

Argyll College
Review of Board Effectiveness
March 2018

by



Substantial Assurance

Contents

Section	Description	Page
1	Introduction	3
2	Scope	4
3	Good Practice Identified	5
4	Overall Conclusion	6
5	Findings	7
6	Recommendations, Client Comments & Action Plan	13
7	Annex's i) Interviewee's & Contributors ii) Board Agenda 9 th March 2018	19

Section 1 Introduction

The review of Board Effectiveness was commissioned by the Argyll College UHI (AC) Board in March 2018 to ensure compliance with the 'new' Governance requirements set out by the *Scottish Funding Council* and underpinned by good Governance Guidance produced by *Colleges Scotland* for Colleges operating in the Scottish Further Education sector. The review was independently carried out by Wylie & Bisset LLP during March 2018.

The scope of the review is outlined below.

In broad terms the review set out to cover:

- (1) That the Board are compliant with the Code of Good Governance;
- (2) The progress the Board are making in relation to self-evaluation; and
- (3) What levels of participation there are by the Board members in this process and in the strategic decisions taken by the College.

Wylie & Bisset LLP's role was to make an independent assessment of the arrangement and to provide an opinion to the Board on these matters.

Our findings, recommendations and suggested action plans are set out in Section 5 and 6 below.

To reach these findings, we undertook a series of interviews both on a one to one, and group basis. In addition, we reviewed all Board and Committee papers for the second half of Academic Year (AY) 2016/17 and the first half of AY 2017/18 including Board papers for the meeting on 8th December 2017. We also attended the Board meeting in Lochgilphead on 9th March 2018.

Section 7 includes relevant Annexes to support our findings as follows:

- i) A full list of all the Board & Staff members interviewed during this process; and
- ii) A copy of the Board Agenda from 9th March 2018.

Once completed a copy of the 2018 Board Collective Self Evaluation document, will be sent to the Scottish Funding Council, to supplement this report. The College have been asked to complete this task by the end of AY 2017/18.

Wylie & Bisset LLP, would like to take this opportunity to thank all the Board Members and Staff involved in this review for their time, energy and commitment to help us conclude our review, and for the positive and open way in which they all engaged in this process.

Section 2 Scope

In agreement with the Chair of the Board and the Board Secretary on behalf of the Board, the Scope for the Review is set out below. Our report considered each element in turn and provides observations, recommendations and actions based on our findings.

Scope of review

Our objectives for this review were to ensure:

- The Board assesses its effectiveness and has a robust self-evaluation process in place.
- The effectiveness review covers the five sections of the Code of Good Governance.
- The Board sends its self-evaluation and board development plan to the funding body.
- There is sufficient input by Board members into the self-evaluation process.
- Any actions arising from the self-evaluation are being actioned.

Approach

Our approach to the review was:

- To review Board and Committee remits, minutes, agendas and papers.
- To determine whether corporate documents are aligned with corporate objectives.
- To review risk registers in place.
- To interview Board members and staff based on the pro-forma/questionnaire by Colleges Scotland.
- To review the structure of the Board and Board member development plans, appraisals, skills mix and induction arrangements.
- To examine recent surveys undertaken which include Board responses.
- To review any audit reports on governance.

Section 3 Good Practice Identified

Outlined in this section are the areas of good practice we identified at the College whilst undertaking our review of Governance Effectiveness.

Good Practice 1

During the Board meeting on 9th March 2018, the College held discussions on the significant strain on College finances caused by membership of the Strathclyde Pension Fund. The discussion focused on the options to be considered by the College as well as recognising the additional pressures arising from continued membership of the scheme when the contribution rate increases to 21.6% of gross pay in April 2018.

