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## Nominations & Remuneration Committee

Date of Meeting	Thursday 8 December 2022
Paper Title	Board Performance Evaluation Arrangements
Agenda Item	8
Paper Number	NRC2-D
Responsible Officer	Board Secretary
Status	Disclosable
Action	For Decision

### 1. Executive Summary

**1.1** The Committee retains oversight of the Board's evaluation planning. A questionnaire based on the Code of Good Governance is issued to all Board Members in January of each year to support the Board in monitoring its performance against the Code. The following report proposes an approach for January 2023.

### 2. Recommendations

**2.1** The Committee is invited to consider whether to proceed using the current (2022) evaluation questionnaire in January 2023, with a view to a new approach being recommended to the Board later in 2023 and in place for January 2024.

### **3. Background**

- 3.1.** The Board is required to review its performance annually against the Code of Good Governance, in accordance with the framework devised for the sector.
- 3.2.** An externally led performance review by the Internal Auditor in 2018 asked Board Members to evaluate performance against every principle in the Code. The questionnaire was then reviewed in 2019-20 and the number of questions reduced to allow for greater focus on areas most relevant to the Board's performance. Members found this to be an improvement.
- 3.3.** The Board is required to undergo an externally facilitated performance review every three to five years and did so in 2021. One of the recommendations from that process was to "consider the value to governance from considering the impact for governance from compliance with the expectations of the Code," which has given rise to further discussion about refining and/or refocusing the evaluation process.
- 3.4.** Sector guidance on self-evaluation has not been reviewed for several years, and discussion has begun towards developing a new model approach/questionnaire. This might be aligned to the Code and the approach developed by CDN for externally facilitated reviews, but also take account of external models and guidance such as the Scottish Government's On Board guidance and the National Audit Office's Evaluation Questionnaire for Statutory Boards. It is expected that a revised model approach/questionnaire could be brought to the Committee for consideration and recommendation to Board later in 2023.
- 3.5.** The current questionnaire, with relevant extracts from the Code in blue text, is attached. The Committee is asked to consider using this questionnaire for the review in January 2023, with a view to a new version being in place for 2024.

### **4. Risk & Compliance Analysis**

- 4.1.** Performance review is key to effective systems of governance and internal control. Therefore, this report contributes to the mitigation of risk 0013, the capacity and capability of the Board is inadequate and standards of governance fall below the required level.

### **5. Financial and Resource Analysis**

- 5.1.** There are no specific financial or resource considerations arising from this paper. Externally-facilitated reviews are required every 3-5 years under the revised Code of Good Governance.

### **6. Equalities Implications**

- 6.1.** The report has no direct equalities implications.

### **7. Learner Implications**

- 7.1** Evaluation questions take account of quality of the student experience.

## GCRB Board Self-Evaluation Questionnaire

### A: LEADERSHIP & STRATEGY

*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.*

*Every board member must ensure that they are familiar with and their actions comply with the provisions of their board's Code of Conduct.*

*The Nine Principles of Public Life in Scotland, which incorporate the seven Nolan principles, must be the basis for board decisions and behaviour.*

<b>Q1: Do GCRB's decisions and behaviour reflect the Code of Conduct?</b>				
Yes <input type="checkbox"/>	to a greater degree <input type="checkbox"/>	to a lesser degree <input type="checkbox"/>	No <input type="checkbox"/>	Don't Know <input type="checkbox"/>
<b>Comment on performance over past year</b>			<b>Comment on potential for improvement in future</b>	

*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 must develop and articulate a clear vision for the region or college.*

<b>Q2: Does GCRB determine regional strategy and vision?</b>				
Yes <input type="checkbox"/>	to a greater degree <input type="checkbox"/>	to a lesser degree <input type="checkbox"/>	No <input type="checkbox"/>	Don't Know <input type="checkbox"/>
<b>Comment on performance over past year</b>			<b>Comment on potential for improvement in future</b>	

*The board must ensure that a comprehensive performance measurement system is in place which identifies key performance indicators.*

<b>Q3: Does GCRB have an effective system in place to monitor progress against KPIs?</b>				
Yes <input type="checkbox"/>	to a greater degree <input type="checkbox"/>	to a lesser degree <input type="checkbox"/>	No <input type="checkbox"/>	Don't Know <input type="checkbox"/>
<b>Comment on performance over past year</b>			<b>Comment on potential for improvement in future</b>	

