
Nominations & Remuneration Committee

Date of Meeting	Thursday 23 September 2021
Paper Title	Assigned College Board Development Plans 2021-22
Agenda Item	11
Paper Number	NRC2-E
Responsible Officer	Board Secretary
Status	Disclosable
Action	For Noting

1. Executive Summary

1.1. The report provides an update on the status of Assigned College Board development plans.

2. Recommendations

2.1. The Committee is invited to **note** the report.

3. Report

3.1. Section D.23 of the Code of Good Governance sets out the following requirement.

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

3.2 All Colleges had development plans in place for 2020-21, and all boards were subject to an externally facilitated effectiveness review during 2020-21. College boards normally sign off their development plans at different points in the year, and each of the Glasgow Colleges uses a different format for planning and reporting. Links to current development plans for Glasgow Clyde College, City of Glasgow College, and Glasgow Kelvin College are provided below for Members' information.

https://www.glasgowclyde.ac.uk/assets/000/006/280/Board_Development_Plan_2021-22_original.pdf?1636453128

<https://gcrb.boardeffect.com/downloads/vfile/1450346>

<https://gcrb.boardeffect.com/downloads/vfile/1450349>

4. Risk & Compliance Analysis

4.1 Section D.23 of the Code of Good Governance requires colleges to submit their development plans to their funding body and publish them online.

4.2 Risk 0013 refers: there is a breach of legislation/ guidance/code of practice and this results in a failure of governance.

5. Financial & Resource Implications

5.1 There are no resource implications associated with this report.

6. Equalities Implications

6.1 There are no equalities implications directly associated with this report.

7. Learner Implications

7.1 This report does not have direct implications for the learner, however, robust governance arrangements are essential to the effective determination and delivery of GCRB objectives.