We note the active part all Board members present took in this discussion. This input appeared to provide the full Board with a deepening awareness of the fragility of College finances, because of this matter and other financial pressures (e.g. National Recognition and Procedures Agreement (NRPA)). The view of the Board was that they had to determine what type of employer they wished to be and be seen to be before making any firm decisions in this regard. They recognised that although they may wish to be seen and continue to be seen as a good employer in the area, there was a cost to doing so and that this was an example of another employment cost, which to all intents and purposes was out with the direct control of the College. The Board concluded that further investigations in to the options considered on the day had to be produced for the next Board meeting, in order that they could make a fully informed decision. This was particularly important due to the material impact this could have on the recurring costs the College will have to meet in the future.

Good Practice 2

The Board meeting on 9th March 2018 had a comprehensive and complex agenda to work through. Despite this however, there was very good chairing of the meeting, and every agenda item was given appropriate consideration by the Board. This included the debate outlined above, as well as other tricky items (NDPR for example), which could have taken the focus away from the considered nature each item received. In our view the Chair promoted contributions and discussion by every Board member and allowed sufficient time for each item, which led to apposite decisions being made on the day. Chairing a meeting and keeping it to time is a key skill and is one which the current Chair of Argyll College certainly demonstrated. Indeed, all Board members interviewed spoke highly of the Chair's ability to keep to time and maintain focus on each agenda item, so as appropriate decisions could be made.

Section 4 Overall Conclusion

Using the Good Governance 'Board Effectiveness Template' developed by *Colleges Scotland*, our review considered:

- Board and Committee papers for 2016/17 and 2017/18
- Attendance at a Board meeting (9th March 2018) and
- Interviews with Board members (including the Chair, Principal and Board Secretary)
- Various Governance documentation

In reaching our overall conclusion we have identified **2 areas** of **Good Practice** (see **Section 3**) and **16 recommendations and actions** (see **Section 6** below) for continued improvement in this regard.

Overall, we are able to provide a **SUBSTANTIAL** level of assurance over Board Effectiveness at Argyll College. Our assurance level is predicated on continued improvements being made by the Board in their approach to Governance; specifically, by carrying out the collective Board Self Evaluation by the end of AY 2017/18.

Section 5 Findings

5.1 Compliance with the Code of Good Governance

5.1.1 Leadership & Strategy

The College has developed a '*Code of Conduct*' for Board members which outlines what is expected from them on a personal and professional basis. The Code is based around the *9 Principles of Public Life*. From Board papers reviewed and from discussions witnessed, it is clear that these principles form the framework for decision making and underlying conduct of the Board.

There is a clear vision, mission and values for the College. This is evidenced in their Strategic and Operational plans as well as the conduct of the Board members.

The College is in the process of updating their key performance metrics as part of the development of the 2018-2021 Strategic Plan. Board members interviewed thought it was important to have a clear set of performance metrics which could allow them to obtain a clear snap shot of high level information at each of their meetings. Board members thought that these metrics would allow them to make better informed decisions. See **Recommendation 1** for further information.

As a College within the University of the Highlands and Islands (UHI), there is limited scope for the College's 'area' stakeholders to be engaged in compiling the area *Outcome Agreement* as this is balanced at a central level by the FE Regional Board (FERB) at UHI, however they recognised that as the Chair was Vice Convenor of this group the area's interest would be articulated in a meaningful and professional manner.

Our review of Board papers and our attendance at the Board meeting on 9th March 2018 highlighted that the Board are making improvements to what they consider and how they consider it. All members interviewed indicated that the Committee system was really working as it allowed time to look at things in detail by each committee. And then at the Board they felt there was opportunity for those seeing the information for the first time to engage with issues and contribute to the Board's strategic decision-making process. **Annex ii)** includes the agenda for this meeting.

The Board Self Evaluation questionnaires and face to face interviews highlighted some tensions with the quality and timing of Board papers. This is not unusual in an organisation going through change and who's staff resources are being stretched. See **recommendation 2**.