*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.*

*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.*

<b>Q4: Does GCRB fulfil its role with regard to Corporate Social Responsibility?</b>				
<b>Yes</b> <input type="checkbox"/>	<b>to a greater degree</b> <input type="checkbox"/>	<b>to a lesser degree</b> <input type="checkbox"/>	<b>No</b> <input type="checkbox"/>	<b>Don't Know</b> <input type="checkbox"/>
<b>Comment on performance over past year</b>			<b>Comment on potential for improvement in future</b>	

**B: QUALITY OF THE STUDENT EXPERIENCE**

*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.*

*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.*

*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.*

<b>Q5: Does GCRB ensure the quality of the student experience is central to all its decisions?</b>				
<b>Yes</b> <input type="checkbox"/>	<b>to a greater degree</b> <input type="checkbox"/>	<b>to a lesser degree</b> <input type="checkbox"/>	<b>No</b> <input type="checkbox"/>	<b>Don't Know</b> <input type="checkbox"/>
<b>Comment on performance over past year</b>			<b>Comment on potential for improvement in future</b>	

*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.*

<b>Q6: Does GCRB have adequate mechanisms in place to support quality and inclusivity of learning?</b>				
Yes <input type="checkbox"/>	to a greater degree <input type="checkbox"/>	to a lesser degree <input type="checkbox"/>	No <input type="checkbox"/>	Don't Know <input type="checkbox"/>
<b>Comment on performance over past year</b>			<b>Comment on potential for improvement in future</b>	

**C: ACCOUNTABILITY & DELEGATION**

*The board must ensure delivery of its outcome agreement.*

*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.*

<b>Q7: Does GCRB fulfil its statutory duties and other obligations, including the delivery of the Regional Outcome Agreement?</b>				
Yes <input type="checkbox"/>	to a greater degree <input type="checkbox"/>	to a lesser degree <input type="checkbox"/>	No <input type="checkbox"/>	Don't Know <input type="checkbox"/>
<b>Comment on performance over past year</b>			<b>Comment on potential for improvement in future</b>	

*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.*

*The board may delegate responsibilities to committees for the effective conduct of board business.*

<b>Q8: Does GCRB have arrangements in place to support effective decision making, including a suitable committee structure and scheme of delegation?</b>				
Yes <input type="checkbox"/>	to a greater degree <input type="checkbox"/>	to a lesser degree <input type="checkbox"/>	No <input type="checkbox"/>	Don't Know <input type="checkbox"/>
<b>Comment on performance over past year</b>			<b>Comment on potential for improvement in future</b>	

*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.*

*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.*

<b>Q9: Does GCRB fulfil its responsibilities with regard to risk management?</b>				
Yes <input type="checkbox"/>	to a greater degree <input type="checkbox"/>	to a lesser degree <input type="checkbox"/>	No <input type="checkbox"/>	Don't Know <input type="checkbox"/>
<b>Comment on performance over past year</b>			<b>Comment on potential for improvement in future</b>	

*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.*

<b>Q10: Does GCRB fulfil its responsibilities with regard to financial and institutional sustainability?</b>				
Yes <input type="checkbox"/>	to a greater degree <input type="checkbox"/>	to a lesser degree <input type="checkbox"/>	No <input type="checkbox"/>	Don't Know <input type="checkbox"/>
<b>Comment on performance over past year</b>			<b>Comment on potential for improvement in future</b>	

**D: EFFECTIVENESS**

*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.*

*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.*

<b>Q11: Does GCRB function as an inclusive and collectively responsible body?</b>				
Yes <input type="checkbox"/>	to a greater degree <input type="checkbox"/>	to a lesser degree <input type="checkbox"/>	No <input type="checkbox"/>	Don't Know <input type="checkbox"/>
<b>Comment on performance over past year</b>			<b>Comment on potential for improvement in future</b>	

**E: RELATIONSHIPS & COLLABORATION**

*The board must work in partnership to secure the coherent provision of high quality fundable further and higher education in their localities.*

*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. 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.*

*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.*

<b>Q12: Does GCRB ensure effective collaboration with internal and external partners to fulfil its statutory role and strategic objectives?</b>				
Yes <input type="checkbox"/>	to a greater degree <input type="checkbox"/>	to a lesser degree <input type="checkbox"/>	No <input type="checkbox"/>	Don't Know <input type="checkbox"/>
<b>Comment on performance over past year</b>		<b>Comment on potential for improvement in future</b>		

**Please use this space for any further comments you may have in relation to the Board’s evaluation of its performance during the past year.**