General Purposes	Friday 15/05/2015	Friday 22/05/2015
Finance & General Purposes	Friday 21/08/2015	Friday 28/08/2015
Finance & General Purposes	Friday 13/11/2015	Friday 20/11/2015
Audit	Friday 22/08/2014	Friday 29/8/2014
Audit	Friday 14/11/2014	Friday 21/11/2014
Audit	Friday 13/02/2015	Friday 20/02/2015
Audit	Friday 15/05/2015	Friday 22/05/2015
Audit	Friday 21/08/2015	Friday 28/08/2015
Audit	Friday 13/11/2015	Friday 20/11/2015
T, L & E	W/C 18/08/2014	W/C 25/08/2014
T, L & E	W/C 10/11/2014	W/C 17/11/2014
T, L & E	W/C 9/02/2015	W/C 16/02/2014
T, L & E	W/C 11/05/2015	W/C 18/05/2015
T, L & E	W/C 17/08/2015	W/C 24/08/2015
T, L & E	W/C 9/11/2015	W/C 16/11/2015
Remuneration Committee	1 week before	Annual TBC
Nominations Committee	1 week before	Annual TBC
Chairs Committee	1 week before	Annual TBC
AGM	Monday 8/12/2014	Monday 15/12/2014

Appendix 6 Information sheet to staff and students

Vacancy for Staff Member Argyll College UHI Board of Governors

Here is your chance to be involved on the continuing work and development of the College and have a say in how that is taken forward. The staff representative is a full member of the Board and will be participate in the workings of the Board and its sub-committees. This is a time of significant change in both the college and university sector and Argyll College is part of both agendas through its unique partnership in UHI. This is potentially the opportunity to make a rewarding contribution to both the Further and Higher education in the region.

If you wish to be considered for this position please complete the attached form or pick up one from your local centre manager. You will be asked to write a brief statement as to why you wish to take up this post and get a proposer and seconder both of which must be current staff of Argyll College UHI.

Forms should be returned to the Centre Manager by If more than one nomination is received there will be an election open to all current staff of the college.

Your name	
Proposer	
Secunder	
Statement to support nomination your application, (no more than 150 words).	

Vacancy for Student Representative

Argyll College UHI Board of Governors

Here is your chance to be involved on the continuing work and development of the College and have a say in how that is taken forward. The student representative is a full member of the Board and will be participate in the workings of the Board and its sub-committees. Not only will this be a significant addition to your CV but will be a rewarding contribution to both the Further and Higher education in the region.

If you wish to be considered for this position please pick up a form from your local centre manager. You will be asked to write a brief statement as to why you wish to take up this post and get a proposer and seconder both of which must be registered students of Argyll College UHI.

Forms should be returned to the Centre Manager by If more than one nomination is received there will be an election open to all registered students of the college.

Your name	
Proposer	
Secunder	
Statement to support nomination your application, (no more than 150 words).	