At the end of 2017, Board Members undertook their own personal Board Self Evaluations. Eight out of 11 Board members returned these to the Board Secretary. At this point in time (March 2018), the Board have still to complete a full evaluation of their collective

effectiveness as required by the Code of Practice. The Board Secretary indicated that steps were being put in place to carry out this task. **See Recommendation 3.**

5.1.2 Quality of the Student Experience

In line with College's Articles of Association the College has provision for 1 Student Board member. This is in contrast to incorporated Colleges, where the Post 16 Education (Scotland) Act 2013, provides for 2 student members being on the Board.

Our review of Board and other papers indicated that attendance by Student Board Members was reasonable. Indeed, it was no better or worse than other Colleges we work with. Having 2 Student Members, (One who is a full Board member and one who is shadow) may allow for effective succession planning and may also help meet Best Practice in relation to Student Board members.

Our review indicated that the Student Members will retire by rotation at the end of Session 2017/18. **See recommendation 4.**

The College uses student survey data, particularly the national annual surveys. Please see **Recommendation 5.**

Despite there being significant geographical challenges to overcome because of the remote and rural spread of learning centres, improvements to the role and activities of the Student Association have taken place over the last couple of years. The Students Association at Argyll College formally joined HISA (the UHI's student body). Please see **Recommendation 6.**

From our review we found that the curriculum offered by the College seems to meet the demands of students, however, in discussions with Board Members and the SMT, they were of the opinion that the College could do better to reflect the demand and needs of the local economy and employers. For example, the College works with 12 high schools in Argyll, and because the students are leaving school later than they would in an urban setting, their qualifications are overall at a higher level than normal. As such they are feeding directly in to the Higher Education (HE) offering rather than at the Further Education (FE) offer, which is impacting upon the College's ability to achieve the FE credits targets, whilst exceeding HE targets. In the view of the Board and SMT, the local economy in Argyll has more demand for traditional FE qualifications than for HE qualifications and as such balancing the curriculum offer with what the local economy needs can be difficult, particularly when this is set against other stakeholder targets i.e. retaining young people in the area. **See Recommendation 7.**

Quality of the student experience, despite resources being tight, does seem to be at the core of what the College is doing.

5.1.3 Accountability

Reading the Committee and Board papers along with speaking with Board Members the College does what it can to influence the shape of the Regional Outcome Agreement with the Further Education Regional Board (FERB). The Chair is the Vice Convenor of FERB, so is well placed to ensure the College's position is well represented. Having the Chair in this influential position may be of particular importance should there be significant changes ahead for each of the Non-Incorporated Academic Partners in the UHI as a result of the closer working programme for the Incorporated Partners following the recent 'Sturrock Review'.

Looking at the information on performance against target provided to the Board, it would seem that the College is under performing in FE but over performing in HE. The College will continue to have this profile unless realistic and achievable targets are agreed with the FERB for their FE credits. In addition, it is clear, given the current operating environment, that the College will have to review what it does and how it does it, if it is to remain financially sustainable against a backdrop of increasing costs pressures, many of which (like pay for example) are out with the College's direct control.

In discussions with Board members, the collective view was that the 'Helensburgh' project may be a way in which the College can address its FE deficit, however to do so the feeling was that Board need to take a more active role and drive the strategy in this regard and move this to a positive outcome. It was also recognised that although Helensburgh is in Argyll, it's closeness to other 'urban' Colleges out with the UHI may also present a threat to the College, and as such it was felt that there should be an imperative to secure this provision for the College.

Conflicts of interest are noted and dealt with appropriately by the Board and its Committees. The Board have a register of interest, with interests being declared where appropriate.

Board and Committee papers are prepared for each meeting. Conversations with Board Members indicated an unhappiness with the quality and timeliness of the information they have been provided with. The papers for the meeting on the 9th of March did not go out 7 days before the meeting as required by their own Standing Orders. There seems to be reasons why this occurred, however all interviewed members expressed a desire to make effective contributions to meetings but felt they could only do so if they had the right materials at the right time. **See Recommendation 8.**

The College makes good use of their Board Committee structure, with all members of the SMT and others contributing to paper creation. This is good practice; however, it is being hampered by a number of late papers and what seems to be insufficient amounts of time available to authors to hit the deadlines set.

Terms of reference for the Board and its Committees are clear and unambiguous. The schemes of delegation are in line with schedules we have reviewed elsewhere. We recognise that the Board is on a developmental journey in relation to Governance and that this should be taken into consideration when they undertake their Corporate (collective) Self Evaluation exercise. This should then feed into the overall improvements they are wishing to make to how they conduct Board business at Argyll College.

Having attended the Board Meeting on the 9th March to observe how the Board operated, there seemed to be a degree of tension within the SMT (which was confirmed by the Chair and Vice Chair), which without their (earlier) intervention may have led to the SMT operating in an adverse and dysfunctional manner. We note the steps the Board have taken to resolve this matter and acknowledge the work all those involved have taken to ensure there is limited impact upon College operations. As the Principal announced his retirement at this meeting, we believe the tensions present will resolve themselves over time. Ahead of the Principal's retirement in October 2018, the Board may wish to look at how roles and responsibilities are transitioned between now and a new Principal taking office. Taking such a proactive view should help ensure that no project or opportunities slip under the radar and that the College is well placed to meet the challenges it faces in the immediate short term.

The Committees of the Board, appear to be working well, with the majority of the work being done initially at Committee level; with non-Committee members having the opportunity to scrutinise matters at the Board. Indeed, at the 9th of March meeting, we saw this in practice where there was good engagement and reasonable and effective challenge being shown by the Board.

There was a good discussion on the NDPR and its impact on the budget, College finances and future financial sustainability. This was in addition to the discussion on pension scheme membership, highlighted at **Good Practice Point 1**, where despite the Board realising there is a long term financial cost to this decision, more fundamentally they had to conclude on what type of employer they wanted to be. The consensus around the table was the financial cost of such a decision will be an output from the process which will then slot in to the budget, which itself may result in other hard choices having to be made to balance the books.

The 2016/17 Financial Statements are compliant with OSCR's charity regulations and as far as we can determine (from the information we have seen) the 2017/18 accounts (via in-year latest estimates) will also be compliant.

5.1.4 Effectiveness

From the interviews we conducted with both Board and Staff Member's **Annex i)**, the consensus was that the Chair of the Board was very effective. He provided the character and leadership expected of the role. The unanimous view was that given the challenges faced by the Board, the Chair seems to have the right character and balance for the type of institution

Argyll College is. His style is fair, respectful, consultative, inclusive and very much team based, which appears to work well both internally and externally at organisations like UHI, the SFC and Colleges Scotland.

Having observed the Chair and his interactions with the Principal, College Secretary and others, it was evident to us that he works well with all of those he is tasked with leading. The Chair appears to provide good leadership to the Board. It is essential therefore that given the Principal has provided notice of resignation that there are no other changes to the Senior leadership team of the College in the short to medium term. Having observed how the Chair works, we believe it is imperative that he provides the continuity and stability the College needs during this important transition period. Please see **Recommendation 9**.

There seems to be a good mix of skills and experience on the Argyll College Board, with all areas of the (wider) Argyll community being represented. There does not seem to be an issue with succession in the short term, given recent new board appointments, we believe this area is something they should continue to look at. Please see **Recommendation 10**.

Good Practice point **2** outlines how well the Chair of the Board conducts the meeting. Indeed, throughout the meeting there are very professional and thorough examinations of each of the key decision items on the agenda outlined at **Annex (ii)**.

Through discussions with the Chair and Board Secretary it was understood that no hard performance measures have been put in place for the Principal. **See Recommendation 11**.

All Board members interviewed seemed to have a clear understanding of their roles and responsibilities.

The Board Secretary is very clear about what her role is, as was the Chair of the Board. From discussions it was clear that although the role is a part time one, there is always more to do than the time allowed for it. This is on the whole true, given the newness of the post holder in to post, despite her having a good background in school sector governance. Please see **Recommendation 12**.

Board recruitment at all levels: staff; student; and general members appears to be in line with what we would expect to see at a Scottish College. General membership is open as was demonstrated in the last 2016/17 campaign to recruit new Board Members for Session 2017/18. We have concluded the campaign was a success given that vacancies were filled, and the new Board members have been working hard to establish themselves within the Board.

From our discussions with Board members it was clear that training was a key element of their individual and collective development. Please see **Recommendation 13**.

5.1.5 Relationships & Collaboration

From discussions held with Board members it appears that the College could be well connected locally if it better engaged with local employers and businesses. However, we recognise the logistical difficulties the geography and topography of Argyll poses to the College in this regard. However, this is not a criticism per se it's more an observation that there may be better opportunities for the College if it engaged differently with its area stakeholders.

5.2 Board Self Evaluation

5.2.1 Individual Board Members

In November 2017, the Board undertook a self-assessment exercise. Eight out of 11 individual self-assessments were returned to the Board Secretary. Those individual returns were then collated by the Board Secretary. This exercise elicited good response levels and a frankness in the answers provided. Looking to the future it would be good to ensure all Board members complete an annual self-assessment, and to do so at an appropriate time each academic session. See **Recommendation 14**.

5.2.2 The Collective Board

The Board have still to undertake a Collective Self Evaluation of their performance. This should now be a priority for the Chair and Members to undertake. See **Recommendation 15**.

5.3 Board Member Participation in Strategic decisions

The Board papers, subsequent minutes and discussions observed during this review indicates that Argyll College Board members all appear to participate in decision making at the College. However, many of those interviewed indicated that they would like better and more timely information which they believe they could use to help make better informed decisions. See **Recommendation 16**.

Section 6 Recommendations, Client Comments & Action Plan

	Finding	Recommendation	Client Comments	Agreed Actions & Responsibility	Timeline
1.	The Board are still developing their suite of relevant Key Performance Indicators (KPI's)	<p>We recommend that the Board continue their work to develop a suite of KPI's relevant to Argyll College, which provide the Board with the high-level information they seek.</p> <p>Given Wylie Bisset's sector experience, we can help the Board facilitate the development of these measures.</p>	<p>We will utilize existing measures to produce KPIs ie student retention and success rates.</p>	<p>Via relevant committee meetings and possibly using comparators from neighbouring colleges</p>	Ongoing
2.	Our review highlighted that Board Members were concerned over the quality and timeliness of Board papers.	<p>We recommend that the Board work with the Board Secretary and Chair to specify the types of papers they wish to see and the timelines over which they wish to receive these.</p> <p>We further recommend that those tasked with creating Board and Committee papers, put aside appropriate time in their diaries to ensure that papers are comprehensive, informative and meet the known timetables for the delivery of such papers.</p> <p>Again, given Wylie Bisset's sector experience in this regard, we can help facilitate the development of quality and timely board papers.</p>	<p>We accept this report recommendations and will seek to implement them.</p>	<p>Secretary to produce draft agenda earlier and call for papers earlier to give enough time ahead of meetings for governors.</p>	By next committee meetings
3.	No collective Board Member evaluations have been conducted in recent times.	<p>Whilst it is understood, it was important to start with Individual Self-assessment, we believe it is imperative in the development of good governance at Argyll College that the collective assessment is</p>	Accepted	To conduct board collective assessment at next meeting	June 18

		carried out as a matter of urgency, and by the end of the Academic Year if possible.		and present results to the September board meeting	Sept 18
4.	Our review highlighted that the Student Board Member retires by rotation at the end of session 2017/18.	We recommend that steps are taken to support the Student Member who is retiring to put in place steps to ensure a coherent transition. We further recommend that to enhance the student voice that a 'shadow' student member is recruited to work with the Board. The shadow member may then stand for election when the 'official' member retires. Having two student voices 'around' the Board should help meet the current good practice in incorporated Colleges and could be beneficial to Argyll College.	Accepted	We will confirm that the student representative has another year to go and we will consult with UHISA about the suggestion of having a shadow member	
5.	The review of documentation and discussion identified that use of survey information was limited to the annual national survey.	We recommend that the College make use of short pulse surveys to take the temperature of issues at the College. The developments in tools such as Survey Monkey, Google Survey etc. should allow the College to obtain good quality 'live' information which can help form strategic direction and enhance the information available to the College from National surveys.	Noted	Similar to all other colleges in Scotland we probably over-survey students. We formally survey students at the following times of the academic year: <ul style="list-style-type: none"> - Early student experience survey in Oct each year to get views on application, recruitment, induction and first few weeks on course - End of semester 1 – end Jan – to get feedback on sem 1 teaching, course content, feedback from tutors etc - End of year survey – to get overall feedback 	

				<p>from the entire year – reported to SFC</p> <ul style="list-style-type: none">- Students studying HN or degree level also get surveyed at the end of each unit or module in their course – for HN students this is 15 times in the year and for degree students its 6 times a year- The majority of all our full time courses have a student rep who attend 3 course team meetings each year and is involved in discussions about curriculum design and delivery. We try to recruit a student rep for each FT course but not every course can attract a student rep. <p>In addition to all of the above there is a lot of informal surveying of students about specific things, this level of detail was not evident in the papers I reviewed. I will amend the recommendation accordingly</p>	
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6.	Discussions indicated that the Student Union was now under the control of Highlands and Islands Students Association.	We recommend that if it hasn't already done so the Board should seek assurances from UHI that Highlands and Islands Student Association constitution and roles have been reviewed and will continue to be reviewed by UHI.	Accepted.	We will seek assurances from UHI.	
7.	Our review highlighted the tension in curriculum delivery through over delivering HE targets at the cost of underperforming against FE credits.	<p>We recommend a full mapping of curriculum is undertaken when an opportunity allows. This should take account of what stakeholders and others believe may be required in the area where needs are almost counter to where current demand sits.</p> <p>In our experience curriculum should meet the demands of what employers and business are looking for. And we recognise that this will not be an easy task given the competing policy imperatives in play at this time.</p> <p>Again Wylie & Bisset can help in this regard given our sector experience.</p>	Noted	This has already started and an initial paper on this was discussed at the last LTE sub-committee	
8.	All Board papers for 9 th March 2018 did not go out at least a week ahead of the meeting.	We recognise that the Board is on a developmental journey in relation to how it operates, considers business and makes decisions. Indeed, the recent appointment of the new Board Secretary presents the Board with an opportunity to consider what information it wants, when it wants it and the quality of information it receives. Refer to Recommendation 1 . We recommend therefore that this work continues, and that appropriate tools and technologies are considered to ensure that the Board are as effective as they can be.	Accepted	Please see answers under 2	

		Given the importance of the role of the Board Secretary in helping deliver effective Governance in the College, we recommend that the Board look at the resources available to the Board Secretary in this regard and invest in ensuring that the developmental work continues and is consolidated in to what the College does.			
9.	At the meeting on 9 th March the Principal confirmed his resignation and will leave the College in October 2018.	<p>We recommend that Board ensure there is a continuity during the transition period. The Chair, given his experience of the College is well placed to provide this stability in the short to medium term.</p> <p>We further recommend looking at which tasks and roles can be transitioned to the SMT to ensure that all projects, commitments and opportunities stay on the College radar and nothing slips under the wire. For example the Helensburgh Project, which provides the College with huge potential opportunities but also brings potential threats with it , particularly given the geographical closeness to large urban colleges in West Central Scotland.</p> <p>Given our sector experience, Wylie & Bisset are well placed to advise on successful succession planning.</p>	Accepted	Board meeting to select small group to undertake recruitment & selection process. The chair has agreed to stay on to ensure a smooth transition period.	June 18
10.	The Board review highlighted the recent changes in Board Membership at the start of session 2017/18 and recognises the recent challenge of replacing the former Chair of the Learning & Teaching Committee.	<p>We recommend that options are explored to ensure that existing and future Board talent is not lost to the College, given its remote and rural location.</p> <p>We further recommend looking at innovative ways to recruit Board members who are still in employment within FE or HE to ensure that there is at least one Board member with a tertiary education background.</p>	Accepted	To elect a new Chair of LTE and embark on new round of governor recruitment as and when required.	May 18

11.	Discussions with the Chair & Board Secretary highlighted that no hard performance measures or targets have been set for the Principal.	We recommend, particularly with the immanent retirement of the current Principal, as part of the recruitment process the Board set some hard performance targets for the new Principal. This should help ensure targets are specific, measurable and contribute to the delivery of the College's strategy.	Accepted	Group, lead by Chair of Board meeting to set targets	May 18
12.	The Board Secretary is relatively new into post and will require peer to peer support.	We recommend that the Board Secretary buddies up with one or more colleagues from other UHI Colleges to help her climb the steep learning curve this role brings with it. We also recommend that the Chair work with the Secretary to provide coaching and counselling to ensure her independence is maintained.	Accepted	Secretary to enrol on training course & to make most of any opportunities to meet & network with other secretaries	Sept 18
13.	Board Member Training and development opportunities suggested that physically attending events may be more beneficial than using video conference.	We recommend that Board members are encouraged to participate in training events, and that where time and budgets allow, that attendance on site rather than by Video Conference is encouraged.	Accepted	Secretary actively seeking out training opportunities available within UHI.	
14.	The review of the Board Self Evaluation indicated that Individual Evaluations have taken place and that 8 out of 11 questionnaires were returned. A collated questionnaire taking account all feedback from the 8 Board members who completed the return has also been produced. This document provides the full Board with a useful snap shot of key issues of concern and that need to be actioned.	We recommend that the three individual returns not sent back are followed up to find out why and to encourage those members to return them. Once returned they can be added to the other results, which we believe can form an action list to help improve practice and lead to better participation from Board members. We would encourage the Board to make this activity an annual event in order that progress against their original plans can be gauged.	Accepted	Secretary to approach members who did not complete self-evaluation Secretary to put self-evaluation on agenda as an annual event	

15.	The review of the Board Self Evaluation indicated that the Collective Evaluation has still to take place.	<p>We recommend that Collective self-evaluation is undertaken by the Board as soon as it is practicable to do so. The review should follow best practice and should be appropriate and proportionate to the size and complexity of Argyll College and the environment it operates in.</p> <p>We recommend that the Collective review is conducted by the end of the Academic Year (2017/18) at the latest.</p>	Accepted	Collective evaluation to take place at next Board meeting	June 18
16.	The Board wish to see fuller, better quality and more timely papers.	Please see our Recommendation 8 and ensure that steps are taken to ensure these requests are met.	Accepted	See answers to point 2.	

Section 7 Annexe's

Annex i)

Board Interviewee List

Interviewee & Role	Method	Location
Fraser Durie - Principal	1-2-1	Oban
Andrew Campbell - Chair	1-2-1	Oban
John Colson – Vice Chair	1-2-1	Oban
Jennifer Swanson – Board Member	Group 1	VC
Jim Findlay – Board Member	Group 1	VC
Gillian Mccready – Board Member	Group 1	VC
Stella Leitch – Board Member (could not attend due being ill on the day)	Group 2	Oban
Ken Jones – Board Member	Group 2	Oban
Scott Matheson – Board Member	1-2-1	Edinburgh
Martin Jones – Board Member	1-2-1	Glasgow
Ailsa Close – Finance Director	1-2-1	Glasgow
Elaine Munro – Deputy Principal	1-2-1	Oban
Amber Crowley – Staff Member	Email	Home
Shannen Calderwood Student Member	Email	Home
Fiona Fenn-Smith – Board Secretary	1-2-1	Oban

Annex ii)

Board Agenda – 9th March 2018

BOARD OF MANAGEMENT
Friday, 9th March 2018 – 1pm

To be held at CERC, Lochgilphead, Kilmory Industrial Estate, Lochgilphead PA31 8SH
 Tel 01631 559 830

A G E N D A

ITEM	SUBJECT	STATUS	
18.1.1	Welcome to governors		
18.1.2	Apologies & declarations of interest		
18.1.3	Minutes of previous meeting: Board meeting of 8 th December 2017	To approve	Attached
18.1.4	Matters arising (<i>not covered elsewhere in agenda</i>) (a) Board effectiveness review (b) NRPA	To note	Attached Attached x 2
18.1.5	Chair’s Report: Overview of activity and key issues	For consideration	Oral report
	RESOURCES		
18.1.6	Minute of joint meeting of Audit & Finance & GP committees on 24th November 2017	For signature	Attached
18.1.7	Draft minute of the Finance & General Purpose committee of 23rd February 2018	For information	Draft attached
18.1.8	Draft minute of the Audit Committee meeting of 23rd February 2018	For information	Draft attached
18.1.9	Management accounts for period to 31st January 2018	To approve	Attached
18.1.10	(a) Property update (b) UHI Strategic Investment Fund bids: <ul style="list-style-type: none"> • Helensburgh • Dunoon 	For information For noting For noting	Attached Attached Attached
18.1.11	Paper on Strathclyde Pension Fund options	For decision	Attached
18.1.12	Paper on sale of Riverside premises, Lochgilphead	For noting	Attached
18.1.13	Health And Safety (standing item) : H&S issues	For information	Attached

	STRATEGY AND PERFORMANCE		
18.1.14	Principal's Report for period 28th February 2018	For consideration	To follow
18.1.15	Strategic & operational plans	For information	Attached
18.1.16	Assigned status and update on outstanding actions <ul style="list-style-type: none"> • Business continuity plan (FD) • Governor induction (FS) • JISC skills matrix (FS) • GB meeting papers to SharePoint (FS) • Equality & diversity(EM) 	For information	Attached To follow To follow To follow Attached
18.1.17	Minute of Learning, Teaching and Engagement Committee meeting 24 th November 2017 (for signature) & draft minute of meeting held on 23rd February 2018	For information	Attached x 2
18.1.18	SQA systems verification: final report		Attached x 3
18.1.19	2018/19 Academic Calendar	For approval	Attached
18.1.20	Risk appetite report	For comment	Attached
18.1.21	Updated risk register	For comment	Draft attached
18.1.22	Developing Young Workforce report	For information	Attached x 2
18.1.23	Nursery update including Care Commission report and action plan. (FD)	For information	Attached x 2
	PEOPLE		
18.1.24	Minute HR&Re committee meeting of 24th November 2017 and draft minute of meeting 23rd February 2018	For information	Attached x 2
18.1.25	Gender Action Plan	For approval	Attached
18.1.26	Gender pay gap report	For approval	Attached
18.1.27	Admissions policy	For information	Attached x 2
	BOARD GOVERNANCE AND DEVELOPMENT		
18.1.28	Recruitment of new governors	To discuss	
18.1.29	Update on matters from governor away day	To note	

18.1.30	Date of next board meeting: Friday, 8th June at CERC at 1.30 pm	To note	
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Assurance Levels

Strong	Controls satisfactory, no major weaknesses found, no or only minor recommendations identified.
Substantial	Controls largely satisfactory although some weaknesses identified, recommendations for improvement made.
Weak	Controls unsatisfactory and major systems weaknesses identified that require to be addressed immediately.
No	No or very limited controls in place leaving the system open to significant error or abuse, recommendations made require to be implemented immediately.